

Duval County Public Schools

Ortega Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	23
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	29

Ortega Elementary School

4010 BALTIC ST, Jacksonville, FL 32210

<http://www.duvalschools.org/ortega>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Mission Statement: Ortega Museum Magnet partners with area museums to provide hands-on, minds-on learning experiences for students to examine their world, explore their strengths, exhibit their knowledge and achieve academic success.

Provide the school's vision statement.

Vision Statement: Be a learning community where highly qualified staff, committed students, supportive families, and a community of partnerships work together to create a positive school culture meeting the needs of ALL students.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rose-Hamann, Shannon	Principal	
Fraley, Kenneth	Assistant Principal	
Jones, Ashlie	School Counselor	
Beckham, Kristen	Other	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We review the school improvement plan with our SAC committee during every SAC meeting. We review the school improvement plan with faculty and staff during our pre-planning meeting, and we use our "planning for improvement" goals during our weekly common planning sessions. School stakeholders provide valuable input to the plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school improvement plan is monitored for effective implementation through frequent data analysis. We complete a four step plan to track and monitor progress for every child. Furthermore, we use

common planning sessions to analyze data and set next steps for each child. The plan is revised frequently according to data.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	75%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	27	28	21	25	23	0	0	0	124	
One or more suspensions	0	2	0	5	1	4	0	0	0	12	
Course failure in English Language Arts (ELA)	0	0	1	3	0	0	0	0	0	4	
Course failure in Math	0	0	1	3	0	0	0	0	0	4	
Level 1 on statewide ELA assessment	0	0	0	4	15	15	0	0	0	34	
Level 1 on statewide Math assessment	0	0	0	3	7	13	0	0	0	23	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	20	29	29	0	0	0	0	0	79	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	16	16	15	9	17	0	0	0	73

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	5	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	2	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	25	14	29	16	21	0	0	0	106	
One or more suspensions	0	0	0	1	1	2	0	0	0	4	
Course failure in ELA	0	0	0	0	2	0	0	0	0	2	
Course failure in Math	0	0	0	0	1	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	3	8	18	0	0	0	29	
Level 1 on statewide Math assessment	0	0	0	0	6	15	0	0	0	21	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	24	34	0	0	0	0	0	71	
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	12	20	30	6	12	0	0	0	80

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	4	2	0	0	0	0	7
Students retained two or more times	0	0	0	0	1	1	0	0	0	2

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	25	14	29	16	21	0	0	0	106	
One or more suspensions	0	0	0	1	1	2	0	0	0	4	
Course failure in ELA	0	0	0	0	2	0	0	0	0	2	
Course failure in Math	0	0	0	0	1	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	3	8	18	0	0	0	29	
Level 1 on statewide Math assessment	0	0	0	0	6	15	0	0	0	21	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	13	24	34	0	0	0	0	0	71	
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	12	20	30	6	12	0	0	0	80

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	4	2	0	0	0	0	7
Students retained two or more times	0	0	0	0	1	1	0	0	0	2

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48	48	53	44	50	56	54		
ELA Learning Gains				57			57		
ELA Lowest 25th Percentile				58					
Math Achievement*	70	58	59	71	48	50	67		
Math Learning Gains				76			74		
Math Lowest 25th Percentile				78					
Science Achievement*	54	52	54	45	59	59	53		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	47	54	59	60			59		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	264
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	489
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL	40	Yes	1	
AMI				
ASN				
BLK	48			
HSP	47			
MUL	80			
PAC				
WHT	58			
FRL	54			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	56			
AMI				
ASN				
BLK	61			
HSP	58			
MUL	75			
PAC				
WHT	62			
FRL	63			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	48			70			54					47
SWD	25			46			45				4	
ELL	33			48							4	47
AMI												
ASN												
BLK	46			64			44				4	
HSP	39			64			50				5	46
MUL	67			92							2	
PAC												
WHT	49			75							3	
FRL	46			68			47				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	44	57	58	71	76	78	45					60
SWD	33	50		53	79		20					
ELL	25	38		67	92							60
AMI												
ASN												
BLK	42	65	65	63	73	79	41					
HSP	34	42		71	84							61
MUL	58			92								
PAC												
WHT	50	55		76	72		57					
FRL	35	57	62	67	81	89	38					75

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	54	57		67	74		53					59
SWD	30	50		48	50							
ELL	28			59								59
AMI												
ASN												
BLK	45	44		57	69		37					
HSP	52			63								55
MUL												
PAC												
WHT	71			87								
FRL	49	52		67	70		48					42

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	47%	1%	54%	-6%
04	2023 - Spring	52%	50%	2%	58%	-6%
03	2023 - Spring	42%	46%	-4%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	69%	59%	10%	59%	10%
04	2023 - Spring	61%	58%	3%	61%	0%
05	2023 - Spring	64%	52%	12%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	48%	1%	51%	-2%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data components showing the lowest performance are second grade reading and math, third grade reading, and fourth grade math. These are the areas in which we have the greatest need for improvement.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

We did not decline in any area from the prior year. Our reading and science proficiency improved, and math proficiency remained the same at 71%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average is third grade reading. In planning for improvement, we will have a strong emphasis on improving third grade reading.

Which data component showed the most improvement? What new actions did your school take in this area?

Schoolwide reading proficiency improved from 44% to 53% and Science improved from 45% to 51%. One action step that helped with improvement in all areas was utilizing a House System that supported a strong, positive school culture and climate. This motivated students to take ownership of learning and achieve academic success. We also began using a new reading comprehensive reading program (Benchmark Advance) in grades 3-5 and held a daily intervention block for all students. We utilized a reading interventionist and three tutors to provide in-school tutoring for targeted students throughout the school day.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concerns is our chronic absenteeism. Although we reduced the students with 20 or more absences from 37% to 33%, our absenteeism needs to decrease even more. Our goal is to reduce chronic absenteeism to 20% or less.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Third Grade Reading
2. Second Grade Reading
3. Second Grade Math
4. Fourth Grade Math
5. Fifth Grade Science

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we develop a positive relationship between faculty, staff, students, and stakeholders then our school culture will improve and academic performance will improve in all areas.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA Achievement-52%

Third Grade Reading Proficiency- 50%

Math Achievement-72%

Science Achievement-55%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored through PMA scores, FAST, I-Ready scores, Live School points, and school climate surveys.

Person responsible for monitoring outcome:

Shannon Rose-Hamann (roses1@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will designate time each day for implementing Calm Classroom and emphasizing our Guidelines for Success and character traits. We will hold green parties each month to recognize students for achieving math proficiency or meeting their goals, implement Wellness Wednesday lessons, and utilize Bloomz to generate a house system which will involve monthly house meetings and celebrations. We will work closely with the school guidance counselor to meet all student needs, work closely with our school therapist to provide interventions as needed. We will also hold monthly flag raising ceremonies to recognize every child's birthday, celebrate success, honor students of the month, etc.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The district places a strong emphasis on building relationships with the students, their families, and the community. If we have a strong relationship with the students, their families, and the community then the students proficiency will increase.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be trained in Calm Classroom and will implement the program.

Person Responsible: Ashlie Jones (jonesa18@duvalschools.org)

By When: Ongoing

The school counselor will hold guidance lessons/meetings with each class.

Person Responsible: Ashlie Jones (jonesa18@duvalschools.org)

By When: Every other week from August-May

Students exhibiting character traits will be recognized during our monthly flag raising ceremonies

Person Responsible: Shannon Rose-Hamann (roses1@duvalschools.org)

By When: Monthly

All students and teachers will participate in Wellness Wednesdays, which includes 30 minutes of instruction.

Person Responsible: Ashlie Jones (jonesa18@duvalschools.org)

By When: Ongoing

House Systems will be implemented and utilized, as a positive school culture will yield positive student behavior. The House System rubric will give teachers a consistent framework for recognizing and rewarding student success. We will implement House Points, House Meetings, and House Shopping Days.

Person Responsible: Ashlie Jones (jonesa18@duvalschools.org)

By When: House Meetings will be held monthly and will be planned by the PBIS team.

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our students must be proficient in order to excel in other subjects and be prepared for success in college, a career, and life.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we implement rigorous, differentiated, data driven instruction in every classroom, then our proficiency, learning gains, and bottom quartile learning gains will improve in all academic areas. Fifth Grade Science Proficiency will increase from 54% to 55%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Small group intensive remediation will be given to 5th grade students.

All teachers will teach science daily.

Science will be monitored through frequent assessments and data analysis.

Person responsible for monitoring outcome:

Shannon Rose-Hamann (roses1@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Intensive remediation and effective intervention implementations in all grade levels will be required in order to improve our science proficiency. Science will be taught daily in grade K-4 and benchmark based assessments will be utilized in 5th grade.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Frequent progress monitoring will ensure our students performing below grade level in science make sufficient progress throughout the year.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Fifth grade will be restructured to be a three-subject team. One teacher will focus exclusively on Science.

Person Responsible: Shannon Rose-Hamann (roses1@duvalschools.org)

By When: August 2023

The fifth grade teacher will attend common planning on a weekly basis to focus on planning tasks and assessments that are fully aligned to benchmarks.

Person Responsible: Shannon Rose-Hamann (roses1@duvalschools.org)

By When: Weekly

The fifth grade science teacher will attend all district professional development sessions and work closely with our district science specialist.

Person Responsible: Shannon Rose-Hamann (roses1@duvalschools.org)

By When: Ongoing

Small group intensive remediation will be given throughout the day as needed to address deficiencies

Person Responsible: Shannon Rose-Hamann (roses1@duvalschools.org)

By When: Ongoing

Fifth grade students will participate in data chats to set science goals

Person Responsible: Shannon Rose-Hamann (roses1@duvalschools.org)

By When: Quarterly

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our students must be proficient readers in order to excel in other subject areas and to eventually be prepared for success in college or a career, and life.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our school administration will design, monitor and assess reading achievement progress and provide professional development and coaching for teachers. We plan to increase our reading achievement to 52 percent. We also plan to improve the 3rd grade proficiency to 50 since it will be a separate cell in the 23-24.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Our school leadership team will design, monitor and assess reading achievement progress and provide professional development and coaching for teachers. We plan to increase our reading achievement to 52 percent.

A reading interventionist will provide remediation and interventions to students performing below grade level.

A tutor will work for five hours each day to provide remediation for students.

A paraprofessional will provide reading enrichment and remediation for students.

A parent liaison will work to build strong relationships with families and stakeholders and work with community, business and faith-based partners to secure resources and minors for students which will transfer to an increase in students reading proficiency.

All K-2 students will participate in Reading Mastery. Teachers will be trained and will implement the program correctly and with fidelity, and data collection and analysis will occur during common planning sessions.

LLI (Leveled Literacy Instruction) will be used with select students in grades K-5.

Person responsible for monitoring outcome:

Shannon Rose-Hamann (roses1@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Intensive remediation and effective interventions implementation in all grade levels will be required in order to improve our reading proficiency. Benchmark Advance and LLI will be used in grades K-2; LLI, Benchmark Advance, and standards based assessments will be utilized in grades 3-5. Progress will be monitored through state, district, and school-based assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Frequent progress monitoring will ensure our students reading below grade level make sufficient progress throughout the year.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The school leadership team will monitor and assess reading achievement progress as well as provide professional development and coaching for teachers.

Person Responsible: Shannon Rose-Hamann (roses1@duvalschools.org)

By When: Ongoing

Tutors, administration, a reading interventionist, and paraprofessionals will work with small groups of students and assist teachers in order to implement interventions, enrichment opportunities, and remediation for students.

Person Responsible: Kristen Beckham (beckhamk@duvalschools.org)

By When: Ongoing

Teachers will be trained to effectively implement the Benchmark Advance curriculum, and school administration will monitor this regularly. K-2 teachers will be trained to effectively implement UFLI.

Person Responsible: Shannon Rose-Hamann (roses1@duvalschools.org)

By When: Ongoing

The school will participate in "One School, One Book" which allows for all families to receive and read the same book.

Person Responsible: Shannon Rose-Hamann (roses1@duvalschools.org)

By When: October 2023

Teachers will collaboratively plan core reading instruction during weekly common planning meetings with a focus on standards-based reading, tasks and assessments.

Person Responsible: Shannon Rose-Hamann (roses1@duvalschools.org)

By When: Ongoing

Students will participate in data chats to set reading goals.

Person Responsible: Shannon Rose-Hamann (roses1@duvalschools.org)

By When: Ongoing

Students will read grade-level fluency passages weekly both in school and at home and teachers will monitor student progress and provide additional support as needed.

Person Responsible: Kristen Beckham (beckhamk@duvalschools.org)

By When: Ongoing

#4. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our students must be proficient in math in order to excel in other subject areas and to eventually be prepared for success in college or a career, and life.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We plan to increase our math proficiency to 72 percent. We also plan to improve math gains in 4th and 5th grade to 75 percent.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students who are in danger of not meeting proficiency or growth will receive targeted interventions and remediation.

Person responsible for monitoring outcome:

Shannon Rose-Hamann (roses1@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Intensive remediation groups and effective intervention implementations in all grade levels will occur in order to improve our math proficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Frequent progress monitoring will ensure our students performing below grade level in math make sufficient progress throughout the year.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Common planning will be held weekly to include data analysis and planning for results

Person Responsible: Shannon Rose-Hamann (roses1@duvalschools.org)

By When: Ongoing

Math teachers will be trained in effective implementation of Acaletics.

Person Responsible: Shannon Rose-Hamann (roses1@duvalschools.org)

By When: September 2023

Students will utilize blended learning such as Reflex, Frax, Acaletics Math Club Portal, Waterford, iReady and Freckle Math

Person Responsible: Shannon Rose-Hamann (roses1@duvalschools.org)

By When: Ongoing

Students not meeting math goals will receive targeted instruction in a small group setting four times per week

Person Responsible: Kenneth Fraley (fraleyjrk@duvalschools.org)

By When: October 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grade K will increase proficiency from 68% to 69%. Grade 1 will increase proficiency from 49% to 55%. Grade 2 will increase proficiency from 34% to 50%.

All K-2 teachers will implement UFLI Foundations, an explicit and systematic program that teachers students the foundational skills necessary for proficient reading. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in and grade. Teachers will follow a daily routine that includes phonemic awareness, visual drill, auditory drill, blending drill, new concept, word work, irregular words and connected text. UFLI addressed decoding to ensure students can fluently read.

All teachers implementing UFLI will attend two full days of training before beginning, and will participate in ongoing professional development throughout the year.

Master schedules are designed to allow teachers to teach UFLI to their classes in a whole-group setting each day. Teachers also have time to remediate struggling students during center time. For remediation, teachers will address specific reading deficits using various programs such as Reading Mastery, UFLI, Leveled Literacy Intervention, or Benchmark Advance Interventions.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Reading proficiency for grades 3-5 will increase to 52%. Grade 3 will increase proficiency from 42% to 50%. Grade 4 will increase proficiency from 52% to 54%. Grade 5 will increase proficiency from 48% to 52%.

All 3-5 teachers will use Benchmark Advance for core literacy instruction. Benchmark Advance is designed to develop strong foundational skills through explicit teacher modeling, guided practice, and assessments aligned to the grade level benchmarks. Each grade level team has also established a daily block of time called WIN (What I Need) time. During this time, students work with a teacher or tutor to address reading deficits or engage in enrichment. Each third, fourth, and fifth grade classroom teacher also implements a daily center rotation block to give every student time to meet with a teacher or tutor in a small group setting for guided reading or work on a specific reading need.

All students use Star Reading for blended learning, and third graders also have access to Amira Learning, a program that uses artificial intelligence and speech recognition to deliver personalized tutoring for students.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

ELA proficiency in grades K-2 will be 52% or higher. Outcomes will be measured through FAST progress monitoring 1, 2, and 3; iReady, Waterford, UFLI, and Benchmark Advance reading assessments. Data will be closely monitored by the administration and intervention will be provided by our teachers and tutors.

Grades 3-5 Measurable Outcomes

ELA proficiency in grades 3-5 will be 52% or higher. Outcomes are measured through FAST Progress Monitoring 1, 2, and 3; Star Reading, Benchmark Advance Assessments and district monitoring assessments. Once the school receives each new data set, each team will meet to analyze data and create a plan to provide remediation for students performing below grade level. This support might include small group intensive instruction, an invitation to tutoring sessions, or completing Tier 2 or Tier 3 interventions with the students.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Data will be monitored using our Four Step Plan. Data will be analyzed with each grade level team as well as administration, tutors, and district leadership. As data change, the plan is adjusted to ensure each child receives the appropriate enrichment or interventions.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Rose-Hamann, Shannon, roses1@duvalschools.org

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Benchmark Advance and UFLI are evidence-based programs that meet Florida's definition of evidence-based, are aligned with the district's K-12 Comprehensive Evidence-based Reading Plan and align to B.E.S.T. ELA standards.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The programs have been selected and training has been provided. The evidence-based practices address reading needs and show a record of effectiveness. This will be Ortega's first year using UFLI for grades K-2, second year using Benchmark Advance for grades 3-5, and third year using Benchmark Advance for grades K-2.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
School administration will design, monitor, and assess reading achievement progress and provide professional development and coaching for teachers. All teachers will be trained to effectively implement tier one instruction (Benchmark Advance in grades K-5 and UFLI in grades K-2) as well as tier 2 and 3 interventions.	Rose-Hamann, Shannon, roses1@duvalschools.org
Assessments will be monitored closely. Grade level teams, along with school administration and region leadership, will analyze the data and create next steps based on individual student need. Remediation and enrichment plans will be created and monitored.	Rose-Hamann, Shannon, roses1@duvalschools.org
The benchmark walkthrough tool will be utilized to ensure the delivery of instruction, student work, and assessments are fully aligned to benchmarks.	Rose-Hamann, Shannon, roses1@duvalschools.org
Title one funds will be utilized to hire reading tutors and paras to provide interventions and remediation to students performing below grade level.	Rose-Hamann, Shannon, roses1@duvalschools.org
Materials will be purchased and utilized to support students for tutoring, remediation, and enrichment. Materials include but are not limited to interactive carts and monitors, computers, blended learning programs, student workbooks, and books.	Rose-Hamann, Shannon, roses1@duvalschools.org
One School One Book will be utilized to engaged families in a school-wide book club and build a community of readers.	Noll, Mary, nollm@duvalschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

We discuss the school improvement plan during every SAC meeting. This allows us to set goals, plan for improvement, and monitor data with all stakeholders. We also include our school improvement goals directly on our SAC agenda. Goals are also shared with school faculty and staff during our monthly faculty meetings as well as weekly common planning sessions. Students set individual goals directly related to our school goals, and teachers meet with their students to conduct data chats.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will be using Bloomz as well as our House system to build positive relationships with parents, families, and other community stakeholders. We will celebrate student success during monthly flag raising ceremonies, and all stakeholders are invited to attend. We also have a parent liaison who helps support student needs and works directly with parents to offer assistance. This year we are holding "coffee chats" so that parent can chat with school administration in an informal setting.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We plan to follow our school improvement plan to address our four goals. Our goals center around improving reading, math, and science proficiency as well as building and maintaining and incredibly strong, positive school culture and climate. To drill down even more, we will focus on the following goals and strategies:

Goal 1: Increase reading proficiency in 2nd Grade and 3rd Grade

Measurable Outcome: Increase Reading Proficiency in 2nd grade from 34% to 40% and in 3rd grade from 42% to 48%

Interventions:

- Add 30 minutes per day of WIN time to master schedules to provide students with targeted intervention based on individual reading deficiencies.
- Ensure all 2nd grade teachers have been trained in UFLI. Provide support as needed
- Utilize reading interventionist and three reading tutors to provide targeted support in grades 2 and 3
- Weekly common planning and PLCS, including instructional rounding to look at small group instruction
- Data Chats with teachers after each new data set is received
- Reduce number of students with chronic absenteeism (20+ days) from 33% to 20%
- Utilize house system and house meetings (monthly) to build a strong school culture and motivate students to achieve academic success

Goal 2: Increase Math Proficiency in 4th Grade and 2nd Grade

Measurable Outcome: Increase Math Proficiency in 4th Grade from 61% to 65%

- Provide small group instruction to fourth graders (push students) four days per week for 45 minutes each day
- Utilize Acaletics and ensure all second and fourth graders participate in Acaletics' PD
- Weekly common planning and PLCS, including instructional rounding to focus on small group instruction
- Utilize spiral reviews (provided by the region)
- Math tutor will provide targeted small group instruction during the school day
- Conduct data chats with teachers after each data set
- Reduce number of students with chronic absenteeism (20+ days) from 33% to 20%
- Utilize house system and house meetings (monthly) to build a strong school culture and motivate

students to achieve academic success

Goal 3: Improve Science Proficiency in 5th grade

Measurable Outcome: Increase Science Proficiency from 54% to 58%.

- Ensure science teacher attends all district PD sessions and works closely with our district specialist
- Weekly common planning with fifth grade PLC (restructured fifth grade team, so now this is a three-way split)
- Conduct data chats with fifth grade science teacher after each data set
- Ensure science is taught and emphasized in all grade levels
- Reduce number of students with chronic absenteeism (20+ days) from 33% to 20%
- Utilize house system and house meetings (monthly) to build a strong school culture and motivate students to achieve academic success

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Ortega students receive free breakfast and lunch and we work with Full Service Schools to provide services and resources that students need. Our school therapist meets directly with students twice per week, and our school social worker helps at Ortega on a weekly basis. Ortega also benefits from the Fresh Fruit and Vegetable Program.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Guidance services are provided to students on a rotating schedule. The school counselor meets with each class for tier one supports twice per month. Tier two supports and tier three supports are provided to students who need them. The MTSS team meets at least once per month to identify students in need of these supports. Furthermore, our school therapist meets with students on a weekly basis. We also utilize Hazel Health, Calm Classroom, and our B3 Lab.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Ortega invites the area middle schools to attend Career Day and "Moving On Up" day as well as several of our family and parent engagement events.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

MTSS meetings are held monthly. Children are tiered according to academic or behavioral needs, and tier one, two, or three supports are implemented. The district provides a list of acceptable, evidence-based tier two and three supports that we implement and monitor with fidelity. Students performing

below grade level have progress monitoring plans (PMPs) in place. The classroom teachers work directly with parents to implement the PMPs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers create Individual Professional Development Plans and pursue professional development which aligns directly with their goals. Many of them attend district or region lead Reading, Math and Science training. All K-2 teachers will be trained in UFLI this year. All faculty and staff members attend mental health and first aid training. We lead common planning sessions and PLCs at the school which include instructional rounding.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Preschool children are invited to attend our kindergarten screening once they have registered for school, and this year we hope to invite a VPK class to come to Ortega for a field trip. We hold several parent and family engagement events to ensure parents are comfortable with the transition to elementary school including the Boo Hoo Breakfast and Coffee Chats. Parents are also invited to attend PTA meetings, SAC meetings, and all of our evening events such as Museum Exhibit Night, Literacy Night/Trunk or Treat, Orientation, Open House, Math/Science Night etc.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No