

Leon County Schools

Oak Ridge Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Oak Ridge Elementary School

4530 SHELFER RD, Tallahassee, FL 32305

<https://www.leonschools.net/oakridge>

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.

The mission of Oak Ridge Elementary School is to prepare students to become responsible, respectful, independent learners equipped with the critical thinking skills necessary to compete in our global society.

Provide the school's vision statement.

Oak Ridge Elementary School will be an engaging, safe, and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

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
Smith, Jasmine	Principal	The principal and the assistant principal ensure teachers are trained on curriculum, including intervention program materials, and on research-based strategies. The administration also conduct informal and formal observations to identify areas of need and to find role models for other teachers. Also, the administration has oversight in ensuring that pacing and planning are on target for students to show achievement. Finally, administration ensures that data is being monitored and that informal and formal assessments are being disaggregated in order to find strengths and weaknesses. These strengths and weaknesses will be used to guide instruction on an ongoing basis.
Wise, Brian	Assistant Principal	The principal and the assistant principal ensure teachers are trained on curriculum, including intervention program materials, and on research-based strategies. The administration also conduct informal and formal observations to identify areas of need and to find role models for other teachers. Also, the administration has oversight in ensuring that pacing and planning are on target for students to show achievement. Finally, administration ensures that data is being monitored and that informal and formal assessments are being disaggregated in order to find strengths and weaknesses. These strengths and weaknesses will be used to guide instruction on an ongoing basis.
Arnold, Albert	Dean	The student dean will assist teachers in protecting instructional time. Any disruptive behaviors will be dealt with in a timely manner. The Dean will also assist in monitoring attendance and in contacting families concerning student needs.
Hill, Baleasa	Reading Coach	The Reading Coach will plan with teachers using the B.E.S.T and Florida Standards. She will also model and observe informally as often as needed to guarantee that teachers are following the sequence of instruction. The Reading Coach will assist with gathering schoolwide ELA data to assist with analyzing during data meetings. The Reading Coach will work with district coaches to ensure that all instructional needs of teachers are met
Muhammad, Aquila	Instructional Coach	The instructional coaches will plan with teachers using the B.E.S.T and Florida Standards. They will also model and observe informally as often as needed to guarantee that teachers are following the sequence of instruction. The coaches will work with district coaches to ensure that all instructional needs of teachers are met.
Moore, Dwanna	Curriculum Resource Teacher	Will assist teachers in the implementation of the BEST Writing Standards and will work with students to improve literacy skills, with an emphasis on writing.

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.

Stakeholders are an essential component of the learning community and providing feedback towards the School Improvement Process (SIP). Their input is provided through School Advisory Council Meetings as well as SITE Meetings where components of the SIP are shared along with data to support the decisions made for continuous improvement. During the School Advisory Council meetings, teachers, parents, students and community business partners vote upon the components of the SIP and come to a consensus on

additional action steps needed to support student achievement.

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 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, by engaging in an on-going data disaggregation process with stakeholders and correlating the achievements or lack of to the action steps outlined on the SIP. This will be done through grade level meetings, data chats, faculty meetings, and SAC meetings. To ensure continuous improvement, the plan will be revised through analyzing what the areas of concern are and developing new implementation steps that will be purposeful in targeting the areas of focus.

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 PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT)

	Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: D
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	33	22	25	17	25	0	0	0	122	
One or more suspensions	0	0	1	3	1	6	0	0	0	11	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

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	9	6	7	11	19	18	0	0	0	70

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	3	6	4	2	2	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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	33	22	25	17	25	22	0	0	0	144	
One or more suspensions	0	1	3	1	6	7	0	0	0	18	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	21	19	20	0	0	0	60	
Level 1 on statewide Math assessment	0	0	0	12	28	23	0	0	0	63	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	10	16	24	9	13	0	0	0	87	

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	9	6	7	11	19	18	0	0	0	70

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	6	4	2	2	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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	33	22	25	17	25	22	0	0	0	144	
One or more suspensions	0	1	3	1	6	7	0	0	0	18	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	21	19	20	0	0	0	60	
Level 1 on statewide Math assessment	0	0	0	12	28	23	0	0	0	63	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	10	16	24	9	13	0	0	0	87	

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	9	6	7	11	19	18	0	0	0	70

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	6	4	2	2	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

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*	29	54	53	40	57	56	35		
ELA Learning Gains				45			36		
ELA Lowest 25th Percentile				48			62		
Math Achievement*	31	56	59	39	47	50	31		
Math Learning Gains				50			28		
Math Lowest 25th Percentile				44			21		
Science Achievement*	33	52	54	26	57	59	20		
Social Studies Achievement*					60	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress		52	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)	ATSI
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	123
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	292
Total Components for the Federal Index	7
Percent Tested	98
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	21	Yes	4	1
ELL				
AMI				
ASN				
BLK	27	Yes	1	1
HSP	41			
MUL				
PAC				
WHT	33	Yes	1	

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%
FRL	31	Yes	2	1

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	33	Yes	3	
ELL				
AMI				
ASN				
BLK	45			
HSP	50			
MUL				
PAC				
WHT	53			
FRL	40	Yes	1	

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	29			31			33					
SWD	21			23			17				4	
ELL												
AMI												
ASN												
BLK	26			28			29				4	
HSP	44			38							2	
MUL												

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
PAC												
WHT	33			33							2	
FRL	29			29			36				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	40	45	48	39	50	44	26					
SWD	18	46	42	25	46		18					
ELL												
AMI												
ASN												
BLK	38	47	55	38	53	52	29					
HSP	50			50								
MUL												
PAC												
WHT	55			50								
FRL	40	46	44	39	50	33	29					

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	35	36	62	31	28	21	20					
SWD	34			31								
ELL												
AMI												
ASN												
BLK	30	29		30	25	25	15					
HSP												
MUL												
PAC												
WHT	70			60								
FRL	35	38	64	30	23	25	18					

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	27%	55%	-28%	54%	-27%
04	2023 - Spring	29%	57%	-28%	58%	-29%
03	2023 - Spring	25%	52%	-27%	50%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	31%	57%	-26%	59%	-28%
04	2023 - Spring	42%	58%	-16%	61%	-19%
05	2023 - Spring	21%	52%	-31%	55%	-34%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	50%	-21%	51%	-22%

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 component showing the lowest performance was 3rd Grade ELA particularly related to Reading Informational Text. Third graders may encounter difficulties with reading informational text standards for various reasons:

1. Limited Vocabulary: Third graders may not have a wide enough vocabulary to understand complex terms and concepts found in informational texts.
2. Comprehension Skills: Developing comprehension skills, such as making inferences or summarizing, can be challenging for young readers when faced with dense informational text.

3. **Complex Sentence Structure:** Informational texts often contain complex sentence structures that may be difficult for third graders to decode and understand.
4. **Lack of Prior Knowledge:** Some informational texts assume a certain level of prior knowledge on a subject, which third graders may not possess.
5. **Lack of Engagement:** If the topic of the informational text is not interesting or relevant to the child, it can be challenging for them to stay engaged and focused.
6. **Text Features:** Understanding and using text features like headings, captions, and diagrams can be a struggle for young readers.
7. **Limited Fluency:** Reading fluency, which involves the ability to read smoothly and accurately, may still be developing in third graders, making it hard to tackle lengthy informational texts.
8. **Limited Background Knowledge:** If a child has limited exposure to a wide range of topics, it can impede their ability to comprehend informational texts on unfamiliar subjects.
9. **Lack of Reading Stamina:** Reading longer informational texts can be mentally taxing for young readers, leading to fatigue and reduced comprehension.

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

The data component showing the greatest decline from the prior year was 3rd Grade ELA Proficiency from 38% in 2022 to 25% in 2023, a 13 percentage point decline. The factors that contributed to this decline was that there was a lack of foundational skills, especially as it relates to vocabulary, fluency, and comprehension. Students also need to have more exposure to making connections to the text and making inferences beyond answers that are “right-there” in the text.

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.

While all of the grade levels were above the state average as it relates to proficiency, 3rd Grade ELA had the closest gap when compared to the state average. There can be various reasons for gaps in third-grade reading standardized test performance:

1. **Socioeconomic Factors:** Children from lower-income households may have limited access to books, resources, and educational support, affecting their reading readiness.
2. **Limited Literacy Exposure:** Children who haven't been exposed to rich reading experiences at home or preschool may struggle with reading comprehension in third grade.
3. **Language Barriers:** English language learners may face challenges understanding and responding to test questions in a language that is not their first.
4. **Insufficient Instruction:** Inadequate reading instruction in early grades can leave students unprepared for the increasing complexity of third-grade reading standards.
5. **Curriculum Mismatch:** Differences between classroom instruction and the content of the standardized test can lead to gaps in performance.
6. **Inadequate Preparation:** Limited exposure to test-taking strategies and practice can leave students

unprepared for the format and expectations of standardized tests.

Our third grade students from 2022-23 were in Kindergarten when the Covid-19 Pandemic began. These students also had the greatest percentage of students that remained digital learners when we returned to Brick and Mortar instruction after the return to school. They missed out on critical foundational skills in first grade and have been struggling to gain ground since their return.

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

The data component showed the most improvement was 5th Grade Science. Several factors can contribute to improvements in fifth-grade science standardized testing scores:

1. Effective Teaching: High-quality science instruction by well-trained teachers can lead to improved understanding and performance on standardized tests. We have made concentrated efforts to have a dedicated Science teacher in grades 3-5 and addressed Must Do Science standards starting in Kindergarten.
2. Hands-On Learning: Hands-on experiments and activities helped our students grasp scientific principles, making them better equipped to answer test questions.
3. Inquiry-Based Learning: Encouraging students to ask questions, explore, and investigate scientific topics can foster a deeper understanding of science concepts.
4. Teacher Professional Development: Ongoing training and professional development for our teachers enhanced their ability to teach science effectively.
6. Adequate Resources: Access to science materials, textbooks, and technology have helped us to provide a richer learning experience.
8. Assessment and Feedback: Use of regular formative assessments and constructive feedback helped students identify areas where they need improvement.
9. Science Literacy: Promotion of scientific literacy and critical thinking skills has helped to empower students to excel in science assessments.
10. Differentiated Instruction: Tailored instruction has been designed to meet the diverse needs of students, including those with varying levels of readiness, can lead to better outcomes.

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

The EWS data shows a need to improve the overall attendance percentage, with a focus on students that have 6-10 absences. The 2022-2023 data indicates that percentage of students that were absent 6-10 times

increased from the 2021-22 school year. Students in Kindergarten have some of the largest percentage of absences which significantly decreases the opportunity for instruction and exposure to critical foundational skills needed to establish the parameters for academic success beyond Kindergarten.

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

The highest priorities for school improvement for the upcoming school year are as follows:

1. Data-Driven Instruction:

- Regular collection and analysis student performance data in reading and math.
- Use of data to inform instructional decisions and tailor interventions to individual student needs.

2. Targeted Interventions:

- Implementation of intervention programs for students who struggle in reading and math.
- Use of additional tutoring, small-group instruction, or personalized learning opportunities.
- Monitoring the effectiveness of interventions and adjust as needed based on student progress.

3. Quality Tier 1 Instruction and Effective Teaching Practices:

- Use of evidence-based instructional strategies for reading and math.
- Differentiation to meet the diverse needs of students in the classroom.
- Promotion of a collaborative planning and professional learning communities among teachers.

4. Family and Community Involvement:

- Engaging parents and caregivers in their children's reading and math education.
- Offering workshops and resources for families to support learning at home.
- Communicating regularly with parents about student progress and areas for improvement.

Area of Focus

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

#1. 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.

According to the 2022-2023 F.A.S.T. PM3, 25% of 3rd grade students were proficient in ELA as compared to the 4th grade ELA proficiency rate of 29% and 5th grade ELA proficiency rate of 27%. Based on the data and the identified contributing factors of a high number of ELL students levels 1 and 2, student readiness levels in grades K-2, and a need for more standards-based instruction and assessments, we will implement the Targeted Element of Benchmark-aligned Instruction.

Creating a positive culture and environment in a school can significantly impact reading standardized testing scores. Here are ways that we will address and foster a positive culture and environment to improve reading scores:

1. Cultivating Love for Reading:

- Encouraging a school-wide love for reading by celebrating reading achievements and creating a culture where reading is enjoyable.

2. Reading Initiatives:

- Implement reading initiatives such as Accelerated Reading Programming and challenges to motivate students to read more and diversify their reading materials.

3. Library Resources:

- Ensure that the school library is well-stocked with diverse and age-appropriate reading materials as well as all B.E.S.T. Standards books recommended for students in Grades K-5.

4. Family Literacy Nights:

- Hosting family literacy nights throughout the school year to engage parents and caregivers in supporting reading at home.

5 Professional Development:

- Providing ongoing professional development for teachers to enhance their reading instruction strategies.

6. Reading Comprehension Skills:

- Focusing on teaching reading comprehension skills, including inference, summarization, and critical thinking.

7. Literacy Integration:

- Integrating literacy into all subjects, emphasizing the importance of reading in various contexts.

8. Celebrate Reading Achievements:

- Holding reading-related events, such as book fairs, reading challenges, and author visits, to celebrate and recognize reading accomplishments.

Measurable Outcome:

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

62% of 3rd grade students will be proficient in ELA on the statewide assessment.

62% of 4rd grade students will be proficient in ELA on the statewide assessment.

62% of 5th grade students will be proficient in ELA on the statewide assessment .

Monitoring:

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

Throughout the year teachers will use a variety of resources to progress monitor students, including FAST, STAR, and curriculum assessments. The data will be used to monitor proficiency levels and to determine remediation needed for specific skills.

Person responsible for monitoring outcome:

Jasmine Smith (smithj3@leonschools.net)

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 implement standards-based instruction during the ELA block and will utilize differentiated instructional strategies during small group instruction during the regular ELA block and during the dedicated grade level intervention block.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the Florida's BEST Standards, ELA guide, The BEST standards emphasize explicit, systematic phonics instruction and the foundation of literacy to build phonics and fluency skill and also focus on building vocabulary and comprehension skills across the curriculum areas. According to the Association for Supervision and Curriculum Development, differentiated instruction will allow the teacher to accommodate the full diversity of academic needs in a classroom.

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.

Utilize the Reading Coach to oversee small group instruction within the classroom and to assist teachers with using the new BEST standards and the new ELA curricula to plan for instruction.

Person Responsible: Jasmine Smith (smithj3@leonschools.net)

By When: August 2023-May 2024

Utilize the Reading Coach to observe teachers and to model research based strategies.

Person Responsible: Jasmine Smith (smithj3@leonschools.net)

By When: August 2023-May 2024

Regularly review progress monitoring data to modify groups based on students need.

Person Responsible: Baleasa Hill (hillb2@leonschools.net)

By When: August 2023-May 2024

Along with planning together on grade levels, ELA teachers across grade levels will meet regularly to review the standards and create plans based on the new standards.

Person Responsible: Jasmine Smith (smithj3@leonschools.net)

By When: August 2023-May 2024

Data meetings will be held monthly to review ELA progress monitoring data and student progress.

Person Responsible: Jasmine Smith (smithj3@leonschools.net)

By When: August 2023-May 2024

#2. 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.

The FAST scores for grades 3-5, indicate the need for improvement in all grade levels with proficiency rates of 31 percent in grade 3, 42% in grade 4, and 21% in grade 5. Fostering a positive culture and environment for math can significantly impact math standardized testing scores. Here are ways to address and promote a positive math culture to improve testing scores:

1. Math Enthusiasm:

- Encouraging enthusiasm for math by highlighting its relevance and real-world applications.

2. Math Clubs and Competitions:

- Organizing math clubs, competitions, and math-related events to engage students and build a math community.

3. Hands-On Activities:

- Incorporating hands-on math activities and manipulatives to make math more tangible and enjoyable.

4. Math Celebrations:

- Celebrating math milestones and achievements with awards, certificates, or recognition ceremonies.

5. Differentiated Instruction:

- Tailoring math instruction to meet the diverse needs of students, providing additional support for struggling learners and enrichment for advanced students.

6. Math Professional Development:

- Offering ongoing professional development for math teachers to stay updated on effective teaching strategies.

7. Math Literacy:

- Incorporating math literacy skills, including interpreting data and graphs, into the curriculum.

8. Teacher Collaboration:

- Encouraging collaboration and providing opportunities for deliberate collaborative planning among math teachers to share best practices and resources.

Measurable Outcome:

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

62% of the students in 3rd grade will be proficient in Math on the statewide assessment.

62% of the students in 4th grade will be proficient in Math on the statewide assessment.

62% of the students in 5th grade will be proficient in Math on the statewide assessment.

Monitoring:

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

Throughout the year, teachers will use a variety of resources to progress monitor students, including FAST, iReady, and curriculum assessments. The data will be used to monitor proficiency levels and to determine remediation needed for specific skills.

Person responsible for monitoring outcome:

Brian Wise (wiseb3@leonschools.net)

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 implement standards-based instruction during the Math block and will utilize differentiated instruction strategies during small group instruction within the regular math block and within the dedicated grade level intervention block.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the Association for Supervision and Curriculum Development, differentiated instruction will allow the teacher to accommodate the full diversity of academic needs in the classroom. By having a dedicated time for intervention/enrichment, teachers will be able to use the data from iReady and class assessments to determine the needs of the students and be able to focus on those specific needs with small groups of students.

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.

Regularly review iReady, Acaletics, and classroom assessment data to determine student proficiency and to determine remediation and enrichment needs of students.

Person Responsible: Brian Wise (wiseb3@leonschools.net)

By When: August 2023 - May 2024

Meet monthly with teachers on and across grade levels to plan for intervention and enrichment instruction.

Person Responsible: Jasmine Smith (smithj3@leonschools.net)

By When: August 2023 - May 2024

Utilize Math lead teachers to model the use of instructional strategies.

Person Responsible: Brian Wise (wiseb3@leonschools.net)

By When: August 2023 - May 2024

#3. ESSA Subgroup specifically relating to Students with Disabilities**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.

On the 22-23 FAST, we continued to see that our Students with Disabilities continued to show the need for improvement in both Reading and Mathematics. Fostering a positive culture and environment for students with disabilities to improve reading and math standardized testing scores will require us to use a supportive and inclusive approach. The ways that we plan to address this need are as follows:

1. Individualized Education Plans (IEPs):

- Development and implementation of IEPs that are tailored to the specific needs and abilities of each student with a disability and promote high expectations with access to the same curriculum as students General Education peers.

2. Specialized Instruction:

- Providing specialized instruction and accommodations that align with students' IEPs, ensuring access to grade-level content.

3. Inclusive Classrooms:

- Promoting inclusive classroom environments where students with disabilities are integrated and supported alongside their peers.

4. Accessible Curriculum:

- Ensuring that all instructional materials, including reading and math materials, are accessible to students with disabilities, such as through alternative formats or assistive technology.

5. Small-Group Instruction:

- Providing small-group instructional opportunities for students with disabilities to offer targeted support and differentiated learning experiences.

7. Co-Teaching:

- Implementing co-teaching models where general education and special education teachers work collaboratively to meet the diverse needs of all students.

8. Flexible Assessment:

- Use of flexible assessment methods, including extended time, alternative testing formats, or oral exams, as needed to accommodate disabilities.

9. Social-Emotional Support:

- Offering social-emotional support, counseling services, and peer mentorship to address any emotional or psychological barriers to learning.

11. Family Involvement:

- Increased opportunities to involve parents and caregivers in the development and implementation of educational plans and providing resources for supporting learning at home.

13. Self-Advocacy Skills:

- Teaching self-advocacy skills to students with disabilities, empowering them to communicate their needs and preferences regarding instruction and support. Continued implementation of the Think B.I.G. Program started in 2023-24 along with a Lego Club specifically for black males and Black males with disabilities.

14. Continuous Progress Monitoring:

- Regularly monitoring students' progress and adjusting instructional strategies and accommodations as needed based on their growth.

15. Celebrate Achievements:

- Recognizing and celebrate the achievements of students with disabilities, fostering a sense of belonging and accomplishment.

Measurable Outcome:

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

We will improve the proficiency rate for our Students with Disabilities from 33 percent to 50 percent in 2023-24.

Monitoring:

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

Throughout the year, teachers will use a variety of resources to progress monitor students, Including FAST, STAR, and curriculum assessments. The data will be used to monitor proficiency levels and learning gains and to determine additional remediation needed for specific skills.

Person responsible for monitoring outcome:

Jasmine Smith (smithj3@leonschools.net)

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.)

Students in the SWD subgroup will work in small groups with the ESE teacher who will focus on remediation of foundational and comprehension skills.. Students will participate in Tier 3 interventions from the state adopted Savvas reading curricula, as well as instruction using Lexia Core 5 and Quick Reads.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The state adopted Savvas ELA curriculum has been evaluated and shown to contain evidence-based and scientifically-based reading instructional programming. Using this for our tier 2 and 3 interventions with our students in the SWD subgroup will ensure that instruction is rigorous and appropriate. In addition, the Lexia Core 5 Reading Program and Quick Reads have an ESSA strong evidence rating so using them in addition to the core program will offer our students the support they need to make learning gains.

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 ESE teacher and Literacy Team members will work closely together to plan and implement appropriate lessons for the students in the SWD subgroup.

Person Responsible: Brian Wise (wiseb3@leonschools.net)

By When: August 2023 - May 2024

Data for students in the SWD subgroup will be regularly gathered and analyzed to determine progress of students and to plan for remediation of specific skills.

Person Responsible: Jasmine Smith (smithj3@leonschools.net)

By When: August 2023 - May 2024

#4. 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.

In our ongoing commitment to fostering a positive school culture and environment conducive to teacher recruitment and retention, we recognize the need to set clear goals, strategies, and measurable outcomes. One critical area of focus is enhancing professional development opportunities, with the following rationale: Increased focus on Professional Development Opportunities. Our rationale for an offer of support in this area includes a need to focus on the following:

1. Supportive Environment: Providing teachers with ongoing opportunities for professional growth creates a supportive and empowering environment. It demonstrates our dedication to their career advancement and fosters a sense of belonging within the school community.

2. Skill Enhancement: Offering relevant and tailored professional development allows teachers to enhance their skills and stay up-to-date with the latest educational practices. This, in turn, improves their effectiveness in the classroom, which benefits both students and the school as a whole.

3. Job Satisfaction: Investing in professional development opportunities demonstrates our commitment to teacher well-being and job satisfaction. Teachers who feel valued and supported are more likely to remain in their positions, reducing turnover rates.

Measurable Outcome:

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

We aim to increase teacher participation in professional development programs by 20% over the next school year. This will be measured through attendance records and post-program surveys assessing teacher satisfaction and skill improvement.

Monitoring:

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

We will regularly monitor participation rates and survey results throughout the year to track progress toward our goal. Additionally, we will conduct exit interviews with departing teachers to gain insights into their reasons for leaving and gather feedback on professional development offerings.

Person responsible for monitoring outcome:

Jasmine Smith (smithj3@leonschools.net)

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.)

To achieve this goal, we will implement evidence-based interventions such as:

1. Needs Assessment: Conducting a thorough needs assessment to identify specific areas of interest and growth for our teaching staff, ensuring that professional development opportunities are relevant and tailored.

2. Diverse Learning Opportunities: Offering a variety of professional development options, including workshops, online courses, peer mentoring, and access to resources, to cater to different learning styles and preferences.

3. Supportive Leadership: Providing leadership training for school administrators to help create a culture that values and supports teacher growth and development.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By focusing on enhancing professional development opportunities and regularly monitoring our progress, we are confident that we will not only create a more positive and supportive school culture but also improve teacher recruitment and retention rates, ultimately benefiting our entire school community.

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.

Create a Culture Committee:

- Establish a dedicated culture committee comprising teachers, administrators, and other stakeholders. This committee will oversee the implementation of cultural initiatives.

Person Responsible: Jasmine Smith (smithj3@leonschools.net)

By When: August 2023 - May 2024

Recognition and Rewards:

- Establish a recognition program that acknowledges and rewards teachers who actively contribute to the positive culture and environment of the school.

Person Responsible: Brian Wise (wiseb3@leonschools.net)

By When: August 2023 - May 2024

#5. ESSA Subgroup specifically relating to Economically Disadvantaged**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.

In accordance with the Every Student Succeeds Act (ESSA) and our unwavering commitment to educational equity, our school is dedicated to addressing the specific needs of our economically disadvantaged student subgroup. To that end, we have outlined clear goals and strategies to ensure their academic success and well-being, with a primary focus on improving reading proficiency.

Measurable Outcome:

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

Our goal is to increase the percentage of economically disadvantaged students reading at or above grade level by 20% within the next academic year. This will be measured through standardized reading assessments administered at regular intervals.

Monitoring:

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

We will continuously monitor students' reading progress and assess their performance against the established target. This monitoring will occur quarterly to ensure timely intervention and adjustments to our strategies.

Person responsible for monitoring outcome:

Jasmine Smith (smithj3@leonschools.net)

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.)

To achieve this goal, we will implement evidence-based interventions such as:

1. Targeted Literacy Programs: Implementing research-backed literacy programs that have shown success in improving reading skills among economically disadvantaged students.
2. Small-Group Instruction: Providing small-group instruction to offer personalized support, focusing on individualized reading levels and needs.
3. Family Engagement: Encouraging family involvement through workshops and resources to create a home environment that supports reading and literacy.
4. Professional Development: Offering ongoing professional development opportunities for teachers to enhance their expertise in teaching reading effectively.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Achievement Gap Reduction: Research consistently shows that economically disadvantaged students often face wider achievement gaps, particularly in reading proficiency. By targeting this area, we aim to reduce these disparities and provide all students with an equitable educational experience.
2. Foundational Skill Development: Reading proficiency is a fundamental skill that underpins success in all academic areas. By strengthening reading skills, we empower students to excel in various subjects, thereby increasing their overall academic performance.

3. Long-term Success: Improving reading proficiency among economically disadvantaged students is not just about immediate gains but also about setting them on a path for long-term success. Strong reading skills are essential for future educational and career opportunities.

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.

Data Analysis and Identification:

We will analyze academic data to identify specific areas where economically disadvantaged students are underperforming. This will include standardized test scores, and subject-specific performance.

Person Responsible: Jasmine Smith (smithj3@leonschools.net)

By When: August 2023 - May 2024

Individualized Learning Plans (ILPs):

We will create ILPs for each economically disadvantaged student, outlining their academic strengths, weaknesses, and personalized strategies for improvement.

Person Responsible: Brian Wise (wiseb3@leonschools.net)

By When: August 2023 - May 2024

Regular Progress Monitoring:

We will continuously assess the progress of economically disadvantaged students through formative assessments, progress reports, and feedback mechanisms.

Incentives and Recognition:

We will utilize recognition programs or incentives to celebrate the achievements and efforts of economically disadvantaged students, motivating them to excel academically.

Person Responsible: Jasmine Smith (smithj3@leonschools.net)

By When: August 2023 - May 2024

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).

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 by having focused collaborative planning sessions that focus on how to maximize the instructional time and addresses the diverse needs of the learners. Additionally, intervention and tutorial programs will be developed and offered to students needing remediation or enrichment. In our comprehensive school improvement plan, we prioritize inclusivity by embracing the valuable perspectives of all stakeholders within our school community. This diverse input not only shapes our educational vision but also informs the allocation of resources. To ensure that our budget supports our strategic goals effectively, we incorporate robust student data analysis, taking into account

academic performance, demographic information, and socio-economic factors. By weaving together the insights of our stakeholders with the power of data-driven decision-making, we create a budget that truly reflects the needs and aspirations of our school, ultimately leading to the development of targeted and impactful support programs that uplift every student.

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

When reviewing the Spring STAR Early Literacy data, we see that over 70% of students in kindergarten and

over 60% of students in 1st grade were on grade level. Improving standardized testing outcomes in reading for grades K-2 will require our use of holistic approach that encompasses various crucial elements. We must place a stronger emphasis on foundational literacy skills. Phonics and phonemic awareness instruction should be systematic and thorough, ensuring that students have a solid grasp of letter-sound relationships and the ability to manipulate sounds within words. Concurrently, vocabulary development should be a key focus, with engaging activities that expose students to a rich and diverse range of words and their meanings. Comprehension skills should be nurtured through interactive discussions and strategies that encourage students to make connections between what they read and their own experiences. This multifaceted approach will lay the groundwork for strong reading abilities.

In addition to these instructional enhancements, it is crucial to improve interventions and support systems. Early identification of struggling readers is paramount, and intervention programs like Lexia, easyCBM, and iReady will provide targeted support tailored to each student's needs. These tools will be integrated into the curriculum to offer personalized learning experiences. Furthermore, a consistent progress monitoring system, using tools like STAR, will be implemented to track students' growth and ensure that interventions are effective.

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

The 22-23 ELA data shows that overall 31% of students in grades 3-5 were proficient in reading. Our strongest grade level was 4th grade with 29% students proficient, and our lowest was 3rd grade with 25% proficient. We will utilize a comprehensive approach to improve academic outcomes and overall performance for all students. We will renew our emphasis on foundational literacy skills, particularly in the area of phonics. Ensuring that students have a strong understanding of phonics principles will help

them to be able to decode unfamiliar words with ease. Vocabulary development remains essential, as an enriched lexicon will aid comprehension. Implementing strategies to expand students' word knowledge through context-rich activities and discussions will also contribute significantly to improved reading outcomes. Furthermore, fostering comprehension skills through explicit instruction and critical thinking exercises will empower students to engage more deeply with the texts they encounter on standardized tests.

In addition to strengthening instructional aspects, it will be crucial for us to enhance interventions and support mechanisms. Smaller group interventions can provide targeted assistance to struggling readers, allowing us to address specific needs more effectively. Utilizing tools like Lexia, and iReady for personalized learning and progress tracking is vital. For those students who require the highest level of foundational skill improvement, Amira will play a pivotal role in providing individualized support. Regular progress monitoring using tools such as STAR ensures that interventions are yielding the desired results and helps educators make data-informed decisions to adapt their teaching strategies.

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

The Spring STAR Early Literacy showed that over 70% of students were on grade level, and more than 60% of 1st grade students were on grade level. The Spring STAR showed that less than 50% of 2nd graders were on grade level after initially performing at higher levels. For the 2023-24 school year, 75% of 2nd grade students will be on grade level based on the Spring statewide assessment.

Grades 3-5 Measurable Outcomes

The 22-23 FSA data indicated that 25% of 3rd graders, 29% of 4th graders, and 27% of 5th graders were proficient.

For the 23-24 school year, 62% of 3rd grade students will be proficient based on the Spring statewide assessment.

For the 23-24 school year, 62% of 4th grade students will be proficient based on the Spring statewide assessment.

for the 23-24 school year, 62% of 5th grade students will be proficient based on the Spring statewide assessment..

For the 23-24 school year, 62% of students will show learning gains based on data from the first administration of the F.A.S.T. progress monitoring assessment and the third administration of the F.A.S.T progress monitoring assessment.

For the 23-24 school year, 62% of the lowest quartile students will show learning gains based on data from the first administration of the F.A.S.T. progress monitoring assessment and the third administration of the F.A.S.T progress monitoring assessment

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.

The Areas of Focus will be regularly monitored using our progress monitoring tools, which include the F.A.S.T., classroom assessments, and Lexia data. Teachers, with the assistance of the Reading Coach and Literacy Leadership, will analyze data monthly to determine the specific skills that should be taught during small group instruction and the progress of the students on those skills. In addition, the teams will use the progress monitoring data to determine that other instruction may be needed in order to meet the end-of-the-year goals.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Smith, Jasmine, smithj3@leonschools.net

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?

The What Works Clearinghouse reports that providing intensive, systematic instruction on foundation reading skills to students who score below the benchmark score of a universal screening has shown strong

evidence of positive results. Our K-5 students will meet in small groups daily during a specific intervention

time to work on needed skills. Data will be gathered from Lexia and the F.A.S.T progress monitoring, as well as from classroom progress monitoring tools, and used to determine the skills to practice. Another recommendation with strong evidence states to teach students to decode words, analyze word parts, and

write and recognize words. The state adopted reading curricula will ensure that all teachers include these

strategies in their lessons, but our teachers in grade 3-5 will include additional instruction on word parts to

help students strengthen vocabulary and comprehension skills.

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 state adopted reading curricula provides layers of support, including tier 2 and tier 3 interventions, which can be included in the Multitiered Systems of Support (MTSS) that we offer students. According to The National Association of School Psychologists, MTSS is an evidence-based framework used to address student needs. By including the curricula, along with regular screening/progress monitoring and data-driven decisions, teachers and staff can improve instruction for all students.

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
<p>Literacy Leadership - Jasmine Smith, school principal and academic leader, ensures that the school participates in regular progress monitoring and the data is analyzed regularly and used to make instructional decisions. Additionally, monitors teachers for the implementation of evidence-based instruction.</p> <p>Brian Wise-Assistant Principal-works with Reading Coach and teachers to plan effective standards-based lessons using data and monitors the implementation of evidence-based instruction.</p> <p>Baleasa Hill-Reading Coach-assists teachers with using and understanding the BEST standards and the new ELA Curricula, assists with collecting and analyzing data, and models ELA lessons.</p> <p>Aquila Muhammad-parent liaison and instructional coach-assists students and families in becoming more knowledgeable about Literacy instruction at home and in school</p> <p>Dwanna Moore-Writing Coach-assists students, teachers, and families in becoming more knowledgeable with the state Writing standards and with instructional writing practices.</p> <p>Chaia Harrell-Media Specialist-to increase literacy schoolwide, assists teachers and students in selecting cross-curricula trade books and other media sources</p>	<p>Smith, Jasmine, smithj3@leonschools.net</p>

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.

Our school takes a comprehensive approach to ensure that our school improvement plan is discussed and disseminated effectively to all stakeholders, including staff and parents. We initiate the process with collaborative meetings involving school leadership, teachers, and staff to review and refine the plan. These sessions serve as a platform for input and feedback, fostering a sense of ownership and shared responsibility. Additionally, we host regular parent-teacher meetings and open forums where we present the plan's objectives, strategies, and expected outcomes. We encourage parents to actively participate in the decision-making process by seeking their input and suggestions. Furthermore, our budget review is conducted transparently, with detailed breakdowns of allocated resources, expenditures, and the

direct impact on the plan's goals. This transparency builds trust and accountability within our school community, ensuring that all stakeholders are well-informed and engaged in our continuous efforts to enhance our students' educational experience. The final plan is presented at our Annual Title I Meeting for parents as well as our initial School Advisory Council Meeting. The finalized plan for the 2023-24 school year will be housed on our webpage at <https://www.leonschools.net/oakridge>

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))

Oak Ridge works to involve all stakeholders and to keep them updated on school and community information. Within the school building, our teachers and staff work together in teams to support each other

and work across grade levels in our Leadership Team to share information and make school decisions. The

administration team supports and encourages the staff by ensuring their needs are met and by celebrating

their accomplishments.

Our School Advisory Council offers teachers, parents, and community members the avenue for making decisions that will keep the school moving forward with our task of continuous improvement. The Council meets regularly, either in-person or virtually.

The school also plans a variety of activities/meetings to involve parents, families, and community members

in positive school experiences such as Literacy Night and Polar Express Night. The students and families

enjoy the time at school while learning Literacy activities to use at home.

Teachers offer a variety of times for parent conferences and communicate regularly through class newsletters, the Remind and Class Dojo apps, and emails/phone calls.

We communicate with our stakeholders using several platforms such as Remind, Class Dojo, email, phone

calls, our Facebook page, school website, and Instagram. Our goal is to reach the stakeholders so that they

are well-informed and that they are able to give input to assist with making school decisions.

To continue to build a positive school culture with our students, we recognize their accomplishments in several ways. As a part of our school-wide Positive Behavior Plan, students are celebrated on the morning

news show. We also also sponsor such events as AR Celebrations, student VIP parties, and semester Awards Ceremonies.

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))

To begin with, the school teachers and staff follow a set of non-negotiable guidelines focused on creating a

positive environment and on setting high expectations. In addition, the teachers, administration, students,

and parents/guardians review our School Compact and pledge to follow the guidelines to help create a positive learning environment and to build strong connections between school and family.

Our School Advisory Council meets regularly to review the School Improvement Plan and to monitor our progress toward the goals. The input from the Committee is used to guide our decision-making

throughout
the year.

We have a strong group of community organizations and businesses that support our school in many ways.

We have groups who offer support through donations of school supplies, books, clothes, and food so that

our students have the necessities that will enable them to focus on learning. Other groups, such as the Florida Center for Reading Research, offer professional development opportunities and instructional materials that will assist our faculty as we strive to set and reach high standards.

Our Administration Team and Parent Liaison work together to ensure that our stakeholders are kept well informed throughout the year and to create open lines of communication so that we are working together as

a team to meet the needs of our students.

With all stakeholders working together, we build a positive school culture focused on high expectations.

Furthermore, by encouraging and accepting input from all stakeholders, we are creating a true partnership

focused on the needs of the students.

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))

At Oak Ridge, the development of the school improvement plan was a collaborative process closely intertwined with the Title I plan. It began with a thorough assessment of student performance data, which included standardized test scores, attendance records, and other relevant metrics. Our dedicated team, comprising teachers, administrators, parents, and community members, then analyzed this data to identify areas of need and gaps in student achievement. Drawing from the insights of the Title I plan, which specifically targets students from economically disadvantaged backgrounds, we crafted strategies to support these students while benefiting all. The process involved setting clear goals and objectives, aligning curriculum and instructional approaches, securing necessary resources, and outlining a comprehensive timeline for implementation. This synergy between the school improvement plan and Title I plan ensures that we address the unique needs of our students while promoting overall academic excellence and equity within our school community.

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))

Ensuring Mental Health Services and Counseling for Students:

- Employing a full-time school counselor or mental health professional to provide support to students.
- Continued partnerships with a local mental health agency to offer counseling and mentoring services on-site.
- Promoting a stigma-free environment to encourage students to seek help when needed.
- Implementing a system for early identification of students who may benefit from counseling services.

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))

Providing Awareness of Post-Secondary and Workforce Opportunities:

- Hosting career fairs and invite professionals from various fields to speak to students.
- Collaborating with local colleges, universities, and vocational schools for campus visits.
- Offering guidance and resources for students and parents to explore post-secondary education options.
- Integrating career exploration activities and discussions into the curriculum.

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).

Using a Schoolwide PBIS Model to Address Behavior:

- Continued use of a Positive Behavior Intervention and Support (PBIS) team to lead the implementation.
- Establishment clear behavior expectations and rules that are communicated consistently.
- Rewarding and recognizing positive behavior through a tiered system of incentives.
- Providing ongoing professional development for staff on PBIS strategies.
- Monitoring and analyzing behavior data to identify trends and areas for improvement.

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))

1. Recruits and Retains Teachers:

- Establishing a positive school culture and a supportive working environment that values and respects teachers.
- Developing mentorship programs to provide support and guidance to new teachers during their early years.
- Offer competitive compensation packages, including salary, benefits, and incentives for high-performing teachers.
- Fostering a collaborative atmosphere by encouraging teacher input in decision-making processes.

2. Provides Professional Learning on Using Data to Inform Instruction:

- Offering regular workshops and training sessions on data analysis and its role in instructional planning.
- Providing access to data analysis tools and resources, and ensure teachers are proficient in their use.
- Collaboration with instructional coaches or data specialists to provide targeted support to teachers.
- Encouraging peer-to-peer learning by facilitating data-sharing sessions among teachers.
- Aligning professional learning opportunities with the specific needs and goals of teachers and staff.

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))

Assisting Students with Transition from Preschool to Elementary School:

- Collaborating with local preschools to share information about incoming students.
- Conducting transition meetings with parents to discuss school expectations and resources.
- Organizing orientation sessions or "meet the teacher" events before the school year begins.
- Assigning mentors or older students to support incoming kindergarten or first-grade students.
- Creating transition materials and guides to help families prepare for the transition.

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: Instructional Practice: ELA				\$85,599.95
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	5100	0171 - Oak Ridge Elementary School	Title, I Part A		\$31,812.16
			<i>Notes: Supplies and Materials -Office Depot iReady Magnetic & iReady Florida Workbooks BEST Library Books</i>			
	5100	3690	0171 - Oak Ridge Elementary School	Title, I Part A		\$20,855.00
			<i>Notes: Rentals- Web based & software - i-Ready Reading & Toolbox</i>			
	6150	3110	0171 - Oak Ridge Elementary School	Title, I Part A		\$3,000.00
			<i>Notes: Contracted Services - Parent engagement nights</i>			
	5100	7510	0171 - Oak Ridge Elementary School	Title, I Part A		\$29,932.79
			<i>Notes: After School Tutorial Program</i>			
2	III.B.	Area of Focus: Instructional Practice: Math				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	5100	0171 - Oak Ridge Elementary School	Title, I Part A		\$0.00
			<i>Notes: Supplies and Materials -Office Depot iReady Magnetic & iReady Florida Workbooks BEST Library Books</i>			
	5100	3690	0171 - Oak Ridge Elementary School	Title, I Part A		\$0.00
			<i>Notes: Rentals- Web based & software - i-Ready Reading & Toolbox</i>			
	5100	7510	0171 - Oak Ridge Elementary School	Title, I Part A		\$0.00
			<i>Notes: After School Tutorial Program</i>			
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$15,641.70
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	1200	0171 - Oak Ridge Elementary School	Title, I Part A		\$15,641.70
			<i>Notes: Teacher Professional Development and Collaborative Planning</i>			
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	6400	1200	0171 - Oak Ridge Elementary School	Title, I Part A		\$0.00
			<i>Notes: Teacher Professional Development and Collaborative Planning</i>			
5	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged				\$283,829.47
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	1200	0171 - Oak Ridge Elementary School	Title, I Part A		\$191,743.87
			<i>Notes: Classroom Teachers Supplemental highly qualified classroom teacher salaries to provide core instruction</i>			
	5100	1500	0171 - Oak Ridge Elementary School	Title, I Part A		\$92,085.60
			<i>Notes: Instructional Para-Professional Salaries. These specialists are supplemental to the schoolwide program for the regular school year.</i>			
Total:						\$385,071.12

Budget Approval

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

No