

Orange County Public Schools

Hospital Homebound School



2023-24

Schoolwide Improvement Plan (SIP)

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Hospital Homebound

12301 WARRIOR RD, Winter Garden, FL 34787

<https://ocps.net/cms/one.aspx?portalid=54703&pageid=90565>

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.

With the support of families and the community, we create an enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

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
Theis, Elizabeth	Principal	Dr. Elizabeth Theis serves as principal and maintains a balanced focus on safety/community combined with the use of standards-based instruction, Marzano's Instructional Framework, and data-based decision-making. Dr. Theis models the problem-solving process and develops a culture of high expectations and high-quality instruction with the school staff. Dr. Theis manages the focus of the Hospital-Homebound Program which considers the medical and/or psychiatric needs of the students, while attending to the academic needs of the students.
Callaway, Mari	Assistant Principal	Mari Callaway serves as the assistant principal and assists the principal in providing a common vision of standards-based instruction and of data-based decision-making; coordinates the implementation of intervention support, data analysis, and progress monitoring. Mrs. Callaway is the primary contact for creating, maintaining, and modifying student schedules, and coordinates communication between families and staff, including IEP Team meetings and related matters.
Rauch, Tiffany	School Counselor	Ms . Rauch supports student scheduling and counsels struggling students. She supports each student in maintaining focus on on-time graduation, by reviewing credits, courses, and transcripts. She is the Mental Health Designee and coordinates all Threat Assessment Activities for the program.
Hines, Gregory	Instructional Technology	Mr. Hines provides professional development in digital platforms and applications. He provides support for digital curriculum to teachers, students, and their families in order for students to be successful.
Maloney, Rachel	Instructional Coach	Rachel Maloney supports the 1:1 teachers with instruction and assessments. She provides coaching and feedback to enhance instruction. As a leadership team member, she supports the school's vision and mission as well as data-based decision-making in order to increase the school's improvement rating.
Smith, Kimberly	Instructional Coach	Kimberly Smith coordinates testing for the program's secondary students. As a leadership team member, she supports the school's vision and mission as well as data-based decision-making in order to increase the school's improvement rating.

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.

The Leadership Team meets to review and analyze data from student assessments and stakeholder surveys. Discussions center around identifying what to address and how to implement change in order to improve 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))

Progress monitoring will take place for all students every nine weeks, using the problem-solving process of MTSS. This will require student performance to be analyzed by the teachers and by the leadership team so that action plans can be developed and implemented. Interventions will be provided for students who were identified as low performing in the monitoring process. Additional instructional time will be added when students perform below expectations. Attendance will also be monitored and conferences will be held if a student accumulates an excessive number of unexcused absences. Our areas of focus will be revisited by analyzing data to determine if other supports are needed.

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)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	No
2022-23 Minority Rate	77%
2022-23 Economically Disadvantaged (FRL) Rate	4%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
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)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
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	0	2	3	0	3	1	8	5	22
One or more suspensions	0	0	0	0	0	0	0	2	1	3
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	1	3	4	6	2	16
Level 1 on statewide Math assessment	0	0	0	0	2	2	5	4	4	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	1	1	2	1	0	0	0	0	6

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	0	1	1	1	3	4	6	3	19

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	1	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	1	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	0	1	1	0	1	0	3	6	7	42
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	0	0	0	0	0	1	2
Level 1 on statewide ELA assessment	0	0	0	0	0	1	1	2	2	11
Level 1 on statewide Math assessment	0	0	0	0	0	1	1	3	1	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	0	0	0	1	1	1	1	11

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	0	0	0	0	1	0	3	3	14

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	0	0	0	0	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	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	0	1	1	0	1	0	3	6	7	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	0	0	0	0	0	0	1	1
Level 1 on statewide ELA assessment	0	0	0	0	0	1	1	2	2	6
Level 1 on statewide Math assessment	0	0	0	0	0	1	1	3	1	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	0	0	0	1	1	1	1	5

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	0	0	0	0	1	0	3	3	7

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	0	0	0	0	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	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*	11	56	53	18	57	55	39		
ELA Learning Gains				50			31		
ELA Lowest 25th Percentile									
Math Achievement*	16	59	55	17	41	42	32		
Math Learning Gains				55			50		
Math Lowest 25th Percentile									
Science Achievement*	20	56	52	13	57	54	46		
Social Studies Achievement*	40	68	68	30	63	59			
Middle School Acceleration		74	70		52	51			
Graduation Rate		82	74		52	50			
College and Career Acceleration		46	53		71	70			
ELP Progress		55	55		73	70			

** 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)	CSI
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	87
Total Components for the Federal Index	4

2021-22 ESSA Federal Index	
Percent Tested	84
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	183
Total Components for the Federal Index	6
Percent Tested	80
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	23	Yes	4	1
ELL				
AMI				
ASN				
BLK				
HSP	22	Yes	4	2
MUL				
PAC				
WHT				
FRL				

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	30	Yes	1	1
HSP	28	Yes	3	1
MUL				
PAC				
WHT				
FRL				

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	11			16			20	40				
SWD	13			20			20	40			4	
ELL												
AMI												
ASN												
BLK												
HSP	14			29							2	
MUL												
PAC												
WHT												
FRL												

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	18	50		17	55		13	30				
SWD	24	50		22	55		16					
ELL												
AMI												
ASN												
BLK	38			21								
HSP	15	17		21	58							
MUL												
PAC												
WHT												
FRL												

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	39	31		32	50		46					
SWD	39	31		32	50		46					
ELL												
AMI												
ASN												
BLK												
HSP	33			31								
MUL												
PAC												
WHT												
FRL												

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
10	2023 - Spring	*	49%	*	50%	*
05	2023 - Spring	*	54%	*	54%	*
07	2023 - Spring	*	45%	*	47%	*
08	2023 - Spring	*	46%	*	47%	*
09	2023 - Spring	*	46%	*	48%	*
04	2023 - Spring	*	60%	*	58%	*
06	2023 - Spring	*	44%	*	47%	*
03	2023 - Spring	*	52%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	53%	*	54%	*
07	2023 - Spring	*	38%	*	48%	*
03	2023 - Spring	*	59%	*	59%	*
04	2023 - Spring	*	62%	*	61%	*
08	2023 - Spring	*	58%	*	55%	*
05	2023 - Spring	*	55%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	50%	*	44%	*
05	2023 - Spring	*	59%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	47%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	45%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	61%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	63%	*

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.

Both ELA and Math achievement levels show lower performance than in prior years. Due to the number of tests needing to be administered, the turnover rate of our students, as well as attendance issues, we have noticed an inconsistency in the amount of instruction students are receiving.

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

Performance on ELA assessments showed the greatest decline. Missed instructional sessions due to absences take a toll on the learning momentum and the ability to demonstrate understanding of skills and concepts.

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.

When comparing school assessment results with state averages, the greatest gap is in ELA. Many of our students come to us with large learning gaps due to either health issues or lack of schooling. Many times early literacy skills are not fully developed, therefore, a majority of the instructional time is spent addressing specific foundational needs.

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

Due to the population sets of various demographics being low, we are unable to pinpoint a specific component that showed the most improvement.

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

When looking at the Early Warning Systems indicators, the number of students scoring a Level 1 on state assessments increased significantly. In addition, the number of students absent ten percent or more days also increased.

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

1. Address early literacy needs
2. Improve student attendance

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.

Highly favorable (84-89 percent) results in the areas of belonging, teacher self-reflection, school leadership, and teacher efficacy were evident in the spring Panorama survey. Results show the topic of school climate (perception of the overall social and learning climate of the school) was 73% favorable.

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 overall social and learning climate of the school by reaching 85% or more favorability on the spring survey of the school climate topic.

Monitoring:

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

We will monitor for the desired outcome by surveying teachers and staff throughout the school year in order to gauge their perceptions at different times of the school year.

Person responsible for monitoring outcome:

Elizabeth Theis (elizabeth.theis@ocps.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.)

During professional development sessions and/or Professional Learning Communities, we will incorporate activities from the Panorama Playbook that are geared towards school climate in order to help build staff camaraderie and also model how to build relationships with our students and families.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In schools where educators develop strong communication and trust, teachers are more likely to learn from each other, stay in the profession, and boost student performance.

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.

Develop the PD/PLC calendar and plan for activities that address school climate to be incorporated during these sessions/meetings.

Person Responsible: Elizabeth Theis (elizabeth.theis@ocps.net)

By When: September, 2023

Prepare, distribute, and analyze surveys to check the pulse of faculty and staff related to school climate.

Person Responsible: Mari Callaway (maritere.gaymer-callaway@ocps.net)

By When: September, 2023 - March, 2024

#2. Instructional Practice specifically relating to Differentiation**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 school is comprised of students with varying abilities and needs. The majority of students are provided instruction in a one-to-one setting. Understanding the various needs and implementing many strategies given a limited amount of time is both crucial and difficult, however necessary to ensure our students receive the proper instruction.

Measurable Outcome:

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

The number of students earning a Level 1 on state assessments more than doubled (6 to 16 in ELA K-8) from the previous year. Our goal is to see this number decrease significantly.

Monitoring:

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

Student progress will be monitored through various assessments (district, state, and teacher-created). Teachers will complete our student monitoring spreadsheet every nine weeks in order to identify areas of weakness and the need to increase student contact time.

Person responsible for monitoring outcome:

Elizabeth Theis (elizabeth.theis@ocps.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.)

By focusing on differentiating instruction to make learning more meaningful to students, we can ensure students are able to retain and apply what they have learned.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Taking into consideration the content, the process, and the product, we can engage our students and meet them where they are in order for them to understand and master the material.

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.

Monitor student progress by creating a spreadsheet where critical information is entered by teachers to be analyzed.

Person Responsible: Mari Callaway (maritere.gaymer-callaway@ocps.net)

By When: September, 2023

Providing teachers with opportunities to enhance their "toolkit" through professional development, modeling/coaching, and/or resources.

Person Responsible: Elizabeth Theis (elizabeth.theis@ocps.net)

By When: September 2023 - May 2024

#3. -- Select below -- specifically relating to

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.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

No action steps were entered for this area of focus

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).

Teachers are surveyed to provide input on the resources they require as tools to help students. These are shared and discussed with others, including the administration, and then presented to the School Advisory Council (SAC) for approval.

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

Students need a strong foundation in all areas of reading in order to become proficient readers. The foundational skills will have an intensified focus this year, with a new assessment and instructional resources.

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

After students have developed a strong foundation in the five areas of reading, reading comprehension will be the focus of instruction and professional learning.

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

At least 50 percent or more of the students in K-2 will demonstrate improvement on the diagnostic assessments between the BOY and EOY.

Grades 3-5 Measurable Outcomes

At least 50 percent or more of the HH students in grades 3-5 will demonstrate proficiency on the ELA assessment.

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?

We will be using a combination of resources and programs, adopted by OCPS. Monthly monitoring by the MTSS Leadership Team will take place to examine the effectiveness of practices and programs so that adjustments can be made. Professional learning will also target assessment and instructional practices.

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?

OCPS has adopted a variety of resources, including the online and print textbook, multisensory resource kits, in addition to new diagnostic assessments, including SuccessMaker and ExactPath.

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
Professional Learning--Assessments, including Datafolio, Performance Task, Exact Path, and SuccessMaker, and resources	Callaway, Mari, maritere.gaymer-callaway@ocps.net
Assessment--Teachers will develop proficiency with new assessments and resources	Callaway, Mari, maritere.gaymer-callaway@ocps.net
Literacy Coaching through the MTSS process	Connelly, Chandra, chandra.connely@ocps.net

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.

NA

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))

NA

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)

NA

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))

NA

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))

The school counselor is available, as needed. The District Social Worker will provide support, on a referral basis.

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))

The school counselor meets with middle school students to assess and support their post secondary plans. Each student has an IEP with transition planning incorporated. The school counselor also develops a personalized plan for each student to meet graduation requirements and plans to transition to the traditional school, when appropriate.

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).

As HH is a temporary program, there are few behavioral concerns to address. If needed, an IEP Team is convened so that supports can be constructed within the IEP.

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))

A PD calendar has been developed to support the use of the Instructional Framework, the teacher evaluation system, data collection, analysis, and usage, when planning instruction.

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))

All preschool students in our program are classified as having a disability. Typically, they remain in the program or enroll in the traditional, zoned school.

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: Differentiation	\$0.00
3	III.B.	Area of Focus: -- Select below --:	\$0.00

Total:	\$0.00
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Budget Approval

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

No