

Orange County Public Schools

# Three Points Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>10</b>
<b>III. Planning for Improvement</b>	<b>14</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>25</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>25</b>
<b>VI. Title I Requirements</b>	<b>29</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

# Three Points Elementary

4001 S GOLDENROD RD, Orlando, FL 32822

<https://threepointses.ocps.net/>

## 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 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
Stokes, Tiffany	Principal	Provides vision and school-wide goals, monitors instruction and implementation of standards- based instruction.
Hamilton, Tameka	Assistant Principal	The assistant principal assists in guiding the instructional focus and operations of the school. -Provides instructional monitoring and feedback through coaching and PLCs -Provides instructional monitoring through data analysis and PLCs -Provides professional development on instructional best practices in mathematics
Smith, Kay	Staffing Specialist	Staffing specialist and expert contributor and schedule Educational Planning Team meetings.
McCants, Traci	Math Coach	Math Coach - expert contributor, facilitates grade level common planning, serves as math curriculum lead.
Otero, Joyce	Reading Coach	English Language Arts Coach - expert contributor, facilitates grade level common planning, serves as ELA curriculum lead.
Rowden, Sean	Dean	Provides supervision and guidance in terms of discipline.

**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 School Improvement Plan (SIP) is a collaborative effort from various stakeholders. The teachers, students, and families' input were derived from the 2023 annual Panorama Survey results and utilized to contribute to various academic, social emotional, and community outreach/partnership needs assessments and plans for improvement for the 2023-2024 school year.

**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 monitoring of the SIP plan will be continuously monitored through the school year for the effective implementation and impact on increasing the achievement of students in meeting the State's academic standards with the use of B.E.S.T. Standards aligned Standards Based Assessments (SBUA) fir ci-weekly checkpoints in both ELA and math. Data from the Fall, Winter, and Spring F.A.S.T assessments will also be utilized to adequately monitor and revise any plans of instruction for math and ELA. For Science, district SBUAs and Progress Monitoring Assessments (PMA), given Fall, Winter, and Spring, will also be utilized to adequately monitor and revise any plans of instruction.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	93%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)

<p align="center"><b>School Grades History</b></p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	18	23	29	30	25	18	0	0	0	143
One or more suspensions	0	3	2	1	2	1	0	0	0	9
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	1	27	25	0	0	0	53
Level 1 on statewide Math assessment	0	0	0	1	29	25	0	0	0	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	14	24	22	27	0	0	0	0	88

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	1	10	11	12	32	24	0	0	0	90

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	1	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**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	14	31	32	26	22	27	0	0	0	152
One or more suspensions	0	1	1	1	0	1	0	0	0	4
Course failure in ELA	0	0	0	1	1	3	0	0	0	5
Course failure in Math	0	0	0	5	0	3	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	5	26	27	0	0	0	58
Level 1 on statewide Math assessment	0	0	0	2	19	23	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	24	32	29	37	0	0	0	127

**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	1	2	22	25	0	0	0	50

**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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**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	14	31	32	26	22	27	0	0	0	152
One or more suspensions	0	1	1	1	0	1	0	0	0	4
Course failure in ELA	0	0	0	1	1	3	0	0	0	5
Course failure in Math	0	0	0	5	0	3	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	5	26	27	0	0	0	58
Level 1 on statewide Math assessment	0	0	0	2	19	23	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	24	32	29	37	0	0	0	127

**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	1	2	22	25	0	0	0	50

**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	0	0	0

**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*	39	57	53	38	56	56	28		
ELA Learning Gains				54			40		
ELA Lowest 25th Percentile				47			53		
Math Achievement*	45	60	59	42	46	50	35		
Math Learning Gains				58			40		
Math Lowest 25th Percentile				59			53		
Science Achievement*	45	63	54	39	61	59	35		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	55	59	59	40			44		

\* 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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	222
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	8
Percent Tested	100
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	22	Yes	4	2
ELL	37	Yes	1	
AMI				
ASN				
BLK	53			
HSP	43			
MUL				
PAC				
WHT	38	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	43			

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	25	Yes	3	1
ELL	41			
AMI				
ASN				
BLK	35	Yes	1	
HSP	47			
MUL				
PAC				
WHT	42			
FRL	47			

**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	39			45			45					55
SWD	11			16			8				5	63
ELL	28			40			29				5	55
AMI												
ASN												
BLK	53			53							2	
HSP	38			44			44				5	54
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			42							2	
FRL	38			43			42				5	55

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	38	54	47	42	58	59	39					40
SWD	12	38	33	10	30	44	0					36
ELL	23	48	43	34	58	59	23					40
AMI												
ASN												
BLK	31			38								
HSP	38	54	42	41	58	67	35					41
MUL												
PAC												
WHT	37	36		37	57							
FRL	36	53	48	42	59	60	33					41

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	28	40	53	35	40	53	35					44
SWD	10	27		8	45		20					33
ELL	16	38		24	46		36					44
AMI												
ASN												
BLK												
HSP	26	40	50	35	42	57	37					45
MUL												
PAC												
WHT	38			33								
FRL	23	38	50	31	40	50	38					41

**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	43%	54%	-11%	54%	-11%
04	2023 - Spring	37%	60%	-23%	58%	-21%
03	2023 - Spring	35%	52%	-17%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	44%	59%	-15%	59%	-15%
04	2023 - Spring	37%	62%	-25%	61%	-24%
05	2023 - Spring	48%	55%	-7%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	59%	-17%	51%	-9%

**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.**

Among data components our students with disabilities performed the lowest in both ELA and math. A possible contributing factors of this trend is the attendance of these students. Most are absent with legitimate medical excuses and/or events and the ability to make up missed content is challenging.

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

No data components showed any decline, as there was an increase in all data components.

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

The data component that had the greatest gap when compared to the state average is the data component of students with disabilities.

A possible contributing factor of this trend is the attendance of these students. Most are absent with legitimate medical excuses and/or events and the ability to make up missed content is challenging.

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

The data component that showed the most improvement was Science as it creased from 39 % to 51 %. In the area of Science the instructional and monitoring tool of Study Island was implemented more consistently by teachers and administration. The grouping cohorts of the classes, also adhered to a majority of the students receiving instructional time within Science. Also, a more a robust tutoring program was implemented.

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

Reflecting on the EWS data, attendance of ESE students pose a concern.

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

The highest priorities are our ESE students, our lowest 25%, and our bubble students.

**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.

ELA achievement has made progress over the past few assessment data cycles, with this year's increase of 5% points for the overall ELA Proficiency (38% to 43%). To continue to trajectory of positive student achievement increase, students need to be taught foundational skills to make up for deficits and loss of learning instruction but also need to be accelerated in learning current year standards. Shifts in instructional

practice will be made across grade levels to accelerate student learning in ELA, as students must become proficient readers in order to become highly effective in all areas.

**Measurable Outcome:**

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

Three Points will achieve 50% reading proficiency on state assessments for the 23-24 school year.

**Monitoring:**

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

This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-based data meetings and with district personnel at district data meetings. Additionally, the construction of a district action plan will include regular monitoring from district support personnel.

**Person responsible for monitoring outcome:**

Tiffany Stokes (tiffany.stokes@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.)

Teachers will collaboratively plan for and effectively implement standards-based instruction during the whole group portion of the 90-minute reading block. Teachers will effectively implement small group reading instruction aligned to the students' level of need. Students below grade level will receive a combination of instruction at their level and standards based instruction.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Students need a combination of instruction at their level and at the level of the standard to be successful. The approach of focusing teacher instruction on student needs while also providing intense standards-based instruction will both help increase learning gains for students at all levels and increase the number of students achieving proficiency on grade level 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.



1. Professional Development on efficient ELA resources and centers/small group aligned instruction. (July 2023 Summer Common Planning Days and continue beginning 8/2/23).
2. Create and implement Instructional Focus Calendars that outline pacing and resources for instruction aligned to grade level standards. (July 2023 Summer Common Planning Days and continue beginning 8/2/23).
3. Teachers will use standards-aligned whole group and center/teacher-led resources provided in the district CRMs, as well as selected, research-based standards aligned resources. (Starting 8/10/23, daily)
4. Provide additional small group instruction and tutoring to students falling into the lowest quartile in ELA as well as students who within 5 to 10 points to being proficient(Starting 9/12/23, weekly)
5. Administration and ELA coach will monitor instruction and outcomes through classroom walks, data meetings, and weekly planning sessions. (Starting 8/10/23, weekly)

**Person Responsible:** Joyce Otero (joyce.otero@ocps.net)

**By When:** Begin 7/13/2023 and continue for the remainder of the 2023-2024 school year.

**#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.

Math data has increased over the past few assessment data cycles, with this year's increase of 5% points for the overall ELA Proficiency (42% to 47%). To continue to trajectory of positive student achievement increase, Three Points will need to implement additional strategies to maintain proficient math students and increase learning gains amongst all students.

**Measurable Outcome:**

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

Three Points will achieve 55% math proficiency on state assessments for the 23-24 school year.

**Monitoring:**

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

This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-based data meetings and with district personnel at district data meetings. Additionally, the construction of a district action plan will include regular monitoring from district support personnel.

**Person responsible for monitoring outcome:**

Tiffany Stokes (tiffany.stokes@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.)

Teachers will collaboratively plan for and effectively implement standards-based instruction during the math block and will use the intervention block to target students' below grade level skills. Students will receive daily practice on their current grade level standard. Fluency strategies will be targeted through the use of targeted online programs and tutoring programs. Also an emphasis on math vocabulary a strategic scaffold of math word problems will be implemented within math instruction.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Students need a combination of instruction at their level and at the level of the standard to be successful. The approach of focusing teacher instruction on student needs while also providing intense standards-based instruction will both help increase learning gains for students at all levels and increase the number of students achieving proficiency on grade level material. Additionally, students in the lowest 25% of math need more specific learning strategies that will assist them in decoding math word problems, hence the need for an emphasis on math vocabulary a strategic scaffold of math word problems.

**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.

1. Professional Development on efficient math resources and centers/small group aligned instruction. (July 2023 Summer Common Planning Days and continue beginning 8/2/23).
2. Create and implement Instructional Focus Calendars that outline pacing and resources for instruction aligned to grade level standards. (July 2023 Summer Common Planning Days and continue beginning 8/2/23).
3. Teachers will use standards-aligned whole group and center/teacher-led resources provided in the district CRMs, as well as selected, research-based standards aligned resources. (Starting 8/10/23, daily)
4. Provide additional small group instruction and tutoring (Starting 9/12/23 weekly)
5. Create "Morning Math Lab" where students can attend and use Reflex Math and paper/pencil timed math facts fluency math to practice math fluency and standards-based skills. (Starting 8/14/23, daily)
6. Administration and Math coach will monitor instruction and outcomes through classroom walks, data meetings, and weekly planning sessions. (Starting 8/10/23, weekly)

**Person Responsible:** Traci McCants (traci.mccants@ocps.net)

**By When:** Begin 7/13/2023 and continue for the remainder of the 2023-2024 school year.

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

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

5th Grade Science data has been consistently low, specifically in comparison to ELA and math data. (38% on NGSSS state assessment for both 2021 and 2022). However, it was higher than both ELA and math this past school year at 51% proficiency.

**Measurable Outcome:**

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

Three Points will achieve Science proficiency of 60% on the 2024 state assessment.

**Monitoring:**

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

This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-based data meetings and with district personnel at district data meetings. Additionally, the construction of a district action plan will include regular monitoring from district support personnel.

**Person responsible for monitoring outcome:**

Tiffany Stokes (tiffany.stokes@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.)

Fifth grade teachers will not be departmentalized this school year, but instead teach all content areas and collaboratively plan for and effectively implement standards-based instruction during the Science block. Students will receive daily practice on their current grade level standard. A science lab will be implemented into the science block as a weekly rotation to incorporate hands-on experiments. Also, teachers in grade K-4 will place more focus on their math instruction with collaborative planning and effective implementation of standards-based instruction during the Science block, and data collection analysis that will assist in monitoring and further drive Science instruction.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Students need a combination of instruction at their level and at the level of the standard to be successful. The approach of focusing teacher instruction on student needs while also providing intense standards-based instruction will both help increase learning gains for students at all levels and increase the number of students achieving proficiency on grade level 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.

1. Create and implement Instructional Focus Calendars that outline pacing and resources for instruction aligned to grade level standards. (Starting 8/2/23, daily)
2. Teachers will use standards-aligned whole group and center/teacher-led resources provided in the district CRMs, as well as selected, research-based standards aligned resources. (Starting 8/10/23, daily)
3. Provide additional small group instruction and tutoring using the Minority Achievement Office's Acceleration Tutoring program. (Starting 9/12/23, weekly)
4. Create a "Science Lab" where students can attend and get hands-on experience with various standards based Science experiments. (Starting 8/14/23, daily)
5. Administration and ELA and Math coaches will monitor instruction and outcomes through classroom walks, data meetings, and weekly planning sessions. (Starting 8/10/23, weekly)

**Person Responsible:** Tameka Hamilton (tameka.hamilton@ocps.net)

**By When:** Begin 8/2/2023 and continue for the remainder of the 2023-2024 school year.

#### #4. Positive Culture and Environment specifically relating to Other

##### 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.

Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our

school's culture for social and emotional learning, we will address the following school needs:

- Decrease the number of students with attendance less than 90%
- Establish an open and welcoming environment for parents and families where the school and families partner in working towards the success of all students.

##### Measurable Outcome:

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

Three Points will see an increase on the Panorama Student survey of at least 10% in the areas of Sense of Belonging to 70% from 66% in 2023 and School Climate to 69% from 56% in 2023.

##### Monitoring:

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

Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

##### Person responsible for monitoring outcome:

Tiffany Stokes (tiffany.stokes@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.)

Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

##### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional

strategies and deliberate school supports necessary for collective organizational improvement and change.

Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

**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.

1. Three Points will implement a schoolwide SEL curriculum in all K-5 classes during the Health block (Starting 8/10/23, weekly)
2. The school SELL team will use distributive leadership with social and emotional learning strategies and resources to strengthen
3. Create and facilitate opportunities to welcome families and introduce key staff (Meet the Teacher, Open House, Curriculum Nights) (Starting August 2023, monthly)

**Person Responsible:** Tameka Hamilton (tameka.hamilton@ocps.net)

**By When:** Begin 8/10/2023 and continue for the remainder of the 2023-2024 school year.

**#5. 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.

ESSA data trends displays the Students with Disabilities subgroup has made very low progress in ELA achievement over the past few FSA data cycles. Students need to be taught foundational skills to make up for deficits and loss of learning instruction but also need to be accelerated in learning current year standards. Shifts in instructional practice will be made across grade levels to accelerate student learning in ELA, as students must become proficient readers in order to become highly effective in all areas.

**Measurable Outcome:**

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

Three Points will achieve 10% point increase within the subgroup for reading proficiency on state assessments for the 23-24 school year.

**Monitoring:**

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

This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-based data meetings and with district personnel at district data meetings. Additionally, the construction of a district action plan will include regular monitoring from district support personnel.

**Person responsible for monitoring outcome:**

Tiffany Stokes (tiffany.stokes@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.)

Teachers will collaboratively plan for and effectively implement standards-based instruction during the whole group portion of the 90-minute reading block. Teachers will effectively implement small group reading instruction aligned to the students' level of need. Students below grade level will receive a combination of instruction at their level and standards based instruction. Specific ESSA subgroup Students with Disabilities will receive more focused and data aligned instruction based on progress yearly monitoring data.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Students need a combination of instruction at their level and at the level of the standard to be successful. The approach of focusing teacher instruction on student needs while also providing intense standards-based instruction will both help increase learning gains for students at all levels and increase the number of students achieving proficiency on grade level 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.

1. Professional Development on efficient ELA resources and centers/small group aligned instruction. (July 2023 Summer Common Planning Days and continue beginning 8/2/23).
2. Create and implement Instructional Focus Calendars that outline pacing and resources for instruction aligned to grade level standards. (July 2023 Summer Common Planning Days and continue beginning 8/2/23).
3. Teachers will use standards-aligned whole group and center/teacher-led resources provided in the district CRMs, as well as selected, research-based standards aligned resources. (Starting 8/10/23, daily)
4. Provide additional small group instruction and tutoring to students falling into the lowest quartile in ELA as well as students who within 5 to 10 points to being proficient (Starting 9/12/23, weekly)
5. Administration and ELA coach will monitor instruction and outcomes through classroom walks, data meetings, and weekly planning sessions. (Starting 8/10/23, weekly)

**Person Responsible:** Joyce Otero (joyce.otero@ocps.net)

**By When:** Begin 7/13/2023 and continue for the remainder of the 2023-2024 school year.

**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 improvement team, which is made up of school-based stakeholders, review the annual achievement data and note areas of growth and areas for improvement. Once that is done, then the team determines which previous plans and actions should be continued, modified, or stopped. Based on this, goals are created along with plans of implementation. These plans are then implemented using available funding through the school's general budget and Title I budget. This year, the team determined that there is an increased need for parent involvement and understanding of grade level curriculum. Funds were then designated to host parent events for each grade level that will foster collaboration between teachers and families. Additionally, the MTSS tiers of support were reviewed and modified based on data. Resources were purchased using Title I funds to support those plans.

**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**

ELA: FAST 2022-2023 Data

Grade Level	# of Students	% Prof PM1	% Prof PM2	% Prof PM3
K	75	33%	55%	49%
1	76	39%	38%	43%
2	75	36%	48%	41%

\*\* Please note that PM1 and PM2 proficiency numbers are not truly correlated to state level proficiency standards, but yet the Renaissance testing platform’s color “green” proficiency standards for the test given at that time of the year.

Based upon the data above, grades K-2 will focus on Instructional Practice specifically relating to ELA. As seen from data from the PM3 FAST Assessment, no grade levels had had 50% or more students at proficiency,

Students need to be taught foundational skills to make up for deficits and loss of learning from but also need to be accelerated in learning current year standards. Shifts in instructional practice will be made across grade levels to accelerate student learning in ELA, as students must become proficient readers in order to become highly effective in all areas. These shifts will include targeted interventions for all students in the grade level, and additional support through push-ins and the small group rotational model.

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

ELA: FAST 2022-2023 Data

Grade Level	# of Students	% Prof PM1	% Prof PM2	% Prof PM3
3	72	8%	18%	38%
4	60	17%	27%	42%
5	80	20%	27%	48%

Based upon the data above, grades 3-5 will focus on Instructional Practice specifically relating to ELA. There needs to be acceleration combined with strategic filling of gaps to ensure that students learn current grade level content while having their needs met. Shifts in instructional practice will be made across grade levels to accelerate student learning in ELA, as students must become proficient readers in order to become highly effective in all areas. These shifts will include targeted interventions for all students in the grade level, and additional support through push-ins and the small group rotational

model.

Within this rotational model we will routinely use a set of comprehension-building practices to help students

make sense of the text. Students will constantly be provided opportunities to ask and answer questions to better understand the text that they read.

**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**

Grades K-2 will have at least 51% of it's students achieve reading proficiency by the FAST PM3 assessment. Each cohort of students will grow 10% in proficiency from the previous year.

Grade Level.....	22-23 %Prof PM3.....	23-24 % Prof Goal
.....K.....	49%.....	54%
.....1.....	43%.....	59%
.....2.....	41%.....	53%

**Grades 3-5 Measurable Outcomes**

Grades 3-5 will have at least 50% of it's students achieve reading proficiency by the FAST PM3 assessment. Each cohort of students will grow 10% in proficiency from the previous year.

Grade Level.....	%Prof PM3.....	23-24 % Prof Goal
.....3.....	38%.....	51%
.....4.....	42%.....	50%
.....5.....	48%.....	52%

**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.

This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-based data meetings and with district personnel at district data meetings. Additionally, the construction of a district action plan will include regular monitoring from district support personnel.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Stokes, Tiffany, tiffany.stokes@ocps.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?

Teachers will collaboratively plan for and effectively implement standards-based instruction during the whole group portion of the 90-minute reading block. Teachers will effectively implement small group reading instruction aligned to the students' level of need. Students below grade level will receive a combination of instruction at their level and standards based instruction. Teachers will use Being a Reader, Exact Path, and Multisensory kits during Tier I instruction. SIPPS will be used in Tiers 1 and 2 to provide foundational support for students.

**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?

**ELA**

Students need a combination of instruction at their level and at the level of the standard to be successful. Focusing teacher instruction on student needs while also providing intense standards-based instruction will both help increase learning gains for students at all levels and increase the number of students achieving proficiency on grade level materials.

**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
-------------	-----------------------------------

ELA

1. Professional Development on efficient ELA resources and centers/small group aligned instruction. (July 2023 Summer Common Planning Days and continue beginning 8/2/23).
2. Create and implement Instructional Focus Calendars that outline pacing and resources for instruction aligned to grade level standards. (July 2023 Summer Common Planning Days and continue beginning 8/2/23).
3. Teachers will use standards-aligned whole group and center/teacher-led resources provided in the district CRMs, as well as selected, research-based standards aligned resources. (Starting 8/10/23, daily)
4. Provide additional small group instruction and tutoring to students falling into the lowest quartile in ELA as well as students who within 5 to 10 points to being proficient(Starting 9/12/23, weekly)
5. Administration and ELA coach will monitor instruction and outcomes through classroom walks, data meetings, and weekly planning sessions. (Starting 8/10/23, weekly)
6. Conduct monthly Literacy leadership team meetings, where data are analyzed and action steps implemented and monitored. (Starting 9/23, monthly)
7. Literacy coach attends district coach meetings. Coach uses data to identify personnel and areas of need. Implementation of coaching cycles, modeling, PLC planning support, etc... to fit area(s) of need. Literacy coach is an active member of the MTSS problem-solving team. (ongoing)

Otero, Joyce,  
joyce.otero@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.

The school's SIP is made available in the school's SAC meeting and via the school's webpage. School emails and voice messages area also utilized to disseminate the SIP to parents, faculty and staff. The

SIP is disseminated in both English and Spanish through all noted platforms.

[https://threepointses.ocps.net/school\\_information](https://threepointses.ocps.net/school_information)

**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))

The school has an Parent Engagement Liaison coordinator who plans with community stakeholders, teachers, staff, and administration, yearly community events to engage families with opportunities to actively participate in various school related activities.

[https://threepointses.ocps.net/school\\_information](https://threepointses.ocps.net/school_information)

**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)**

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 in ELA, math, and science with consistent cycle of focus on effective teacher planning, data monitoring, and detailed plans of actions to meet differentiated instruction based on specific students needs.

**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))**

N/A

**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 has a school guidance counselor that provides SEL services and counseling sessions to students as needed and granted parental permission. The guidance counselor also provides Child Safety Matters courses that educates and empowers children and all relevant adults with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse, and digital abuse dangers. These course are also provided to students as needed and granted parental permission. The school has a District Mental Health Counselor who comes and provides assistance to the school guidance counselor and school in terms of offering mental health services to to students as needed and granted parental permission.

**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))**

Students are made aware of postsecondary opportunities and the workforce, which may include career and technical education programs during a school's Teach-In week. Each November, in celebration of American Education Week, the OCPS Foundation brings business and civic leaders into the classrooms – in a fun and engaging way -- to talk with students about academics, careers, and the future.

**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).**

The school thoroughly utilizes the MTSS system to systemically use various data points to track and provides resources, modifications, and services to students in terms of both academics and behavior. MTSS is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective.

**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))**

Weekly professional data analysis and learning is conducted in data meetings. During data-focused team meetings, teachers examine a wide variety of information on student learning, consider multiple interpretations of the data, help one another grow, and support one another in developing meaningful instructional improvements.

**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))**

The school has a both general education Voluntary Prekindergarten Program and a VPK Specialized Instructional Services (SIS) Education Program on its campus. VPK prepares early learners for success in kindergarten and beyond. VPK helps build a strong foundation for school using educational material corresponding to various stages in a child's development. SIS takes place outside a traditional classroom setting and is designed for 4-year-olds with special needs who have current individualized educational plans from local school districts. Also, through a partnership with Orange County, the school also houses a Headstart Program on it's campus. The program provides a comprehensive early childhood education to children ages three to 5 years old; whose families are low-income (below the federal poverty level guidelines) and live in Orange County, Florida. It offers Voluntary Pre-kindergarten, mandated by the state, for four year olds who qualify for Head Start.