West Oaks Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

West Oaks Elementary

905 DORSCHER RD, Orlando, FL 32818

https://westoakses.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
Lundberg, Elaine	Principal	Duties include serving as the instructional leader responsible for high academic achievement for all students, developing a common vision for the use of data-based decision-making, and monitoring curriculum, and instruction.
Williams, Dana	Assistant Principal	Duties include providing support to teachers for student achievement by utilizing data-based decision-making, leading School Based Threat Assessment Team, as well as, implementing and examining school safety procedures.
Howard, Jerry	Behavior Specialist	Duties include assisting with developing interventions, functional behavior assessments, and behavior plans for the purpose of providing a safe and effective educational environment for students with challenging behaviors.
Karimi, Aki	Staffing Specialist	Duties include monitoring compliance with all IEP, Section 504 plans, and ELL meetings with teachers and parents. Coordinating meetings with the Speech Language Pathologist and school psychologist to review data and provide recommendations for instructional support. Closely monitoring ESE and ELL student progress and the accommodations to support student success.
Nabbie, Adriene	School Counselor	Duties include being a member of the Threat Assessment Team, serving as the mental health designee, and providing small group social skills and counseling for students as needed.
Jenkins, Cheryl	Science Coach	Duties include providing support to teachers for student achievement by utilizing data-based decision-making, leading School Based Threat Assessment Team, as well as, implementing and examining school safety procedures.
Miller, Sarah	Reading Coach	Duties include providing support to teachers in reading for student achievement utilizing data-based decision-making, leading reading PLCs and teacher support, as well as, implementing district and school reading initiatives.

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 West Oaks School Advisory Council assists in the preparation, development, and evaluation of the results of the school improvement plan. Stakeholder input from the 22-23 school year, survey results, and student data (achievement, attendance, and behavior) are used to create measurable performance indicators. The SAC membership is representative of our school's ethnic, racial, and economic community. Members include staff, parents, and community leaders.

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))

Our School Improvement Plan is monitored by creating checkpoints, ensuring the fidelity of implementation, assigning action steps, identifying points of progress, and evaluating the plan. Checkpoints occur during school-based leadership meetings, district instructional reviews, and grade-level professional learning communities, as well as, during our monthly SAC committee meeting with all stakeholders. The scheduled checkpoints allow for the monitoring of progress on measurable indicators, including those in our identified ESSA subgroups.

The fidelity of implementation is monitored through classroom walkthroughs, grade-level professional learning communities, and regular standards-based assessments. The information gained from this process guides decision-making for adjusting or creating new action steps or strategies based on the data collected. At the end of each quarter, the school leadership team evaluates the plan and revise, as necessary, to ensure continuous improvement.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	11	25	11	6	6	0	0	0	62
One or more suspensions	0	1	2	1	7	1	0	0	0	12
Course failure in English Language Arts (ELA)	0	0	0	10	20	11	0	0	0	41
Course failure in Math	0	0	0	9	24	18	0	0	0	51
Level 1 on statewide ELA assessment	0	0	0	10	20	11	0	0	0	41
Level 1 on statewide Math assessment	0	0	0	9	24	18	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	22	22	20	0	0	0	0	74

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	3	7	14	22	11	0	0	0	57

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	2	10	0	0	0	0	0	13
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	0	1	5	8	6	7	0	0	0	27
One or more suspensions	0	2	0	3	2	3	0	0	0	10
Course failure in ELA	0	1	5	3	1	1	0	0	0	11
Course failure in Math	0	1	4	6	6	1	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	8	8	8	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	8	8	8	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	8	9	8	0	0	0	25

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	2	5	11	9	8	0	0	0	35

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	8	0	2	0	0	0	10
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	0	1	5	8	6	7	0	0	0	27
One or more suspensions	0	2	0	3	2	3	0	0	0	10
Course failure in ELA	0	1	5	3	1	1	0	0	0	11
Course failure in Math	0	1	4	6	6	1	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	8	8	8	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	8	8	8	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	8	9	8	0	0	0	25

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	2	5	11	9	8	0	0	0	35

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	8	0	2	0	0	0	10
Students retained two or more times	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*	47	57	53	37	56	56	32		
ELA Learning Gains				53			42		
ELA Lowest 25th Percentile				38			38		
Math Achievement*	42	60	59	35	46	50	30		
Math Learning Gains				54			36		
Math Lowest 25th Percentile				42			42		
Science Achievement*	47	63	54	37	61	59	39		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	61	59	59	57			41		

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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	237
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	

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	1
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	4	2
ELL	37	Yes	1	
AMI				
ASN				
BLK	48			
HSP				
MUL				
PAC				
WHT				
FRL	46			

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%
2021-22 ESSA SUBGROUP DATA SUMMARY				
SWD	17	Yes	3	1
ELL	45			
AMI				
ASN				
BLK	42			
HSP	44			
MUL				
PAC				
WHT				
FRL	44			

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)

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
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	47			42			47					61
SWD	8			21							4	50
ELL	29			37			33				5	61
AMI												
ASN												
BLK	46			42			48				5	64
HSP												
MUL												
PAC												
WHT												
FRL	47			41			48				5	56

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	37	53	38	35	54	42	37					57
SWD	10	30	33	10	22	14	0					
ELL	33	50		32	54	40	46					57
AMI												
ASN												
BLK	35	52	34	33	54	42	37					51
HSP	44			44								
MUL												
PAC												
WHT												
FRL	35	52	40	32	53	40	36					61

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	32	42	38	30	36	42	39					41
SWD	0	16	17	5	32	30	8					
ELL	34	59		27	52		27					41
AMI												
ASN												
BLK	31	40	32	30	37	41	35					40
HSP	36	62		23	23		62					40
MUL												
PAC												
WHT												
FRL	30	36	38	29	36	41	33					35

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	46%	54%	-8%	54%	-8%
04	2023 - Spring	55%	60%	-5%	58%	-3%
03	2023 - Spring	35%	52%	-17%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	33%	59%	-26%	59%	-26%
04	2023 - Spring	42%	62%	-20%	61%	-19%
05	2023 - Spring	46%	55%	-9%	55%	-9%

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.

While there was an increase in the ELA FAST performance for students in grades 3-5, from 37% to 44% reaching level 3 or above, our Grade 3 ELA percentage for students was only at 35%. Forty percent of the students in grade 3 scored level one as assessed by the FAST PM3 assessment. Contributing factors to last year's low performance include knowledge and understanding of B.E.S.T. standards and inconsistent implementation of standards-aligned instruction. Classroom walkthrough data from last year revealed that the third-grade ELA instruction was often not to the depth of the benchmark.

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

The data components that measure overall proficiency all showed an increase, however, the number of students scoring a level one increased from 11 students on the 2022 ELA FSA to 41 on the 2023 Spring FAST. There was a similar increase in math with 18 students scoring a level one on the 2022 Math FSA to 51 scoring a level one on the Spring Math FAST. Having newly introduced standards was one factor that led to a decline in student achievement due to gaps in learning and teacher competency in implementing the standards. Another factor was an intervention structure that did not effectively meet the

needs of some of our struggling students. Intervention needs to include both foundational reading skills and reteaching of content.

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 West Oaks Elementary data to the state average, our largest gap was in third-grade ELA and math. Thirty-eight percent of the third-grade students reached proficiency as assessed by the ELA FAST, while the state average is 50% showing a 12 percentage point gap. In math, the gap is larger, 36% of the third-grade students met proficiency on FAST a 23 percentage point difference. Third grade had some difficulty with teacher consistency and attendance throughout the 2022-2023 school year. Additional support through modeling, mentoring, and professional development is needed to support teachers in this grade level. Another factor that contributed was the readiness of the students prior to entering third grade, K-2 instructional practices and interventions will be a focus this school year.

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 ELA, specifically 4th and 5th grade. New actions that contributed to the improvement included regular professional development in the science of reading and B.E.S.T. Standards, consistent professional learning communities, progress monitoring using standards-based unit assessments, and classroom walkthroughs. These action steps were implemented and monitored for effectiveness with district leadership and curriculum departments.

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

After reflecting on the EWS data, the number of students (57) who were absent 10% or more days is a potential area of concern. Also, the number of 4th-grade students (22) that have two or more warning indicators is of potential concern.

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

1. Tier-I instruction in reading and math, including small groups
2. Interventions for students who are struggling to meet proficiency, including SWD
3. Monitoring, coaching, and instructional support for third-grade
4. 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. 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.

Our students with disabilities have been identified as a crucial need, due to the large gap between the number of SWD meeting proficiency in grades 3-5 as assessed by FAST. While overall 49% of our students reached proficiency in ELA, only 6% (1 student) of our students with disabilities reached proficiency. Historically, this subgroup has not met the ESSA subgroup federal index threshold of 41%.

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

As assessed by the spring 2024 ELA state assessment (FAST 3-5 or STAR K-2), 11 of our 27 students will meet proficiency by scoring a level 3 or higher.

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

Regular classroom walkthroughs include monitoring of effective instructional practices of SWD such as scaffolding, small group instruction, and regular intervention. Student progress is monitored after each unit of instruction using standards-based assessments.

Person responsible for monitoring outcome:

Elaine Lundberg (elaine.lundberg@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.)

Teach students to decode words, analyze word parts, and write and recognize words.
Routinely use a set of comprehension-building practices to help students make sense of the text.
Build students' world and word knowledge so they can make sense of the text.
Consistently provide students with opportunities to ask and answer questions to better understand the text they read
Teach students a routine for determining the gist of a short section of text
Teach students to monitor their comprehension as they read

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers follow the strategies and accommodations as documented in each student's IEP. In addition, it is important to support tier I instruction by teaching students to decode words and routinely build comprehension with practices that support students' understanding of the text. Using these evidence-based interventions in combination with the student's IEP will allow for more students to meet proficiency on grade-level text.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Create a support facilitation schedule that supports IEPs and allows for the support of grade-level ELA benchmarks inside the general classroom.

Person Responsible: Samantha Rosenthal (samantha.rosenthal@ocps.net)

By When: August 10, 2023

Professional development on the science of reading and ESE scaffolding strategies

Person Responsible: Sarah Miller (sarah.miller2@ocps.net)

By When: September 2023

Monitoring of evidence-based interventions of SWD during ELA instruction and small group using classroom walkthroughs.

Person Responsible: Elaine Lundberg (elaine.lundberg@ocps.net)

By When: Ongoing - Weekly

Regular student study meetings including subgroup and specific student data following each summative assessment.

Person Responsible: Samantha Rosenthal (samantha.rosenthal@ocps.net)

By When: October, January, March, and May

Additional professional development or tiered classroom support based on data collected through the 1st quarter.

Person Responsible: Samantha Rosenthal (samantha.rosenthal@ocps.net)

By When: January

Monitoring of instruction of ESE support facilitator and emotionally handicapped teacher.

Person Responsible: Elaine Lundberg (elaine.lundberg@ocps.net)

By When: Ongoing - Monthly

#2. Instructional Practice specifically relating to Small Group Instruction

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

The number of students scoring a level one increased from 11 students on the 2022 ELA FSA to 41 on the 2023 Spring FAST. There was a similar increase in math with 18 students scoring a level one on the 2022 Math FSA to 51 scoring a level one on the Spring Math FAST. Focusing on small-group differentiated instruction allows teachers to meet the needs of each student and increase the number of students meeting proficiency.

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

Increase the number of students in 3rd - 5th grades meeting proficiency in ELA, as assessed by spring 2024 FAST, from 49% to 59%.

Increase the number of students in 3rd - 5th grades meeting proficiency in Math, as assessed by spring 2024 FAST, from 44% to 52%.

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

Regular classroom walkthroughs include monitoring of effective instructional practices of small group standards-based instruction. Student progress is monitored after each unit of instruction using standards-based assessments and through regular state progress monitoring assessments, FAST and STAR.

Person responsible for monitoring outcome:

Elaine Lundberg (elaine.lundberg@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.)

ELA small group instruction: Teach students to decode words, analyze word parts, and write and recognize words. Routinely use comprehension-building practices to help students make sense of the text. Ensure each student reads connected text daily to support reading accuracy, fluency, and comprehension.

Math small group instruction: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Small group instruction allows teachers to address the different needs of each student while allowing other students time to practice independently when the data analysis reveals gaps in understanding or performance on a particular benchmark. Small group instruction as part of the tier I instruction is effective for early elementary students in math and reading, for students with disabilities, and for English Language Learners. The chosen evidence-based interventions will be routinely addressed during the small-group instruction.

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.

Build dedicated time for small group instruction to occur during the reading and math blocks.

Person Responsible: Elaine Lundberg (elaine.lundberg@ocps.net)

By When: August 10, 2023

Align or stagger small group instruction blocks within or across grade levels, depending on priorities for leveraging tier I interventionist or grouping across grade-levels.

Person Responsible: Elaine Lundberg (elaine.lundberg@ocps.net)

By When: August 21, 2023

Provide time and coaching support to plan, target, and differentiate small group instruction to meet each student's distinct needs during PLC.

Person Responsible: Sarah Miller (sarah.miller2@ocps.net)

By When: Ongoing - weekly

Provide professional development, modeling, and coaching support throughout the school year.

Person Responsible: Sarah Miller (sarah.miller2@ocps.net)

By When: October, January, and March

Monitor implementation of small group structure and instructional practices as discussed in PLCs and professional development through classroom walkthroughs.

Person Responsible: Elaine Lundberg (elaine.lundberg@ocps.net)

By When: Ongoing - weekly

Regular progress monitoring of students through data analysis of standards-based unit assessments and summative assessments.

Person Responsible: Elaine Lundberg (elaine.lundberg@ocps.net)

By When: Following each unit and October, January, and March

Assess and adjust action steps at the end of each quarter based on the new data collected.

Person Responsible: Elaine Lundberg (elaine.lundberg@ocps.net)

By When: October, January, and March

#3. Positive Culture and Environment specifically relating to Early Warning System

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.

After reflecting on the EWS data, the number of students (57) who were absent 10% or more days is an area of concern. Missing a substantial amount of instruction can impact student achievement and create achievement gaps that impact a student's learning for years.

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

The number of students who were absent 10% or more days will decrease from 57 to 37 or fewer as measured by our attendance records for the 2023-2024 school year.

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

Teachers monitor attendance and send concerns to the administration. Our registrar provides bi-weekly reports on attendance to the school social worker, guidance counselor, and school administration. Any students showing a concerning number of absences will be discussed in bi-weekly student study meetings.

Person responsible for monitoring outcome:

Adriene Nabbie (adriene.nabbie@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.)

1. Create structures to collect and analyze data.
2. Create relationships to support family involvement and provide information regarding the importance of regular attendance. Build a culture that develops a strong sense of belonging in the school as these students are less prone to absenteeism.
3. Develop and implement tiered strategies based on individual student needs. These interventions would minimize obstacles to attendance, and include access to physical and mental health support on campus. Address concerns including anxiety, social skills, and medical conditions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Many of the evidence-based strategies were specific to the needs of the family and student. Creating a structure that allows the student services team to meet individualized needs will be more effective.

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 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Teachers monitor attendance and send concerns to the administration. Teachers reach out to families to build a relationship and let the family know the student is missed in class.

Person Responsible: Dana Williams (dana.williams@ocps.net)

By When: Ongoing - bi-weekly

Registrar provides bi-weekly reports on attendance to the school social worker, guidance counselor, and school administration

Person Responsible: Adriene Nabbie (adriene.nabbie@ocps.net)

By When: Ongoing - bi-weekly

The guidance counselor and social worker reach out to families to provide the family with the number of absences, explain the importance of attendance to the student, and gather any information regarding obstacles that are hindering attendance.

Person Responsible: Adriene Nabbie (adriene.nabbie@ocps.net)

By When: Following 3-5 unexcused absences or teacher concerns.

Initiate a telehealth program on campus that can address both physical and mental health concerns.

Person Responsible: Adriene Nabbie (adriene.nabbie@ocps.net)

By When: August 31, 2023

Provide specific interventions based on the specific needs of families with attendance concerns.

Person Responsible: Adriene Nabbie (adriene.nabbie@ocps.net)

By When: Ongoing

Build strong relationships with parents/guardians maintain open lines of communication and keep parents informed about classroom activities and their children's learning progress, using Talking Points. Teachers should be providing positive feedback regularly and personally inviting families to school events.

Person Responsible: Dana Williams (dana.williams@ocps.net)

By When: Weekly - positive feedback October, January, and March - Parent Conference Night October - Math Night January - ELA Night March - Science Night

Foster positive connections by organizing after-school activities - book club, gardening group, girls on the run, chorus, or chess club can help create social circles that promote a positive and supportive environment

Person Responsible: Adriene Nabbie (adriene.nabbie@ocps.net)

By When: September

Monitor attendance data mid-year to assess and adjust the current plan and action steps.

Person Responsible: Dana Williams (dana.williams@ocps.net)

By When: January

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).

School administration, with the support of our stakeholders, identified the greatest needs within our school using student achievement data. The data was used to create a budget that allowed for personnel and curriculum resources that address the identified areas of focus. The allocated personnel are scheduled to support Tier I instruction and strengthen the small group instruction the students are receiving in reading and math. The team will monitor the effectiveness of their support through regular progress monitoring, using

standard-based unit assessments. Our full-time support facilitator provides instruction to our students with disabilities moving more students to proficiency in this ESSA subgroup. Supplemental curriculum resource materials allow teachers to provide appropriate interventions during Tier II instruction. After-school tutoring provides additional instructional opportunities and time for application. Tier II instruction and after-school tutoring are also monitored through regular progress monitoring data of students. The team meets monthly to determine the strength of allocated resources and makes any needed adjustments based on newly identified needs or the effectiveness of the current plan.

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

After analyzing the data students in K-2 struggle with phonemic awareness and phonics. These students need support in foundational skills that support reading for understanding. If we focus on developing their awareness of the segments of sounds in speech and how they link to letters, as well as teaching students to decode words, analyze word parts, and write and recognize words, it will strengthen their ability to read for understanding.
Rationale: Based on the 2023 STAR Reading diagnostic assessment 35% of our Kindergarteners, 35% of our 1st graders, and 47% of our 2nd graders are scoring below the 40th Percentile.

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

After analyzing the data students in grades 3-5 struggle with phonics and vocabulary. These students need support in foundational skills that support reading for understanding. If we build students' ability to decode words, analyze word parts, and write and recognize words, as well as build their vocabulary it will strengthen their ability to read for understanding.
Rationale: Based on the 2023 FAST ELA Reading end-of-the-year reading assessment 62% of our 3rd graders, 42% of our 4th graders and 51% of our 5th graders are performing below proficiency, which is Level 3.

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

Based on the 2023 end-of-the-year Star Early Literacy diagnostic assessment data 65% of our Kindergarten students scored above the 40%. This year our goal is for 70% of our kindergarteners to score above 40%, which will be an increase of 5% on the 2024 end-of-the-year Star Early Literacy Assessment.

Based on the 2023 end-of-the-year Star Early Literacy diagnostic assessment data 65% of our grade students scored above the 40%. This year our goal is for 70% of our 1st graders to score above 40%, which will be an increase of 5% on the 2024 end-of-the-year Star Early Literacy Assessment.

Based on the 2023 end-of-the-year Star Reading diagnostic assessment data 53% of our 2nd grade students scored above the 40%. This year our goal is for 60% of our 2nd graders to score above 40%, which will be an increase of 7% on the 2024 end-of-the-year Star Reading Assessment.

Grades 3-5 Measurable Outcomes

Based on the 2023 FAST ELA end-of-the-year assessment 63% of our 3rd grade students scored a Level 3 or above. This year our goal is for 68% of our 3rd graders to score at Level 3 or above on the end-of-the-year FAST assessment, which will be a 5% increase of students scoring Level 3 or above.

Based on the 2023 FAST ELA end-of-the-year assessment 42% of our 4th grade students scored a Level 3 or above. This year our goal is for 52% of our 4th graders to score at Level 3 or above on the end-of-the-year FAST assessment, which will be a 10% increase of students scoring Level 3 or above.

Based on the 2023 FAST ELA end-of-the-year assessment 52% of our 5th grade students scored a Level 3 or above. This year our goal is for 57% of our 5th graders to score at Level 3 or above on the end-of-the-year FAST assessment, which will be a 5% increase of students scoring Level 3 or above.

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.

During the 2023-2024 school year we will conduct weekly reading walkthroughs by administrators and coaches. We will also conduct monthly data meetings by area including the MTSS Problem-Solving Teams and Cadre leadership to review FAST progress monitoring assessments, K-1 DIEBELS progress monitoring data, SIPPS progress monitoring data and district-created standard based unit assessments to monitor response to intervention.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Miller, Sarah, sarah.miller2@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?

Heggerty will be used in Kindergarten for students to engage in phonemic awareness and phonics skills. In 1st through 5th grades we will be using the SIPPS program which is a research based intervention program focusing on phonological awareness, phonics, and sight words. Being a Reading will also be used to develop comprehension, fluency, decoding strategies, word analysis, spelling, vocabulary, and independent reading. Each program has mastery checks for understanding that are given after a specific number of lessons. These will be used to determine progress or lack thereof which will guide our next steps.

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?

Phonemic awareness is a foundational skill, essential for learning to read. As students learn to identify sounds through oral and auditory activities, they become phonemically aware. Engaging in phonemic awareness instruction develops students' understanding of sounds, which directly impacts their spelling and writing. Haggerty is used to develop awareness of the segments of sounds in speech and how they link to letters. SIPPS is a research-based foundational skills program proven to help both new and struggling readers, including English learners and students identified with dyslexia. The program's systematic scope and sequence provide a structured literacy approach to instruction through explicit routines focused on phonological awareness, spelling sounds, and sight words. SIPPS teaches students to decode words, analyze word parts, and to also write and recognize words. Being a Reading is grounded in scientific reading research and will be used to develop comprehension, fluency, decoding strategies, word analysis, spelling, vocabulary, and independent reading.

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
Literacy coach will attend district coaching meetings. The coach and administration will use data to identify personnel who would benefit from support, as well as their area of need. The coaching cycle will be implemented using modeling. PLC planning support, specific feedback, etc... to fit the area(s) of need. The Literacy coach will also be an active member of the MTSS problem-solving team.	Miller, Sarah, sarah.miller2@ocps.net
Conducting monthly Literacy leadership team meetings, where data are analyzed and action steps are implemented and monitored.	Lundberg, Elanie, elanie.lundberg@ocps.net
FAST, Haggerty , SIPPS, Being a Reader, district created standards based unit, and district created foundational unit assessments will all be used and analyzed to determine interventions and support needs of students.	Miller, Sarah, sarah.miller2@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.

Our focus on creating a positive school culture and environment is thorough, coordinated, and embedded in daily academic structures. Students, parents, and community involvement (including after-school programs) are included in the creation, implementation, and recognition of school improvement and goals. Each month we host our SAC meeting, in which students, families, school staff, leadership, local businesses, and organizations are all encouraged and invited to attend. During our meetings, the final School Improvement Plan, budget, and SWP are all shared and discussed. We ensure that a bilingual staff member is in attendance to provide translation for our families. We also have all documents to be shared translated into the languages represented at the school. A link to each document will also be provided on our website, Facebook, and Twitter accounts.

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))

Parental and community involvement is essential to a positive school culture. Monthly SAC and PTA meetings are held to inform parents, staff members, and community members on school data, schoolwide improvement plan goals, and on other school initiatives providing all stakeholders the ability to provide input and feedback. In addition, meaningful academic-based school activities and events that promote positive interactions and build stronger relationships between the school and the families are scheduled monthly. At these events, schoolwide improvement goals are communicated to parents. Parents experience ways to support their children through positive interactions with teachers and staff. During specific parent conference nights, parents are provided with detailed progress monitoring information for their child. Parents will also be provided resources to assist with their academic performance. A positive school culture includes celebrations and recognition for achievement. West Oaks celebrates students for many achievements throughout the school year including academic success, goal achievement, attendance, and display of positive behaviors. We also celebrate families, volunteers, and community members through our Parent of the Month and Community Member of the Month celebrations - where teachers are able to recognize others for their contributions to our school or to a child's academic growth. Community members and partners are celebrated at events and on social media for their contributions to the success of the school. West Oaks Parent Engagement Liaison (PEL) builds relationships with families to encourage participation in their child's learning by attending monthly learning events, being an active member in our SAC or PTO, and communicating with teachers. The climate and culture are monitored through the use of surveys, and feedback at SAC/PTO meetings. We also encourage transparency and honesty for the purpose of adjustment and growth through regular two-way communication.

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

We conduct a needs assessment of the school, using academic achievement and growth data. We also analyze perception data from school staff, parents, and community members. Preparing the comprehensive Schoolwide Improvement Plan—through collaboration with district and building leaders, teachers, staff, parents, students, and community members—that describes how the school will improve academic achievement overall, but mainly for the lowest-achieving students, by addressing the priority performance challenges identified in the comprehensive needs assessment. The areas of focus described in the plan include our ESSA subgroup related specifically to students with disabilities, instructional practices relating to small-group instruction, and climate and culture related to student attendance. Professional development opportunities focus on strategies and research-based practices that address the areas of focus. After-school tutoring for students allows for additional quality learning time to accelerate the curriculum. Our VPK program, along with our on-campus Head Start Programs, provide opportunities for students to learn prior to entering Kindergarten. The school then regularly reviews the schoolwide plan, using data from State and local assessments, other indicators of academic achievement and growth, early warning sign data, and perception data to determine if the schoolwide program has been effective in addressing the challenges and increasing student achievement, particularly for the areas addressed through our needs assessment. The school reviews and revises the plan at mid-year, or as necessary, to ensure continuous improvement.

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))

West Oaks does work in coordination with other Federal, State, and local services. We work closely with Head Start; we have two classrooms on our campus for 3 and 4-year-olds. This year we have also coordinated with our Orange County Technical and Career College to host two adult ESOL programs for our families. We will also partner with our local food pantry to create a structure to provide additional nutritional resources.