

Orange County Public Schools

East Lake Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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East Lake Elementary

3971 N TANNER RD, Orlando, FL 32826

<https://eastlakees.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 to 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
Bounds, Elizabeth	Principal	Provides a common vision for the use of data-based decision-making, differentiated and rigorous instruction, monitors iObservation, partners master teachers with teachers in need of improvement, and ensures that the school-based team is implementing MTSS and providing appropriate levels of intervention matched with quality instruction. Conduct data meetings, review data sources, and participate in tier 2 and 3 meetings.
Torres, Joshua	Assistant Principal	<p>The assistant principal provides valuable administrative support to the principal. Their collaborative efforts serve as a useful enhancement to the instructional leadership present on campus, with a focus on monitoring the curriculum and instruction at different grade levels through data meetings and classroom observations.</p> <p>Furthermore, they are responsible for overseeing safety training, drills, and restorative behavior practices to ensure the maintenance of a safe and supportive environment. Additionally, they take on the responsibility of ensuring that the school building and facilities are well-maintained and create an inviting atmosphere. The assistant principal works in conjunction with other school leaders to address matters related to instruction, data, and school-wide events.</p>
Welch, Pamela	Instructional Coach	Provides support to teachers in progress monitoring of each classroom and student data. Meets weekly as a leadership PLC focusing on effective teaching strategies, coaching opportunities and reviews school-wide and individual student data. Works with teachers in the classroom and provides coaching and leads common planning for K-5. Support our lowest 30% of students in math to provide additional academic support. Supervises appropriate intervention materials and quality instruction occurs. Monitors data school-wide and participates in tier 2 and 3 meetings as a decision maker.
Adkins, Danielle	Staffing Specialist	Provides support to teachers when participating in MTSS, helps to organize and assist in Tier 3 paperwork and compliance, monitors the implementation of IEPs and 504 plans. Collaborates with teachers to ensure SWD and ELL are receiving differentiated rigorous instruction.
Seals, Jill	Behavior Specialist	Monitors the school-wide behavior program. Participates in the collection and analysis of behavior data, develop Tier 2 and Tier 3 behavioral interventions with support and monitoring. Develops, monitors and supports the implementation for Behavior Intervention Plans (BIP) and provide social skills groups as needed.
Lue Pann, Dawn	Instructional Media	Provides literary support in our media center by supplying and helping students choose the correct Lexile level reading materials. Ensures our textbook, library book and technology inventory are in compliance. Supports reading intervention and acceleration through small groups.

Name	Position Title	Job Duties and Responsibilities
Moran, Brittany	School Counselor	Mrs. Brown, the school counselor, is in charge of ensuring the social and emotional well-being of the students. She will offer small group instruction and classroom support to the teachers, providing a comprehensive program that addresses the academic and interpersonal/social needs of all students in a systematic manner.
Heyne, Kelsey	Math Coach	Ms. Heyne, will demonstrate and model best practices through large group, small group, or one-on-one activities, with a focus on K-5th Math classrooms. Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. Model effective instruction as defined by the elements of the teacher evaluation system. Assist teachers in analyzing student data and developing action plans for differentiated instruction. Stay current with research-based instructional best practices to improve achievement for all students with a focus to close the achievement gap.

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.

To improve the quality of education at East Lake Elementary School, we organized a roundtable discussion involving a variety of individuals, including families, teachers, and students. Our main goal was to encourage broad participation in the process of developing the School Improvement Plan. During the meeting, we examined the school's objectives and gathered input from all stakeholders. We carefully recorded all of the feedback, and everyone received copies of the targets for the upcoming 2023-2024 school year. We invited all stakeholders to work with us to achieve the school's improvement goals.

SIP Monitoring

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

The school's principal, Mrs. Elizabeth Bounds, and assistant principal, Josh Torres, will be overseeing the implementation of the School Improvement Plan to improve student achievement. To accomplish this, teachers and students will be given quarterly milestones to reach by the end of the 23-24 school year. We will monitor progress towards these milestones and evaluate the success of our implementation in PLCS. Based on assessment data (SBUAs, Exactpath, & Success Maker), necessary changes will be made. We will also gather feedback from students, teachers, and stakeholders to identify areas for further 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	No
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	88%
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
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	7	24	16	21	23	17	0	0	0	108	
One or more suspensions	0	0	1	1	1	8	0	0	0	11	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	5	28	24	0	0	0	57	
Level 1 on statewide Math assessment	0	0	0	5	33	31	0	0	0	69	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	9	14	26	0	0	0	0	56	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	5	9	32	21	0	0	0	74

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	3	1	5	2	0	0	0	0	11
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	1	2	3	1	7	4	0	0	0	18	
One or more suspensions	1	1	0	0	0	0	0	0	0	2	
Course failure in ELA	0	1	3	1	6	0	0	0	0	11	
Course failure in Math	0	1	3	1	6	0	0	0	0	11	
Level 1 on statewide ELA assessment	0	0	0	0	6	4	0	0	0	10	
Level 1 on statewide Math assessment	0	0	0	0	7	4	0	0	0	11	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	17	18	24	23	17	0	0	0	114	

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	1	2	3	1	7	4	0	0	0	18

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	3	2	0	0	0	0	5	
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	1	2	3	1	7	4	0	0	0	18	
One or more suspensions	1	1	0	0	0	0	0	0	0	2	
Course failure in ELA	0	1	3	1	6	0	0	0	0	11	
Course failure in Math	0	1	3	1	6	0	0	0	0	11	
Level 1 on statewide ELA assessment	0	0	0	0	6	4	0	0	0	10	
Level 1 on statewide Math assessment	0	0	0	0	7	4	0	0	0	11	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	17	18	24	23	17	0	0	0	114	

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	1	2	3	1	7	4	0	0	0	18

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	3	2	0	0	0	0	5
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*	59	57	53	63	56	56	59		
ELA Learning Gains				62			33		
ELA Lowest 25th Percentile				47			32		
Math Achievement*	51	60	59	58	46	50	53		
Math Learning Gains				55			29		
Math Lowest 25th Percentile				40			33		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	78	63	54	49	61	59	54		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	61	59	59	29			64		

* 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	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	301
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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	403
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	16	Yes	4	1
ELL	34	Yes	1	
AMI				
ASN				
BLK	70			
HSP	55			
MUL	79			
PAC				
WHT	59			
FRL	51			

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	32	Yes	3	
ELL	46			
AMI				
ASN				
BLK	75			
HSP	44			
MUL				
PAC				
WHT	56			
FRL	41			

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	59			51			78					61
SWD	17			23							3	
ELL	39			26							4	61
AMI												
ASN												
BLK	68			57			85				3	
HSP	53			48			71				5	64
MUL	86			71							2	
PAC												
WHT	59			47			80				4	
FRL	47			39			66				5	67

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	63	62	47	58	55	40	49					29
SWD	39	38		39	25		18					
ELL	63	58		60	47		20					29
AMI												
ASN												
BLK	68	83		64	84							
HSP	52	58	50	45	46	35	33					31
MUL												
PAC												
WHT	74	58	33	70	57	33	70					
FRL	46	54	44	43	46	38	33					25

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	59	33	32	53	29	33	54					64
SWD	18	20	20	23	40							
ELL	58			65								64

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
AMI												
ASN												
BLK	58			54								
HSP	57	19		42	8		42					62
MUL												
PAC												
WHT	62	48		58	41		64					
FRL	45	27	29	41	19	25	35					55

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	69%	54%	15%	54%	15%
04	2023 - Spring	60%	60%	0%	58%	2%
03	2023 - Spring	47%	52%	-5%	50%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	59%	-6%	59%	-6%
04	2023 - Spring	47%	62%	-15%	61%	-14%
05	2023 - Spring	60%	55%	5%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	75%	59%	16%	51%	24%

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.

Based on the most recent data for the 22-23 school year, it was found that only 47% of 3rd-grade students at East Lake were proficient in English Language Arts (ELA), while the proficiency rate for 4th-grade students in math was also only 47%. However, when compared to the previous year's data, it was observed that the proficiency rates for ELA and math among 3-5 graders were much higher. In the 21-22 school year, 63% of students were proficient in ELA, while 58% were proficient in math.

A factor for the decline in ELA/Math proficiency is attributed to the transition to new B.E.S.T. standards and new FAST statewide assessment. One of the main reasons for the low performance in 3rd grade was the change in personnel for 3rd grade staff. As evidenced by a third-grade teacher going on medical leave. A second teacher leaving at the beginning of the school year resulted in one of the classes being assigned to a substitute teacher for the entire year.

Our Students with Disabilities subgroup was targeted in our triage plan. Although the Students with Disabilities received interventions, they still faced difficulties in acquiring the necessary skills ELA and math skills. The ESE Teacher and MTSS Coordinator provided interventions for our SWDs in the classroom, but the students continued to struggle. Therefore, the SWDs will remain a targeted area of focus for the upcoming 23-24 school year.

According to the FAST 22-23 Data, only 47% of 4th grade students showed proficiency in Math this past year. Additionally, the proficiency rate for Math in grades 3-5 was 52%. The decrease in Math proficiency can be attributed to several factors, including the implementation of the new B.E.S.T. Math Standards which led to some confusion among teachers and students alike. Moreover, the loss of instructional time during the pandemic resulted in a lack of foundational math skills, further impacting student performance.

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

Upon analysis of the data, it appears that there has been a decrease of 6% in math proficiency among students in grades 3-5 at East Lake between the years 2022 and 2023. This decline is due to the State's transition to new B.E.S.T. math standards. Students also struggle to comprehend these standards because they lack fundamental skills from previous grades. This deficiency is mainly attributed to the interruption in instruction caused by the pandemic.

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 2023 English Language Arts proficiency data for grades 3-5 at East Lake was 58% :

The ELA data shows there is a very small gap between the State average and the school average on ELA proficiency.

In 3rd grade, we scored only one point less than the State average of 297.

In 4th grade, we were just two points away from the State average of 312.

In 5th grade, our proficiency score was 331, which was 11 points higher than the State average of 320.

When it comes to Math proficiency we were at 52% for the 22-23 school year.

In 3rd grade, we scored 6 points lower than the state's score of 300.

In 4th grade, we scored 9 points lower than the state's score of 315.

In 5th grade, we were 6 points behind the State average score of 321.

Science Proficiency for the 22-23 school year increased 25 points. One factor for the increase in science points is attributed to incorporating Study Island into the science curriculum and facilitating small groups during the science block. In addition during the ELA schedule, the 5th grade team incorporated Science into their curriculum to expose the students to the type of questions that would appear on the FCAT Science.

In comparison to the prior year 21-22 proficiency data for 22-23 was:

3-5 proficiency in ELA was 58%

3-5 proficiency in Math was 52%

5th grade Science Proficiency was 49%

During grades 3-5, there were disparities in student performance due to the lack of math skills that students couldn't acquire during the pandemic. Our data showed that students lacked basic math concepts from the primary grades computational weakness, difficulty transferring knowledge, and making connections. To address this issue, we have planned for early intervention in the 23-24 school year.

We will be monitoring students through the beginning of the year FAST, Exact Path & Success Maker data, and tracking their progress through various progress monitoring systems to identify specific areas of improvement through math and ELA interventions. This will help accelerate learning and ensure that students receive the necessary support to succeed.

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

K-2 at East Lake have shown substantial progress in English Language Arts (ELA) and Math proficiency. ELA proficiency saw an increase to 69%, while Math proficiency rose to 73%. The school accomplished this by analyzing data during weekly Professional Learning Community (PLC) meetings and making necessary instructional changes. Additionally, they prioritized creating a positive school culture for all involved. To further aid these efforts, the school leadership team worked with targeted groups of students during the intervention block and set individual goals with teachers through data chats. The leadership team monitored progress throughout the year and adjusted intervention times on the master schedule/triage plan to provide the most support possible.

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

East Lake will have a school-wide focus on increasing reading proficiency for the 23-24 school year. As evidenced by our EWS, we want to ensure we provide our students with the necessary skills and interventions for success in reading.

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

Our main goal for the upcoming academic year (2023-2024) is to offer ongoing professional development for our teachers in the areas of:

1. Instructional Coaching for Teaching

2. Reading/Math Intervention
3. Process and Monitoring
4. MTSS
5. PBIS

We will provide opportunities for them to enhance their skills in using digital resources, leading small group interventions and acceleration, offering instructional coaching, and supporting coaching cycles. Additionally, we will continue implementing MTSS and promoting joint planning through Professional Learning Communities.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to 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.

Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally.

Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By strengthening our school culture for social and emotional learning, we will address the following school needs:

In reviewing discipline data and types of referrals issued, a focus on positive behavioral interventions and supports would help to incorporate a proactive approach to discipline. The majority of our discipline referrals were focused on the school bus and 63% of referrals were on the bus.

Measurable Outcome:

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

As a result of this intentional focus on a school-wide behavior support system, we plan to decrease the amount of referrals written schoolwide by 10%. This will allow for students to spend more time in class and on instruction.

Monitoring:

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

This will be monitored by referral data tracking quarterly by our PBIS school site team. Monitoring will also occur through compliance with our school-wide goals and procedures during classroom and school walkthroughs.

Person responsible for monitoring outcome:

Joshua Torres (joshua.torres2@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 PBIS system.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through the distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement change. Research indicates that joint ownership is essential for realizing sustainable improvement efforts. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support every student's social, emotional, and academic development.

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.

Implement a school-wide PBIS system. This will include ensuring that all staff receives training on the PBIS system from the school-based PBIS team.

Person Responsible: Joshua Torres (joshua.torres2@ocps.net)

By When: 2023-2024 school year

#2. 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.

The most recent FAST assessment data indicated that 42% of students scored below a level 3 in English Language Arts (ELA); Our proficiency rate was at 58% for the 22-23 school year. Due to the transition from the Florida State Standards to B.E.S.T., it is critical to focus on the instructional practices aligned with these new standards.

Measurable Outcome:

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

The 2024 ELA FAST PMA 3 will increase ELA proficiency from 58 to 64%.

Monitoring:

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

Growth will be monitored using the following:

ELA B.E.S.T. PMA 1 & 2

SIPPS Mastery Assessments

District Standards-Based Unit Assessments

District K-2 Foundational Unit Assessments (K-2)

Heggerty Assessments (K-2)

ExactPath

Classroom Walkthroughs

Fluid grouping for Tier 2 and Tier 3 intervention

Person responsible for monitoring outcome:

Elizabeth Bounds (elizabeth.bounds@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.)

To build our culture of collaboration between professionals to increase student success, we will increase our systematic use of explicit instruction by setting an expectation of maximizing instructional time. Teachers will meet once a week to discuss standards-based instruction of the B.E.S.T., implementation of instruction for B.E.S.T., and data analysis of common assessments. The instructional coach will communicate support and monitor these strategies during weekly P.L.C.s with teachers. Teachers will identify the students in our E.S.S.A. subgroup (Students with Disabilities & English Language Learners) and collaboratively plan specific questions for their Tier 2 & Tier 3 students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting these strategies is to provide teachers with adequate support and plans to make data-driven instructional decisions about student performance from joint assessment results. Because of the implementation of B.E.S.T., it is essential to have teachers engaged in the continuous improvement model. When teachers intentionally analyze their instructional practices and present instruction focusing on student achievement. Teachers will use data from common assessments to drive instruction of the standards that were at a deficit. The coaches and teachers will use the data analysis to determine which standards will be incorporated for differentiated small-group instruction, intervention, and tutoring programs. This allows teachers to provide the necessary support needed to lessen the deficits of particular standards.

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.

Identify the Lowest 30% of students in ELA, create standards-based intervention groups based on identified areas of need, and monitor progress regularly. Students identified in you're Lowest 30% and in our ESSA subgroup (Students with Disabilities) will be invited to attend tutoring programs.

Person Responsible: Elizabeth Bounds (elizabeth.bounds@ocps.net)

By When: Quarterly during FAST Assessments.

Strengthen our common planning process aligned to B.E.S.T. by using the district-created Curriculum Resource Materials to guide the agenda and discussions, including foundational planning for K-2.

Person Responsible: Pamela Welch (pamela.welch@ocps.net)

By When: Continuously during the 23-24 school year.

Use B.E.S.T. PMA 1 & 2, Standards-Based Unit Assessment (SBUA) Data, ExactPath, and Foundational Assessment Data to plan small group instruction and differentiation opportunities.

Person Responsible: Elizabeth Bounds (elizabeth.bounds@ocps.net)

By When: Continuously during the 23-24 school year.

Classroom walkthroughs are conducted regularly, and ELA feedback is provided; adjustments are made in common planning/PLCs when needed.

Person Responsible: Elizabeth Bounds (elizabeth.bounds@ocps.net)

By When: Continuously during the 23-24 school year.

Provide opportunities for research-based B.E.S.T. PD to teachers on how to support students with a focus on differentiation and provide teachers with additional resources to support our ESSA subgroup (Students with Disabilities).

Person Responsible: Pamela Welch (pamela.welch@ocps.net)

By When: Continuously during the 23-24 school year.

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

The most recent ESSA student data indicated that our math proficiency was below 50% for our SWDs. Due to the transition from the Florida State Standards to B.E.S.T., it is critical to focus on the instructional practices aligned with these new standards and ensure we are closing the achievement gaps for our SWDs.

Measurable Outcome:

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

On the 2024 FAST Math PMA 3, our SWD subgroup will score 50% proficient.

Monitoring:

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

Growth will be monitored using the following:
 Math B.E.S.T. PMA 1 & 2,
 District Standards-Based Unit Assessments
 Success Maker
 Classroom Walkthroughs
 Fluid grouping for Tier 2 and Tier 3 intervention groups

Person responsible for monitoring outcome:

Elizabeth Bounds (elizabeth.bounds@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.)

To build our culture of collaboration between professionals to increase student success, we will increase our systematic use of explicit instruction by setting an expectation of maximizing instructional time. Teachers will meet once a week to discuss standards-based instruction of the B.E.S.T., implementation of instruction for B.E.S.T., and data analysis of common assessments. In addition, teachers will collaborate with ESE teachers to address the specific gaps in Math.

The math coach will communicate support and monitor these strategies during weekly PLCs with teachers. Teachers will identify the students in our ESSA subgroup (Students with Disabilities & English Language Learners) and collaboratively plan specific questions for their Tier 2 & Tier 3 students.

Teachers will be provided resources to support students, and students will receive intervention daily. Teachers will monitor students using research-based resources and make data-driven decisions as needed. Coaches will work with teachers to incorporate differentiated small-group instruction to meet the needs of the students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting these strategies is to provide teachers with effective support and strategies to make data-driven instructional decisions about student performance from common assessment results. Because of the implementation of B.E.S.T., it is important to have teachers engaged in the continuous improvement model.

When teachers are intentional and analyze their instructional practices, they will present instruction with a

focus on student achievement. Teachers will use data from common assessments to drive instruction for our students with disabilities and address the standards that were at a deficit. The coaches and teachers will use the data analysis to determine which standards will be incorporated for differentiated small-group instruction, intervention, and tutoring programs.

Providing support to our students with disabilities can significantly improve their academic achievements. By offering individualized instruction, accommodations, and specialized interventions, we can help these students overcome learning barriers and succeed academically.

Inclusive education promotes social interaction and positive relationships among students. By supporting students with disabilities in elementary school, we create opportunities for them to develop social skills, build friendships, and enhance their emotional well-being. This contributes to their overall development and prepares them for future success. This allows teachers to provide the necessary support needed to lessen the deficits of particular standards.

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.

We will monitor all the SWD's in Math and monitor them quarterly using PM1 Data, Success Maker, and SBUA regularly. All SWD's Students identified in will be invited to attend tutoring our program.

Person Responsible: Elizabeth Bounds (elizabeth.bounds@ocps.net)

By When: August 2023

Strengthen our standard planning process aligned to B.E.S.T. by using the district-created Curriculum Resource Materials to guide the agenda and discussions, including foundational planning for SWDs.

Person Responsible: Pamela Welch (pamela.welch@ocps.net)

By When: Continuously during the 23-24 school year.

Use B.E.S.T. P.M.A. 1 & 2, Standards-Based Unit Assessment (S.B.U.A.)) Data, and Formative Assessment Data to plan small group instruction and differentiation opportunities for our SWDs.

Person Responsible: Pamela Welch (pamela.welch@ocps.net)

By When: Continuously during the 23-24 school year.

Classroom walkthroughs are conducted regularly, and Math feedback is provided; adjustments are made in common planning/PLCs when needed.

Person Responsible: Joshua Torres (joshua.torres2@ocps.net)

By When: Continuously during the 23-24 school year.

Provide opportunities for research-based B.E.S.T. PD to teachers on how to support students with a focus on differentiation and provide teachers with additional resources to support our ESSA subgroup (Students with Disabilities).

Person Responsible: Elizabeth Bounds (elizabeth.bounds@ocps.net)

By When: Continuously during the 23-24 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)).

We will begin reviewing school improvement funding allocations to ensure resources are allocated based on the needs of East Lake Elementary. We will bring together an internal team comprising administrators, educators, and stakeholders to review our current budget and identify areas for improvement. We will leverage the expertise of our team members (Principal, Assistant Principal, Teachers, Parents, Students, & other stakeholders) to identify areas where resources can be directed to increase student achievement, implement initiatives as needed, and foster a positive learning environment.

As part of our school-wide focus, we will be prioritizing the needs of our students with disabilities (SWDs). To achieve this, we will establish a Student Success Team that will monitor our SWDs' progress at East Lake on a quarterly basis. Our school is committed to creating an inclusive learning environment that caters to the needs of all our students. We will offer a range of resources and support services, including one-on-one instruction, classroom accommodations, tutoring, counseling, data chats, and various software programs to help our SWDs achieve their goals. Our goal is to provide the best resources and support to our Students with Disabilities, and to ensure that our school is an accessible and welcoming environment for all. We will also actively seek feedback from our community to ensure that our budget reflects the needs and priorities of the East Lake community. Our budget review process will ensure that it supports the long-term goals of our school.

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

Diagnostic data for Kindergarten, 1st, and 2nd Grade indicate that 69% of our students showed on or above

grade level proficiency in the FAST Assessment. Our area of focus as it relates to Tier 1 instruction will be to maintain and support our current ability level while connecting best practices within monitoring our joint assessment data through our transition in B.E.S.T. standards.

In order to address the needs of Exceptional Student Education (ESE) students in English Language

Arts (ELA) for grades K-2, our school improvement plan focuses on implementing a tailored instructional practice. We recognize the importance of providing individualized support to ensure these students' academic success.

At East Lake the leadership team will prioritize professional development opportunities for teachers to enhance their understanding of effective strategies for teaching ELA to ESE students. This will include workshops, and collaborative sessions where educators can learn and share best practices. By equipping our teachers with the necessary knowledge and skills, we aim to create a supportive and inclusive learning environment.

Additionally, we will implement differentiated instruction techniques to meet the diverse needs of ESE students in ELA. Our teachers will employ various instructional strategies, such as small group instruction, multisensory activities, and visual aids, to accommodate different learning styles and abilities. By tailoring our teaching methods, we can provide targeted support and engagement for ESE students, fostering their language development and literacy skills.

Furthermore, we will establish a strong collaboration between general education and ESE teachers. Through regular communication and shared planning, these educators can collaborate on creating modified lesson plans and adapting materials to suit the specific needs of ESE students. This partnership will ensure a cohesive approach towards addressing individual learning goals while maintaining alignment with the general ELA curriculum.

To monitor and evaluate the progress of ESE students in ELA, we will implement ongoing assessments and data analysis. These assessments will help identify areas of improvement and guide instructional decision-making. By analyzing student performance data, we can identify specific challenges and adjust our instructional practices accordingly, ensuring continuous growth and improvement.

Overall, our school improvement plan for addressing the needs of ESE students in ELA for grades K-2 focuses on providing professional development, differentiated instruction, collaboration between teachers, and ongoing assessment. By implementing these strategies, we aim to create an inclusive and supportive learning environment that empowers ESE students to achieve their full potential in ELA.

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

2022-2023 FAST assessments show East Lake Elementary had an overall proficiency percentage of 58 in Reading; this decreased five percentage points from 62% for the 2021-2022 school year.

According to the 2022-2023 FAST assessments, East Lake Elementary's reading proficiency decreased from 62% to 58% in the previous academic year. The proficiency levels by grade were: 3rd - 47%, 4th - 60%, and 5th - 69%.

The 3rd Grade student's data component showed the lowest performance and did not meet the 50% threshold. Diagnostic, MTSS, and formative data indicate weak foundational reading skills and knowledge in 2 specific areas: phonics and vocabulary. Based on the data from the 2021/2022 school year, our Area of Focus specifically relates to Reading/ELA.

To address the needs of Exceptional Student Education (ESE) students in English Language Arts (ELA) for grades 3-5, our school improvement plan focuses on implementing a tailored instructional practice. We recognize the importance of providing individualized support to ensure these students' academic success.

At East Lake, the leadership team will prioritize professional development opportunities for teachers to enhance their understanding of effective strategies for teaching ELA to ESE students. This will include

workshops and collaborative sessions where educators can learn and share best practices. By equipping our teachers with the necessary knowledge and skills, we aim to create a supportive and inclusive learning environment.

Additionally, we will implement differentiated instruction techniques to meet the diverse needs of ESE students in ELA. Our teachers will employ various instructional strategies, such as small group instruction, multisensory activities, and visual aids, to accommodate different learning styles and abilities. By tailoring our teaching methods, we can provide targeted support and engagement for ESE students, fostering their language development and literacy skills.

Furthermore, we will establish a strong collaboration between general education and ESE teachers. Through regular communication and shared planning, these educators can collaborate on creating modified lesson plans and adapting materials to suit the specific needs of ESE students. This partnership will ensure a cohesive approach toward addressing individual learning goals while maintaining alignment with the general ELA curriculum.

To monitor and evaluate the progress of ESE students in ELA, we will implement ongoing assessments and data analysis. These assessments will help identify areas of improvement and guide instructional decision-making. By analyzing student performance data, we can identify specific challenges and adjust our instructional practices accordingly, ensuring continuous growth and improvement.

Overall, our school improvement plan for addressing the needs of ESE students in ELA for grades 3-5 focuses on providing professional development, differentiated instruction, collaboration between teachers, and ongoing assessment. By implementing these strategies, we aim to create an inclusive and supportive learning environment that empowers ESE students to achieve their full potential in ELA.

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

STAR will be utilized in measuring the outcomes for students in grades K - 2nd. Students will be given the beginning of the year assessment, followed by a middle of the year assessment, and finally an end of the year assessment. The expected outcome for the end of the year assessment will be that 70% of students in each grade level will be proficient. Our ESE resource teacher will collaborate with teachers to provide differentiated instruction that addresses the gaps in ELA for our students with disabilities. The objective is to increase East Lake's Federal points from 32% in the 22-23 school year to 41% in the 23-24 school year.

Grades 3-5 Measurable Outcomes

To measure the outcomes of 3rd-grade students, the FAST assessment will be utilized. The students will be assessed at the beginning, middle, and end of the year to track their progress. The expected goal for

the final assessment is that at least 51% of 3rd-grade students will demonstrate proficiency in ELA reading. Our ESE resource teacher will collaborate with teachers to provide differentiated instruction that addresses the gaps in ELA for our Students with Disabilities. The objective is to increase East Lake's Federal points for our SWD subgroup from 32% in the 22-23 school year to 41% in the 23-24 school year.

Monitoring

Monitoring

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

The Principal (Elizabeth Bounds), and Assistant Principal (Joshua Torres), will ensure the desired outcomes are being achieved. This monitoring process involves regular assessment and evaluation of school-wide data, such as curriculum, teaching methods, student support services, and overall school climate.

Curriculum: The curriculum at East Lake will be continuously monitored to ensure that it aligns with the desired B.E.S.T. learning outcomes and standards. This will be done through PLCs, analysis of student performance data, and feedback from teachers and students. Ongoing monitoring of the curriculum will help identify areas that need improvement or revision, leading to better instructional practices and ultimately improved student achievement outcomes.

The effectiveness of teaching methods will be monitored through classroom observations, teacher evaluations, and student feedback. Ongoing monitoring will help identify teachers who may need additional support or professional development to enhance their instructional strategies. By continuously evaluating teaching methods, the leadership team at East Lake can ensure that high-quality instruction is being provided, which will positively impact student achievement outcomes.

Student support services: The school's support services, such as counseling, special education, and interventions, will be regularly monitored to assess their effectiveness in meeting the needs of all students. Ongoing monitoring will involve tracking student progress, analyzing intervention data, and gathering feedback from students, parents, and staff. By monitoring these support services, the leadership team at East Lake can identify areas for improvement, allocate resources effectively, and provide targeted interventions that can lead to improved student achievement outcomes.

School climate: The overall school climate, including factors such as safety, discipline, and student engagement, will be monitored through surveys, observations, and data analysis. Ongoing monitoring of the school climate will help identify any issues or concerns that may be affecting student achievement outcomes. By addressing these concerns and creating a positive and supportive school environment, student motivation, engagement, and ultimately achievement can be positively impacted.

This Area of Focus will be monitored using the following data points:

- ELA B.E.S.T. PMA 1 & 2
- SIPPS Mastery Assessments
- District Standards-Based Unit Assessments
- District K-2 Foundational Unit Assessments (K-2)
- Heggerty Assessments (K-2)
- Exact Path Diagnostics
- Fluid grouping for Tier 2 and Tier 3 intervention

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Welch, Pamela, pamelawelch@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?

The curriculum utilized in the 120-minute ELA block for grades K - 5th is Wonders. The program has been vetted by OCPS as being aligned with the rigor of the B.E.S.T standards. Additionally, students will be pulled outside of the ELA block and provided interventions to close their gaps. The program utilizes the Systematic Instruction in Phoneme Awareness, Phonics, and High-Frequency Words (SIPPS) resource which has been vetted by OCPS as being aligned to the B.E.S.T Standards. Students take a diagnostic through the Exact Path program. This diagnostic will provide an overview of students' gaps which can then be remediated during the ELA block. In addition, ESE teacher will review student data from FAST and Exact path to create a targeted learning plan for all SWD's to bridge the gaps in ELA.

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?

After recognizing a need for intervention in the area(s) of phonics and word analysis, the Reading A-Z Phonics Resources include lessons, decodable texts, flashcards, and learning centers. The Reading A-Z High-Frequency Words and Fluency Resources provide word books, practice passages, flashcards, and learning centers to enhance students’ ability to read high-frequency words, decodable or not, with automaticity and prosody.

The Reading A-Z Foundational Skills Curriculum provides a suggested week-by-week progression for the

teaching of foundational skills, which includes Phonological Awareness, Phonics, and High-Frequency Words. Additional phonics, word analysis, and fluency resources are provided below.

SIPPS and Haggerty provide lessons to support the foundational knowledge of early readers. Each elementary school was supplied with both Haggerty books and SIPPS kits. SIPPS Kits are provided at the beginning, extension, and challenge levels.

Our ESE teacher will customize the interventions to suit the requirements of all students with disabilities and collaborate with the homeroom teacher to create a joint plan, ensuring that we work together in harmony to address any gaps in their English Language Arts learning.

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
To build our culture of collaboration between professionals to increase student success, we will increase our systematic use of explicit instruction by setting an expectation of maximizing instructional time. Teachers will meet weekly to discuss standards-based instruction of the B.E.S.T., implementation of education for B.E.S.T., and data analysis of common assessments. In addition, the instructional coach looks at the data from our SWDs in PLCs to support teachers with strategies to support the instruction. The instructional coach will communicate support and monitor these strategies during weekly PLCs with teachers. Teachers will identify the students in our ESSA subgroup (Students with Disabilities & English Language Learners) and collaboratively plan specific questions for their Tier 2 & Tier 3 students. Teachers will be provided resources to support students, and students will receive intervention daily. Teachers will monitor students using research-based resources and make data-driven decisions as needed. Coaches will work with teachers to incorporate differentiated small-group instruction to meet the needs of the students.	Bounds, Elizabeth, elizabeth.bounds@ocps.net
Based on Exact Path & PM1 diagnostic data, students will be placed in Fundamental Basic Skills, (FBS) groups. A daily rotation schedule will be created for all students during Fundamental Basic Skills, (FBS). This is (grade-level intervention time) that feeds into the trained Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) teachers.	Welch, Pamela, pamela.welch@ocps.net

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

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

No