Cheney Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Cheney Elementary

2000 N FORSYTH RD, Orlando, FL 32807

https://cheneyes.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
Broner, Robin	Principal	The principal leads the school and ensures all faculty and staff are working towards the school's mission and vision. She conducts formal observations to make sure all instructional employees are implementing the Marzano Instructional Framework. She utilizes data-based decision-making to ensure the students are provided a meaningful education. The principal is responsible for ensuring students are provided standards-based and differentiated instruction, as well as intervention services. She facilitates data meetings and school leadership team meetings to discuss student academic progress. The principal regularly communicates with stakeholders regarding the school and students' academic progress.
Bigio, Charlene	Instructional Media	Ms. Bigio creates a schoolwide love for reading by developing and administering an integrated school library media program. She instructs students and staff in the effective use of the media center, information and technology literacy skills, and use of equipment. She teaches literacy skills that are aligned with the standards. She provides leadership and guidance to teachers and students for effective reading strategies Develop knowledge of curriculum in all subject areas. Instruct teachers, administrators, and other staff in the use of new information technologies. Recommends and procures resources for staff for use in meeting their instructional objectives.
DeWitte-Vogt, Ursula	Staffing Specialist	Mrs. DeWitte serves as the school liaison for ESE. She identifies specific students for ESE testing. She determines students who may need a behavior/ discipline plan, identifies students for 504 plans, and identifies students for re-evaluation. She facilitates IEP team meetings with parents and teachers. In addition, she facilitates child study team meetings. Mrs. DeWitte also monitors and disaggregates ESE students' reading/math data maintains data and works closely with the school psychologist and school social worker.
Jackson-Hawkins, Jai'Ehir	Assistant Principal	The Assistant Principal (AP) provides teachers with observations and feedback to improve their effectiveness in the classroom. She is in charge of discipline, facilities, and emergency drills at our school and helps create a safe learning and working environment for all staff and students. The AP provides support to students, staff, and parents. This role is monitored through discussions during the leadership team meetings and sharing at PLC meetings.
Wallace, Audrey	Math Coach	Math/Science Coach- Audrey Wallace: Mrs. Wallace oversees the math and curriculum implementation. She attends math and science common planning meetings and completes the coaching cycle. She analyzes data and provides

Name	Position Title	Job Duties and Responsibilities
		support for students during their math intervention time. Additionally, she leads staff development that pertains to the pedagogy of teachers for math and science content.
Williams, Lakeisha	ELL Compliance Specialist	As the ESOL Compliance Specialist, Mrs. Williams coordinates assessments for English Language Learners, oversees placements and supports in the general education classroom. She is responsible for monitoring and tracking ELL student performance in order to identify trends in instruction. She provides professional development trainings in accountable areas.
Torres, Zaida	Instructional Coach	The instructional coach ensures grade levels implement the core programs and provides support with identifying and locating supplemental materials. She facilitates weekly reading and math common planning with all grade levels. The coach assists with whole-school screening programs that provide intervention services for children considered "at risk." In addition, she assists in the development and implementation of progress monitoring. She routinely participates in the design and delivery of professional development and technical assistance to teachers regarding standards-based instruction, planning, and lesson implementation. The instructional coach models lessons and supports the implementation of Tier 1, Tier 2, and Tier 3 instruction. The coach is also an integral part of developing common assessments.
Harden, LaTonya	Other	The MTSS Coach provides training and ongoing coaching to school leadership teams and teachers on the MTSS framework. She works to develop, implement, and sustain our MTSS framework. Additionally, she analyzes and utilizes student and teacher data with our School-Wide Information System (SWIS) to guide data-based decision-making and enhance direct instruction. Supports teachers in identifying student needs and providing appropriate interventions
Geiger, Michele	School Counselor	The school counselor designs and delivers school counseling programs that improve student outcomes. They lead, advocate, and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. Direct services include but are not limited to, school counseling core curriculum, individual counseling and student planning, classroom lessons, small group counseling, and preventative and responsive services. Indirect services on behalf of students include, but are not limited to, referrals for additional assistance and consultation/collaboration with parents, teachers, administrators, and other stakeholders to create a learning environment promoting educational equity, access, resiliency, and success for every student.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council (SAC) represents various segments of the community that include parents, teachers, administrators, support staff, business/ industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan. Once the plan is developed, stakeholders have an opportunity to review the plan and offer input during a monthly SAC meeting.

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))

Performance monitoring involves regularly collecting and analyzing data to track progress against targets and goals. Performance monitoring will help identify whether key elements of the plan are being implemented as planned and whether the intervention is aligned and meeting the goals of the SIP. Continuous analyses through data meetings, common planning, and PLCs will provide insight into whether the expected outcomes are being achieved.

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	81%
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: B

*2022-23 school grades will serve as an informational baseline.	2019-20: B
	2018-19: B
	2017-18: A
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	5	20	21	30	18	23	0	0	0	117
One or more suspensions	0	0	0	16	2	2	0	0	0	20
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	7	20	16	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	7	12	11	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	6	12	0	0	0	0	18

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	0	0	6	12	11	0	0	0	29

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	0	7	0	0	0	0	0	8
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	5	18	27	29	22	25	0	0	0	126
One or more suspensions	0	2	1	0	1	2	0	0	0	6
Course failure in ELA	0	0	0	0	1	4	0	0	0	5
Course failure in Math	0	0	0	1	1	4	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	8	18	24	0	0	0	50
Level 1 on statewide Math assessment	0	0	0	6	15	20	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	8	13	24	0	0	0	46

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	0	0	0	0	8
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	5	18	27	29	22	25	0	0	0	126
One or more suspensions	0	2	1	0	1	2	0	0	0	6
Course failure in ELA	0	0	0	0	1	4	0	0	0	5
Course failure in Math	0	0	0	1	1	4	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	8	18	24	0	0	0	50
Level 1 on statewide Math assessment	0	0	0	6	15	20	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	8	13	24	0	0	0	46

The number of students identified retained:

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

(Column header above K–8: **Grade Level**)

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*	53	57	53	53	56	56	47		
ELA Learning Gains				56			37		
ELA Lowest 25th Percentile				34			43		
Math Achievement*	55	60	59	63	46	50	56		
Math Learning Gains				70			49		
Math Lowest 25th Percentile				55			35		
Science Achievement*	61	63	54	54	61	59	36		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	50	59	59	55			76		

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	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	265
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	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	440
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	51			
AMI				
ASN				
BLK	47			
HSP	50			
MUL				
PAC				
WHT	62			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	50			

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	15	Yes	3	1
ELL	51			
AMI				
ASN				
BLK	59			
HSP	51			
MUL				
PAC				
WHT	64			
FRL	52			

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	53			55			61					50
SWD	15			19							3	27
ELL	45			63			52				5	50
AMI												
ASN												
BLK	48			48							3	
HSP	50			53			57				5	49
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	62			62			63				3	
FRL	50			50			59				5	47

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	53	56	34	63	70	55	54					55
SWD	5			25								
ELL	44	50	18	58	70	73	43					55
AMI												
ASN												
BLK	45	50		58	78		64					
HSP	48	53	29	58	70	61	38					53
MUL												
PAC												
WHT	58	56		67	62		79					
FRL	49	52	26	59	69	59	54					50

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	47	37	43	56	49	35	36					76
SWD	21			29								60
ELL	44	56	58	61	64		39					76
AMI												
ASN	86			93								
BLK	38	33		40	42		21					
HSP	43	38	50	54	46	29	37					76
MUL												
PAC												
WHT	57	46		65	57		38					
FRL	42	37	39	49	49	43	36					67

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	52%	54%	-2%	54%	-2%
04	2023 - Spring	62%	60%	2%	58%	4%
03	2023 - Spring	42%	52%	-10%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	59%	-9%	59%	-9%
04	2023 - Spring	60%	62%	-2%	61%	-1%
05	2023 - Spring	52%	55%	-3%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	59%	-3%	51%	5%

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 data trends, math proficiency decreased by 3 percentage points (63% to 60%) from 2021-22 to 2022-23. Contributing factors include the lack of reteaching math grade level standards and students receiving Tier II intervention.

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

According to the 2022-2023 FAST PM 3, math proficiency declined by 3 percentage points (63% to 60%). The contributing factors include a lack of reteaching math grade level standards and students receiving Tier II intervention.

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.

According to the 2022-2023 FAST PM 3, there was an 8% gap between the state average and third grade ELA (42% compared to 50%). Additionally, there was a 9% gap between the state average and third grade math (50% compared to 59%).
There was limited implementation of best practices for instructional accommodations; to include standards-based instruction, vocabulary, and abstract thinking tasks. In addition, teachers didn't effectively implement a re-teach and remediation plan. The mathematical thinking and reasoning standards were not consistent throughout lessons.

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

Based on FAST PM 3 2022-23 data trends, reading proficiency showed a 3 percentage point gain (53% to 56%), and our science proficiency showed a 7 percentage point gain (54% to 61%).

A strategic action plan was implemented to increase student achievement in reading, math, and science. The action plan encompassed standards-aligned tasks and assessments, and coaching support. Students in the middle were targeted for intervention and extra instruction in math, reading, and science to increase proficiency. Student data was monitored bi-weekly to identify trends and progress. A science intervention time was created to allow students to productively struggle through science questions. In addition, a re-assessment and re-teach
the plan was implemented during reading and science instruction consistently. Also, science instruction was targeted based on the most difficult big ideas, and a re-teach and reassessment structure was taught consistently. Students also had an opportunity to have independent practice and productive struggle time.

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

Absent 10% or more
Level 1 ELA 3-5 grades

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

Lowest 25% students ELA/Math learning gains
Attendance
SWD student proficiency
Writing
3rd-grade proficiency

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

#1. Instructional Practice specifically relating to ELA

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

Based on 2022-23 FAST data results, there was an overall increase in reading proficiency (53% to 56%). However, students with disabilities decreased substantially by 10 percentage points (20% to 10%). These results demonstrate a need to adjust instructional practices and implement structured progress monitoring throughout the school. Teachers will effectively integrate reading best practices to include standards-based instruction that is task aligned, question development, and building academic vocabulary.

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

Students will continue to demonstrate mastery of reading standards resulting in an increase in reading overall proficiency by 5 percentage points (56% to 61%). In addition, students with disabilities will demonstrate one year of growth resulting in an increase of 15% in overall learning gains and proficiency.

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

The administration will create a weekly monitoring schedule and provide ongoing written actionable feedback that is given to teachers. The administration and school-based leadership team will analyze progress monitoring data bi-weekly with teachers to determine progress toward mastery of the standard and identity-building trends.

Person responsible for monitoring outcome:

Zaida Torres (zaida.torres@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. Build background knowledge and foundational skills (including utilizing the SIPPS program)
2. Frontload academic vocabulary
3. Implement the core skills to utilize academic discourse to answer text-dependent
questions: elaborate and clarify, support Ideas with examples, build on and/or challenge a
partner's idea, paraphrase, and synthesize conversation points.

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

Students' analysis of reasoning deepens their understanding of content knowledge and enhances long-term retention, decision-making, critical thinking, and problem-solving.

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.

Action Step 1- Facilitate ongoing professional development focused on the implementation of effective instructional strategies, standards-based instruction, close reading strategies, text-dependent questioning, and morphology.

Person Responsible: Zaida Torres (zaida.torres@ocps.net)

By When: Bi weekly

Action Step 2- Vocabulary strategies to support all students will be intentionally planned for during common planning. Strategies will include the use of visual representation, oral language, and scaffolds.

Person Responsible: Zaida Torres (zaida.torres@ocps.net)

By When: Bi weekly

Action Step 3- Implement structured bi-weekly data meetings to track and monitor student progress. The administrators and school-based leadership team will analyze data biweekly with teachers to determine progress toward mastery of the standards and identify school-wide trends. This data will be used to inform and adjust interventions and support subgroups.

Person Responsible: Zaida Torres (zaida.torres@ocps.net)

By When: Bi-weekly

Action Step 4- Maintain and monitor the effectiveness of a structured process to be used for interventions, which includes a tracking system to collect consistent data to meet the identified needs of students, aligned to our subgroups and our ESSA priority (students with disabilities).

Person Responsible: Zaida Torres (zaida.torres@ocps.net)

By When: Bi-weekly

#2. Instructional Practice specifically relating to Math

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

In 2022-23, FAST math data indicated that there was a decline in math proficiency (63% to 60%). These results demonstrate a need to adjust instructional practices and implement structured progress monitoring throughout the school. Teachers will effectively integrate mathematical practices to include standards-based instruction, real-world applications, fluency, and abstract thinking tasks.

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

Students will continue to demonstrate mastery of math standards resulting in an increase in math overall proficiency to 67 percentage points (60% to 67%).

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

The administration will create a weekly monitoring schedule and provide ongoing written actionable feedback that is given to teachers. The administration and school-based leadership team will analyze progress monitoring data bi-weekly with teachers to determine progress toward mastery of the standard and identity-building trends.

Person responsible for monitoring outcome:
Audrey Wallace (audrey.wallace@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. Frontload academic vocabulary
2. Utilize the Backward Design Model when planning for math instruction.
3. Tier II intervention (MDIS resources and SuccessMaker)

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

By using the Backward Design Model, teachers will intentionally plan for standards-based instruction. They will also purposefully embed academic vocabulary throughout instruction and incorporate deeper fluency practices. Additionally, Tier II intervention helps to strengthen foundational skills that help develop fluency and focus on more complex task.

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.

Action Step 1- Implement math small group interventions that include a strategic remediation and reassessment plan for all targeted math standards.

Person Responsible: Audrey Wallace (audrey.wallace@ocps.net)

By When: Bi-weekly

Action Step 2- Facilitate weekly common planning with an intense focus on targeted standards-based instruction through the use of collaborative structures and metacognitive strategies.

Person Responsible: Audrey Wallace (audrey.wallace@ocps.net)

By When: Bi-weekly

Action Step 3- Implement structured data meetings to track and monitor student progress in math. The administrators and school-based leadership team will analyze data biweekly with teachers to determine progress toward mastery of the standard and identify school-wide trends. This data will be used to inform and adjust interventions and support.

Person Responsible: Audrey Wallace (audrey.wallace@ocps.net)

By When: Bi-weekly

Action Step 4- Students will have opportunities to apply real-world math concepts through rigorous lessons, web simulations, and hands-on math activities. An after-school math acceleration will be offered. The curriculum will focus on pre-teaching upcoming math standards, vocabulary, and process skills.

Person Responsible: Audrey Wallace (audrey.wallace@ocps.net)

By When: Bi-weekly

#3. Positive Culture and Environment specifically relating to Other

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

The team will work to build and establish a culture of resiliency at our school with adults and students. The academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. In addition, the adults will be able to make connections and build their confidence as it relates to life skills and awareness.

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

There will be a 10% increase in parents, students, and teachers completing the Cognia survey data. Also anticipated impact of a culture and climate will increase overall student achievement by 7% in all content areas. ELA achievement will increase to 63% and math achievement will increase to 67%.

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

We will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, classroom observations, and school environment observations. We will modify our plan of action based on data, student needs, and adult needs.

Person responsible for monitoring outcome:

Michele Geiger (michele.geiger@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.)

Our school will plan and implement ongoing professional development to improve practices that support resiliency. We will participate in CHAMPS, the CASEL approach, and Second Step classroom lessons.

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

In order to build and create a culture of resiliency with adults and students school-wide, it is critical to foster the development of the competencies that relate to the CASEL approach. Through a distributive leadership model, we will enhance opportunities to strengthen team dynamics and improve student success.

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.

Facilitate ongoing professional development focused on the implementation of effective life skill strategies.

Person Responsible: Michele Geiger (michele.geiger@ocps.net)

By When: Monthly

Establish a common language to support a culture of resiliency at our school with adults and students.

Person Responsible: Michele Geiger (michele.geiger@ocps.net)

By When: Monthly

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school improvement funding allocations are discussed and voted on at the school advisory council meetings. Resources are allocated based on academic data and student and teacher needs.

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

Based on the end of year progress monitoring data, 59% of students in grade 2, are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

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

Based on the 2022-23 end of year FAST Assessment data, 59% of third grade students scored below level 3 and are not on track to score a level 3 or above on the statewide, standardized ELA assessment.

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

Second grade students will demonstrate proficiency growth resulting in an increase of thirteen percentage points (37% to 50%). Students will develop an awareness of the segments of sounds in speech and how they link to letters. In addition, students will learn the academic language skills that include the use of inferential and narrative language, and vocabulary knowledge and development. Additionally, ensure that students make connections to text by reading daily to support reading accuracy, fluency, and comprehension.

Grades 3-5 Measurable Outcomes

Third grade students will demonstrate proficiency growth resulting in an increase of nine percentage points (41% to 50%). Students will develop an awareness of the segments of sounds in speech and how they link to letters. In addition, students will learn the academic language skills that include the use of inferential and narrative language, and vocabulary knowledge and development. Additionally, ensure that students make connections to text by reading daily to support reading accuracy, fluency, and comprehension.

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 administration will create a weekly monitoring schedule and provide ongoing written actionable feedback that is given to teachers. The administration and school-based leadership team will analyze progress monitoring data bi-weekly with teachers to determine progress toward mastery of the standard and identity building trends.

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

Broner, Robin, robin.broner@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?

1. Build background knowledge and foundational skills
2. Frontload academic vocabulary
3. Implement the core skills to utilize academic discourse to answer text-dependent questions: elaborate and clarify, support Ideas with examples, build on and/or challenge a partner's idea, paraphrase, and synthesize conversation points.

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?

Students' analysis of reasoning deepens their understanding of content knowledge and enhances long term retention, decision making, critical thinking and problem solving.

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
Action Step 1- Facilitate ongoing professional development focused on the implementation of effective instructional strategies, standards-based instruction, close reading strategies, text-dependent questioning, and morphology.	Torres, Zaida, zaida.torres@ocps.net
Action Step 2- Consistently implement vocabulary strategies to support all students. Strategies will include the use of visual representation, oral language, and appropriate scaffolding.	Torres, Zaida, zaida.torres@ocps.net
Action Step 3- Implement structured bi-weekly data meetings to track and monitor student progress. The administrators and school-based leadership team will analyze data biweekly with teachers to determine progress toward mastery of the standards and identify school-wide trends. This data will be used to inform and adjust interventions and support subgroups.	Broner, Robin, robin.broner@ocps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be shared with stakeholders through bi-monthly SAC/PTA meetings and staff meetings. It will also be available in the front office.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will host many events that will build positive relationships with all stakeholders.
STEM night
Literacy night
Open House
Report Card Conference nights
MPLC's (Multilingual)
Family Engagement Watch Party
Mental Health Night
PTA sponsored events
SAC/PTA meetings
The school will communicate by using Talking Points, Connect Oranges, and the school website.

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

The school will strengthen academics through after-school tutoring in reading and math to accelerate learning. Students will also participate in Battle of the Books, National Honor Society, Math Bee, Science Vocabulary Bee, STREAM days, Science boot camp, and Writing boot camp.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We will have a full-time school counselor dedicated to serving the mental, life skills and resiliency needs of the student population. SEDNET counseling services through approved agencies are available for students through a referral process. The county also provides a Social Worker, school psychologist, and mental health counselor on a weekly basis. Our ESE resource teacher provides lessons on Social Skills to the ESE population. Classroom teachers also provide life skills lessons weekly using "Pass it on" and class meeting activities. Our school counselor will also support student resiliency through classroom guidance lessons.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students participate in Teach-In where they learn about various careers from community partners.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The framework for MTSS is to utilize high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. Students participate in Tier II and enrichment instruction based on their academic level. Resources are aligned through academic standards and behavioral expectations, implemented with fidelity, and sustained over time, in order to accelerate the performance of every student to achieve and/ or exceed proficiency. Bi-weekly data meetings are implemented to discuss academic and behavioral data.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development is based on teacher needs and academic data. A professional development plan has been developed to meet the needs of teachers. Additionally, specific teachers participate go through a coaching cycle that supports their teaching and learning based on data and the curriculum.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We provide a Kindergarten Kickoff to parents and students before school starts. Parents have the opportunity to learn about the kindergarten curriculum and the classroom.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0711 - Cheney Elementary			$0.00
2	III.B.	Area of Focus: Instructional Practice: Math				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0711 - Cheney Elementary			$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other				$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