

Orange County Public Schools

Sally Ride Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Sally Ride Elementary

9601 11TH AVE, Orlando, FL 32824

<https://sallyridees.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
Ortiz, Kahlil	Principal	<p>Assure that supervision and safety of students before and after school, between and during classes, and during lunches.</p> <p>Attend a wide range of school/evening events.</p> <p>Visit classrooms according to the supervision schedule.</p> <p>Provide weekly observation data and review this data weekly with the administrative team.</p> <p>Support the success of all students.</p> <p>Establish and maintain a school climate of rigor, student-centeredness, and professionalism.</p> <p>Monitor all student discipline.</p> <p>Review school-wide data related to, provide progress monitoring for, and seek improvements in reading, writing, science, and math.</p> <p>Review school-wide data related to school improvement factors.</p> <p>Accountable for success on FSA/FSSA of all testing students.</p> <p>Support monthly Student Performance Committee meetings with a review of student assessment data and make school improvements regarding that data.</p> <p>Provide regular feedback to the community, parents, and school staff regarding vision and school improvement. Develop, maintain, and monitor the school operating budget.</p> <p>Monitor internal budget.</p> <p>Field trip approval</p> <p>Approve all contracts.</p> <p>Assure efficient, cost-effective operation of school.</p> <p>Assure that the school is appropriately staffed.</p> <p>Monitor master schedule.</p> <p>Monitor and adjust school-wide policies and procedures.</p> <p>Approve all leaves of absence.</p> <p>Supervise administrative team.</p> <p>Supervise grade-level team leaders.</p> <p>Supervise school secretary, registrar, and bookkeeper.</p> <p>Assure staff development takes place per plan and in accordance with the school improvement needs.</p> <p>Develop and maintain the School Improvement Plan in conjunction with School Advisory Council.</p> <p>Maintain teacher certification documentation.</p> <p>Any other duties assigned by the Principal Leader.</p>
Watts, Holly	Assistant Principal	<p>Supervise students before and after school, between classes, and during lunches according to the supervision schedule.</p> <p>Supervise after-school/evening supervision according to the activity calendar.</p> <p>Visit classrooms according to the supervision schedule.</p> <p>Provide weekly observation data and review this data weekly with the administrative team.</p> <p>Support the success of third-grade students through the communication of high expectations, analysis of data, and monitoring of progress.</p> <p>Accountable for success on FSA/FSSA of ESE and ELL third-fifth grade</p>

Name	Position Title	Job Duties and Responsibilities
		<p>students – provide monthly reports. Accountable for success on FSA of lowest quartile third to fifth-grade students in reading and math. Provide monthly report Accountable for MTSS school-wide plan. Support monthly Student Performance Committee with a review of ESE and ELL student assessment data and make school improvement recommendations regarding that data. Support the success of ESE students. Coordinate with and supervise the ESE Staffing Coordinator Supervise ESE department and ESE teachers including lesson plan review; compliance with school-wide reading, writing, and vocabulary initiatives; compliance with school policies and procedures; and instructional articulation and support. Supervise paraprofessionals. Supervise classified personnel (excluding the school secretary). Coordinate community support through PTA and ADDitions. Assure Five Star School recognition. Supervise School-wide Discipline Plan. Supervise all Level 4 infractions including assurance of compliance and coordination of paperwork. Review discipline data quarterly, share this data with the administrative team, and make recommendations for improvement. Coordinate free and reduced lunch program. Coordinate team recognition activities for both faculty and staff, including National Board, teacher, student, and community input. Develop a School Improvement Plan Accountable for cleanliness, safety, and orderliness of school facilities. Supervise school facility projects and facility AC orders. Supervise Computer Tech Supervise school-wide inventory. Complete work orders. Attend monthly School Advisory Council meetings. Coordinate school facility usage and rental contracts. Discipline students per the OCPS Code of Conduct. Lead all DTM meetings for level IV offenses. Support Emergency Management Plans and supervise emergency drills. Coordinate with local agencies such as police, fire, EMT, and government. Obtain and maintain current certification in a crisis prevention protocol (ex. CPI). Keep an up-to-date list of staff trained in a crisis intervention protocol and schedule mid-year review and practice of procedures. Summer school. Principal designee when the principal is away from the school. Provide reading and/or math intervention backup. Title IX Coordinator. Any other duties assigned by the principal.</p>

Chong-You, Alba	Instructional Coach	Translate written information or letters sent home. Translate orally for parents with concerns and referrals.
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Name	Position Title	Job Duties and Responsibilities
		<p>Assist Registrar with the placement of ESOL students.</p> <p>Update information on SMS regarding LEP dates, test dates, entry & re-entry dates & schedules.</p> <p>Receive test scores and set up meetings to discuss placement or re-evaluations.</p> <p>Monitor LF students and set up meetings for students with unsatisfactory monitoring data.</p> <p>Attend meetings with LEP/ESE students and translate Inform parents on the ESOL Program Models.</p> <p>Disseminate information on ESOL classes and workshops.</p> <p>Coordinate and assist in testing: Access, IPT Oral, Reading, & Writing.</p> <p>Ensure that students are IPT tested within 20 days of entry Input IPT scores on TRACE.</p> <p>Distribute materials sent by the Multilingual Services Department.</p> <p>Review the ELL Educational folder for accurate information.</p> <p>Ensure that the school is in full compliance with State and Federal mandates for ELL Provide support to teachers on best practices for ELL students to ensure the success of ELL students.</p> <p>Assist ELL students in the selection of appropriate middle school courses.</p> <p>Monitor academic progress of ELL students and conference with students as needed.</p> <p>Coordinate ELL screenings, testing, and meetings.</p> <p>Order ELL resources.</p> <p>Keep documentation of any ESOL students who are receiving interventions through the MTSS process.</p> <p>MTSS COACH Provide one 30-minute/week small group reading intervention as assigned.</p> <p>Facilitate school-wide training and support on the MTSS process.</p> <p>Coordinate monthly MTSS progress monitoring meetings.</p> <p>Monitor the implementation of MTSS school-wide.</p> <p>Review data with teachers.</p> <p>Monitor Tier II data submitted electronically by all teachers.</p> <p>Create a schedule for the Tier III intervention team.</p> <p>Monitor the Tier III Intervention team and ensure that they are implementing interventions with fidelity, according to the schedule created and progress monitoring/graphing data weekly.</p> <p>Facilitate Tier III monthly meetings with teachers and parents regarding individual students.</p> <p>Work closely with staffing specialists and school psychologists on students who are Tier III and being considered to open consent for evaluation for ESE.</p> <p>TITLE I COORDINATOR Coordinate and facilitate compliance for the Title I Program.</p> <p>Facilitate Title I Annual Parent Meeting (Open House).</p> <p>Communicate to designated staff about documents that will be needed for Title I uploads in advance and follow up with the support of PEL.</p> <p>Compile, scan, organize, and upload required documents to the Title I website by deadlines.</p> <p>Work closely with the Parental Engagement Liaison on planning and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>coordinating monthly Family Nights to build capacity. Create a draft of the Parent and Family Engagement Plan with the support of PEL. Create a School Compact, and disseminate it to teachers and families with the support of the PEL. Facilitate Title I End of Year Parent Reflection meeting Supervise students before and after school, between classes, and during lunches according to the supervision schedule. Provide after-school/evening supervision according to the activity calendar. Safety Patrols Sponsor- supervises student patrol duties on campus. Social Media Manager - Maintain school's Facebook, Twitter Page, and School Class Dojo. Any other duties as assigned.</p>
Daniels, Jennifer	Instructional Media	<p>Supervise students before and after school, between classes, and during lunches according to the supervision schedule. Provide after-school/evening supervision according to the activity calendar. Manage school-wide Sunshine State (SSYRA) and FRA Books. Manage the implementation of Sunshine State and chapter books (strategies, instructional ideas, literacy centers, etc.). Coordinate and run the Morning WSRE News with the Leadership Team. Train a backup for Morning WSRE News. Collect and analyze AR results. Provide student/teacher media orientation. Put students and staff in touch with information power through print and technology. Pull materials needed for units of study, prepare bibliographies, and collaborate with teachers on unit research. Laminate materials and process poster print requests. Provide student IDs Assist with awards and ceremonies. Maintain and supervise the "Explorer Exchange". Order materials upon request as budget allows. Catalog all materials and equipment for circulation. Maintain bulletin board art paper/construction paper/ lettering technologies. Maintain professional library. Provide print, AV materials, and periodicals. Assist with textbook process, cataloging, and distribution. Provide Tier III interventions according to the schedule given. Keep Tier III progress monitoring data up to date weekly on Google Drive. Facilitate the Book Trust program. Distribute and monitor all 1:1 technology devices and work with technology resources as needed. Any other duties assigned by the principal.</p>
Almeida, Veronica	School Counselor	<p>Supervise students before and after school, between classes, and during lunches according to the supervision schedule. Provide after-school/evening supervision according to the activity calendar. Represent the school as the mental health contact.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Provide school staff with trainings related to SEL and classroom management (procedures, mental health, trauma-informed care, behavior interventions, etc.).</p> <p>Obtain and maintain current certification in a crisis prevention protocol. (ex. CPI)</p> <p>Assist school staff in trauma support and crisis behavior situations.</p> <p>Provide hands-on support in classrooms and throughout the campus.</p> <p>Assist/train teachers in resources for elementary health courses.</p> <p>Provide individual and small group counseling based on identified student needs.</p> <p>Participate in OCPS and Florida Department of Education (FLDOE) required workshops and other trainings related to responsibilities.</p> <p>Participate in parent/teacher conferences.</p> <p>Coordinate the Student Recognition program with CRT (quarterly behavior celebrations).</p> <p>Facilitate communication with parents regarding anything related to responsibilities.</p> <p>Implement knowledge of the MTSS process in both academic and behavioral structures when it relates to the roles and participate in MTSS meetings.</p> <p>Complete searches as a part of a Search Team as needed.</p> <p>Be part of the new School Threat Assessment team required for S.B.7026.</p> <p>Complete all school data and reports in an accurate and timely manner as required by OCPS and S.B.7026.</p> <p>Serves as lead contact person for SEDNET and other outside resources counseling.</p> <p>Become the trained Child Safety Matters Instructor and conduct lessons.</p> <p>Provide bullying awareness, substance abuse, and character education.</p> <p>Conduct bullying investigations.</p> <p>Serve as the school's Title XI coordinator.</p> <p>Perform other duties as assigned.</p>
Alceuis, Lusmasnue	Math Coach	<p>Supervise students before and after school, between classes, and during lunches according to the supervision schedule.</p> <p>Provide after-school/evening supervision according to the activity calendar.</p> <p>Serve as facilitator of night events (Reading night, Math night, Science night, etc.).</p> <p>Coordinate Student Recognition program with CRT (Math awards, Snowcone awards, etc.).</p> <p>Attend "Explorer Tracking".</p> <p>Data Meetings.</p> <p>Support CRT with reviewing and managing math/science curriculum materials.</p> <p>Review and analyze i-Ready math data per grade level.</p> <p>Collect and analyze district/state assessment results.</p> <p>Create "Questions of the Week" for Math and Science for K-2 and 3-5 on a monthly basis.</p> <p>Monitor student math and science progress on a monthly basis.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Use assessment data to assist administrators with the placement of students in appropriate instructional or intervention programs.</p> <p>Create systems of intervention to provide students with additional time and support for learning (pull out, push in).</p> <p>Create schedules and coordinate student interventions and enrichments.</p> <p>Supply a list of students in need of tutoring to the tutoring coordinator.</p> <p>Build the capacity of teachers to work as members of high-performing collaborative teams who focus the efforts of their team on improved learning for students.</p> <p>Facilitate grade level Math and Science planning for grades K-5.</p> <p>Demonstrate (model) Math and Science strategies in classrooms (once a week).</p> <p>Evaluate math and science needs within various subject areas and collaborate with teachers and administrators to interpret, and use assessment data to improve instruction, and problem-solve.</p> <p>Lead faculty in the selection and use of a range of assessment tools as a means to make sound decisions about student math and science needs as related to the curriculum and instruction.</p> <p>Provide lesson ideas and Math Center ideas based on classroom needs.</p> <p>Participate in grade data meetings</p> <p>Participate in team reviews concerning the academic progress of at-risk students who are not responding to interventions.</p> <p>Participate in MTSS meetings if requested Conduct regular meetings with classroom teachers to examine student work and monitor progress in order to support teacher reflection and action.</p> <p>Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction.</p> <p>Provide in-service training and follow-up coaching to assist classroom teachers in the use of reading/learning strategies in their classrooms.</p> <p>Work with teachers individually, in collaborative teams, and/or with departments, providing practical support on a full range of math and science strategies.</p> <p>Observe and provide feedback to teachers on instruction related to math/ science development and content area knowledge.</p> <p>Participate in district-level in-service meetings and assist in the coordination of district-level in-service offerings.</p> <p>Provide, upon request, individual diagnostic testing.</p>
O'Duor, Ashlie	Staffing Specialist	<p>Supervise students before and after school, between classes, and during lunches according to the supervision schedule.</p> <p>Provide after-school/evening supervision according to the activity calendar.</p> <p>Facilitate enrollment and transition of new ESE students Assure appropriate placement for ESE students.</p> <p>Support the success of ESE students.</p> <p>Monitor academic progress of ESE students and conference with students as needed.</p> <p>Assure accuracy and compliance of student IEPs.</p> <p>Participate in parent/teacher conferences.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Participate in Child Study Articulate with middle schools.</p> <p>Assist with administration and proctoring of national, state, and district testing.</p> <p>Work collaboratively with all teachers and district behavior staff to complete Functional Behavior Assessments (FBAs) which include; observation, data collection, and staff interviews.</p> <p>Utilize information/data collected during the FBA process to co-author Behavior Intervention Plans (BIPs) with teachers and district behavior staff for ESE students and Behavior Assessment Support Plans (BASPs) for general education students. Plans should include proactive, educative, and functional components.</p> <p>Obtain and maintain current certification in a crisis prevention protocol (ex. CPI).</p> <p>Participate in and monitor school compliance with FLDOE policies and procedures related to restraint/seclusion. Coordinate with outside service providers for ESE students/ensure completion of ESE paperwork schedule. Hold parent meetings and ensure that meetings are held as needed.</p> <p>Coordinate with Hospital Homebound.</p> <p>Provide articulation with middle schools regarding the ESE curriculum and student services.</p> <p>Manage the following: ESE forms/IEPs/Health Care Plans Compliance with the district and state Annual Reviews, Reevaluations, Eligibility, DNQ, out-of-state transfers, gifted screenings, and other meetings.</p> <p>Support the MTSS process and attend Tier 3 MTSS meetings.</p> <p>Any other duties assigned by the principal.</p>

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 process of involving stakeholders in the School Improvement Plan (SIP) development is crucial for creating a well-rounded and effective plan. Here's a general overview of the process at Sally Ride Elementary and how their input is typically used: First we Identify key stakeholders, including the principal, school staff, community stakeholders, families of students, and local businesses. We then utilize various methods to engage stakeholders, such as surveys, meetings, focus groups, and individual interviews. This allows for diverse perspectives and feedback. During these engagement opportunities, we gather input from each stakeholder group on their concerns, needs, suggestions, and priorities related to school improvement. This can include academic goals, facilities, community engagement, and more. Through the use of our School Advisory Council, we carefully analyze the collected input to identify common themes, priorities, and areas of consensus among stakeholders. This synthesis helps to highlight key areas for improvement. Collaboratively, we then develop goals and strategies based on the feedback received. This stage involves aligning stakeholder input with the school's existing data and educational priorities. In July we begin to assemble a draft of the School Improvement Plan that incorporates the goals, strategies, action steps, and measures of success identified through the stakeholder input. We then hold input sessions in the first part of the year to share the draft SIP

document with stakeholders for their review and feedback. This stage ensures accuracy and inclusivity. Shortly after we then make adjustments/edits to the SIP based on the feedback received from stakeholders, making sure their insights are reflected in the final plan. During subsequent SAC meetings, we keep stakeholders informed about the changes made based on their input. Transparency in the process enhances trust and engagement. Once the SIP is finalized, we seek approval from relevant parties, such as our district offices. The plan is then implemented, and we regularly communicate progress to stakeholders via SAC meetings. Regular updates, progress reports, and opportunities for input to help maintain a collaborative approach are also provided during SAC meetings. Periodically we will assess the effectiveness of the SIP and gather feedback on its impact; adjusting the plan as needed based on outcomes and evolving priorities. The input of stakeholders is instrumental in tailoring the SIP to the unique needs of the school community. By incorporating their perspectives, the SIP becomes a more comprehensive and effective roadmap for school improvement.

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))

Monitoring the School Improvement Plan (SIP) and ensuring its effectiveness, especially in closing achievement gaps, involves a structured approach. Here's how we will implement the monitoring process and how revisions will be made for continuous improvement:

Data Collection and Analysis:

- Regularly collect relevant academic data, including test scores, progress reports, and other performance indicators.
- Analyze the data to identify trends, patterns, and areas where students, particularly for students who are struggling to make progress.

Progress Review Meetings:

- Hold regular meetings with key stakeholders, including teachers, administrators, and support staff.
- Discuss the data trends, assess the effectiveness of implemented strategies, and identify any challenges or successes.

Comparative Analysis:

- Compare the actual outcomes with the goals and objectives set in the SIP.
- Determine whether the implemented strategies are positively impacting student achievement and closing the achievement gap.

Stakeholder Input:

- Continue to involve stakeholders, including teachers, parents, and students, in the monitoring process.
- Gather their perspectives on the effectiveness of strategies and adjustments that may be needed.

Identify Areas for Improvement:

- Based on the data analysis and stakeholder input, identify specific areas within the SIP that require improvement or modification.

Revising the SIP:

- Develop a plan for revising the SIP to address identified weaknesses or areas for improvement.
- Collaboratively work on refining strategies, action steps, and goals to better align with the needs of students who are experiencing gaps in concept attainment.

Implement Adjustments:

- Implement the revised strategies and action steps within the school environment.
- Ensure that teachers and staff are informed about the changes and are provided with necessary resources and support.

Ongoing Professional Development:

- Offer continuous professional development opportunities for teachers and support staff to enhance their skills in addressing the needs of Exceptional Education Students.

Collect Feedback:

- Regularly gather feedback from teachers, staff, and stakeholders on the effectiveness of the revised strategies and any challenges faced.

Evaluate Impact:

- Monitor the impact of the revised strategies on student achievement and the closing of achievement gaps.
- Compare post-revision data to pre-revision data to determine improvement.

Continuous Improvement Cycle:

- Repeat the monitoring, analysis, and revision process in a cyclical manner to ensure ongoing improvement.
- Regularly update and adjust the SIP based on new data and insights gained from each cycle.

By consistently monitoring the SIP's implementation, analyzing data, and involving stakeholders, we better identify and address challenges faced by all students particularly those who experience achievement gaps. The continuous improvement cycle ensures that the plan remains responsive to changing needs and strives to close achievement gaps effectively.

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	82%
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)

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

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	21	15	19	23	11	0	0	0	93
One or more suspensions	0	5	2	1	0	1	0	0	0	9
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	3	20	17	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	2	25	24	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	16	21	20	0	0	0	0	68

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	8	8	10	26	14	0	0	0	66

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	0	0	3	1	0	0	0	0	4
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	10	23	19	27	10	20	0	0	0	109
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	7	1	4	0	0	0	12
Course failure in Math	0	0	0	0	5	1	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	10	12	26	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	6	10	19	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	11	25	26	12	23	0	0	0	109

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	6	8	22	0	0	0	36

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	23	19	27	10	20	0	0	0	109
One or more suspensions	0	0	0	0	0	2	0	0	0	2
Course failure in ELA	0	0	0	7	1	4	0	0	0	12
Course failure in Math	0	0	0	0	5	1	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	10	12	26	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	6	10	19	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	11	25	26	12	23	0	0	0	109

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	6	8	22	0	0	0	36

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	57	53	50	56	56	47		
ELA Learning Gains				62			58		
ELA Lowest 25th Percentile				32			55		
Math Achievement*	40	60	59	53	46	50	54		
Math Learning Gains				63			55		
Math Lowest 25th Percentile				48			50		
Science Achievement*	48	63	54	45	61	59	44		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	49	59	59	53			59		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	218
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	406
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	22	Yes	2	2
ELL	36	Yes	1	
AMI				
ASN	69			
BLK	38	Yes	1	
HSP	39	Yes	1	
MUL				
PAC				
WHT	52			

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	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	1	1
ELL	58			
AMI				
ASN				
BLK	42			
HSP	52			
MUL				
PAC				
WHT	57			
FRL	50			

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	40			40			48					49
SWD	16			18			17				5	33
ELL	25			39			40				5	49
AMI												
ASN	73			64							2	
BLK	39			30			44				3	
HSP	30			39			42				5	55
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	58			45			60				4	
FRL	32			32			44				5	49

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	50	62	32	53	63	48	45					53
SWD	9	21		29	29		0					60
ELL	50	63		55	80		44					53
AMI												
ASN												
BLK	24	45		38	61							
HSP	52	62	33	52	70	45	47					54
MUL												
PAC												
WHT	66	71		61	43		42					
FRL	47	61	29	52	64	50	45					51

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	58	55	54	55	50	44					59
SWD	13	40		23	30		10					
ELL	54	67		66	67		46					59
AMI												
ASN												
BLK	31			46			27					
HSP	53	68		64	67		52					59
MUL												
PAC												
WHT	43	42		40	33		42					
FRL	44	53	60	50	59	50	42					56

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	41%	54%	-13%	54%	-13%
04	2023 - Spring	41%	60%	-19%	58%	-17%
03	2023 - Spring	36%	52%	-16%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	59%	-16%	59%	-16%
04	2023 - Spring	48%	62%	-14%	61%	-13%
05	2023 - Spring	36%	55%	-19%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	59%	-13%	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.

The data analysis highlighted a concerning trend in mathematics proficiency among students in grades 3-5. Several factors were identified as contributing factors to this low performance. One significant factor was the lack of familiarity among both teachers and students with the newly adopted BEST standards and the best practices associated with teaching them. Additionally, the assessment format was also novel for the students, leading to challenges in interpreting and responding to the presented items due to its newness.

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

The data component that demonstrated the largest decline from the prior year was also mathematics proficiency in grades 3-5. Again, several factors were identified as contributing factors to this low performance; those factors included a lack of familiarity among both teachers and students with the newly adopted BEST standards, practices associated with teaching them, and a new assessment format.

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

The data component that demonstrated the greatest gap when compared to the state average was also mathematics proficiency in grades 3-5. factors like the lack of familiarity, among both teachers and students, with the newly adopted BEST standards, practices associated with teaching them, and a new assessment format would have contributed to those gaps.

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

The FAST data for Kindergarten, Grade 1, and Grade 2 demonstrated steady progress throughout the year. This can be credited to the District's emphasis on early literacy practices, as highlighted in the Curriculum Resource Materials and related presentations, along with the implementation of highly effective intervention resources.

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

When considering the Early Warning Indicators from Part I, it's important to highlight two areas that raise potential concerns. One is the group of 98 students who have been absent from school over 10% of the time. The other concern arises from the performance on state assessments, with 40 students achieving a Level 1 on the ELA assessment, and an additional 51 students scoring a Level 1 on the Math FAST assessment.

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

- Effective Tier I instruction
- Differentiated instruction at the different tiers
- Effective small-group instruction
- Promoting more robust student academic engagement
- Increased collaboration among educators families, and the community to support learning

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.

Identifying and intervening in the 98 students with absences above 10% is crucial because consistent absenteeism can negatively impact their academic progress, social integration, and overall well-being. Early intervention helps address, potential barriers, ensures timely support, and prevents further academic and personal setbacks.

Measurable Outcome:

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

Reduce the absenteeism rate of the identified 98 students from above 10% to below 5% within the next academic year.

Monitoring:

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

Monitoring would include regular attendance tracking, maintaining records of individual student absences, and comparing the data over time. Additionally, progress can be assessed by analyzing trends and comparing the absenteeism rates before and after implementing interventions. This would help to gauge the effectiveness of the strategies put in place to reduce absenteeism among the identified students.

Person responsible for monitoring outcome:

Holly Watts (holly.watts@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.)

A targeted attendance intervention program will include personalized outreach, rewards for consistent attendance, regular communication with parents, and mentorship support for identified students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Personalized Outreach: Connecting with students individually shows care and encourages attendance by addressing their individual needs.

Attendance Rewards: Incentivizing regular attendance reinforces positive behavior and motivates students to come to school consistently.

Parent Communication: Regularly updating parents about their child's attendance fosters a supportive home-school partnership, reinforcing the importance of attendance.

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 and make contact with the parents of the 98 students whose absentee rates were above 10% through attendance records. Document information from the parents to understand the reasons behind their absences.

Person Responsible: Holly Watts (holly.watts@ocps.net)

By When: End of September 2023.

Develop a comprehensive attendance intervention program. Assign staff members as mentors, establish communication protocols with parents, design a rewards system, and create a personalized outreach strategy based on each student's situation.

Person Responsible: Veronica Almeida (veronica.almeida@ocps.net)

By When: End of October 2023.

Regularly track attendance rates and gather feedback from students, parents, and mentors. Analyze data to assess the effectiveness of the interventions. Adjust the program as needed for continuous improvement.

Person Responsible: Veronica Almeida (veronica.almeida@ocps.net)

By When: November 2023 through May 2024.

#2. Instructional Practice specifically relating to Collaborative Planning

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.

Teachers will engage in collaborative planning in order to meet diverse student needs. These impactful small group sessions will allow for personalized interactions addressing specific learning gaps experienced by our students while fostering peer learning. They will discuss appropriate interventions to ensure every student's progress, promoting an inclusive and successful learning environment.

Measurable Outcome:

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

By the end of the year, students of the teachers who participated in the collaborative planning sessions will achieve a 15% increase in the average assessment score, compared to those teachers who did not consistently attend the sessions consistently.

Monitoring:

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

We will monitor the desired outcome by tracking assessment scores of students taught by teachers who engaged in collaborative planning versus those who did not. We will regularly compare the average assessment scores between the two groups throughout the year to determine if the 15% increase is being achieved. We will collect data, analyze trends, and adjust interventions accordingly for continuous improvement.

Person responsible for monitoring outcome:

Kahlil Ortiz (kahlil.ortiz@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.)

We will implement Professional Learning Communities (PLCs) where teachers collaborate to share strategies, analyze student data, and design differentiated instruction. Regular PLC meetings enable data-driven discussions, effective interventions, and the exchange of best practices to address diverse student needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Professional Learning Communities (PLCs) provide a structured framework for teachers to collaboratively address diverse student needs. Sharing strategies and analyzing data during regular meetings allows educators to identify effective interventions tailored to specific learning gaps. This approach fosters a culture of continuous improvement, where educators collectively work towards student success by leveraging their collective expertise and experiences.

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.

Establish a regular schedule for PLC meetings, providing a dedicated time for teachers to collaborate. Define roles, responsibilities, and objectives to ensure productive sessions.

Person Responsible: Alba Chong-You (alba.chong-you@ocps.net)

By When: End of August 2024.

During PLC meetings, analyze student data to identify common learning gaps. Collaboratively design differentiated instruction and intervention strategies tailored to individual and small group needs.

Person Responsible: Alba Chong-You (alba.chong-you@ocps.net)

By When: September 2023 through May 2024.

Encourage teachers to incorporate peer learning in their classroom through structured small group sessions. Provide resources, training, and support to enable effective implementation, fostering a collaborative and inclusive learning environment.

Person Responsible: Alba Chong-You (alba.chong-you@ocps.net)

By When: September 2023 through May 2024.

#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.

Our school proficiency in grades 3-5 for ELA is 39% and our SWD subgroup had a proficiency score of 25% on FAST PM3; therefore, our teachers and staff have committed to prioritizing the academic success of our Students with Disabilities, recognizing the persistent underperformance in recent years. We aim to implement targeted interventions and provide tailored support to ensure equitable opportunities for all students, fostering an inclusive and thriving learning environment.

Measurable Outcome:

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

We aim to see a 15% increase in the standardized test scores for Students with Disabilities within this academic school year, as compared to the previous year's results. This would increase our score from 25% proficient to 40% proficient. This objective data-driven goal reflects our commitment to closing the performance gap and ensuring tangible progress in academic achievement for this particular student population.

Monitoring:

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

Baseline assessment at the academic year start using FAST to establish each student's starting point. This provides initial performance data.

Throughout the year, we'll use standards-based unit assessments aligned with curriculum objectives to measure specific skills and knowledge.

Regular standards-based unit assessments at intervals (e.g., end of units) track student progress in mastering curriculum standards.

Continuous use of interval FAST assessments that will provide data on reading and math skills growth.

Regularly analyze results from unit and FAST assessments to identify trends and areas of improvement.

Data will inform student-focused support plans.

Monitor individual student progress over time, comparing periodic FAST results.

Aggregate data analysis to assess SWD performance in comparison to a 15% test score increase.

Regular communication with teachers and specialists helps adjust curriculum, instruction, and interventions.

Year-end evaluation using final FAST and SBUs to determine a 15% score increase goal guiding planning for the following year.

Person responsible for monitoring outcome:

Kahlil Ortiz (kahlil.ortiz@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.)

The MTSS process will significantly aid in the academic success of our Students with Disabilities. It will offer an early identification model through universal screening, and tailored interventions in Tier 2 and Tier 3, and will emphasize the need for data-driven decision-making. Collaboration among educators will occur, as well as individualized planning, and continuous improvement, as these are core components of MTSS. These components will help support our goal of achieving a 15% increase in standardized scores among our Students with Disabilities. This framework ensures a comprehensive and adaptable approach to support these students effectively. Programs like Exact Path, SIPPS, and Being a Reader will support our efforts to gain a 15% increase in proficient students among our Students with Disabilities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

SIPPS helps teach students to decode words, analyze word parts, and write and recognize words as well as build students’ decoding skills so they can read complex multisyllabic words.

Exact Path is good for assisting in developing awareness of the segments of sounds in speech and how they link to letters, teaching students to decode words, analyze word parts, and write and recognize words. It also helps to build students’ decoding skills so they can read complex multisyllabic words, provides purpose fluency-building activities to help students read effortlessly, and helps students to routinely use a set of comprehension-building practices to help students make sense of the text.

Being a Reader is effective for developing awareness of the segments of sounds in speech and how they link to letters, teaching students to decode words, analyze word parts, and write and recognize words. This helps to build students’ decoding skills so they can read complex multisyllabic words, provides purposeful fluency-building activities to help students, and creates a routine using a set of comprehension-building practices to help students make sense of the text.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Weekly meetings with members of the ESE team where data is analyzed and action steps implemented and monitored.

Person Responsible: Ashlie O'Duor (ashlie.oduor@ocps.net)

By When: Ongoing (Aug.2023 -May 2024).

Staffing Specialist to attend district Staffing Specialist meetings. Staffing Specialist uses data to identify personnel and areas of need for SWDs. Involve the district to assist with supporting SWDs. The Staffing Specialist will also be an active member of the MTSS problem-solving team.

Person Responsible: Kahlil Ortiz (kahlil.ortiz@ocps.net)

By When: Ongoing (Aug. 2023 - May 2024).

Use and analysis of the following data sources to determine further interventions and support needs of students.

- FAST
- Heggerty Assessments
- District created Standards-Based Unit Assessments (SBUAs)
- District created Foundational Unit Assessments (Grades 2)
- DIBELS (K-1)
- Being a Reader Formative Data (K-3)
- SIPPS Formative Data (K-5)

Person Responsible: Kahlil Ortiz (kahlil.ortiz@ocps.net)

By When: Ongoing (Aug. 2023 - May 2024).

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).

As an ATSI school, resource allocation aligns with our Students with Disabilities (SWD) subgroup needs. The process starts with a thorough assessment of student performance, attendance, and behavior data to identify improvement in that area. This informs a customized improvement plan with goals and strategies. Through the guidance of educators, administrators, parents, and community members we continuously evaluate resource requirements, focusing on professional development, materials, technology, and personnel to meet the needs of our SWDs.

Guided by the identified needs and available funds, we as a collective, strategically allocate resources to areas with significant potential for student achievement (this may come by way of human resources, supplemental/enrichment materials, or via professional development provided to our teachers) among our Students with Disabilities. Regular evaluation ensures effective use, with adjustments based on data analysis and feedback. Transparent communication, via platforms such as the SAC, keeps stakeholders informed about fund use, progress, and adjustments. This collaborative approach ensures that ATSI funds are maximized for student success and overall improvement efforts, particularly among our SWD population.

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

51% of first-grade students scored below the 40th percentile on the FAST ELA PM 3 2023.

Instruction for K-2 will focus on developing early literacy skills with an increased emphasis on the following areas:

- Develop awareness of the segments of sounds in speech and how they link to letters.
- Teach students to decode words, analyze word parts, and write and recognize words.
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

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

61% of 3rd graders, 55% of fourth graders, and 56% of 5th graders scored below a level 3 on ELA FAST PM 3 2023.

Instruction for 3rd-5th grade will focus on enhancing student skills and strengthen skills in the following areas:

- Build students' decoding skills so they can read complex multisyllabic words.
- Provide purposeful fluency-building activities to help students read effortlessly.
- Routinely use a set of comprehension-building practices to help students make sense of the text.
- Build students' world and word knowledge so they can make sense of the text
- Consistently provide students with opportunities to ask and answer questions to better understand the text they read.

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

51% of first-grade students scored below the 40th percentile on the FAST ELA PM 3 2023. This year, our goal for the FAST ELA PM 3 2024 is that 50% of first-grade students will score above the 40th percentile.

Grades 3-5 Measurable Outcomes

Based on the 2023 FAST PM3 Data, 49% of our 3rd-grade students, 45% of our 4th-grade students, and 44% of our 5th-grade students had an on-level proficiency score. This year our goal is to increase that by 6% which will be a proficiency score of 55% for our third graders, 51% for our fourth graders, and 50% of our fifth graders scoring a Level 3 or above on the 2024 FAST assessment.

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.

Weekly support by school-based coaches and classroom walk feedback by administrators will impact the monitoring of desired outcomes. In addition, district-created standard-based unit assessments will be monitored through the professional learning communities (PLCs) in order to revise the instructional delivery

model, provide remediation - Plan, Do, Check, Act (continuous improvement model), and increase the instructional pedagogy of the teachers. In addition, monthly data meetings by area including the MTSS Problem-Solving Teams and Cadre leadership to review FAST progress monitoring assessments, K-1 DIBELS progress

monitoring data, SIPPS progress monitoring data, and district-created standard-based unit assessments to monitor response to intervention.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Ortiz, Kahlil, kahlil.ortiz@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 evidence-based practices/programs we will be implementing to achieve measurable outcomes are those recommended and supported by Orange County Public Schools. We will be using Exact Path, SIPPS, and Being a Reader as evidence-based resources. These evidence-based programs align with

the district's K-12 Comprehensive Evidence-based Reading Plan and they align with Florida's B.E.S.T. ELA Standards.

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?

These programs have been selected because they build students' world and word knowledge so they can make sense of the text and consistently provide students with opportunities to ask and answer questions to better understand the text they read. These programs also teach students to monitor their comprehension as they read. Exact Path may be used to help students develop awareness of the segments of sounds in speech and how they link to letters. Students will be taught to decode words, analyze word parts, and write and recognize words. By building decoding skills to enable students to read multisyllabic words, students will become more fluent readers through the use of fluency-building activities. Students will also be taught to use a set of comprehension-building practices to help students make sense of the text being read. In addition, SIPPS is used to teach students to decode words, analyze word parts, and write and recognize words. Building decoding skills helps students read complex multisyllabic words. Being a Reader Small Group Curriculum helps students develop an awareness of the segments of sounds in speech and how they link to letters. This teaches students to decode words, analyze word parts, and write and recognize words. By building decoding skills through this program, students will be able to read complex multisyllabic words which will improve fluency and comprehension. Students will be provided with fluency-building activities to help them read better as they use comprehension-building practices to help them make sense of the text.

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
<p>Monthly Literacy leadership team meetings, where data are analyzed and action steps implemented and monitored.</p>	<p>Ortiz, Kahlil, kahlil.ortiz@ocps.net</p>
<p>The literacy coach will attend district coach meetings. The coach uses data to identify personnel and areas of need. Implementation of coaching cycles, modeling, and PLC planning support. The literacy coach is also an active member of the MTSS problem-solving team.</p>	<p>Chong-You, Alba, alba.chong-you@ocps.net</p>
<p>Use and analysis of the following data sources to determine interventions and support needs of students:</p> <ul style="list-style-type: none"> -FAST -Heggerty Assessments -District created Standards-Based Unit Assessments (SBUAs) -District created Foundational Unit Assessments (Grades 2) -DIBELS (K-1) -Being a Reader Formative Data (K-3) -SIPPS Formative Data (K-5) 	<p>Ortiz, Kahlil, kahlil.ortiz@ocps.net</p>

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 disseminated by utilizing various communication channels such as SAC meetings, newsletters, the school website, social media, conferences, partnerships, workshops, and visual reports. The key is that during these meetings and throughout any reporting, we clearly articulate the plan, its goals, and all action items in a way that all stakeholders can clearly understand.

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's strategy involves cultivating a welcoming environment through engaging events, workshops, and the School Advisory Committee that fosters collaboration and decision-making. It

ensures transparent communication via newsletters, website, and social media updates while offering comprehensive progress reports and flexible parent-teacher conferences. The plan includes a Parent-Resources Center, cultural diversity celebrations, and volunteer opportunities that encourage involvement. Two-way feedback channels, technology integration, and an education series for parents aimed at enhancing engagement and understanding. Through recognition initiatives and student showcases, the school seeks to celebrate achievements and strengthen the partnership between parents, families, and stakeholders, ultimately creating a cohesive community in line with its educational mission.

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's approach to enhancing its academic program involves several strategic measures. To increase the quality and quantity of learning time, the school intends to lengthen the academic day for some students by providing extended learning opportunities, both before school and after school; a very strategic group of students will be selected for acceleration in both Math and ELA. This will allow for more in-depth and engaging instruction. By integrating technology and personalized learning platforms, students will have access to tailored resources, in some cases enabling students to enjoy the benefits of self-paced learning and addressing individual needs. The curriculum will be enhanced by introducing interdisciplinary projects and real-world applications, fostering critical thinking and problem-solving skills. Additionally, partnerships with businesses and organizations will facilitate experiential learning opportunities, providing students with practical insights and career readiness. To accelerate learning the school will offer enrichment and mentorship opportunities. Regular assessments and data-driven instruction will guide teachers in adapting instruction to students' progress. Overall this holistic approach aims to empower students with a comprehensive, enriched, and accelerated educational experience that prepares them for success in higher education and beyond.

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))

The school's plan is crafted through seamless coordination and integration with federal, state, and local services and resources. By aligning with programs supported under Every Student Succeeds Act (ESA) Section 1111(d), violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, and career and technical education programs, the plan ensures a holistic approach to student development. This collaborative effort leverages the expertise and support of diverse stakeholders to provide a well-rounded educational experience that addresses students' academic, social, and emotional needs, ultimately fostering an environment conducive to their success and growth.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

The school enhances counseling, mentoring, and strategic strategies to develop skills beyond academics. It integrates personalized mentoring programs, pairing students with mentors who guide personal and social growth. Additionally, it offers comprehensive counseling services that address

emotional well-being, fostering resilience. Collaborating with community partners, the school provides experiential learning opportunities and workshops on communication, teamwork, and problem-solving, nurturing essential life skills. These measures ensure a holistic approach to student development, preparing them for success beyond academics.

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

The school equips students for post-secondary paths and workforce readiness, including career and technical education. It offers unique opportunities like our aviation and aerospace magnet program, expanding access to concepts of flight and engineering. Through tailored guidance, workshops, and partnerships, students gain insights into post-secondary options, job market demands, and skill-building. By integrating practical experiences, industry exposure, and specialized education, the school empowers students to make informed choices and excel in their chosen paths.

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

The school adopts a comprehensive tiered model to proactively address behavioral issues and provide early interventions, aligning with activities under IDEA (Individuals with Disabilities Education Act) and ESSA (Every Student Succeeds Act). This structured approach involves three tiers: universal strategies benefiting all students, targeted interventions for at-risk students, and intensive support for students requiring specialized assistance. Collaboratively with IDEA and ESSA, services are tailored to individual needs. Behavioral assessments and progress monitoring guide the process, ensuring timely identification and intervention. Through data-driven decision-making, cohesive coordination, and shared expertise, the school creates a cohesive support framework. This unified effort fosters positive behavior, academic achievement, and well-rounded development for all students while aligning with the legislative mandates of IDEA and ESSA

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))

The school prioritizes continuous improvement through targeted professional learning for educators and staff. Regular workshops and seminars focus on effective instructional strategies, incorporating data from academic assessments to tailor teaching methods. Collaborative lesson planning and peer observations promote a supportive learning community. Paraprofessionals benefit from specialized training to enhance classroom support. To recruit and retain effective teachers, the school offers mentorship programs, professional growth opportunities, and incentives. High-needs subjects receive special attention, with ongoing coaching and development resources. The school fosters an environment where educators share best practices and engage in reflective practices. By aligning professional learning with student needs and encouraging educator development, the school ensures a dynamic, data-driven educational experience that attracts, nurtures, and retains effective educators.

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

The school employs a range of strategies to facilitate a seamless transition for PreK children from early childhood education programs to our school. Through collaborative partnerships between the PreK staff

and our K-5 staff, joint meetings are held to discuss curriculum alignment, teaching methods, and student expectations. Orientation sessions and open houses provide opportunities for preschool children and their families to become familiar with the new environment, teachers, and routines. Individualized transition plans are created, if needed, for children with specific needs, ensuring necessary accommodations are in place. Communication channels are established between the PreK staff and the K-5 staff to share student progress, strengths, and areas for support. By fostering continuity in learning experiences, addressing individual needs, and maintaining open lines of communication, the school ensures a successful transition that sets the stage for a positive and confident start to elementary education.

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: Collaborative Planning	\$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.

Yes