

Orange County Public Schools

# Chickasaw Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Chickasaw Elementary

6900 AUTUMNVALE DR, Orlando, FL 32822

<https://chickasawes.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
	Principal	<p>Khuljeta Gjini is the instructional leader of our school. She provides on-going support to staff and students. With her guidance and direction, the leadership team is able to find solutions that best support our students and teachers in reaching success. She is an advocate for our school; she motivates and encourages staff, parents, and students to work collaboratively to achieve academic excellence. Her primary goal is the all-around success of our students, staff, and school.</p> <ul style="list-style-type: none"> <li>-Provides a common vision for the use of data-based decision-making, collaborative lesson planning, and effective instructional practices and interventions in collaboration with the Instructional Coach</li> <li>-Assists in data analysis to identify trends and challenges to adjust instruction based on findings of progress monitoring</li> <li>-Implements the processes for academic instruction and monitoring for student achievement as part of the CSI and the identification as a school of Targeted Support and Improvement</li> <li>-Oversees high-quality, ongoing professional development to ensure teacher growth and student achievement.</li> <li>-Manages school resources, including but not limited to: facilities, budget, personnel, materials, and supplies that are designed to support the areas of focus for school improvement</li> <li>-Maintains communication with all stakeholder groups</li> </ul>
Young, Tammye	Assistant Principal	<p>Tammye L. Young is the assistant principal and works as an instructional leader while ensuring that operational functions of the school are at the highest level at all times to guarantee that students have the best learning environment possible. She assists in coordinating schedules, works closely with teachers through the PLC process, and monitors data to target areas needed for growth throughout the school year. She also evaluates teachers and provides specific feedback in areas of growth using the OCPS Instructional Framework.</p>
Olsen, Tiffany	Instructional Coach	<p>Tiffany Olsen supports the teachers with instructional practices through coaching conversations, modeling, guided peer observations, professional development, and data analysis so that teachers can best support all students.</p> <ul style="list-style-type: none"> <li>-The instructional coach will provide guidance, support, mentoring, and modeling of rigorous K-5 instruction aligned to the depth of knowledge of the Florida Standards in ELA, Math, and Science</li> <li>-Facilitate grade level PLCs focusing on collection and analysis of progress monitoring data to drive instructional decisions to improve student learning through intervention and enrichment</li> <li>-Provide professional development on ELA, Math, and Science content and strategies</li> <li>-The coach will also work with new teachers in the county and in the profession to provide individualized coaching and mentoring</li> </ul>

Name	Position Title	Job Duties and Responsibilities
Zayas, Emilie	Other	Emilie Zayas is a resource teacher with a focus on curriculum. Her duties include working with teachers to coordinate interventions for students who are struggling in reading or mathematics. She facilitates data meetings with teachers to review progress monitoring data and make decisions for instruction, including the students in tier 3 interventions. Another responsibility includes working with small groups of students to increase their reading proficiency and close gaps. She utilizes the Leveled Literacy Intervention system with these groups to track and improve reading proficiency and comprehension.
Adames, Cynthia	ELL Compliance Specialist	<p>Cynthia Adames is the curriculum compliance teacher and will provide all teachers with ESOL information and strategies to reach the needs of all students that are learning a second language. She will also provide a direct intervention for students in 3rd, 4th, and 5th grade that are new in the country with limited English. She monitors the Tier 3 ESOL students to ensure they are receiving the right curriculum and intervention to obtain achievable goals. She provides the parents with guidance, materials, and websites to support ELL students at home.</p> <ul style="list-style-type: none"> <li>- Provides support and assistance to teachers on ELL strategies and compliance</li> <li>-Progress monitor data to identify systematic patterns of student needs with teachers to incorporate appropriate and evidence-based intervention strategies for ELLs</li> <li>-Coordinates with district personnel to provide professional development on scaffolding instructional strategies for teachers who are working with ELLs</li> <li>-Testing Coordinator</li> </ul>
Bogosian-Boutwell, Paula	School Counselor	<p>Paula Bogosian-Boutwell provides a comprehensive guidance program with a focus on prevention and intervention in accordance with the Marjory Stoneman Douglas Act. Students and families will also have access to school and community resources through the guidance program.</p> <ul style="list-style-type: none"> <li>-Mentors and check-ins with the student population to counsel, support, monitor, and guide students using social skills and emotional learning programs</li> <li>-Teaches life skills lessons in classrooms, in small groups, and with individual students</li> <li>-Supports teachers and students who may need assistance with self-management and facilitate support groups.</li> <li>- Provides staff with professional development related to working with students on social skills</li> <li>-Collaborates with district staff members and assigned agencies to provide counseling services to students</li> <li>-Provides resources and support to parents to bridge the collaboration between school and community</li> <li>-Holds Threat Assessment meetings</li> </ul>



Name	Position Title	Job Duties and Responsibilities
Beatty, Elizabeth	Instructional Media	Elizabeth Beatty helps support the global school goals by working to help students develop their literacy, critical thinking, and social skills as they learn how to access, assess, and use information as life-long learners. Through the use of the school integrated Accelerated Reader program, she helps build enthusiasm for reading and other content areas. She strives to turn the students into lovers of reading and avid seekers of knowledge.

### 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 data from 2022-2023 was analyzed with the school staff and feedback was provided about action steps of how to improve student achievement and the school's culture and climate.

### SIP Monitoring

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

The leadership team will meet after each state mandated progress monitoring to analyze and discuss with the staff how achievement gaps in our students. The information will be shared at SAC meetings with stakeholders.

### Demographic Data

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	86%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)*

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	16	32	36	16	20	25	0	0	0	145	
One or more suspensions	0	4	1	2	3	2	0	0	0	12	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	3	2	0	0	0	5	
Level 1 on statewide ELA assessment	0	0	0	10	20	19	0	0	0	49	
Level 1 on statewide Math assessment	0	0	0	9	13	31	0	0	0	53	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	14	27	20	0	0	0	0	73	

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	6	7	13	24	24	0	0	0	74

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	10	0	0	0	0	0	10
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	13	33	25	32	27	23	0	0	0	153	
One or more suspensions	0	0	2	0	1	1	0	0	0	4	
Course failure in ELA	0	0	0	4	2	15	0	0	0	21	
Course failure in Math	0	0	0	3	4	3	0	0	0	10	
Level 1 on statewide ELA assessment	0	0	0	8	11	21	0	0	0	40	
Level 1 on statewide Math assessment	0	0	0	7	20	32	0	0	0	59	
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	14	20	0	0	0	43

**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	13	33	25	32	27	23	0	0	0	153	
One or more suspensions	0	0	2	0	1	1	0	0	0	4	
Course failure in ELA	0	0	0	4	2	15	0	0	0	21	
Course failure in Math	0	0	0	3	4	3	0	0	0	10	
Level 1 on statewide ELA assessment	0	0	0	8	11	21	0	0	0	40	
Level 1 on statewide Math assessment	0	0	0	7	20	32	0	0	0	59	
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	14	20	0	0	0	43

**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	

**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*	48	57	53	49	56	56	47		
ELA Learning Gains				56			45		
ELA Lowest 25th Percentile				50			42		
Math Achievement*	42	60	59	46	46	50	32		
Math Learning Gains				54			30		
Math Lowest 25th Percentile				51			47		
Science Achievement*	41	63	54	46	61	59	36		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	49	59	59	67			47		

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

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

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	233
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	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

### ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	4	2
ELL	38	Yes	1	
AMI				
ASN				
BLK	66			
HSP	44			
MUL				
PAC				
WHT	51			

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	47			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	29	Yes	3	1
ELL	50			
AMI				
ASN				
BLK	38	Yes	1	
HSP	54			
MUL				
PAC				
WHT	53			
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**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	48			42			41					49
SWD	18			11							4	52
ELL	34			36			44				5	49
AMI												
ASN												
BLK	75			56							2	
HSP	44			39			39				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	52			50							3	
FRL	48			42			38				5	52

## 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	49	56	50	46	54	51	46					67
SWD	2	33	50	13	28	33	18					57
ELL	49	56	55	40	53	45	38					67
AMI												
ASN												
BLK	40	40		32	45		33					
HSP	52	58	53	46	54	53	48					67
MUL												
PAC												
WHT	42	56		52	61							
FRL	47	55	45	43	54	52	41					65

## 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	45	42	32	30	47	36					47
SWD	5	0		8	17		8					29
ELL	39	41	27	26	37	55	21					47
AMI												
ASN												
BLK	52			36								
HSP	44	47	40	30	30	46	34					45
MUL												
PAC												
WHT	57			33								55
FRL	40	40	33	28	31	53	30					40

**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	36%	54%	-18%	54%	-18%
04	2023 - Spring	55%	60%	-5%	58%	-3%
03	2023 - Spring	45%	52%	-7%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	48%	59%	-11%	59%	-11%
04	2023 - Spring	39%	62%	-23%	61%	-22%
05	2023 - Spring	36%	55%	-19%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	59%	-20%	51%	-12%

### 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.**

According to our trend data math continues to be our greatest area of need. Over the years of Covid disruption, there are gaps created in the foundational skills of math. In addition, a new challenge was the change in new state standards as well as a new assessment that was taken online versus pencil and paper-based. Also, our math blocks are only 45 minutes in length which is a challenging factor to work with small groups that are needed to close the achievement gaps that our students present.

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



According to our 2022-2023 our 5th grade math data reflects an overall proficiency rate of 39% and continues to be our greatest area of need. Our 2022-2023 5th-grade Science data reflects an overall proficiency rate of 43%. Over the years of Covid-19 disruption, there are gaps created in the foundational skills of math. In addition, a new challenge was the change in new state standards as well as a new assessment that was taken online versus pencil and paper-based. Also, our math blocks are only 45 minutes in length which is a challenging factor to work with small groups that are needed to close the achievement gaps that our students present. Our teachers need support in small group instruction for math.

**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.**

Our school's greatest gaps are Math and our grade 5 Science. Our math blocks are only 45 minutes in length which is a challenging factor to work with small groups that are needed to close the achievement gaps of our students. Our teachers need support in small group instruction for math. In addition, Science vocabulary is another contributing factor to the gaps in our high population of ELL students.

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

Our reading scores were our most improved over the course of the FAST PMs. The contributing factors for this improvement were targeted interventions as well as an increase in support from additional staff members working with students in small groups. We also had a targeted SIPPS person on campus through the Read to Succeed program to help students improve their phonics skills.

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

In reflecting on the EWS data, areas of concern are student absences and course failure in 5th-grade ELA.

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

Our highest priorities for school improvement in the upcoming school year are two areas, increase student proficiency in both reading and math and strengthen positive culture and environment.

### **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 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.

Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections with their peers, teachers, and the subject material. In order to establish a positive school culture and climate, we will engage in ongoing professional learning on building student-staff-parent relationships and community connections. To build a common language of expectations, Positive Behavior Intervention Support (PBIS) will be implemented at our school. Students are recognized for positive behavior through the use of positive office referrals given by any staff member. In addition, students earn Warrior bucks and have the opportunity to redeem them monthly at the Warrior store. Students are recognized for academic growth through middle-of-the-year growth warrior games (a day of fun), end-of-year glow parties, and AR parties. Staff members are recognized by positive shout-outs from fellow staff members and Warrior of the Week. We also recognize staff members with a Beyond and Above Their Duties plaque, monthly birthday celebrations, and social activities after school. Some of the activities focusing on Parent/school relationships are built through Open House, family science nights, and fall assessment nights.

**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 2023-2024 school year, we will decrease the discipline referrals by 10%.

**Monitoring:**

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

The implementation of PBIS at CES will assist teachers in building meaningful relationships with students. Teachers will utilize a Behavior Flow Chart that provides step-by-step interventions to assist with managing student behaviors. In addition, teachers will utilize restorative practices such as a Do-Over Reflection and Care Forms that allow students to reflect on their behaviors in a positive manner. The school-wide PBIS aims to create opportunities for parents, teachers, and resource staff to work collaboratively to address student behaviors and promote positive desired outcomes. In addition, Classroom Walkthroughs and Quarterly Climate Surveys will be utilized to monitor the desired outcome.

**Person responsible for monitoring outcome:**

Tammye Young (tammye.young@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 CES Discipline Behavior team will monitor student behaviors monthly to ensure students are utilizing PBIS strategies to assist students with managing their emotions. As a result, the number of student discipline referrals will decrease.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Positive Behavioral Intervention and Supports (PBIS) is an evidence-based framework that is designed to improve and integrate data, systems, and practices that supports a positive student outcomes where all students succeed.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

We need to teach school-wide behavior expectations to all students.

The PBIS team will collaborate with all stakeholders as we focus on identifying school trends and monitoring the implementation of positive behavior interventions throughout the school year.

**Person Responsible:** Tammye Young (tammye.young@ocps.net)

**By When:** Throughout the 2023-2024 school year

**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****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 data component demonstrating the greatest need for improvement are the subgroups of Students with Disabilities and Black/African Americans. Students with disabilities were below the federal index of 41% for three years and below 32% for one year. Black/African Americans were below the federal index of 41% for one year.

**Measurable Outcome:**

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

We will expect to see our Students with Disabilities and Black/African American subgroups achieve 41% proficiency overall by FAST PM 3..

**Monitoring:**

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

Walkthroughs with constructive feedback

PLCs

Progress Monitoring

Tier 2 and Tier 3 Interventions

**Person responsible for monitoring outcome:**

Emilie Zayas (emilie.zayas@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 focus on building a collaborative culture during PLCs that will focus on building instructional capacity on standard base instruction, and differentiated small group instruction for both ELA and Math, learning centers. Teachers will meet twice a week to discuss how the standard-based explicit instruction will be implemented in their classrooms, and analyze common assessment data to guide instructional decisions for ability grouping of students. Teachers will identify the Students with Disabilities and Black/African American students and with the support of coaches, they will collaboratively plan the instructional materials and questions they will plan for Tier 2 and Tier 3 interventions for these subgroups. Coaches will work with instructional staff on how to incorporate differentiated small-group instruction in their classrooms.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

In reviewing the 2022-2023 Progress Monitoring Data for ELA and Math, the rationale for selecting these strategies is to provide teachers with effective instructional strategies and empower them to make data-driven decisions from common assessments and progress monitoring assessments to guide the decision-making process of what standards need to be targeted during the differentiated small group instruction, and interventions. Intentional focus on analyzing instructional practices implemented in the classrooms will build a culture of collaboration during common planning and teacher efficacy in understanding the content of B.E.S.T of both ELA and Math standards.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

Systematically identify our ESSA subgroup students in all the achievement buckets for both ELA and Math  
Provide PDs to teachers on small group differentiated instruction  
Create a collaborative culture and structure of common planning where teachers are engaged in the continuous improvement of instructional practices.

**Person Responsible:** Emilie Zayas (emilie.zayas@ocps.net)

**By When:** Throughout the school year.

**CSI, TSI and ATSI Resource Review**

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

**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**

The following percentage of students did not meet proficiency based on 2023 End of year ELA STAR data

Kindergarten- 47.2%

First Grade- 40%

Second Grade- 54.7%

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

The following percentage of students did not meet proficiency based on 2023 ELA End of year FAST data:

Third Grade- 49%

Fourth Grade- 38%

Fifth Grade- 61%

### 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

In the Spring of 2023, 47.3% of our K-2 students did not meet proficiency on STAR ELA. By May 2024, as assessed by the statewide progress monitoring, 51% of students in K-2 will meet level 3 proficiency.

### Grades 3-5 Measurable Outcomes

In the Spring of 2023, 49.3% of our 3-5 students did not meet proficiency on FAST PM 3. By May 2024, as assessed by the statewide progress monitoring, 51% of students in 3-5 will meet level 3 proficiency.

## 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.

Leadership team members will conduct weekly walk throughs through reading intervention instruction using the classroom walk through tool to determine data trends to guide decision making related to professional development and classroom support.

The leadership team and teachers will analyze the academic performance on common assessments and Exactpath diagnostic assessments and FAST progress monitoring for standard skill mastery. Data analysis will provide insight about skills to reteach and adjust instructional practices that are not aligned with students academic needs.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Gjini, Xhuljeta, xhuljeta.gjini@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?

For students in K-2 developing awareness of the segments of sounds in speech and how they link to letters and teaching students to decode words, analyze word parts and write and recognize words meet Florida’s strong level of evidence based requirements as documented in the foundational skills to support reading for understanding in Kindergarten through Third grade. The above practices also align with the OCPS K-12 comprehensive evidence reading plan and the BEST foundational reading benchmarks.

For students in grades 3-5 building students decoding skills so they can read complex multisyllabic words meet Florida’s strong level of evidence based requirement as outlined in the providing reading intervention for student in grades 4-9. Providing this intervention to identify students is an alignment with OCPS K-12 comprehensive evidence based reading plan. Having the ability to decode multisyllabic words supports BEST reading and writing 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?

Heggerty will be used in K-2 classrooms to develop an awareness of the segments of sounds in speech and how they link to letters.

The SIPPS program will be used as an intervention for identified students to teach students to decode words, analyze word parts, and write and recognize words.

**Action Steps to Implement**

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning



Action Step	Person Responsible for Monitoring
Literacy coaching: Coaching Cycle, modeling lesson, walk-through observation, constructive feedback, data analysis. Assessment (ELA assessment providing monitoring reading) Professional learning related to ELA instruction and intervention School based-PD on small group instruction The district-provided PD- Teachers will be attending IMPACT sessions.	Olsen, Tiffany, tiffany.olsen@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.

In addition to the school webpage where the SIP is made publicly available, the plan for disseminating of the SIP to stakeholders is to share with teachers, staff, during faculty meetings, data chats, parents, PTA, SAC and Title I meetings. We will create PowerPoints to share with parents and have an open discussion on what the SIP means and translation for non-English speaking parents.

**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))

In order to build a positive school with parents, families and other stakeholders our school will continue to focus on building relationships, strengthening our school-home partnership, social skills, and self-management as well as leadership for student success. We will keep parents informed of their child's progress we will have parent/teacher conferences as needed throughout the year. Through a distributive leadership model, the school will focus on strengthening team dynamics, and collaboration in order to build academic expertise in all students and provide resources to our families. Through community-building activities and events, we will use a common language to support a positive culture of support, collaboration, community connection, and student-staff-parent relationship building, life social skills, and self-management with a focus on student success.

**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))**

After school tutoring will be utilizing the front-loading strategy in our afterschool tutoring program. Through this model our struggling students will have the opportunity to be exposed to upcoming vocabulary and content forthcoming in their core classes.



**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))**

This question is not applicable.

#### **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 guidance counselor provides the following services:

- Mentors and check-ins with the student population to counsel, support, monitor, and guide students using social skills and emotional learning programs.
- Teaches life skills lessons in classrooms, in small groups, and with individual students
- Supports teachers and students who may need assistance with self-management and facilitate support groups.
- Provides staff with professional development related to working with students on social skills
- Collaborates with district staff members and assigned agencies to provide counseling services to students
- Provides resources and support to parents to bridge the collaboration between school and community
- Holds Threat Assessment meetings.

**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))**

N/A

**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).**

CES will be implementing a school-wide Positive Behavior Intervention System plan that will assist staff to build meaningful relationships with students while managing their classroom behaviors. Staff will utilize resources that will build a culture of reinforcing positive behavior, resiliency and self-reflection.

**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))**

We will offer professional development in both ELA and Math small groups. We will monitor instruction to place teachers where they excel to match the data.

**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))**

Our Parent Engagement Liaison works with our families to provide resources that they need for a smooth transition to public school. Parents are also invited to our Kindergarten Round up to register students.

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: Other	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$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