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Little River Elementary

100 CASWELL DR, Orlando, FL 32825

<https://littleriveres.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 our families and 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
Gibson, Tracey	Principal	<ul style="list-style-type: none"> -Provides a common vision for the use of data based decision making, collaborative lesson planning and effective instructional practices and intervention -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 -Oversees high quality, ongoing professional development to ensure teacher growth and student achievement using the new BEST state standards in both ELA and Math , K-5. -Maintains communication with all stakeholder groups -Assists in data analysis to identify trends and challenges and to adjust instruction based on findings -Monitors the fidelity of Fundamental Basic Skills; ie. differentiated interventions -Implements the processes for academic instruction and monitoring for SWD subgroup as part of ESSA and the identification as a school of Targeted Support and Improvement
Abel, Kristin	Assistant Principal	<p>The Assistant Principal develops documents to monitor data and address areas of need. The Assistant Principal completes student schedules and oversees transportation at the school level. The Assistant Principal ensures collaborative lesson planning, effective instructional strategies, and implementation of intervention support and documentation. The Assistant Principal ensures the school-based team is implementing the MTSS process, conducts assessment of MTSS skills of school staff, and adequate professional development is provided to support MTSS implementation. Furthermore, the Assistant Principal communicates with all stakeholders regarding school-based plans and activities.</p>
Stanton, Merrill	Instructional Coach	<p>The instructional coach will provide guidance, support, mentoring, and modeling of rigorous K-5 instruction aligned to the Florida BEST Standards. The coach will partner with teachers to support the implementation of BEST standards, as well as facilitate the collection and analysis of data of student learning. Furthermore, the instructional coach will provide professional development on the instructional framework. The coach will also work with new teachers to the county and to the profession to provide individualized coaching and mentoring. The instructional coach is also responsible for training teachers and staff on administering assessments.</p>
Quinones, Tania	Staffing Specialist	<p>The Staffing Specialist conducts child find processes for all students and leads staffing meetings to include initial evaluations, IEP annual reviews, and re-evaluations for exceptional educational students. The Staffing Specialist conducts child find processes for consideration for section 504. Staffing Specialist also screens students for possible gifted services. Staffing Specialist also meets with all teachers both school based and district based to ensure that IEP's and section 504 plans are properly implemented. In</p>

Name	Position Title	Job Duties and Responsibilities
		<p>addition, the Staffing Specialist is a resource and provides support through intervention and problem solving processes through data collection and data analysis to support student academic and behavior needs.</p>
<p>Walters-Phillips, Barbara</p>	<p>Science Coach</p>	<p>The STEM coach will provide guidance, support, mentoring, and modeling of rigorous K-5 instruction aligned to the depth of knowledge of the Florida Standards in science and with the new BEST math standards. The coach will partner with teachers to create lesson plans and common assessments as well as facilitate the collection and analysis of data of student learning. Furthermore, the STEM coach will provide professional development on math and science content and strategies. The coach will also work with new teachers to the county and to the profession to provide individualized coaching and mentoring.</p>
<p>Martinez, Margie</p>	<p>ELL Compliance Specialist</p>	<p>The ESOL Compliance specialist is responsible for testing, identifying and supporting second language learners and maintaining documentation in compliance. Holds meetings and administers assessments to keep ELL students in compliance. Provides support and assistance to teachers on ELL strategies and compliance procedures in the classroom. Holds meetings with parents to keep them informed about their rights and responsibilities having to do with ELL students. Provides intervention support to ELL students. Administer ACCESS assessment to monitor second language acquisition.</p>
<p>Richards, Erin</p>	<p>School Counselor</p>	<p>The counselor works directly with the student population to support, monitor and guide students through life skills. The counselor supports teachers and students who may need assistance with behavioral structures and facilitates support groups. The counselor provides staff with professional development related to working with students and monitors student data and classroom performance. The counselor holds Threat Assessment meetings.</p>
<p>Schofield, Jessica</p>	<p>Teacher, ESE</p>	<ul style="list-style-type: none"> -Facilitates and supports data collection activities -Monitor Students With Disabilities Data as part of the ESSA and the identification as a school of Targeted Support and Improvement -Supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP -Documents interventions and provides follow-up to ensure student success -Collaborates with staff to ensure student needs are met based on areas of focus identified in the SIP -Ensure practices are in place for the best practices in inclusive education

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.

School Leadership develops SIP using school data and input from stakeholders, survey and SAC committee.

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 SIP is shared with leadership, teachers and stakeholders. The established goals are shared and monitored after progress monitoring data is collected every quarter. If data shows that we are progressing toward the goals, we continue what we are doing. If data shows lack of progress toward the goals we put interventions in place to ensure progress is made. We conduct a mid-year reflection where we look at current data and make necessary adjustments to ensure our SIP goals are met.

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	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C

	2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	16	17	17	17	13	12	0	0	0	92
One or more suspensions	0	2	2	3	3	1	0	0	0	11
Course failure in English Language Arts (ELA)	0	0	0	4	1	0	0	0	0	5
Course failure in Math	0	0	0	2	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	6	15	13	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	4	15	13	0	0	0	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	8	21	15	0	0	0	0	50

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	1	5	15	17	12	0	0	0	50

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	6	0	0	0	0	0	6
Students retained two or more times	0	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	15	26	29	22	12	23	0	0	0	127
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	2	2	6	0	0	0	10
Course failure in Math	0	0	0	3	6	0	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	6	12	20	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	5	10	20	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	7	11	16	0	0	0	34

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	9	22	0	0	0	37

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	7	0	0	0	0	0	7
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	15	26	29	22	12	23	0	0	0	127
One or more suspensions	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	2	2	6	0	0	0	10
Course failure in Math	0	0	0	3	6	0	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	6	12	20	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	5	10	20	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	7	11	16	0	0	0	34

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	9	22	0	0	0	37

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	7	0	0	0	0	0	7
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*	45	57	53	50	56	56	44		
ELA Learning Gains				65			43		
ELA Lowest 25th Percentile				50			42		
Math Achievement*	42	60	59	51	46	50	40		
Math Learning Gains				63			43		
Math Lowest 25th Percentile				48			33		
Science Achievement*	63	63	54	42	61	59	40		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	52	59	59	55			57		

* 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	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	241
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	424
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	24	Yes	4	1
ELL	31	Yes	1	1
AMI				
ASN				
BLK	44			
HSP	45			
MUL				
PAC				
WHT	57			

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	44			

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	38	Yes	3	
ELL	46			
AMI				
ASN				
BLK	52			
HSP	53			
MUL				
PAC				
WHT	56			
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	45			42			63					52
SWD	8			24			18				4	47
ELL	20			32			45				5	52
AMI												
ASN												
BLK	54			27							3	
HSP	38			39			62				5	53
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	50			63							2	
FRL	39			38			59				5	50

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	65	50	51	63	48	42					55
SWD	13	59	53	13	45	46	13					60
ELL	33	66	50	34	57	40	31					55
AMI												
ASN												
BLK	48	62		48	62		38					
HSP	49	68	52	47	66	53	41					50
MUL												
PAC												
WHT	47			65								
FRL	46	65	52	45	60	48	33					54

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	44	43	42	40	43	33	40					57
SWD	4			4								27
ELL	28	35		28	35		24					57
AMI												
ASN												
BLK	46			26								
HSP	40	42		41	46	30	34					59
MUL												
PAC												
WHT												
FRL	37	38	45	31	34	30	24					50

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	47%	54%	-7%	54%	-7%
04	2023 - Spring	64%	60%	4%	58%	6%
03	2023 - Spring	32%	52%	-20%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	59%	-17%	59%	-17%
04	2023 - Spring	58%	62%	-4%	61%	-3%
05	2023 - Spring	39%	55%	-16%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	59%	59%	0%	51%	8%

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 math data component for all students grades 3-5 showed the lowest performance according to the FAST PM 3 at 46% proficient. Contributing factors such as attendance, behavior, level 1's on FAST assessment, and 1st year implementation of new Math Curriculum and Standards all contributed to low performance.

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

Third grade Math data showed the greatest decline from the prior year FSA of 55% proficient in 21-22 school year to 42% on FAST Math PM3 22-23. Contributing factors such as attendance, behavior, and 1st year implementation of new Math Curriculum and Standards all contributed to low performance.

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.

Third grade ELA PM 3 results were 33% for third grade students, OCPS average was 54% making this our largest gap when compared to the district average. Attendance, behavior, lack of parental engagement, implementation of new Standards and new FAST assessment all contributed to the decline.

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

5th grade Science NGSSS showed the most improvement scoring 63% from 42% the previous year. Common planning, more hands-on labs, district provided resources and training all contributed to improvement in this area.

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

Attendance and Level 1 achievement results are two potential areas of concern.

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

Instructional practices related to Math
Instructional practices related to ELA
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 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.

Based on our data relating to EWS, our attendance K-5 and low proficiency on state assessments in 3rd-5th grade students, including SWD, indicate the need for building positive culture and environment to help increase achievement.

Measurable Outcome:

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

The 2023 EWS will show an increase in attendance rates from 75% to 85%, lower incidences of behavior from 11 suspensions to 5 suspensions and increase achievement in both Reading and Math with at least 55% of students scoring 3 or above on FAST PM3 for the 2023-2024 school year. Teaching students resiliency skills will see an increase in positive peer relations which will result in a decrease in threats which accounts for the majority of the 11 suspensions. Students will be more motivated to attend school ensuring a drop in absences and a decrease in the number of 3-5 students scoring level one on FAST PM3 reading- 34 and math-32 by 20%.

Monitoring:

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

Attendance will be monitored and district procedures for alerting families will be implemented (5 and 10 day letters), ACST will meet regularly to review attendance data and assist with interventions for struggling families. Suspension rates will be monitored on a weekly/quarterly basis through EWS with leadership discussions which are held weekly. All data on SBUAs and all FAST assessments are monitored during data meeting PLCs with both teachers and leadership/resource teachers following each assessment.

Person responsible for monitoring outcome:

Kristin Abel (kristin.abel@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.)

PBIS will be implemented school wide to establish consistent expectations and rules. Additional PBIS key components will be introduced and developed throughout the year to build positive culture and environment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In reviewing the EWS data it is evident we need to implement a school wide system that will impact all students to help decrease warning indicators. By implementing and embedding PBIS be it in the classroom, hallways, cafeteria etc., the school will build a positive culture and environment in which our students want to be at school, follow school behavioral expectations and increase their achievement levels in both reading and math.

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.

Continuously communicating with parents concerning attendance procedures, testing, and code of conduct expectations through regular contact via Talking Points, conferences, family night events, and SAC/PTA meetings.

Person Responsible: Tracey Gibson (tracey.gibson@ocps.net)

By When: Ongoing (August 2023-May 2024)

Embed PBIS into all aspects of our school culture through training of teachers for implementation with the students. Establish procedures and routines in all areas of the school including classrooms, hallways, cafeteria, special areas, arrival and dismissal. Use positive reinforcements via daily certificates for classrooms with daily perfect attendance.

Person Responsible: Erin Richards (erin.richards@ocps.net)

By When: Continuous (Aug 2023-May 2024) Provide training and Introduction of PBIS to new staff and refresher for veteran teachers. PBIS committee will hold monthly meeting to discuss implementation progress.

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

The 2023 PM3 FAST data indicated that 53% of all third, fourth and fifth grade students scored below a level 3 in English Language Arts: 3rd: 32%, 4th: 61%, 5th: 47%.

Our SWD score 18% and our ELL students scored 24%

Measurable Outcome:

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

The 2023 FAST data (Spring 2024) will show at least 55% of the students in 3-5 will be on grade level in ELA. K-2 grade will also show 60% of the students will be on grade level on the STAR Early Literacy or the Star Reading Assessment. Our SWD will be at 42% and our ELL students at 55% on PM 3.

Monitoring:

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

Progress monitoring will occur with the fall and winter administration of the FAST assessment. We will utilize Exact Path data, SIPPS Mastery Assessments, DIBELS, classroom walkthrough data, district Standards Based Unit Assessments and K-2 foundational unit assessments. We will monitor the after school tutoring students' data to ensure growth is occurring through the Acceleration Model.

Person responsible for monitoring outcome:

Merrill Stanton (merrill.stanton@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To build our culture of collaboration between professionals to increase student success, we will increase our systematic use of explicit instruction by setting an expectation of maximizing instructional time. Teachers will meet bi-weekly to discuss standards based instruction utilizing the new BEST standards, implementation of instruction, and data analysis of common assessments. Instructional coaches will support and monitor these strategies during weekly PLCs with teachers. Teachers will identify students that are in our ESSA subgroup (Students with Disabilities & English Language Learners) and collaboratively plan specific questions for their Tier 2 & Tier 3 students as well as appropriate scaffolding to help meet the needs of these subgroups. Teachers will be provided resources such as SIPPS (Beginning, Challenge and Extension), RAZ Kids and Phonics for Reading to support students through daily intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In reviewing the 2022-2023 Progress Monitoring data for ELA, the rationale for selecting these strategies is to provide teachers with effective strategies to make data-driven instructional decisions about student performance from FAST progress monitoring as well as common assessments. It is important to have teachers engaged in the continuous improvement model. When teachers are intentional and analyze their instructional practices, they will present instruction with a focus on student achievement. Teachers will use data from FAST and common assessments to drive instruction of the standards that were at a deficit. The coaches and teachers will use the data analysis to determine which standards will be incorporated for differentiated small group instruction, intervention, and tutoring programs. This allows for teachers to provide the necessary support needed to lessen the deficits of particular standards and fill in any gaps caused by loss of skills due to the pandemic.

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.

Provide professional development opportunities on the Science of Reading encompassing all components of reading and writing. Coaches will work with teachers to incorporate differentiated small group instruction to meet the needs of the students and prepare them to answer and analyze questions. Teachers will be offer the opportunity to go to various off site trainings for the Science of Reading.

Person Responsible: Merrill Stanton (merrill.stanton@ocps.net)

By When: PD throughout the year (SIPPS, Being a Reader, Impact, Multi Sensory Kit, BEST Standards, Exact Path) as well as reading other off site PD focusing on foundational reading.

To reduce the number of students working below proficiency we will provide after school tutoring to help build mastery of BEST Standards.

Person Responsible: Margie Martinez (margie.martinezcolon@ocps.net)

By When: On going September 2023 thru March 2024

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

The 2023 FAST data indicated that 51% of third, fourth and fifth grade students scored below a level 3 in Math.

3rd grade students: 58% below proficiency.

Measurable Outcome:

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

The 2023 FAST data (Spring 2024) will show at least 55% of the students in 3-5 will be on grade level in Math. K-2 grade will also show 60% of the students will be on grade level on the STAR Math Assessment

Monitoring:

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

Progress monitoring will occur with the fall and winter administration of the FAST assessment. We will utilize Successmaker, classroom walkthrough data, district Standards Based Unit Assessments. We will monitor the after school tutoring students' data to ensure growth is occurring through the Acceleration Model.

Person responsible for monitoring outcome:

Merrill Stanton (merrill.stanton@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To build our culture of collaboration between professionals to increase student success, we will increase our systematic use of explicit instruction by setting an expectation of maximizing instructional time. Teachers will meet bi-weekly to discuss standards-based instruction utilizing the new BEST standards, implementation of instruction, and data analysis of FAST and common assessments. Teachers will identify students that are in our ESSA subgroup (Students with Disabilities & English Language Learners) and collaboratively plan specific questions for their Tier 2 & Tier 3 students. Teachers will be provided resources such as Number Worlds, Success Maker and Envision Math to support students in whole group and small group instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In reviewing the 2022-2023 Progress Monitoring data for MATH, the rationale for selecting these strategies are to provide teachers with effective strategies to make data-driven instructional decisions about student performance from FAST, Successmaker and common assessment results. It is important to have teachers engaged in the continuous improvement model. When teachers are intentional and analyze their instructional practices, they will present instruction with a focus on student achievement. Teachers will use data from FAST, Successmaker and common assessments to drive instruction of the standards that were at a deficit. The coaches and teachers will use the data analysis to determine which standards will be incorporated for differentiated small group instruction, intervention, and tutoring programs. This allows for teachers to provide the necessary support needed to lessen the deficits of particular standards.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Provide professional development opportunities on the Math BEST standards and the state adopted "enVision math series and Success Maker digital instruction to all instructional staff.

Person Responsible: Barbara Walters-Phillips (barbara.walters-phillips@ocps.net)

By When: Continuous PD throughout the year (July 2023-May 2024) via weekly PLC meetings and monthly PD opportunities.

Math coach will work with teachers to facilitate PLC's using data to drive instruction, model lessons and share current best practices for whole group and Math intervention.

Person Responsible: Barbara Walters-Phillips (barbara.walters-phillips@ocps.net)

By When: Continuous August 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).

The SAC committee meets on a monthly basis. Each month the budget and SIP goals are reviewed using data from the most current assessments. Funding is allocated based on needs identified by the data as well as teacher or administrator requests.

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 2023 FAST Assessment indicated that 22% of KG, 31% of 1st grade, and 50% of 2nd graders were not on track to score a Level 3 on the 3-5 standardized assessment.

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

The 2023 PM3 FAST data indicated that 53% of all third, fourth and fifth grade students scored below a level 3 in English Language Arts: 3rd: 32%, 4th: 61%, 5th: 47%.

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

The 2024 FAST data (Spring 2024) will show that 60% of the students in K-2 will score proficient on the ELA assessment.

Grades 3-5 Measurable Outcomes

The 2024 FAST data (Spring 2024) will show at least 55% of the students in 3-5 will be proficient on the ELA.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.

Progress monitoring will occur with the Fall and Winter administration of the FAST assessment. We will utilize Exact Path data, SIPPS Mastery Assessments, DIBELS, Classroom Walkthrough data, District Standards Based Unit Assessments and K-2 Foundational Unit Assessments. We will monitor the after school tutoring students' data to ensure growth is occurring through the Acceleration Model.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Stanton, Merrill, merrill.stanton@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?

***DIBELS**

*Heggerty Phonological Awareness Screener K-2

*Wonders Tier 2 and Tier 3 interventions

*Phonics for Reading Levels 1-3

*FAST progress monitoring (PM 1, PM2, PM3)

*SIPPS Beginning, Extension and Challenge Levels

*Performance Coach

*Support Coach

* Curriculum Associates ELA Magnetic Learning grades 2-5

*Scholastic Bookroom student book sets and resources K-5

All of these materials are recommended and approved by OCPS as supplementary materials which are aligned to the B.E.S.T 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?

In reviewing the 2022-2023 Progress Monitoring data for ELA , the rationale for selecting these strategies are to provide teachers with effective strategies to make data-driven instructional decisions about student performance from FAST progress monitoring as well as common assessments. It is important to have teachers engaged in the continuous improvement model. When teachers are intentional and analyze their instructional practices, they will present instruction with a focus on student achievement. Teachers will use data from FAST and common assessments to drive instruction of the standards that were at a deficit. The coaches and teachers will use the data analysis to determine which standards will be incorporated for differentiated small group instruction, intervention, and tutoring programs. This allows for teachers to provide the necessary support needed to lessen the deficits of particular standards and fill in any gaps caused by loss of skills due to pandemic.

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
Provide professional development opportunities on the Science of Reading encompassing all components of reading and writing.	Stanton, Merrill, merrill.stanton@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.

School Improvement Plan is disseminated in the following ways: reviewed with the staff during staff meeting, reviewed with parents and stakeholders via SAC meeting as well as posted on school web page in multiple languages.

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))

We plan to build positive relationships with parents, families and community stakeholders by providing monthly parental engagement events at the school to build capacity, our PEL also provides trainings for building capacity and resources to help families that are struggling. We have monthly SAC and PTA meetings to encourage families and stakeholders to get involved and support their children's education.

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)

Our instructional day starts at 8:40 and ends at 2:55, teachers teach from the first bell to the last bell. All students receive core classroom instruction plus 30 minutes of intervention/enrichment outside of the core classroom. We provide after school tutoring twice a week for identified students in Reading, Math and Science. Before school tutoring is also offered for identified students in Math.

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))

Our school offers VPK program, we are a Title I school that offers ATS tutoring program.

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 Counselor, School Psychologist, School Social Worker, and District Mental Health Counselor meet monthly to consult on students and discuss referrals both among Student Services team members and outside agencies. The School Counselor acts as the Mental Health Designee for the school to ensure a point of contact for staff, parents, and community agencies in regards to mental health services.

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

Students are exposed to postsecondary opportunities through the annual Great American Teach-In event.

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).

Students receive interventions as determined by the MTSS team in order to address behavior concerns. The Tier 1 schoolwide intervention that is used is PBIS. Tier 2 and Tier 3 interventions may include options such as check-ins, mentoring, small group counseling, etc. and are determined by the MDH and the MTSS team.

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 have set aside every first and third Wednesday for after school PD. This will include PD on best practices for ESE students, small group differentiated instruction, use of standards based questioning, and training for our new computer programs (Successmaker and Exact Path). We will be having Data meetings at the end of each CRM for Reading and Math in grade level PLCs to help drive our instruction. Our new/newer teachers are in a group called "The Dolphin Pool" where they meet monthly with the Lead Mentor to discuss topics relevant to their needs. All teachers with less than 3 years of experience

have been assigned a Mentor to help with their transition to teaching. The instructional coach is available for all teachers before and after school with any needs they may have.

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 school provided preschool students with the opportunity to attend The Jump Start program in the summer to help them transition to our school for Kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$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