

Orange County Public Schools

Southwood Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	17
III. Planning for Improvement	22
IV. ATSI, TSI and CSI Resource Review	29
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	29

Southwood Elementary

12600 BISTED DR, Orlando, FL 32824

<https://southwoodes.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
		<p>Visit classrooms according to the supervision schedule</p> <p>Provide weekly observation data and review this data weekly with administrative team</p> <p>Support the success of all students through the communication of high expectations, analysis of data, and monitoring of progress</p> <p>Accountable for success on FAST of ESE and ELL third –fifth-grade students – provide a monthly report</p> <p>Accountable for success on FSA of lowest quartile third to fifth-grade students in reading and math. Provide monthly report</p> <p>Accountable for MTSS school-wide plan</p> <p>Support monthly Student Performance Committee with a review of ESE and ELL student assessment data and make school improvement recommendations regarding that data</p> <p>Supervise classified personnel (excluding the school secretary)</p> <p>Coordinate community support through PTA and ADDitions</p> <p>Supervise School-wide Discipline Plan</p> <p>Supervise all Level 4 infractions including assurance of compliance and coordination of paperwork</p> <p>Review discipline data quarterly, share this data with the administrative team, and make recommendations for improvement</p> <p>Coordinate team recognition activities for both faculty and staff</p> <p>Develop School Improvement Plan</p> <p>Accountable for the cleanliness, safety, and orderliness of school facilities</p> <p>Supervise school facility projects and facility AC orders</p> <p>Supervise Computer Tech</p> <p>Supervise school-wide inventory</p> <p>Monitor work orders</p> <p>Attend monthly School Advisory Council meetings</p> <p>Coordinate school facilities usage and rental contracts</p> <p>Discipline students per the OCPS Code of Conduct</p> <p>Support Emergency Management Plan and supervise emergency drills</p> <p>Coordinate with local agencies such as police, fire, EMT, government</p> <p>Obtain and maintain current certification in a crisis prevention protocol. (Ex. CPI)</p> <p>Keep an up-to-date list of staff trained in a crisis intervention protocol and schedule mid-year review and practice of procedures.</p> <p>Summer school principal</p> <p>Principal designee when the principal is away from the school</p> <p>Provide reading and/or math intervention backup</p> <p>Title IX Coordinator</p> <p>Any other duties assigned by the principal</p>
Williams, Deyanira	Instructional Coach	<p>Supervise students before and after school and between classes, according to the supervision schedule</p> <p>Serve as a facilitator of night events (reading night, math night, science night, math night)</p> <p>Coordinate Student Recognition program with CRT</p> <p>Attend Data Meetings</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Review and analyze data per grade level</p> <p>Collect and analyze district/state assessment results</p> <p>Monitor student academic progress on a monthly basis</p> <p>Use assessment data to assist administrators with the placement of students in appropriate instructional or intervention programs</p> <p>Create systems of intervention to provide students with additional time and support for learning (pull out, push in)</p> <p>Create a schedule and coordinate student interventions and enrichment</p> <p>Create a list of students in need of tutoring and serve as the tutoring coordinator</p> <p>Build the capacity of teachers to work as members of high-performing collaborative teams who focus the efforts of their team on improved learning for students</p> <p>Facilitate grade-level planning for grades K-5</p> <p>Facilitate instruction based on current reading/study/thinking research throughout the total instructional program</p> <p>Demonstrate (model) learning strategies in classrooms</p> <p>Evaluate literacy needs within various subject areas and collaborate with teachers and administrators to interpret, and use assessment data to improve instruction, and problem-solve</p> <p>Lead faculty in the selection and use of a range of assessment tools as a means to make sound decisions about student literacy needs as related to the curriculum and instruction</p> <p>Provide lesson ideas and center ideas based on classroom needs</p> <p>Provide teacher feedback and analysis for computer program-related issues</p> <p>Lead team reviews concerning the academic progress of at-risk students who are not responding to interventions</p> <p>Conduct regular meetings with classroom teachers to examine student work and monitor progress in order to support teacher reflection and action</p> <p>Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction</p> <p>Provide in-service training and follow-up coaching to assist classroom teachers in the use of learning strategies in their classrooms</p> <p>Observe and provide feedback to teachers on instruction related to literacy and math development and content area knowledge</p> <p>Participate in district-level in-service meetings and assist in the coordination of district-level in-service offerings</p> <p>Assist the school's curriculum personnel in planning for and implementing the accountability goals associated with the School Improvement Plan</p> <p>Work with the school's Leadership Team and other constituent groups to determine the school's strengths and needs for improvement in the area of literacy and math</p> <p>Facilitate new teacher induction to include activities, monthly meetings, and individual support</p> <p>Participate in parent/teacher conferences</p> <p>Respond to parent inquiries</p> <p>Assist with administration and proctoring of national, state, and district testing</p> <p>Facilitate school-wide training and support on the MTSS process</p> <p>Coordinate monthly MTSS progress monitoring meetings</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Monitor the implementation of MTSS school-wide</p> <p>Monitor Tier II data submitted electronically by all teachers</p> <p>Create a schedule for the Tier III intervention team</p> <p>Monitor the Tier III Intervention team and ensure that they are implementing interventions with fidelity, according to the schedule created and progress monitoring/graphing data weekly</p> <p>Facilitate Tier III monthly meetings with teachers and parents regarding individual students</p> <p>Work closely with staffing specialists and school psychologist on students who are Tier III and being considered to open consent for evaluation for ESE</p> <p>Any other duties assigned by the principal</p>
Diaz, Jessie	Staffing Specialist	<p>Supervise students before and after school and between classes, according to supervision schedule</p> <p>Provide after school/evening supervision according to activity calendar</p> <p>Facilitate enrollment and transition of new ESE students</p> <p>Assure appropriate placement for ESE students</p> <p>Support the success of ESE students</p> <p>Monitor academic progress of ESE students and conference with students as needed</p> <p>Assure accuracy and compliance of student IEPs</p> <p>Participate in parent/teacher conferences</p> <p>Participate in Child Study</p> <p>Articulate with middle schools</p> <p>Assist with administration and proctoring of national, state, and district testing</p> <p>Work collaboratively with all teachers and district behavior staff to complete Functional Behavior Assessments (FBAs) which include; observation, data collection, and staff interviews.</p> <p>Utilize information/data collected during the FBA process to co-author Behavior Intervention Plans (BIPs) with teachers and district behavior staff for ESE students and Behavior Assessment Support Plans (BASPs) for general education students. Plans should include proactive, educative, and functional components.</p> <p>Obtain and maintain current certification in a crisis prevention protocol. (Ex. CPI)</p> <p>Participate in and monitor school compliance with FLDOE policies and procedures related to restraint/seclusion.</p> <p>Complete/Ensure completion of ESE paperwork</p> <p>Schedule/Hold parent meetings and ensure that meetings are held as needed</p> <p>Coordinate with Hospital Homebound</p> <p>Coordinate with outside service providers for ESE students</p> <p>Provide articulation with middle schools regarding ESE curriculum and student services</p> <p>Attend district trainings and complete/monitor paperwork and tasks as school-wide 504 designee</p> <p>Manage the following:</p> <p>ESE forms/IEPs/Health Care Plans Compliance with the district and state</p>

Name	Position Title	Job Duties and Responsibilities
Torres, Coral	ELL Compliance Specialist	<p>Annual Reviews, Reevaluations, Eligibility, DNQ, out-of-state transfers, gifted screenings, and other meetings</p> <p>Support the MTSS process and attend Tier 3 MTSS meetings</p> <p>Any other duties assigned by the principal</p>
		<p>Translate written information or letters sent home</p> <p>Translate orally for parents with concerns and referrals</p> <p>Assist Registrar with the placement of ESOL students</p> <p>Update information on SMS regarding LEP dates, test dates, entry & re-entry dates & schedules</p> <p>Receive test scores and set up meetings to discuss placement or re-evaluations</p> <p>Monitor LF students and set up meetings for students with unsatisfactory monitoring data</p> <p>Attend meetings with LEP/ESE students and translate</p> <p>Inform parents of the ESOL Program Models</p> <p>Disseminate information on ESOL classes and workshops.</p> <p>Coordinate and assist in testing: Access, IPT Oral, Reading, & Writing</p> <p>Ensure that students are IPT tested within 20 days of entry</p> <p>Input IPT scores on TRACE</p> <p>Distribute materials sent by the Multilingual Services Department</p> <p>Review the ELL Educational folder for accurate information</p> <p>Ensure that the school is in full compliance with State and Federal mandates for ELL</p> <p>Provide support to teachers on best practices for ELL students to ensure the success of ELL students</p> <p>Assist ELL students in the selection of appropriate middle school courses</p> <p>Monitor academic progress of ELL students and conference with students as needed</p> <p>Coordinate ELL screenings, testing, and meetings</p> <p>Order ELL resources</p> <p>Keep documentation of any ESOL students who are receiving interventions through the MTSS process</p> <p>Supervise School-wide Discipline Plan</p> <p>Keep an up-to-date list of staff trained in a crisis</p> <p>Obtain and maintain current certification in a crisis prevention protocol. (Ex. CPI)</p> <p>Discipline students per the OCPS Code of Conduct</p> <p>Review discipline data quarterly, share this data with the administrative team, and make recommendations for improvement</p> <p>Facilitate communication with parents regarding anything related to responsibilities.</p> <p>Complete searches as a part of a Search Team as needed</p> <p>Conduct bullying investigations</p> <p>Serve as the school's Title XI coordinator</p> <p>Perform other duties as assigned</p>

Name	Position Title	Job Duties and Responsibilities
	Curriculum Resource Teacher	<p>Supervise students before and after school, between classes, and during lunches according to supervision schedule</p> <p>Provide after school/evening supervision according to activity calendar</p> <p>Maintain weekly newsletter for faculty and staff including school activities, training opportunities, hospitality events, teaching and technology tips, and other relevant information and post them online</p> <p>Order textbooks, instructional magazines, and resources</p> <p>Maintain school-wide textbook inventory utilizing Destiny System</p> <p>Coordinate Awards Ceremonies</p> <p>Coordinate Student Recognition activities</p> <p>Provide after-school/evening supervision according to activity calendar</p> <p>Update data walls, monthly progress monitoring reviews, Canvas, and the Master Calendar</p> <p>Support principal with the school-wide review of FAST ELA, Math, Science, Writing, and data reports</p> <p>Review school-wide common assessment reports (On target, Needs Improvement, and Needs much improvement)</p> <p>Facilitate monthly Student Progress Reviews with AP, Reading Coaches, and MTSS coordinator</p> <p>Collect and present monthly data per classroom and grade level</p> <p>Post computer program usage and lessons passed data for teachers in both reading and math areas</p> <p>Coordinate relevant, organized school-based in-services based on an analysis of student needs, educational research, recommended practices, and teacher needs including recording and submitting in-service points</p> <p>Coordinate Open House with leadership team</p> <p>Support monthly progress monitoring team with Reading, Math, Writing, and Science data</p> <p>Supervise the administration of school-wide testing (FSA, FSAA, i-Ready, ACCESS 2.0)</p> <p>Provide small group r math intervention as assigned</p> <p>Monitor student math and science progress on a monthly basis</p> <p>Use assessment data to assist administrators with the placement of students in appropriate instructional or intervention programs</p> <p>Create systems of intervention to provide students with additional time and support for learning (pull out, push in)</p> <p>Create schedules and coordinate student interventions and enrichments</p> <p>Facilitate grade level Math and Science planning for grades K-5</p> <p>Demonstrate (model) Math and Science strategies in classrooms</p> <p>Evaluate math and science needs within various subject areas and collaborate with teachers and administrators to interpret, and use assessment data to improve instruction and problem-solving</p> <p>Lead faculty in the selection and use of a range of assessment tools as a means to make sound decisions about student math and science needs as related to the curriculum and instruction</p> <p>Provide lesson ideas and Math Center ideas based on classroom needs</p> <p>Participate in grade data meetings</p> <p>Participate in MTSS meetings if requested</p> <p>Conduct regular meetings with classroom teachers to examine student work</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and monitor progress in order to support teacher reflection and action</p> <p>Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction</p> <p>Provide in-service training and follow-up coaching to assist classroom teachers in the use of reading/learning strategies in their classrooms</p> <p>Work with teachers individually, in collaborative teams, and/or with departments, providing practical support on a full range of math and science strategies</p> <p>Observe and provide feedback to teachers on instruction related to math/science development and content area knowledge</p> <p>Attend district trainings and complete/monitor paperwork and tasks as school-wide 504 designee</p> <p>Any other duties assigned by principal</p>
Schmitt, Dana	Instructional Media	<p>Supervise students before and after school, between classes, and during lunches according to supervision schedule</p> <p>Provide after school/evening supervision according to the activity calendar</p> <p>Manage school-wide Sunshine State (SSYRA) and FRA Books</p> <p>Manage the implementation of Sunshine State and chapter books (strategies, instructional ideas, literacy centers, etc.)</p> <p>Collect and analyze any reading tracking results</p> <p>Provide student/teacher media orientation</p> <p>Put students and staff in touch with information power through print and technology</p> <p>Pull materials needed for units of study, prepare bibliographies, and collaborate with teachers on unit research</p> <p>Laminate materials and process poster print requests</p> <p>Provide student IDs</p> <p>Assist with awards and ceremonies</p> <p>Order materials upon request as budget allows</p> <p>Catalog all materials and equipment for circulation</p> <p>Maintain bulletin board art paper/construction paper/lettering technologies</p> <p>Maintain professional library</p> <p>Provide print, AV materials, and periodicals</p> <p>Assist with textbook process, cataloging, and distribution</p> <p>Provide Tier III interventions according to schedule given</p> <p>Keep Tier III progress monitoring data up to date weekly on Google Drive</p> <p>Distribute and monitor all 1:1 technology devices and work with technology resources as needed</p> <p>Any other duties assigned by the principal</p>
Solis, Bonnibel	School Counselor	<p>Supervise students before and after school, between classes, and during lunches according to supervision schedule</p> <p>Provide after school/evening supervision according to activity calendar</p> <p>Represent the school as the mental health designee</p> <p>Provide school staff with trainings related to resiliency and classroom management (procedures, mental health, trauma informed care, behavior interventions, etc.)</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Obtain and maintain current certification in a crisis prevention protocol. (Ex. CPI)</p> <p>Assist school staff in trauma support and crisis behavior situations</p> <p>Provide hands-on support in classrooms and throughout the campus</p> <p>Assist teachers with resources for elementary health courses</p> <p>Provide individual and small group counseling based on identified student needs</p> <p>Participate in OCPS and Florida Department of Education (FLDOE) required workshops and other trainings related to responsibilities</p> <p>Participate in parent/teacher conferences</p> <p>Coordinate Student Recognition program with CRT (quarterly behavior celebrations)</p> <p>Facilitate communication with parents regarding anything related to responsibilities.</p> <p>Implement knowledge of the MTSS process in both academic and behavioral structures when related to roles and participate in MTSS meetings</p> <p>Complete searches as a part of a Search Team as needed</p> <p>Be part of the School Threat Assessment team required for SB7026</p> <p>Complete all school data and reports in an accurate and timely manner as required by OCPS and SB7026</p> <p>Serves as lead contact person for SEDNET and other outside resources counseling</p> <p>Become the trained Child Safety Matters Instructor and conduct lessons</p> <p>Provide bullying awareness, substance abuse, and character education</p> <p>Conduct bullying investigations</p> <p>Serve as a Title XI coordinator</p> <p>Perform other duties as assigned</p>

Stakeholder Involvement and SIP Development

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

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

The school leadership team meets to analyze data and make preliminary drafts of SIP goals. These goals are shared with all staff during pre-planning when teachers return from summer. They are able to share at the meetings through discussion as well as give anonymous input through a digital link. The goals are then revised if needed. Goals are shared with families and the community through the school advisory committee, after the board has been elected, following the same process that is done with teachers and school staff.

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))

Data relating to SIP goals will be monitored on a regular basis, helping to gauge if goals are likely to be met. This will include all academic areas as well as subgroups such as the ESE subgroup that did not meet its target for ESSA. Based on the data, revisions can be made with input from the team and stakeholders (SAC committee and attendees) with a target timeframe for the mid-year reflection.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	No
RAISE School	No
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) Asian Students (ASN) 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: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	4	25	12	19	20	24	0	0	0	104	
One or more suspensions	0	6	1	2	3	5	0	0	0	17	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	4	21	21	0	0	0	46	
Level 1 on statewide Math assessment	0	0	0	3	14	32	0	0	0	49	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	13	15	21	0	0	0	0	54	

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	5	2	9	23	24	0	0	0	63

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	1	6	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) 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	6	19	25	16	18	18	0	0	0	102	
One or more suspensions	0	0	1	1	0	0	0	0	0	2	
Course failure in ELA	0	0	1	1	3	0	0	0	0	5	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	21	14	0	0	0	35	
Level 1 on statewide Math assessment	0	0	0	0	12	13	0	0	0	25	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	13	20	10	25	0	0	0	71	

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	0	12	9	0	0	0	22

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	8	4	0	0	0	0	0	12
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	6	19	25	16	18	18	0	0	0	102	
One or more suspensions	0	0	1	1	0	0	0	0	0	2	
Course failure in ELA	0	0	1	1	3	0	0	0	0	5	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	21	14	0	0	0	35	
Level 1 on statewide Math assessment	0	0	0	0	12	13	0	0	0	25	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	13	20	10	25	0	0	0	71	

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	0	12	9	0	0	0	22

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	8	4	0	0	0	0	0	12
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*	60	57	53	63	56	56	59		
ELA Learning Gains				74			52		
ELA Lowest 25th Percentile				54			41		
Math Achievement*	63	60	59	69	46	50	52		
Math Learning Gains				76			42		
Math Lowest 25th Percentile				48			31		
Science Achievement*	72	63	54	63	61	59	54		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	85	59	59	39			70		

* 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	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	341
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	61

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	486
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	32	Yes	4	
ELL	59			
AMI				
ASN	79			
BLK	58			
HSP	68			
MUL				
PAC				
WHT	74			
FRL	63			

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	30	Yes	3	1
ELL	49			
AMI				
ASN	87			
BLK	54			
HSP	62			

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%
MUL				
PAC				
WHT	74			
FRL	55			

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	60			63			72					85
SWD	20			26			0				5	82
ELL	46			53			65				5	85
AMI												
ASN	64			93							2	
BLK	45			55			57				5	88
HSP	61			62			70				5	84
MUL												
PAC												
WHT	73			63			81				4	
FRL	52			57			62				5	88

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	63	74	54	69	76	48	63					39
SWD	12	32	26	33	54	44	8					
ELL	45	62	50	53	62	39	44					39
AMI												
ASN	82			91								

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
BLK	51	60	55	53	70		56					36
HSP	63	78	60	70	78	43	59					43
MUL												
PAC												
WHT	68	79		75	71		75					
FRL	51	70	48	57	73	56	51					35

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	59	52	41	52	42	31	54					70
SWD	11	25		11	18		0					
ELL	48	46		45	39		41					70
AMI												
ASN	67			87								
BLK	50			45								
HSP	62	53	36	49	41	17	48					76
MUL												
PAC												
WHT	59			59								
FRL	49	46		34	32		44					62

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	60%	54%	6%	54%	6%
04	2023 - Spring	59%	60%	-1%	58%	1%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	56%	52%	4%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	67%	59%	8%	59%	8%
04	2023 - Spring	48%	62%	-14%	61%	-13%
05	2023 - Spring	64%	55%	9%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	66%	59%	7%	51%	15%

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 lowest performing areas in 2022-2023 included ELA Achievement at 64% proficiency and the ESSA subgroup of Students with Disabilities at 30%. This is an increase in ELA and the ESSA subgroup is stagnant, which is a trend across multiple years. There was a decline in math, as discussed below. Factors that could have contributed to the ESSA scores for ESE being below level include the gap between students' performance level and grade level standards, ongoing interventions to motivate students who are impacted with disabilities that limit participation in learning activities and then require increased intervention, and common planning with special education teachers who teach using the support facilitation method.

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

Math achievement declined by 4%, from 69% proficiency to 65%. When broken down by grade level, students in 3rd grade were performing at 76% proficiency, and in 5th grade were at 69%, with only 51% in 4th grade. This gap in 4th grade could be due to instructional resources, transitions with students, a lack of skills, or a combination of factors.

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.

With state averages for reading at 50% proficiency for 3rd grade, 57% for 4th, and 55% for 5th, we are above the state in all grade levels in reading. Bell-to-bell teaching and dedicated intervention is a factor. In math, state averages are 59% for 3rd grade, 61% for 4th grade, and 55% for 5th, our only gap is in 4th grade with a 12% gap when including all students who tested and 10% when looking at students in the school's denominator report. Common planning and resources with fidelity could be a factor in this area and could be an area for improvement with any gaps seen. For science, the state average is 51%, and our school average is 72% when looking at students in the school's denominator report. Factors that impact science include the focus in all grade levels.

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

Science achievement increased by 9%, from 63% proficiency to 72%. Teachers used district-created resources, ensured students participated in hands-on learning and experimentation, and science content was focused on in all grade levels so building block learning occurs year to year.

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

Students with less than 90% attendance increased from 102 to 104 students, still close to 25% of the students, impacting the instruction they receive from teachers.

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

The highest priorities for the 23-24 school year include the ESSA subgroup of students with disabilities, learning gains in both reading and math, maintaining/increasing proficiency rates in all areas, and addressing the EWS indicator of student referrals as well as attendance to impact instructional outcomes.

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 Teacher Retention and Recruitment**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.

Staff Panorama Survey data indicated a decline in feedback and coaching, decreasing from 85% to 52% in 2023. Southwood Elementary School will continue to create and sustain a positive culture and environment for all of its stakeholders by developing systems and structures that allow teachers to receive frequent, quality feedback that covers all aspects of their role, allowing them to reflect on and improve practices that impact student learning.

Measurable Outcome:

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

Panorama data from staff focusing on feedback and coaching will increase from 52% to 62%, as indicated in the spring 2024 survey results.

Monitoring:

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

Teachers will be provided feedback in multiple forms including "bright spots and fresh ideas" forms, classroom walk-through trend data, and i-Observation. Surveys will also be used to assess the effectiveness of feedback and determine next steps or adjustments that may be needed. These surveys will create a platform for stakeholders to have a voice in the overall development of increasing the frequency, quality, and usefulness of feedback.

Person responsible for monitoring outcome:

Allison Garske (allison.garske@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.)

Interventions to create and sustain a positive culture and environment for all of its stakeholders by developing systems and structures that allow teachers to receive frequent, quality feedback that covers all aspects of their role, allowing them to reflect on and improve practices that impact student learning will include the following:

Providing feedback in a timely manner with guiding questions and a focus that connects to professional development or individually identified needs of teachers; providing coaching support in models that are differentiated including consulting, collaborating, and coaching, and surveying teachers to modify feedback as needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

All stakeholders will develop a deeper sense of success through the implementation of increased actionable feedback structures and strategies that will allow teachers to use different coaching models, professional development, and reflection to impact teaching practices and ultimately support students' academic achievement.

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.

Conduct weekly walk-throughs for teachers, providing written feedback in the form of a "bright spot and fresh idea form", I-observation feedback, or feedback on grade level or school trends gathered through the classroom walkthrough tool in PLCs.

Person Responsible: Allison Garske (allison.garske@ocps.net)

By When: Ongoing from August to May

Create and implement teacher surveys to monitor feedback progress, making adjustments to provided feedback based on the survey results

Person Responsible: Tanekia Gage (tanekia.gage@ocps.net)

By When: Quarterly

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

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

Students with Disabilities have consistently scored below the Federal Percent of Points Index of 41%. The most recent data reflects that SWD scored at 30% for the 2023-2024 FAST assessment. This has placed Southwood in its third consecutive year of students scoring below the index and the second year of students scoring at 30% for ESSA, taking into consideration ELA and math.

Measurable Outcome:

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

The SWD subgroup will increase from 30% to 41%, meeting the ESSA Federal Index of 41%.

Monitoring:

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

Lesson plans, ESE service documentation, PLC notes, data meetings with progress monitoring charts, submission of formative, benchmark, and summative assessment data, and classroom walk trend data will all be used to help monitor the progress toward meeting the goal. Adjustments to instruction for the subgroup focus on this area of the SIP will be made in response to data.

Person responsible for monitoring outcome:

Allison Garske (allison.garske@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.)

Teachers will complete professional development training on SIPPS/Being a Reading/Multisensory Literacy/SuccessMaker/Number Worlds/other relevant intervention programs. They will conduct ongoing analysis of results from formative and summative assessments. They will request meetings for all students identified through data analysis with the MTSS team, make data-based changes to instructional grouping in small groups and intervention using the resources listed in which they were provided PD for the identified ESE students, and use a research-based MTSS framework including the problem-solving process to meet the needs of both identified and un-identified students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional and administrative staff will develop a deeper understanding of the MTSS framework, both academic and behavioral, and implement it with fidelity to ensure that all students are effectively progress-monitored and provided with timely interventions and support, supporting the ESE subgroup in closing learning gaps for both learning gains and grade level achievement.

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.

Data meetings will be held at the end of each instructional unit to review assessment and diagnostic data and adjust both standards-based instruction and instructional grouping, as well as on a regular schedule, approximately every six weeks, to review intervention and enrichment data to make any needed changes to instruction and instructional grouping.

Person Responsible: Deyanira Williams (deyanira.williams@ocps.net)

By When: Ongoing from August to May

Common planning and End-of-unit data meetings at the beginning and end of each unit (August-May), occurring with administrators and instructional coaches, will include planning research-based strategies for sub-groups.

Person Responsible: [no one identified]

By When: Ongoing from August to May

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction**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.

Student achievement in all academic areas will remain a key focus with students showing an increase in proficiency in ELA, math, and science. With student learning gains being reflected during the 2023-2024 school year, an increased focus will be placed on student growth in the areas of ELA and math.

Measurable Outcome:

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

Based on 2023 FAST data, student achievement will increase in the area of proficiency for both math and ELA. ELA proficiency will increase from 64% to 69% percent, and math proficiency will increase from 65% to 69%. Student learning gains will reflect 72% in ELA and 69% in math. Science proficiency will maintain at 72%.

Monitoring:

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

Lesson plans, PLC notes, data meetings with progress monitoring charts, submission of formative, benchmark, and summative assessment data, and classroom walk trend data will all be used to help monitor the progress toward meeting the goal. Adjustments to instruction will be made in response to data.

Person responsible for monitoring outcome:

Allison Garske (allison.garske@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.)

At Southwood Elementary we will continue to use professional learning communities to build a culture of collaboration between professionals to increase student success, along with research and evidence-based instructional strategies and curriculum materials.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaboration among the teaching staff is necessary to support students' learning toward measurable outcomes and to facilitate students' resiliency across all school environments. A focus on standards-aligned instruction based on data is critical. Collaboration with teams requires the use of effective collaborative behaviors (e.g., sharing ideas, active listening, questioning, planning, problem-solving, negotiating) to develop and adjust plans based on student data and to coordinate expectations, responsibilities, and resources to maximize student learning. District resources including the CRMs and Scope and Sequence, used in conjunction with research-based instructional strategies that are embedded into planning to be used with evidence-based curricular materials such as Heggerty Phonemic Awareness will support these strategies as students improve academically.

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.

Common planning at the beginning of each unit (August-May) with instructional coaches will include using the district instructional focus calendars/scope and sequence along with other OCPS-provided resources. This planning will also include the ESE teachers as well as paraprofessionals who provide instructional support or teach in self-contained units to address BPIE indicator 15. This will include ELA, Math, and for 5th grade; Science.

Person Responsible: Allison Garske (allison.garske@ocps.net)

By When: Ongoing throughout the school year from August until May, tracked on a school-wide calendar and adjusted based on instructional needs and data.

End-of-unit data meetings (August-May) will be held with the leadership team and teachers to address student achievement of grade-level B.E.S.T. standards following the instructional focus testing dates. These meetings will include data analysis of multiple sources of data, including data gathered for subgroups receiving intervention supports through acceleration and enrichment opportunities. Instruction of the B.E.S.T standards will be adjusted based on data at these meetings.

Person Responsible: Deyanira Williams (deyanira.williams@ocps.net)

By When: Ongoing throughout the school year from August until May.

Administrators and instructional leadership team members will conduct regular classroom walk-throughs (August-May), providing actionable feedback in the form of "bright spots and fresh ideas" to motivate teachers and monitor the implementation of B.E.S.T. standards-based instructional strategies and evidence of professional development and coaching practices.

Person Responsible: Allison Garske (allison.garske@ocps.net)

By When: Ongoing throughout the school year from August until May.

CSI, TSI and ATSI Resource Review

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

As an ATSI school, data will be shared with stakeholders at the School Improvement Meeting. Voting is required to allocate funds but to ensure students have needed resources based on identified learning gaps, tutoring resources including staff as well as instructional materials for intervention will be requested and voted on.

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: Teacher Retention and Recruitment				\$78,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	5100	Student Incentives	1341 - Southwood Elementary	General Fund		\$1,000.00
	6120	School Counselor	1341 - Southwood Elementary	General Fund		\$77,000.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$79,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	SLD Teacher	1341 - Southwood Elementary	General Fund		\$50,050.00
	5200	SLD Teacher	1341 - Southwood Elementary	Other		\$26,950.00
	5100	Tutoring Resources	1341 - Southwood Elementary	School Improvement Funds		\$2,500.00
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$162,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	Resource Teacher	1341 - Southwood Elementary	General Fund		\$77,000.00
	6400	Instructional Coach	1341 - Southwood Elementary	General Fund		\$56,980.00
	6400	Instructional Coach	1341 - Southwood Elementary	Other		\$10,010.00
			<i>Notes: SRI Funding</i>			
	6400	Instructional Coach	1341 - Southwood Elementary	Other		\$10,010.00
			<i>Notes: SAI Funding</i>			
	5100	Instructional Materials	1341 - Southwood Elementary	General Fund		\$8,000.00
			<i>Notes: Intervention workbooks, tutoring workbooks, Math workbooks and computer program access</i>			
					Total:	\$319,500.00

Budget Approval

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

No