

Orange County Public Schools

# Ocoee Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Ocoee Elementary

400 S LAKEWOOD AVE, Ocoee, FL 34761

<https://ocoees.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
Goshe, Kandace	Principal	Leads the school by providing a common vision based on the utilization of data-based decisions, as well as ensuring that instruction is standards-based.
Thomas, Wesley	Assistant Principal	Coordinates site-wide schedules for classroom visitation, program monitoring, and professional learning.
Brzakala, Lisa	School Counselor	Facilitates resiliency classes per grade level, offers parent/ family/student counseling, and coordinates outreach and support services.
Rafferty, Leslie	Instructional Coach	Coordinates testing and training, monitors computer-intervention programs for student advancement and support, documents Title 1 procedures, provides parent training modules, and participates on the MTSS team.
Menelas, Arnetta	Reading Coach	Facilitates collaborative team meetings to ensure lessons are standards-aligned, supports common planning, and leads the MTSS team.
Wolf, Sharon	Math Coach	Facilitates collaborative team meetings to ensure lessons are standards-aligned, supports common planning, and participates on the MTSS team.

#### 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 met to review student achievement data to identify the sub-categories that were underperforming in the 2022-2023 school year. Leadership team members contributed their thoughts and action steps that may address critical school needs. Using climate and culture data received from students, parents, and school staff, the leadership team determined areas of improvement related to the learning environment and student behavior.

### 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))

School leadership will conduct classroom walkthroughs to gather data on standards-aligned instruction, student behavior, and learning environment structures. FAST PM data will be monitored for student learning gains and proficiency among the targeted sub-groups. The instructional coaching team will facilitate and support common planning with collaborative teams to ensure standards-aligned instruction and high-yield strategies are planned for and implemented in every classroom. Staff will provide feedback following professional learning sessions to inform future support based on staff needs. The school will continue to host Title 1 events, Curriculum Nights, and SAC meetings to provide families with opportunities to contribute feedback. Climate and culture data will be assessed at the end of the year to identify additional needs. School leadership will meet bi-monthly to review SIP monitoring processes, revise the plan as needed, and implement adjustments.

### Demographic Data

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	81%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C  2019-20: C

	2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	16	26	40	26	23	13	0	0	0	144	
One or more suspensions	0	1	0	2	3	2	0	0	0	8	
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	6	42	25	0	0	0	73	
Level 1 on statewide Math assessment	0	0	0	5	29	21	0	0	0	55	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	23	31	26	42	0	0	0	0	122	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	16	17	44	18	0	0	0	101

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	5	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

### Prior Year (2022-23) As Initially Reported (pre-populated)

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



Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	13	34	27	26	10	36	0	0	0	146	
One or more suspensions	0	0	1	1	3	2	0	0	0	7	
Course failure in ELA	0	0	0	13	1	0	0	0	0	14	
Course failure in Math	0	0	0	4	3	0	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	20	19	46	0	0	0	85	
Level 1 on statewide Math assessment	0	0	0	12	14	52	0	0	0	78	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	14	12	46	0	0	0	72

**The number of students identified retained:**

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	13	34	27	26	10	36	0	0	0	146	
One or more suspensions	0	0	1	1	3	2	0	0	0	7	
Course failure in ELA	0	0	0	13	1	0	0	0	0	14	
Course failure in Math	0	0	0	4	3	0	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	20	19	46	0	0	0	85	
Level 1 on statewide Math assessment	0	0	0	12	14	52	0	0	0	78	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	14	12	46	0	0	0	72

**The number of students identified retained:**

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

**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*	42	57	53	43	56	56	43		
ELA Learning Gains				59			52		
ELA Lowest 25th Percentile				52			46		
Math Achievement*	39	60	59	44	46	50	38		
Math Learning Gains				48			38		
Math Lowest 25th Percentile				37			36		
Science Achievement*	39	63	54	38	61	59	40		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	65	59	59	59			49		

\* 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)	TSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	228
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	380
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	17	Yes	4	4
ELL	37	Yes	1	
AMI				
ASN				
BLK	48			
HSP	42			
MUL				
PAC				
WHT	50			

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	43			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	20	Yes	3	3
ELL	42			
AMI				
ASN				
BLK	52			
HSP	46			
MUL				
PAC				
WHT	55			
FRL	48			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	42			39			39					65
SWD	9			13			0				5	46
ELL	30			33			27				5	65
AMI												
ASN												
BLK	55			31			53				4	
HSP	38			37			31				5	64
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	46			49			53				4	
FRL	42			36			32				5	61

## 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	43	59	52	44	48	37	38					59
SWD	14	17	23	17	9	13	21					43
ELL	31	55	58	41	45	31	19					59
AMI												
ASN												
BLK	52	64		41	57		48					
HSP	38	59	63	42	47	38	25					58
MUL												
PAC												
WHT	51	61		53	42		70					
FRL	39	55	59	43	46	36	36					66

## 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	43	52	46	38	38	36	40					49
SWD	19	30		19	20							31
ELL	26	41	47	29	34	35	21					49
AMI												
ASN												
BLK	55	68		41	36		42					
HSP	33	41	50	34	36	40	30					49
MUL												
PAC												
WHT	55	71		46	47		65					
FRL	38	52	44	32	41	31	35					47

**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	40%	54%	-14%	54%	-14%
04	2023 - Spring	46%	60%	-14%	58%	-12%
03	2023 - Spring	42%	52%	-10%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	59%	-14%	59%	-14%
04	2023 - Spring	52%	62%	-10%	61%	-9%
05	2023 - Spring	32%	55%	-23%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	59%	-22%	51%	-14%

### 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.**

Our lowest performing component was science with 39% proficiency, which was only a 1% increase from the prior year. The trend we noticed was the science proficiency score has remained at or below 40% for three consecutive years. Another trend we noticed was that reading proficiency has also remained stagnant at just above 40% for the past three years. With so much of the science standards relying on students being able to read and analyze science content and vocabulary, our below-grade level readers tend to demonstrate deficiency in science as a result. Another contributing factor is teacher mobility and placement in 5th grade.

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

The data component that showed the greatest decline from the prior year is our ESSA sub-group: Students with Disabilities. Students with disabilities have been underperforming for three consecutive years and are our only underperforming sub-group. This sub-group declined 4% from the prior year. Factors that may have contributed to this decline include teachers lacking effective strategies, new teachers in the self-contained classrooms, and not having collaborative structures in place for ESE common planning.

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

The data component that had the greatest gap when compared to the state average was math proficiency. The state average was 58% proficient in grades 3rd-5th. Our math proficiency was 44% in grades 3rd-5th. This is a 14% gap. Our math proficiency increased by 6% from 2020-2021 but remained stagnant in the last two years at 44%. A contributing factor to the overall proficiency score was the lower math proficiency in fifth grade of 31% compared to 3rd grade at 46% and 4th grade at 55%. This past year, our 5th-grade math teachers were comprised of two beginning teachers, including one with a temporary certificate, as well as a teacher who was on leave for a quarter. Other contributing factors may be the new B.E.S.T. math standards and only having a math coach for the first semester of the school year. Teachers may not have taught to the full intent and rigor of the new standards.

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

The data component that showed the most improvement was the sub-group: Economically Disadvantaged. This sub-group increased by 8%, going from 40% to 48% which removed it from the targeted group list. Some of the new actions that impacted this improvement included expanded tutoring for ELL students and 2nd-grade students, incorporating the Acceleration Model for tutoring, implementing Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) in interventions for 1st and 2nd grades, and targeted professional learning of effective strategies for writing and vocabulary for all instructors.

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

After reflecting on the EWS data from Part I, we have identified two areas of potential concern. The first area is ELA 4th grade Level 1 and 4th grade substantial reading deficiency which are 42 students in each area. This will impact FAST Reading, Math, and Writing proficiency scores. Our second area of concern is 2nd-grade students with more than 10% of school days absent from the first grade. This will impact students' overall reading and math skills due to missed instruction in the foundational skills that is needed in 2nd grade.

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

Our highest priorities for the school year this year will be students with disabilities, science proficiency, and math proficiency.

**Area of Focus**

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

**#1. Instructional Practice specifically relating to Science****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 science proficiency data showed an increase of 1% during the 2022-2023 school year, but overall proficiency is 39% which is 12% lower than the State average. Therefore, focusing on improving instructional practices specifically relating to science will lead to an increase in science proficiency. Rationale: The science proficiency level scores have remained stagnant for three consecutive years and remained significantly lower than the State average.

**Measurable Outcome:**

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

On the 2022-2023, the Science FAST assessment proficiency level was 39%. The anticipated outcome is to increase the achievement level in science to 44%, which is an increase of 5% for the 2023-2024 school year.

**Monitoring:**

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

This area of focus will be monitored through the district's progress monitoring assessments (PMA), science common assessments, and classroom walk-throughs. PMA data will be discussed during data meetings following the assessment. Actionable feedback will be provided to teachers based on observations from classroom walk-throughs. Data chats with teachers and students will be held periodically to review student progress and to address deficiencies.

**Person responsible for monitoring outcome:**

Kandace Goshe (kandace.goshe@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.)

Inquiry-based instructional strategies will be used to implement rigorous standards-based instruction. Teachers will use question analysis techniques and academic vocabulary to support students in processing science content. Study Island Science will be used for standards-based practice daily in grades 3rd-5th.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Inquiry-based strategies are an approach to learning that emphasizes the student's role in the learning process. Rather than the teacher telling students what they need to know, students are given an opportunity to analyze and synthesize information by actively applying the information to create logical explanations and answer questions using science vocabulary. Analyzing science questions will support students to pull out the core science concepts without being distracted by the reading component. Academic vocabulary will ensure students are able to read and comprehend science questions regardless of their reading level. Study Island improves mastery and retention by offering practice items built from the State standards with flexible modes to improve proficiency.

**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.

Targeted areas of standards-based instruction will be determined during data meetings following common assessments and PMAs.

**Person Responsible:** Wesley Thomas (wesley.thomas@ocps.net)

**By When:** At the conclusion of each common assessment or PMA.

Teachers will be required to attend training on the use of Study Island Science.

**Person Responsible:** Wesley Thomas (wesley.thomas@ocps.net)

**By When:** Study Island professional learning will be completed by September 14, 2023.

Teachers will be required to attend district and school-wide professional learning throughout the school year on inquiry-based instruction.

**Person Responsible:** Wesley Thomas (wesley.thomas@ocps.net)

**By When:** This will be ongoing throughout 2023-2024.

STEM Science will be offered for selected students in grade 5 during enrichment daily by the Math/ Science Coach.

**Person Responsible:** Sharon Wolf (sharon.wolf@ocps.net)

**By When:** This will be ongoing throughout 2023-2024.

**#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.

The lowest performing ESSA sub-group is Students with Disabilities (SWD). This subgroup's Federal Index was 20% in 2022-2023, which was a decrease of 4% from the previous 2021-2022 school year. Rationale: In the last three years, this subgroup has been significantly below the Federal Index of 41%.

**Measurable Outcome:**

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

The Students with Disabilities Federal Index was 20%. The specific measurable outcome for the 2023-2024 school year is to increase from 20% to 30%.

**Monitoring:**

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

Monitoring will take place during data meetings and include analysis of common assessments, PMAs, Exact Path, Success Maker, and FAST assessments.

**Person responsible for monitoring outcome:**

Kandace Goshe (kandace.goshe@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.)

SIPPS and Reading Mastery will be used to intervene. Additionally, we will build a system to analyze that data, services, accommodations, instructional practices, and make data-driven adjustments that improve student outcomes directly related to our SWDs.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

We selected this strategy because our SWDs continue to struggle with proficiency and learning gains across all content areas. After teachers of SWDs implement instruction with accommodations, they will monitor students progress and make data-driven adjustments.

**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.

Student data monitoring after common assessments and progress monitoring with coaches and admin.

**Person Responsible:** Wesley Thomas (wesley.thomas@ocps.net)

**By When:** Ongoing throughout 2023-2024.

Student support adjusted to reflect data collected for IEP goals and standards-aligned assessments.

**Person Responsible:** Wesley Thomas (wesley.thomas@ocps.net)

**By When:** Ongoing throughout 2023-2024.

Professional learning will be provided to teachers of SWDs to support instruction with accommodations to increase student proficiency and learning gains.

**Person Responsible:** Wesley Thomas (wesley.thomas@ocps.net)

**By When:** Quarterly through 2023-2024.

Common planning structures will include coaching and resources to ensure the implementation of scaffolding, appropriate strategies, and accommodations.

**Person Responsible:** Wesley Thomas (wesley.thomas@ocps.net)

**By When:** Weekly throughout 2023-2024.

**#3. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

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

The area of focus for a positive culture and environment will be teacher Feedback and Coaching. Rationale: We selected this area of focus because on the Panorama survey of Spring 2023, 44% of teachers responded favorably to the amount of feedback they received, which was a 13% decrease from the prior year.

**Measurable Outcome:**

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

Our goal is to increase Feedback and Coaching to 50% responding favorably on the Spring 2024 Panorama Survey.

**Monitoring:**

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

Our coaches and administrators will conduct classroom walkthroughs and provide targeted feedback on the use of instructional strategies and standards-aligned instruction. We will monitor by analyzing the data from our school-based walkthrough tool.

**Person responsible for monitoring outcome:**

Kandace Goshe (kandace.goshe@ocps.net)

**Evidence-based Intervention:**

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

We will use Marzano's "Coaching Classroom Instruction" with the Resource Team to improve coaching and feedback strategies. The feedback will be analyzed to identify teachers who need to participate in the coaching cycle. Identified teachers will engage in content planning conferences, observation with data collected, and a targeted feedback conversation.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Coaching teachers through this model will improve teacher practice and increase student achievement. This will improve our school's positive culture and environment.

**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 walk-throughs to provide teachers with informal and formal feedback.

**Person Responsible:** Kandace Goshe (kandace.goshe@ocps.net)

**By When:** Ongoing throughout 2023-2024.

Analyze feedback and identify teachers for coaching cycles.

**Person Responsible:** Kandace Goshe (kandace.goshe@ocps.net)

**By When:** Ongoing throughout 2023-2024.

### **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 leadership team uses data collected from FAST assessments, SIPP, classroom walkthroughs, common assessments, and academic computer programs Exact Path and Success Maker to determine the needs of all students. After needs are determined, resources such as instructional personnel and support staff will be utilized to provide small group instruction, interventions, or enrichment to meet the student's needs based on data. Data from the subgroup of Students with Disabilities will be analyzed to make instructional decisions and plan for professional learning. Common assessment data from science will be reviewed to ensure students are demonstrating mastery of the standards. If not, specific interventions will be provided to students who are demonstrating the need based on data. Funding will be used to hire substitutes in order to provide teachers of SWD students off-campus PD regarding instruction and classroom management. Professional learning will be provided to teachers if we are not showing on-level science data on the common assessments.

### **Reading Achievement Initiative for Scholastic Excellence (RAISE)**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

#### **Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Based on the 2023 FAST PM3, 56% of our 1st graders scored below level 3. After analyzing the data, students in K-2 struggle with phonemic awareness and phonics. These students need support in foundational skills that support reading for understanding. If we focus on developing their awareness of the segments of sounds in speech and how they link to letters, as well as teaching students to decode words, analyze word parts, and write and recognize words, it will strengthen their ability to read for understanding.

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

Based on the 2023 FAST PM3, 58% of our 3rd graders, 51% of our 4th graders, and 61% of our 5th graders are performing below Level 3. Currently, our BOY Exact Path data indicates that a majority of our students are below level in language and vocabulary with 3rd grade at 60% below level, 4th grade at 67% below level, and 5th grade at 57% below level.

Our focus will be to build students' ability to decode words, analyze word parts, and write and recognize words, as well as teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

### 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

Based on the 2023 FAST/STAR PM3, 44% of our 1st graders were proficient, scoring above the 40th percentile. This year our goal is to increase that to 50%, which will be a 6% increase.

### Grades 3-5 Measurable Outcomes

Based on the 2023 FAST PM3 Data, 46% of our 3rd-grade students had an on-level proficiency score. This year our goal is to increase that by 6% which will be a proficiency score of 52% of our students to score at Level 3 or above on the 2024 FAST assessment.

Based on the 2023 FAST PM3 Data, 49% of our 4th-grade students had an on-level proficiency score. This year our goal is to increase that by 6% which will be a proficiency score of 55% of our students to score at Level 3 or above on the 2024 FAST assessment.

Based on the 2023 FAST PM3 Data, 39% of our 5th-grade students had an on-level proficiency score. This year our goal is to increase that by 12% which will be a proficiency score of 51% of our students to score at Level 3 or above on the 2024 FAST assessment.

### Monitoring

#### Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

During this school year, school administrators and coaches will conduct weekly reading walkthroughs. We will also conduct monthly data meetings to review district-created standard-based unit assessments, review FAST progress monitoring assessments, as well as monitor intervention data with our Cadre leadership. Monthly data meetings will include the MTSS Problem-Solving Teams and Cadre leadership to review FAST progress monitoring assessments, K-1 DIBELS progress monitoring data, SIPPS progress monitoring data, and district-created standard-based unit assessments.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Thomas, Wesley, wesley.thomas@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?

Heggerty will be used in Kindergarten for students to engage in phonemic awareness and phonic skills. Heggerty develops awareness of the segments of sounds in speech and how they link to letters. This program addresses ELA B.E.S.T. Foundational Standards.

1st -5th grades will be using the SIPPS program which is a research-based intervention program focusing on phonological awareness, phonics, and sight words. SIPPS builds students’ decoding skills so they can read complex multisyllabic words. SIPPS has mastery checks for understanding that are given after a specific number of lessons. These will be used to determine progress or lack thereof which will guide our next steps. This program addresses ELA B.E.S.T. Foundational Standards.

Grades K-5 use the district-provided and mandated program, Exact Path. This research-based program is used to improve students' understanding of the B.E.S.T. ELA Standards.

Additionally, Being a Reader Small Group Curriculum (research-based program) will be used in K-3rd grade to improve proficiency in the ELA 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?

Heggerty is used to develop an awareness of the segments of sounds in speech and how they link to letters. SIPPS teaches students to decode words, analyze word parts, and write and recognize words. Exact Path and Being a Reader Small Group Curriculum address the following:

- Develop awareness of the segments of sounds in speech and how they link to letters.
- Teach students to decode words, analyze word parts, and write and recognize words.
- Build students’ decoding skills so they can read complex multisyllabic words.
- Provide purposeful fluency-building activities to help students read effortlessly.
- Routinely use a set of comprehension-building practices to help students make sense of the text.



**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
Conducting monthly Literacy leadership team meetings, where data are analyzed and action steps implemented and monitored.	Rafferty, Leslie, leslie.rafferty@ocps.net
Literacy Coaching - The literacy coach will attend district coach meetings. The coach will use data to identify personnel and areas of need. The coach will also implement coaching cycles, modeling, and PLC planning support. The literacy coach is also the leader of our MTSS program.	Menelas, Arnetta, arnetta.menelas@ocps.net
Use and Analyze Assessments of: -FAST -Heggerty Assessments -District created Standards-Based Unit Assessments (SBUAs) -District created Foundational Unit Assessments (Grades 2) -DIBELS (K-1) -Being a Reader Formative Data (K-3) -SIPPS Formative Data (K-5) Use of data to determine interventions and support needs of students	Menelas, Arnetta, arnetta.menelas@ocps.net
Professional Learning - School-based PD will provide specific support for teachers based on progress monitoring data. District PD options available include the Instructional Literacy Institute, literacy coach meetings, K-5 ELA Impact Series, Being a Reader PD, and SIPPS PD.	Rafferty, Leslie, leslie.rafferty@ocps.net

**Title I Requirements****Schoolwide Program Plan (SWP) Requirements**

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

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

List the school's webpage\* where the SIP is made publicly available.



The school's SIP will be disseminated on the school's website: <https://ocoees.ocps.net>. The school's principal will also disseminate the SIP during a SAC meeting of the 2023-2024 school year. In addition, the school's principal will notify parents using Connect Orange or Talking Points to let parents know the SIP is available and the date of the SAC meeting to review the SIP.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school's Family Engagement Plan will be posted on the school website: <https://ocoees.ocps.net>. The school will host monthly SAC meetings, on the second Tuesday of each month to build relationships with all stakeholders and provide a platform for information and feedback. The school will also conduct quarterly parent-teacher conferences to review students' academic progress. Furthermore, the school will host multiple curriculum family events, performances, award ceremonies, and PTA meetings to continue to build positive relationships with parents, and families.

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

The school plans to strengthen our academic program by increasing the quality of instruction by providing professional learning and common planning with each grade level. Our area of focus is science and Students with Disabilities (SWDs). Through targeted professional learning, teachers will learn effective teaching strategies to use with our SWDs. Data will be reviewed from common assessments to ensure the strategies are effective and implemented correctly. To improve science instruction, teachers will participate in monthly common planning to plan for standards-aligned instruction and inquiry-based learning. This will help teachers prepare for lessons with the necessary materials and to clarify misconceptions students may have.

We will extend our learning time but ensuring teachers are following the schedule and teaching during all designated instructional time. Also, we will offer after-school tutoring for English Language Learners, second through fifth-grade students in reading, math, and science.

**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))**

N/A

**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))**

Our school guidance counselor will provide monthly class lessons focusing on resiliency words and characteristics. She also provides small group sessions with students who have demonstrated a need for

additional support. Students who continue to show a need for additional mental health services will be referred to an agency that supports OPCS. Selected students may be paired up with a mentor if they need frequent daily check-ins. Additionally, the school will provide multiple after or before-school clubs that will include academic subjects and non-academic subjects. This will foster students' skills outside of the academic subject areas.

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

The school will participate in an annual Teach-In day, where members from the community will come to the classrooms and "teach" for a day about their careers. Students will learn about multiple jobs and what path they need to take if they are interested in that career. We will include speakers who have earned a college degree, certificate or learned skills to show students there are multiple paths to be successful in the workplace environment. To support the idea of colleges, we will have monthly spirit days and ask students and staff to wear a shirt to represent their favorite college.

**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).**

Our school has implemented a 3-Tier intervention system for academics and behavior. Academically, students are identified at the beginning of the year if they have demonstrated deficiencies in the past year by scoring a level one or level two on the Florida Assessment of Student Thinking Progress Monitoring Three (PM3). Also, students will be screened by our intervention teachers with SIPPS to place students in intervention groups based on their reading deficiency. In the schedule, all grade levels have a reading intervention time and a math intervention time. This time is to be used to provide Tier 2 and 3 interventions to the students who have been identified as needing more assistance in reading or math.

Our school has implemented a school-wide behavior plan for all students. Teachers will implement the plan in their classroom and provide individual Tier 2 interventions as needed. If the Tier 2 interventions are not working for the student, the behavior team will observe the behavior and implementation of the intervention. Based on the observation, a different intervention may be used or the students may need Tier 3 interventions. The Behavior Specialist will meet with the teacher to develop a plan of action to implement intervention and collect the necessary data.

If students already have a behavior plan in place, the Behavior Specialist will ensure the teacher has the current copy of the plan and knows how to implement the strategies. If needed, the Behavior Specialist will observe the student and teacher interaction to provide support in implementing the behavior plan successfully.

**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))**

Teachers will participate in weekly common planning for reading/writing and math/science. During these common planning meetings, the academic coaches will assist teachers with analyzing data, reviewing the standards, and preparing the standards-aligned lessons. After analyzing data, instructional decisions will be made to address the student deficiencies. Professional learning will also be provided for teachers and paraprofessionals after school on Wednesday, one day a month on selected topics that will address our focus areas. New teachers will be assigned a mentor to assist with the transition to teaching. They

will meet to discuss standards, classroom management, data, or any interest/need of the new teacher. New teachers will be allowed to observe classroom teachers for ideas to implement in the classroom. The mentor will schedule a time to observe the mentee and provide feedback about observations. The ESE department (teachers and paraprofessionals) will be participating in Professional Development related to ESE Strategies once a month.

**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 promotes kindergarten registration as soon as the registration for kindergarten is open. This past summer, we had two summer Jumpstart to Kindergarten classes that provided transitional support to new incoming kindergarten students. This class was available to students who had completed VPK or to new students without any preschool experience. Before the school year begins, we host a Meet the Teacher event where parents are able to bring their child to school to meet the teachers, visit the classroom, review the kindergarten curriculum, and learn the expectations.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

### Budget Approval

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

No