William Frangus Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

William Frangus Elementary

380 KILLINGTON WAY, Orlando, FL 32835

https://franguses.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 to 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
Britton, DeCheryl	Principal	Mrs. Britton is the building-level administrator who oversees the daily school operations and curricula implementation school-wide. In addition, she ensures the fiscal and nonfiscal resources are appropriately utilized to foster a wellrounded learning environment for students and staff, and routine updates to community and staff regarding district-wide initiatives and requirements are communicated to all stakeholders.
Webster, Arlene	Instructional Coach	Mrs. Webster is the 3rd-5th grade ELA Coach and 4th and 5th grade Writing Coach. She plans, models, and provides support to teachers and students to help with increasing teachers' instructional pedagogy and students' proficiency levels. In addition, Mrs. Webster is the beginning teacher lead coordinator and the State and District school based testing administrator.
Smith, Waletta	School Counselor	Mrs. Smith is the School Counselor who ensures that the social-emotional well-being of all students as well as the adults is taken into account when addressing academic and behavioral needs.
Falcon, Kristina	Instructional Coach	Mrs. Falcon is the Kindergarten- 2nd-grade Instructional Coach for ELA and Math. She plans, models, and provides support to teachers and students to help with increasing teachers' instructional pedagogy and students' proficiency levels.
Laureano, Lisa	Staffing Specialist	Ms. Laureano is the Staffing Specialist. She identifies, monitors, and staffs students based on their needs as depicted through the MTSS process and then transitioning to the individual exceptional student plan.
Latorre, Liza	ELL Compliance Specialist	Ms. Latorre is ELL Compliance Teacher. She identifies, monitors, and staffs students based upon their language deficiency needs. She oversees the parent leadership council and monitors and maintains FTE & ELL compliance. She is also the MTSS coordinator who oversees the intervention process for students who need additional academic support or a diversified educational plan.
Agosto, Raiza	Dean	Ms. Agosto is the Administrative Dean who oversees school wide discipline as well as having an academic focus on 3rd & 4th grade ELA. She plans, models, and provides support to teachers and students to help with increasing teachers' instructional pedagogy and students' proficiency levels. In addition, she is the MTSS Behavior Coordinator overseeing the intervention process for students who need additional supports to foster a safe and productive learning environment.

Name	Position Title	Job Duties and Responsibilities
Josephs Richardson, Alicia	Assistant Principal	Dr. Richardson is the Assistant Principal who oversees the daily operations of William Frangus Elementary and assists with the implementation of classroom instruction. This entails but is not limited to school-wide discipline, monitoring of Parent Family Engagement Plan, professional development, monthly egress drills, facilities, and supporting curriculum and instruction in kindergarten through second-grade classrooms as well as 5th-grade science classrooms.

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.

At the end of the school year in May, a School Advisory Council Retreat is held to discuss the draft of the SIP for the upcoming school year. The leadership team, teachers and school staff, parents, and community/business leaders in attendance share their input on the draft SIP. The finalization of the draft SIP is presented at the first School Advisory Council Meeting in August/September, including state and district data.

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))

Regular monitoring of the SIP will be done in conjunction with the Parent Engagement Family plan. Frangus is a Title I school and this is a requirement. In addition, professional learning communities will be implemented to monitor the student data of the school's subgroups- SWD & ELL- to ensure academic progress is being made toward closing the achievement gap. Based on the data, the continuous improvement model will be implemented- Plan, Do, Check, Act.

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%

Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	5	27	21	19	16	12	0	0	0	100
One or more suspensions	0	3	1	5	7	6	0	0	0	22
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	30	21	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	4	21	22	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	29	20	28	30	0	0	0	0	107

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	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	13	7	14	33	19	0	0	0	86

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	1	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	6	30	17	20	17	27	0	0	0	117
One or more suspensions	0	0	1	4	2	9	0	0	0	16
Course failure in ELA	0	0	0	3	0	0	0	0	0	3
Course failure in Math	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	2	19	18	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	1	19	22	0	0	0	42
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	2	19	21	0	0	0	42

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	2	0	0	0	0	0	2
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	6	30	17	20	17	27	0	0	0	117
One or more suspensions	0	0	1	4	2	9	0	0	0	16
Course failure in ELA	0	0	0	3	0	0	0	0	0	3
Course failure in Math	0	0	0	1	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	2	19	18	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	1	19	22	0	0	0	42
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	2	19	21	0	0	0	42

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	2	0	0	0	0	0	2
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*	44	57	53	43	56	56	43		
ELA Learning Gains				60			43		
ELA Lowest 25th Percentile				46			47		
Math Achievement*	46	60	59	45	46	50	33		
Math Learning Gains				59			32		
Math Lowest 25th Percentile				43			40		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	50	63	54	35	61	59	37		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	51	59	59	39			60		

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	230
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	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	370
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	18	Yes	4	2
ELL	37	Yes	2	
AMI				
ASN				
BLK	47			
HSP	36	Yes	1	
MUL				
PAC				
WHT	58			
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	3	1
ELL	38	Yes	1	
AMI				
ASN				
BLK	46			
HSP	41			
MUL				
PAC				
WHT	57			
FRL	46			

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	44			46			50					51
SWD	11			25			18				4	
ELL	26			38			60				5	51
AMI												
ASN												
BLK	47			44			48				5	52
HSP	28			44							4	53
MUL												
PAC												
WHT	58			58							2	
FRL	40			43			49				5	51

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	60	46	45	59	43	35					39
SWD	15	19		14	33		9					
ELL	25	50		37	48		26					39
AMI												
ASN												
BLK	46	62	56	44	62	50	35					15
HSP	36	56		34	41		29					47
MUL												
PAC												
WHT	50			63								
FRL	35	59	50	39	63	57	30					33

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	43	47	33	32	40	37					60
SWD	12			20								
ELL	29	36		17	27							60

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
AMI												
ASN												
BLK	44	44		30	30		34					58
HSP	38	30		32	30							58
MUL												
PAC												
WHT	43			57								
FRL	34	44	40	24	29	40	25					58

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	58%	54%	4%	54%	4%
04	2023 - Spring	42%	60%	-18%	58%	-16%
03	2023 - Spring	37%	52%	-15%	50%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	59%	-17%	59%	-17%
04	2023 - Spring	45%	62%	-17%	61%	-16%
05	2023 - Spring	52%	55%	-3%	55%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	59%	-11%	51%	-3%

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.

Based on the School Report Card data for 2019- 2022, and the FAST 2023 assessment, Students with Disabilities' overall academic performance in ELA and Math is 18% which is below the 41% range as determined by ESSA. Frangus also has 4 self-contained units which contributed to the Students with Disability subgroup on state testing.

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

Early Warning Indicator-Absent 10% or more days decreased by 17 days. In 2022, it was 117 days and in 2023 it is 100 days. The attendance team was very intentional in monitoring and supporting parents to decrease the attendance discrepancy that existed based on the various attendance reports- 5 days, 10 days, etc.

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.

On the FAST 2023 ELA Progress Monitoring 3, 3rd-grade level ones are 44% as compared to the state average for level ones of 28%. The lack of certified instructors to teach the students coupled with inconsistent support from coaches and administration contributed to the gap represented.

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

5th grade Science on the state assessment showed the most improvement from 35% proficiency on the 2022 assessment to 46% proficiency on the 2023 assessment. The new actions taken involved providing more hands-on experimental learning for the students in addition to using the Study Island computer-based program for intervention support based on the data from school and district science assessments.

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

Two areas of concern are the increase of 3rd-5th grade level ones on the 2023 state assessment in the areas of ELA and Math as compared to the 2022 state assessment data.
FSA (2022) Level ones -ELA - 39%; Math- 42%
FAST (2023) Level ones- ELA - 55%; Math- 47%

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

ESSA Subgroups- Students with Disabilities & ELL
3rd-grade Proficiency ELA
Early Warning Indicator- Absent 10% or more days

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

#1. 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 achievement gap for the Students With Disabilities Subgroup was below 41% as indicated on the ESSA FAST 2023. performance. In order to improve achievement with our Students with Disabilities subgroup, Frangus will closely monitor common assessment data, and computer-based intervention data, provide more professional development opportunities for staff in the content areas as well as strategies for working with students who have a disability.

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

The expectation is that the Students with Disabilities subgroup performance will increase from 18% to 25% or higher on the end-of-the-year FAST.

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

Professional Learning Community will analyze students with disabilities ELA and Math common assessment data and identify actionable next steps through the continuous improvement model process. In addition, the support facilitator and the staffing specialist will provide classroom support to students and teachers.

Person responsible for monitoring outcome:

DeCheryl Britton (decheryl.britton@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.)

In addition to ESE supports and differentiated small group instruction within the literacy and math blocks, Frangus will utilize digital computer-based intervention resources that will hone in on closing individual students' learning gaps- Exact Path (reading) and Successmaker (math).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on a diagnostic assessment, an instructional learning path is created for each individual student that focuses on closing the learning gaps that exist. If the computer-based program is used with fidelity, and the intervention of the teacher to support the student learning, growth will be evident towards decreasing the learning gaps for each individual student.

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.

The general education teacher, support facilitator, and staffing specialist will collaborate and determine best practices for explicit instruction based on the standard during common planning, professional learning communities, IEP meetings, and ESE teacher data chats.

Person Responsible: Lisa Laureano (lisa.laureano@ocps.net)

By When: Ongoing throughout the 2023-2024 school year.

The leadership team will monitor the use of explicit instructional strategies through classroom observations, common assessment data, Exact Path, and Successmaker weekly data outcomes.

Person Responsible: DeCheryl Britton (decheryl.britton@ocps.net)

By When: Ongoing throughout the 2023-2024 school year.

ESE professional development on learning strategies through district and school-based professional development opportunities for classroom teachers, support facilitator and staffing specialist.

Person Responsible: DeCheryl Britton (decheryl.britton@ocps.net)

By When: Ongoing throughout the 2023-2024 school year.

#2. ESSA Subgroup specifically relating to English Language Learners

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

Based on the 2023 ESSA Index subgroup data, English Language Learners scored 38% and need at least 41% on the index to show yearly growth. In order to improve achievement with our English Language Learners subgroup, Frangus will closely monitor common assessment data, and computer-based intervention data, provide more professional development opportunities for staff in the content areas as well as strategies for working with students who have limited English language proficiency.

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

Based on the 2024 ESSA Index subgroup data, English Language Learners will meet or exceed the 41% threshold depicting yearly growth.

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

Professional Learning Community will analyze ESOL students' ELA and Math common assessment data and identify actionable next steps through the continuous improvement model process. In addition, the ESOL compliance teacher and the bilingual paraprofessionals will provide classroom support to students and teachers.

Person responsible for monitoring outcome:

Liza Latorre (liza.latoree@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.)

In addition to ELL support and differentiated small group instruction within the literacy and math blocks, Frangus will utilize digital computer-based intervention resources- Exact Path, Successmaker, and Imagine Learning- to support the learning gaps as well as address the language deficiency each student has.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on a diagnostic assessment, an instructional learning path is created for each individual student that focuses on closing the learning gaps that exist. If the computer-based program is used with fidelity, and the intervention of the teacher to support the student learning, growth will be evident towards decreasing the learning gaps for each individual student.

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.

Professional Developments on ESOL strategies that yield high-end learning results.

Person Responsible: Liza Latorre (liza.latoree@ocps.net)

By When: Ongoing throughout the 2023-2024 school year.

The ELL compliance teacher will monitor the 3rd-5th common assessment data, computer-based learning programs, and share with teachers strategies to support ELL learners in the classroom. In addition, bilingual paraprofessionals will be strategically assigned to work with ELL learners inside the classroom.

Person Responsible: Liza Latorre (liza.latoree@ocps.net)

By When: Ongoing throughout the 2023-2024 school year.

#3. Positive Culture and Environment specifically relating to Early Warning System

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

Based on the Early Warning Indicator, the Absent 10% or more days decreased by 17 days. In 2022, it was 117 days and in 2023 it is 100 days. The attendance team was very intentional in monitoring and supporting parents to decrease the attendance discrepancy that existed based on the various attendance reports- 5 days, 10 days, etc.

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

Based on the Early Warning Indicator for 2024 Absent 10% or more days will decrease by 20 days as compared to the 2023 data. Decrease from 100 days to 80 days by 2024.

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

The attendance team will monitor very closely the 5-day and 10-day attendance reports to quickly intervene to assist parents with the resources and support necessary to ensure the student's absenteeism is reduced or stopped so that the student's academic growth is not impacted.

Person responsible for monitoring outcome:

Waletta Smith (waletta.smith@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.)

Evidence-Based Intervention: Multitiered System Approach to Absenteeism
Tier I: Identification of students who have 3-5 absences
Tier 2: Early Intervention Strategies
Tier 3: Chronic Absenteeism

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These interventions provide on-the-spot resources and accountability to support parents who are in need and/ or shed light on the importance of students being at school daily in order to increase their cognitive and social levels in order to be productive citizens in society.

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.

Tier 1: The teacher and registrar will identify students who have 3 to 5 absences. Consistency of sending home 5-day, and 10-day letters by the school registrar and monitoring by the social worker.

Person Responsible: DeCheryl Britton (decheryl.britton@ocps.net)

By When: Ongoing throughout the 2023-2024 school year.

Tier 2: School Counselor/Social Worker referral for parent resources, parenting programs, attendance incentives, etc

Person Responsible: Waletta Smith (waletta.smith@ocps.net)

By When: Ongoing throughout the 2023-2024 school year.

Tier 3: Attendance Child Study Team- Team meeting involving parents to discuss attendance concerns, create an action plan, monitor, etc.

Person Responsible: Waletta Smith (waletta.smith@ocps.net)

By When: Ongoing throughout the 2023-2024 school year.

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

Based on the budgeted amount that is provided by Orange County Public Schools in March of the current school year for the upcoming school year, school improvement funds are used to assist with additional curriculum, staff, and technology based on the needs of the school which include all learners, Students with Disabilities, English language learners and general education students. Title I funds also help to fund these additional areas.

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

68% of kindergarten students, 51% of first-grade students, and 58% of second-grade students scored below the 40th percentile on the FAST ELA PM 3 2023.

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

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

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

61% of 3rd graders scored below a level 3 on ELA FAST PM 3 2023.

Instruction for 3-grade to enhance student skills and strengthen skills in the following areas:
- Build students' decoding skills so they can read complex multisyllabic words.
-Provide purposeful fluency-building activities to help students read effortlessly.
-Routinely use a set of comprehension-building practices to help students make sense of the text.
-Build students' world and word knowledge so they can make sense of the text
-Consistently provide students with opportunities to ask and answer questions to better understand the text they read.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

68% of kindergarten students, 51% of first-grade students, and 58% of second-grade students scored below the 40th percentile on the FAST ELA PM 3 2023. This year, our goal for the FAST ELA PM 3 2024 is that 51% of kindergarten students, 50% of first-grade students, and 50% of second-grade students will score above the 40th percentile.

Grades 3-5 Measurable Outcomes

Based on the 2023 FAST PM3 Data, 39% 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 45% of our students at Level 3 or above on the 2024 FAST assessment.

Based on the 2023 FAST PM3 Data, 47% of our 4th-grade students had an on-level proficiency score. This year our goal is to increase that by 3% which will be a proficiency score of 50% of our students 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.

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

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

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

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Britton, DeCheryl, decheryl.britton@ocps.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

   ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

   ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

   ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based practices/programs we will be implementing to achieve measurable outcomes are those recommended and backed by Orange County Public Schools. We will be using Exact Path, SIPPS, and Being a Reader resource. These evidence-based programs do align with the district's K-12 Comprehensive Evidence-based Reading Plan and they align with the B.E.S.T. ELA Standards.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

   ◦ Do the evidence-based practices/programs address the identified need?

   ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

These programs have been selected because they build students' world and word knowledge so they can make sense of the text and consistently provide students with opportunities to ask and answer questions to better understand the text they read. These programs also teach students to monitor their comprehension as they read. Exact Path may be used to help students develop awareness of the segments of sounds in speech and how they link to letters. Students will be taught to decode words, analyze word parts, and write and recognize words. By building decoding skills to enable students to read multisyllabic words, students will become more fluent readers through the use of fluency-building activities. Students will also be taught to use a set of comprehension-building practices to help students

make sense of the text being read. In addition, SIPPS is used to teach students to decode words, analyze word parts, and write and recognize words. Building decoding skills helps students read complex multisyllabic words. Being a Reader Small Group Curriculum helps students develop an awareness of the segments of sounds in speech and how they link to letters. This teaches students to decode words, analyze word parts, and write and recognize words. By building decoding skills through this program, students will be able to read complex multisyllabic words which will improve fluency and comprehension. Students will be provided with fluency-building activities to help them read better as they use comprehension-building practices to help them make sense of the text.

Action Steps to Implement

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

- ◦ Literacy Leadership
- ◦ Literacy Coaching
- ◦ Assessment
- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Professional Learning Frangus will develop professional learning plans based on the needs of the schools. These plans include specific support for teachers based on progress monitoring data. In addition, district PD options including the Instructional Literacy Institute, literacy coach meetings, K-5 ELA Impact Series, Being a Reader PD, SIPPS PD, and Making Sense of Multisensory Instruction PD will be promoted.	Britton, DeCheryl, decheryl.britton@ocps.net
Monitoring and analyzing assessment data which will include: -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	Josephs Richardson, Alicia, alicia.josephsrichardson@ocps.net
The literacy coach will attend district coach meetings. The coach will use data to identify personnel and areas of need. The literacy coach will also implementation of coaching cycles, modeling, and PLC planning support. The literacy coach is an active member of the MTSS problem-solving team.	Britton, DeCheryl, decheryl.britton@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.

SIP will be disseminated and discussed at School Advisory Council Meetings, Parent Teacher Association Meetings, a copy on file in the front office, and available on the school website- frangus_es@ocps.net.

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 Family Engagement Plan is developed with input from the stakeholders. It will be provided at the Parent Teacher Association Meetings, on file in the front office, and available on the school website- frangus_es@ocps.net. In addition, the school will host family curriculum nights, report card nights, and in collaboration with the PTA fun family nights to build positive relationships with all stakeholders.

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 will follow a master schedule with fidelity that identifies the appropriate times when core academics are taught along with intervention time frames to provide specific academic enrichment or intervention to our students.

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))

Orange County Public Schools works with the Florida Department of Education to ensure that schools' academic bell schedules meet the state requirements for educating students within a school day.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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

The school counselor promotes the monthly character word of the month 3 times a week on the morning show as well as conducts Child Safety Matters lessons in every classroom on campus. In addition, the

counselor coordinates and monitors the student/adult mentoring program and implements the student activities designed to address students' social and emotional well-being.

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))

During the month of November, Teach-In takes place and presenters provide students with the opportunity to learn about various careers from college-based to career-technical. In addition, towards the end of the school year, 5th graders have the opportunity to learn about the middle school they will be attending through on-campus presentations from the feeder middle school counselors and administration.

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).

Frangus implements a multitiered intervention support system for academic and behavioral concerns. The 3 leveled-tiered system provides support to meet the needs of the individual child. If the end result data indicates that a disability may be a factor, the school staffing specialist is involved and the appropriate steps are taken to continue the evaluation process.

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))

Staff participates in weekly common planning, on-campus and off-campus professional developments, and self-paced courses to increase their pedagogies and in order to help students increase their academic achievement.

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))

Kindergarten round-up/registration, Kindergarten summer orientation, and Meet the Teacher are strategies that Frangus uses to assist preschoolers who are transitioning to the elementary school setting.

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: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

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

Yes