

Orange County Public Schools

# Shingle Creek Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Table of Contents

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>15</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>20</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>20</b>
<b>VI. Title I Requirements</b>	<b>23</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

## Shingle Creek Elementary

5620 HARCOURT AVE, Orlando, FL 32839

<https://shinglecreekes.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
Jaster, Bernadette	Principal	Sets performance goals, hires and evaluates staff, visits classrooms, prepares and monitors budgets, assesses teaching methods, monitors student achievement, encourages and facilitates parental involvement, revises policies and procedures, oversees facilities, sets and enforces guidelines for student behavior, and initiates and implement programs that meet the needs of the school. Establish and communicate unified school vision, with all stakeholders, including students' needs as the priority. Maintain a safe working environment. Manifest a professional code of ethics and values, respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light, modes the routine, support services to school staff in the areas of student assessment, curriculum and school improvement processes with the focus on all students learning and achieving, establish effective student progress monitoring processes, develops processes for complying with critical district, state and federal requirements and monitor those processes for compliance, facilitates the professional development provided for school improvement efforts.
Sims, Nicole	Assistant Principal	Responds to internal and external customers in a timely, accurate and professional manner, models the intentional and effective use of technology, provides assistance, technical expertise and support services to school staff in the areas of student assessment, curriculum and school improvement, develops processes for complying with critical district, state and federal requirements and monitor those processes for compliance, directs, supervises, and evaluates teachers, facilitates the professional development provided for school improvement efforts, follow district policies and procedures as related to fixed assets, responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise, performs other duties and responsibilities as assigned by the principal.
Greer, Allison	Instructional Coach	Support new teachers by coordinating mentors and ensuring they complete the tasks and courses for certification. Coach all teachers on instructional strategies and planning. Provide professional development for all teachers and staff to support student achievement. Also assist with Reading planning and PLCs.
Verdone, Nicole	Reading Coach	Provide on-going professional development, coaching support, and resources to teachers through the coaching cycle as it pertains to ELA instruction.
Coleman, Carla	Math Coach	Support teachers with math planning, data analysis, and best teaching strategies. Lead Math PLC's and ensure teachers are using data to plan their lessons based on student needs/abilities. Observe teachers and provide actionable feedback. Ensure teachers are meeting the BEST standards in math.

Name	Position Title	Job Duties and Responsibilities
Gulledge, Meghan	Curriculum Resource Teacher	Instructional activities focused on the acquisition of new and improved skills and knowledge, diagnoses and analyzes student progress and programs, utilizes a variety of instructional techniques to support teachers in the individual needs of students, facilitates PLCs, utilizes technology and current research in coaching instruction, supports classroom management techniques conducive to an effective classroom climate. In addition, she is over all school testing.

### 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.

Collaborate with staff, parents and community on projects or initiatives that support the school goals. All are invited to share their thoughts and initiatives that address the school's needs, challenges, or opportunities.

### SIP Monitoring

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

The SIP will be monitored when the FAST assessments are administered throughout the school year, The data will be disaggregated to determine future needs of students.

### 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>	97%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No



<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (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) 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	13	33	22	29	20	16	0	0	0	133	
One or more suspensions	0	7	11	10	7	16	0	0	0	51	
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	5	51	54	0	0	0	110	
Level 1 on statewide Math assessment	0	0	0	5	48	54	0	0	0	107	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	40	47	45	51	0	0	0	0	183	

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	15	18	22	54	50	0	0	0	159

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	0	0	0	0	

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	15	37	32	37	27	35	0	0	0	183	
One or more suspensions	0	0	0	1	1	0	0	0	0	2	
Course failure in ELA	0	0	0	11	0	3	0	0	0	14	
Course failure in Math	0	0	0	1	6	0	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	3	47	49	0	0	0	99	
Level 1 on statewide Math assessment	0	0	0	3	46	40	0	0	0	89	
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	3	40	38	0	0	0	81

**The number of students identified retained:**

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	15	37	32	37	27	35	0	0	0	183	
One or more suspensions	0	0	0	1	1	0	0	0	0	2	
Course failure in ELA	0	0	0	11	0	3	0	0	0	14	
Course failure in Math	0	0	0	1	6	0	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	3	47	49	0	0	0	99	
Level 1 on statewide Math assessment	0	0	0	3	46	40	0	0	0	89	
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	3	40	38	0	0	0	81

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review****ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	30	57	53	38	56	56	32		
ELA Learning Gains				56			37		
ELA Lowest 25th Percentile				47			33		
Math Achievement*	35	60	59	46	46	50	36		
Math Learning Gains				67			28		
Math Lowest 25th Percentile				67			59		
Science Achievement*	36	63	54	47	61	59	34		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	56	59	59	48			51		

*\* 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)**

<b>2021-22 ESSA Federal Index</b>	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	184
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

<b>2021-22 ESSA Federal Index</b>	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

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

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<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	19	Yes	2	1
ELL	32	Yes	1	
AMI				
ASN				
BLK	35	Yes	1	
HSP	36	Yes	1	
MUL				
PAC				

**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%
WHT				
FRL	37	Yes	1	

**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	37	Yes	1	
ELL	50			
AMI				
ASN				
BLK	53			
HSP	50			
MUL				
PAC				
WHT				
FRL	52			

**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	30			35			36					56
SWD	7			17			19				5	45
ELL	23			31			36				5	56
AMI												
ASN												
BLK	30			32			34				5	53
HSP	29			36			33				5	57

## 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
MUL												
PAC												
WHT												
FRL	31			35			38				5	53

## 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	38	56	47	46	67	67	47					48
SWD	13	46	38	23	64	67	8					35
ELL	39	58	41	46	59	63	48					48
AMI												
ASN												
BLK	34	57	52	43	69	70	47					54
HSP	42	55	40	47	61	65	46					44
MUL												
PAC												
WHT												
FRL	39	57	45	45	68	66	47					49

## 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	32	37	33	36	28	59	34					51
SWD	12	20		29	20		18					39
ELL	26	35	35	31	28	57	31					51
AMI												
ASN												
BLK	37	40	50	38	23	55	36					41
HSP	28	37	17	33	35	63	35					55
MUL												
PAC												
WHT												

## 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
FRL	32	40	33	36	24	60	35					48

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	54%	-18%	54%	-18%
04	2023 - Spring	29%	60%	-31%	58%	-29%
03	2023 - Spring	21%	52%	-31%	50%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	59%	-27%	59%	-27%
04	2023 - Spring	35%	62%	-27%	61%	-26%
05	2023 - Spring	39%	55%	-16%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	59%	-26%	51%	-18%

**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.**

In all grade levels, the majority of students fell into the FSA Level 1 Category in all content areas; as well as minimal learning gains in both ELA and Math. It is evident the majority of students at Shingle Creek are below grade level in both Reading, Math and Science.

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

In grade 3, 4 and 5, the greatest need was in ELA. Contributing to this decline was a lack of consistent standards' based instruction and high staff turnover.

**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.**

When compared to the state average, ELA has the greatest gap.

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

All component areas declined.

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

Attendance and student suspension are areas of concern.

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

In all grade levels, the majority of students fell into the FSA Level 1 Category in all content areas; as well as minimal learning gains in both ELA and Math. It is evident the majority of students are below grade level in both Reading, Math and Science.

### **Area of Focus**

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



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

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

The school culture and environment will be monitored through the lens of discipline data with a School-wide Plan for Expectations. Students will be taught to put school-wide expectations and Zones of Regulation guidelines into action. We will keep parents informed of student responsibility via Talking Points

newsletters, and phone/all calls. The importance of teaching and re-teaching the expectations will remain ongoing throughout the school year, with character education, Safety Matters Lessons, classroom and campus individualized lessons, small group social skills training, quarterly review of the Code of Student Conduct, and social emotional reminders and tips on morning announcements.

**Measurable Outcome:**

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

Classroom referrals and suspensions will be reduced by 10%.

**Monitoring:**

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

Behavior points will be tracked daily by classroom teachers. Students meeting expectations will be treated to an engaging activity. Those who do not will be provided counseling and direction to help them meet school and teacher expectations. Classroom referrals and suspensions will also be monitored.

**Person responsible for monitoring outcome:**

Nicole Sims (nicole.sims@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.)

Safety Matters and CHAMPS will be two programs used to support students' decision making.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Student misbehavior keeps them from being in class and being instructed by the teacher. By teaching expectations and monitoring behavior the goal is to have fewer students out of the classroom missing instruction.

**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.

Social and emotional development will continue to be a focus for this school year. We have embedded into the professional development of teachers to build and establish a school-wide culture with embedded social and emotional learning at our school for adults

and students which will include SEL training focused on the CASEL core SEL competencies and linking them to a safe learning environment for both staff and students that allows for a focus on academic achievement.

Based on the Early Warning indicators, one of the biggest impactors to student achievement continues to be student attendance so this will continue to be a focus.

**Person Responsible:** Nicole Sims (nicole.sims@ocps.net)

**By When:** May, 2024

Safety Matters lessons will be conducted by someone from guidance and discipline team.

**Person Responsible:** Bernadette Jaster (bernadette.jaster@ocps.net)

**By When:** October 2022-March 2023

Shared language behind behavior expectations will be shared with staff and students via regular PD and visuals posted around the school.

**Person Responsible:** Bernadette Jaster (bernadette.jaster@ocps.net)

**By When:** August, 2023

**#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.

Student achievement data indicates an achievement gap in the ESE subgroup in reading, math, and science. ELL and ESE subgroups will improve in reading, math, and science when teachers provide effective small group, differentiated instruction to meet learner needs based on data

**Measurable Outcome:**

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

For grades 3-5, ELA proficiency will increase from 32% to 40%, math Proficiency will increase from 38% 46% and science proficiency will increase from 47% to 52%. Students with disabilities and ELL students will reach at least 41% proficiency in ELA.

**Monitoring:**

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

The administration, school leadership team, and teachers will participate in ongoing data analysis in order to ensure students receive remediation and/or enrichment based on individual performance

**Person responsible for monitoring outcome:**

Bernadette Jaster (bernadette.jaster@ocps.net)

**Evidence-based Intervention:**

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

The school leadership team will support, expand opportunities for, and monitor teacher implementation of small group, differentiated instruction in core instruction, intervention, and an extra hour of school focused on ELA instruction.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

With additional instructional staff to support small group learning, students will be provided the opportunity to engage in targeted small group instruction based on individual needs. Students will engage in research-based interventions such as SIPPS and utilize the online platforms of Exact Path and Symphony Math which will provide students with instruction based on their greatest areas of need, and engage in accelerated tutoring, which is a research-based strategy to help our fragile students gain confidence, and accelerate more rapidly.

**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.

Teachers will be provided with professional development in the areas of ELA, math, and science to ensure a full understanding of the standards, effective instructional strategies, student engagement, active monitoring, and adjustments based on monitoring.

**Person Responsible:** Bernadette Jaster (bernadette.jaster@ocps.net)

**By When:** May 2024

PLCs will be conducted twice a week with emphasis on delivering standard based instruction with supports embedded for students with disabilities and those whose main home language is not English.

**Person Responsible:** Bernadette Jaster (bernadette.jaster@ocps.net)

**By When:** August, 2023

Whole child data meetings will be conducted monthly which will analyze the achievement of the subgroups and what the next steps will be for core, intervention, and extra hour support. The supports will be fluid and based upon any changes in the students' data.

**Person Responsible:** Bernadette Jaster (bernadette.jaster@ocps.net)

**By When:** August, 2023-March, 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).

As part of the comprehensive needs assessment, collaborative discussions will enable the school to consider available resources that inform evidence-based planning. The process should included a review of the use of the school's resources. The school collaborates with the district and stakeholders in using data to review resources and determine the needs of the school during SAC meetings, Title 1 meetings, and additional parent engagement events conducted throughout the year. Additionally, staff and faculty members input will be welcomed during staff and planning meetings.

Funds will be used for professional development opportunities, purchasing CORE, intervention, and tutoring materials, as well as events to encourage student achievement.

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

**Area of Focus Description and Rationale**

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

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

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

The school will use the FAST (STAR) assessment and the iExact Path and DIBLES to track student progress. The measurable outcome plans to achieve is all grade levels at 45% or higher proficiency in ELA.

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

The school will use the FAST (STAR) assessment and the iExact Path and DIBLES to track student progress. The measurable outcome plans to achieve is all grade levels at 45% or higher proficiency in ELA.

**Measurable Outcomes**

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2 Measurable Outcomes**

The school will use the FAST (STAR) assessment and the iExact Path and DIBLES to track student progress. The measurable outcome plans to achieve is all grade levels at 45% or higher proficiency in ELA.

**Grades 3-5 Measurable Outcomes**

The school will use the FAST (STAR) assessment and the iExact Path and DIBLES to track student progress. The measurable outcome plans to achieve is all grade levels at 45% or higher proficiency in ELA.

**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.

The school will monitor with ongoing data chats with teachers during PLC, teachers will have data chats with students monthly, and quarterly teachers will present their data to administration. In addition, the leadership team will discuss data and intervention needs/changes weekly (or as data is given).

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Jaster, Bernadette, bernadette.jaster@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 school will use Exact Path (diagnostic assessments, online practice), SIPPS, and WriteScore to monitor student progress.

**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?

The Exact Path diagnostic provides detailed information of growth and areas of need, the Exact Path supplemental materials scaffold the benchmarks, and the online practice starts at the students ability level. SIPPS

addresses phonics. Write Score provides practice and assessments in writing.

**Action Steps to Implement**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Provide professional development and ongoing training for SIPPS, a research-based instructional program to help students learn to decode and build word attack skills.	Malatesta, Kimberly, kimberly.malatesta@ocps.net
Have MTSS child study team use diagnostic data to place students in researched based supplemental reading intervention programs (SIPPS). Our intervention team will provide daily SIPPS lessons four days a week, with mastery checks monitored for progress. Ongoing SIPPS PD will be provided to support implementation of SIPPS, as well as actionable feedback during lessons. Student adjustments to groupings will be made based on data.	Malatesta, Kimberly, kimberly.malatesta@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 SIP review will be advertised to stakeholders through the school newsletter, social media and marquee. The SIP will be made available in print or digitally upon request. Translation will be made available upon request.

**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))

<https://shinglecreekes.ocps.net/>

The school staff includes a Parenting Liaison which assists parents with navigating the school system

and get support as needed. Parenting support is provided by the district at monthly seminars that target topics that assist parents in helping their children be successful in school.

**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))**

We will continue to develop family and community partnerships through numerous activities and initiatives.

The school hosts Parent and Family Workshops and Events, such as Career Readiness and Access to Resources. The Parent Engagement Liaison (PEL) and members of the Resource Team will be responsible

for coordinating community-school events such as Math/Science Night, Literacy Night, the African American

History Program, and Hispanic Awareness Week. The role of the PEL is to further increase family involvement by working to remove barriers that prohibit families from engaging in school event. In addition

to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for

parents unable to reach the school for events and providing translation for families who are not yet able to

communicate in English.

**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))**

NA