Sunridge Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Sunridge Middle

14955 SUNRIDGE BLVD, Winter Garden, FL 34787

https://sunridgems.ocps.net/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
McHale, Amy	Principal	Principal monitors math programs (including high school credit math classes), overall math achievement and "bubble" math students. Supports teachers by supporting Professional Learning Communities (PLCs) and oversees implementation of interventions/support with students, conducts observations and provides growth feedback to educators. Leads planning and implementation of school initiatives as well as facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc.
Stanberry, Janise	Assistant Principal	Assistant Principal of Operations- Discipline, PBIS, Facility and Energy Management Oversees Reading, Social Studies and CTE Assists in planning and implementation of school initiatives as well as facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc.
Anderson, Clinton	Assistant Principal	Monitors ELA programs, overall ELA achievement and "bubble" ELA students and Science; Supports teachers by supporting Professional Learning Communities (PLCs) and oversees implementation of interventions/ support with students, conducts observations and provides growth feedback to educators. Assists in planning and implementation of school initiatives as well as facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc.
Breaud, Melissa	Behavior Specialist	Monitors our ESE population of students, including ASD Units; Monitors overall achievement, attendance and supports and monitors behavior of SWD; Supports teachers by supporting Professional Learning Communities (PLCs) and provides and implements of interventions/support with students, conducts observations and provides growth feedback to educators. Assists in planning and implementation of school initiatives as well as facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc.
Foltz, Amber	Curriculum Resource Teacher	Literacy Lead, New Teacher Mentor, Professional Development, Facilitates PLC, Leads MTSS process, provides coaching cycles and support to faculty
Carr, Katherine	Staffing Specialist	ESE staffing specialist Scheduling IEP and EP reviews and placement
Richards, Donald	Dean	Monitors overall achievement, attendance and supports and monitors behavior of students through

Name	Position Title	Job Duties and Responsibilities
		interventions/support with students, observations, feedback etc.; supports coordination of community outreach with school stakeholders; Supports teachers by supporting Professional Learning Communities (PLCs) and provides and implements of interventions/support with students, conducts observations and provides growth feedback to educators. Assists in planning and implementation of school initiatives as well as facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc. PASS Coordinator, Discipline support and classroom management resource teacher
Randall-Britten, Roneisha	Dean	Monitors overall achievement, attendance and supports and monitors behavior of students through interventions/support with students, observations, feedback etc.; supports coordination of community outreach with school stakeholders; Supports teachers by supporting Professional Learning Communities (PLCs) and provides and implements of interventions/support with students, conducts observations and provides growth feedback to educators. Assists in planning and implementation of school initiatives as well as facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc.
Mansier, Ann	Instructional Media	Media Specialist and Digital Instructional Coaching. Maintains digital inventory promotes literacy initiatives across campus. Promotes literacy initiatives and PBIS program
Kushner, Kristen	Other	Student and Family Engagement Coordinator, Lead contact for mentoring at school
Cobb, Char'Nise	School Counselor	Monitors overall achievement, attendance and supports and monitors behavior of students through interventions/support with students, observations, feedback etc.; Supports teachers by supporting Professional Learning Communities (PLCs) and provides and implements of interventions/support with students, conducts observations and provides growth feedback to educators. Assists in planning and implementation of school initiatives as well as facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc.
Kingsley, Samantha	Other	Oversee and coordinator schoolwide testing Oversee 504 Process

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.

SunRidge Middle values the input from all stakeholders in the School Improvement development process. Thus, we have utilized several resources to gather input in this process. Our stakeholders have provided input through the School Advisory Committee and the Panorama Survey. Based on the outcome of the surveys and anecdotal notes, the results were used to devise the School Improvement Plan, emphasizing areas of concern based on the input provided by stakeholders.

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 for effective implementation through regular review of student performance data from FAST Testing, Common Assessments, and Grade Reports. An analysis will be conducted quarterly to determine performance needs. Subgroups will be analyzed to determine the greatest achievement gap(s) needs in order to drive instruction. Administrators as well as Resource Personnel will meet regularly to discuss student achievement and targeted students in order to determine curriculum and support adjustments that will need to be addressed to increase student achievement.

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	49%
2022-23 Economically Disadvantaged (FRL) Rate	32%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

School Grades History *2022-23 school grades will serve as an informational baseline.	Economically Disadvantaged Students (FRL)
	2021-22: A
	2019-20: A
	2018-19: A
	2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	50	60	73	183
One or more suspensions	0	0	0	0	0	0	14	44	57	115
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	3	2	5
Course failure in Math	0	0	0	0	0	0	0	7	9	16
Level 1 on statewide ELA assessment	0	0	0	0	0	0	48	69	65	182
Level 1 on statewide Math assessment	0	0	0	0	0	0	28	26	23	77
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	

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	0	0	0	0	0	42	57	61	160

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	0	0	0	0	2	0	2
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	0	0	0	0	0	0	54	59	76	189
One or more suspensions	0	0	0	0	0	0	5	11	7	23
Course failure in ELA	0	0	0	0	0	0	14	2	0	16
Course failure in Math	0	0	0	0	0	0	3	1	1	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	37	51	51	139
Level 1 on statewide Math assessment	0	0	0	0	0	0	44	50	32	126
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	0	0	0	0	0	0	

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	0	0	0	0	0	0	54	59	76	189
One or more suspensions	0	0	0	0	0	0	5	11	7	23
Course failure in ELA	0	0	0	0	0	0	14	2	0	16
Course failure in Math	0	0	0	0	0	0	3	1	1	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	37	51	51	139
Level 1 on statewide Math assessment	0	0	0	0	0	0	44	50	32	126
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	0	0	0	0	0	0	

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*	66	48	49	69	49	50	70		
ELA Learning Gains				59			59		
ELA Lowest 25th Percentile				45			45		
Math Achievement*	74	57	56	75	36	36	69		
Math Learning Gains				68			46		
Math Lowest 25th Percentile				61			46		
Science Achievement*	74	53	49	62	55	53	60		
Social Studies Achievement*	76	64	68	88	61	58	78		
Middle School Acceleration	83	77	73	90	52	49	81		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	47	43	40	76	79	76	59		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	693
Total Components for the Federal Index	10
Percent Tested	98
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	39	Yes	1	
ELL	63			
AMI				
ASN	80			
BLK	62			
HSP	68			
MUL	80			
PAC				
WHT	80			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	57			

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	41			
ELL	60			
AMI				
ASN	76			
BLK	59			
HSP	65			
MUL	74			
PAC				
WHT	72			
FRL	57			

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	66			74			74	76	83			47
SWD	29			46			22	46	54		5	
ELL	57			64			64	64	82		6	47
AMI												
ASN	69			83			79	76	91		5	
BLK	49			56			70	56	81		5	
HSP	64			71			60	73	76		6	61
MUL	77			71			82	79	93		5	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	72			80			81	82	84		5	
FRL	51			57			55	60	79		6	42

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	69	59	45	75	68	61	62	88	90			76
SWD	28	41	33	38	49	50	30	53	50			
ELL	50	53	48	60	62	53	38	78	80			76
AMI												
ASN	82	54	50	85	77	69	83	94	94			
BLK	48	53	47	56	67	64	34	76	82			
HSP	62	54	43	68	66	60	51	83	91			70
MUL	82	53		74	65			75	92			
PAC												
WHT	76	63	45	81	69	62	70	94	90			
FRL	53	51	43	58	57	52	45	74	82			

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	70	59	45	69	46	46	60	78	81			59
SWD	22	33	27	24	38	36	22	49	53			
ELL	50	70	66	53	52	43	34	60	75			59
AMI												
ASN	86	71		85	45	40	80	89	88			
BLK	50	45	34	43	33	37	31	60	68			
HSP	65	63	56	60	45	45	52	70	75			67
MUL	83	58		80	58		92	80	77			
PAC												
WHT	76	59	41	78	50	55	67	85	85			
FRL	54	51	36	49	40	40	46	62	70			53

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.
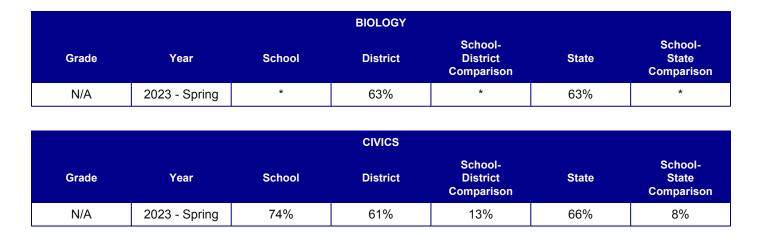
ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	62%	45%	17%	47%	15%
08	2023 - Spring	63%	46%	17%	47%	16%
06	2023 - Spring	64%	44%	20%	47%	17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	73%	53%	20%	54%	19%
07	2023 - Spring	43%	38%	5%	48%	-5%
08	2023 - Spring	71%	58%	13%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	74%	50%	24%	44%	30%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	47%	44%	50%	41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	45%	49%	48%	46%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	61%	13%	66%	8%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When compared to district and state data points we are performing higher than our district and state counterparts. Based upon the data our area of lowest performance was in ELA. From 2020-2023 there has been an overall decline of 6%. ELA proficiency declined across the board from the prior year. More specifically, we need to focus on increasing the reading proficiency of the subgroup of students with disabilities.

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

7th grade math has declined, in part due to curriculum progression changes where higher achieving 7th grade students were placed in pre-algebra and took the 8th grade test. Percent proficient was lower than the FSA average by 3% points on average; in ELA not only did standards change but the test to measure student proficiency changed. When comparing to state and county the school proficiency was a similar ratio when compared the the state and district in prior years.

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.

Two data components stand out as having a large gap as it relates to ESE subgroups (still above the state average) ELA and Science proficiency. Factors that may have impacted achievement include but aren't limited to ensuring differentiation is planned for, a clear understanding of BEST standards and how to provide small group instruction.

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

Proficiency in science, Math proficiency in 6th and 8th grade, ELL performance in Math. Some new actions included targeted planning to focus on standards-based instruction and response to common assessments to focus on learning gaps specific to the standard

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

ELA and Math Level 1 performers.

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

SunRidge highest priorities for school improvement include: focus on increasing ESE and ELL FAST scores in reading, focus on building a sense of belonging within the school community, and increasing the performance of the lower 25% of student performance.

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.

Based on Panorama data student sense of belonging is a low factor and dropped from Fall to Spring. Our leadership team initialized a committee of educators to advise on school behavior to ensure consistency and celebrations during the school year through our procedures and expectations.

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

Increase in student sense of belonging on Panorama survey in Fall and Spring. Increased participation in school behavior initiatives and rewards, reduction in discipline infractions.

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

Quarterly checks via student surveys, Panorama survey, behavior committee input, anecdotal and observational data.

Person responsible for monitoring outcome:

Janise Stanberry (janise.standberry@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 evidence-based intervention that is being implemented is a multi-layered support systems that supports the needs of students. This framework has the goal of meeting students social, emotional and academic needs. We utilize a universal form of support in which student and teacher behavioral expectations are published, a school-wide recognition system for appropriate behavior and a variety of efforts to improve school climate.

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

By using this strategy it builds a more inclusive and supportive environment. This strategy allows for input from students and stakeholders alike on the school culture. It also allows for supportive services for all and targeted interventions as needed.

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.

Establishing school wide expectations and rewards
Developing and implementing check in processes for academics and character development
School formative assessments/data on student perceptions
Panorama Input data
School-wide and student celebrations

Person Responsible: Janise Stanberry (janise.standberry@ocps.net)

By When: School expectations/positive rewards timeline- Aug-Oct Teacher-student relationship building- Ongoing Small group and interventions (mentoring, check-ins) Ongoing Panorama Survey- Spring

#2. Instructional Practice specifically relating to Differentiation

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.

Increase reading proficiency by 2% in students with disabilities. Teachers will use common formative assessments and other data to progress monitor student achievement and provide interventions to students with an emphasis on sub-group populations. When educators are provided with time and resources for progress monitoring and intervention development, implementation instructional practices can be adjusted to meet the needs of all students and narrow the achievement gap. Teachers will use common formative assessments, supplemental software programs (i.e. IXL, CAS), and other data to monitor student achievement and provide interventions to students with emphasis on sub-group populations.

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

Increased use of common formative assessment across PLC's in all content areas Narrowing of achievement gap for students with disabilities through using high yield strategies, progress monitoring and implementation of developed interventions to improve student achievement

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

This area of focus will be monitored by close analysis of FAST data. We will use the FAST ELA as a monitoring tool to see students proficiency tin reading. Utilize Performance Matters and CAS to monitor the implementation and results from common assessments and to track subgroup student performance through coaching observations, peer coaching feedback and support in instructional strategies that will differentiate learning for subgroups of students.

Person responsible for monitoring outcome:

Amber Foltz (amber.foltz@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.)

Some of the interventions that will be used for this Area of Focus is Learning Strategies class. We will also implement the use of small group instruction within the ELA classroom in order to better facilitate students acquirement of benchmark standards.

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

Define high yield strategies for ESE students for all teachers and provide professional learning and support in the following areas: 1. Build system of communication of assessment information to stakeholders 2. Build a system of how we analyze data, instructional practices and make adjustments to improve student outcomes. 3.Develop and implement systematic approach to scaffolded supports 4. Develop and implement the use of flexible grouping 5. Provide intensive instruction. Unify and Performance Matters will provide analytic data for student performance and quality of teacher assessment. Student monitoring will include student outcomes from formative assessments and supplemental software programs. We will provide professional learning and discourse among classroom teachers and special educators to include an understanding of each assessments purpose and to ensure appropriate accommodations and modifications, fair grading practices and transition goals that are aligned with student needs.

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.

1. Regularly scheduled time for collaboration and progress monitoring between classroom teacher and ESE support staff 2. PLC focus on teacher utilization of Curriculum Resource Materials and other educative resource materials available on IMS. 3. PLC utilizing Unify and Performance Matters progress monitoring resources 4. Increased communication to stakeholders of assessment information and goal development/ implementation process.

Person Responsible: Amy McHale (amy.mchale@ocps.net)

By When:

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

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

Increase literacy proficiency to an overall of 70% When educators are provided with clear and consist expectations for student learning (i.e.: B.E.S.T. Standards), they can better prepare and plan for progress monitoring and intervention development as well as implementation of instructional practices. Multiple content areas, even if not using B.E.S.T, can support students learning by understanding how the shifts in the standards apply across content areas.

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

Outcomes will be measured by progress monitoring data and teacher feedback and training. Provide SMART Goals to teachers to measure common assessment growth and proficiency. Increase literacy to an overall of 70%.

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

Common planning will include multiple leadership team members to be a part of the group setting and guide the process and monitor via PLC's the feedback and look for identified by the leadership team. Student data will be reviewed quarterly to determine student needs and areas of instructional improvement.

Person responsible for monitoring outcome:

[no one identified]

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

To implement this area of focus, we will utilize state provided resources and standards crosswalks to make connections from former standards to current standards. This is an initial step in leading teachers to understand the B.E.S.T. standards. With district support, IMPACT teachers have been identified to share best practices and strategies for implementing new standards with educators at our school. Classroom observations amongst PLC's coupled with PLC conversations regarding the implementation of standards will be ongoing.

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

This strategy was chosen to train educators and prepare them for implementation of B.E.S.T. standards. District-created educative training materials, standards crosswalks provided by state and district

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.

1.Implement B.E.S.T. standards and analyze prior year data to identify areas of growth and identify cross curricular supports and connections 2. Implement distributive leadership practices across leadership team to support PLC's to include peer feedback and coaching. 3. Facilitate use of systems (state, district and school based) to promote communication and analysis of data and instructional practices across PLC's 5. Celebration of successes and growth

Person Responsible: Clinton Anderson (clinton.anderson@ocps.net)

By When: Aug-Sept- Analyze growth area for students adjust instructional practices Sept-Jan - Peer observations, PD Jan-April- Progress Monitoring adjust strategies to support struggling learners