

Orange County Public Schools

Ocps Academic Center For Excellence School



2023-24

Schoolwide Improvement Plan (SIP)

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Ocps Academic Center For Excellence

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<https://ocpsace.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
Daub, Seth	Principal	<p>To manage his/her school and its human and material resources to achieve district goals and produce evidence of effective teaching and all students learning.</p> <ul style="list-style-type: none"> * 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. * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * Manage all operations and functions of his/her school consistent with district goals. * Develop and administer policies that provide a safe and effective learning environment. * Is visible in his/her school community and recognized as the educational leader. * Serves as a member of the area superintendent’s team and participates in the learning community’s planning, development and evaluation. * Keeps the area superintendent informed of current school critical issues and incidents about which he/she should be aware. * Uses a variety of problem solving techniques and decision making skills to resolve problems. * Communicates and interacts effectively with all stakeholders in the community. * Follow the district’s policies and procedures as related to all HRMD guidelines, executive limitations, the district’s instructional initiatives, and the school district’s charter guidelines. * Follow the district’s policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. *Member of the K-8 Cadre 1 with Dr. Fritzler (Area Superintendent) * Perform other duties and responsibilities as assigned by supervisor.
Awodele-Brown, Malomo	Assistant Principal	<p>To manage his/her school and its human and material resources to achieve district priorities and produce evidence of effective teaching and all students learning.</p> <ul style="list-style-type: none"> * 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. * Model the routine, intentional and effective use of technology in daily

Name	Position Title	Job Duties and Responsibilities
		<p>work, including communications, organization and management tasks.</p> <ul style="list-style-type: none"> * As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. * Administer policies that provide a safe and effective learning environment. * Communicate the school's vision, mission and priorities to the community * Serve as a member of the principal's leadership team and participates in the school's planning, development and evaluation. * Keep the Principal informed of current school critical issues and incidents about which he/she should be aware. * Make decisions in a timely fashion using the best available data * Communicate and interact effectively with all stakeholders in the community * Plan and schedule one's own and others' work so that priorities and goals can be met * As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. * As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS Comprehensive new Teacher Induction Program * Pursues improvement of personal professional development * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by principal.

Name	Position Title	Job Duties and Responsibilities
Backherms, Cara	Assistant Principal	<p>To manage his/her school and its human and material resources to achieve district priorities and produce evidence of effective teaching and all students learning.</p> <ul style="list-style-type: none"> * 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. * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. * Administer policies that provide a safe and effective learning environment. * Communicate the school's vision, mission and priorities to the community * Serve as a member of the principal's leadership team and participates in the school's planning, development and evaluation. * Keep the Principal informed of current school critical issues and incidents about which he/she should be aware. * Make decisions in a timely fashion using the best available data * Communicate and interact effectively with all stakeholders in the community * Plan and schedule one's own and others' work so that priorities and goals can be met * As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. * As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS Comprehensive new Teacher Induction Program * Pursues improvement of personal professional development * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they

Name	Position Title	Job Duties and Responsibilities
		<p>supervise.</p> <ul style="list-style-type: none"> * Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by principal.
Smith, Leonard	Assistant Principal	<p>To manage his/her school and its human and material resources to achieve district priorities and produce evidence of effective teaching and all students learning.</p> <ul style="list-style-type: none"> * 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. * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. * Administer policies that provide a safe and effective learning environment. * Communicate the school's vision, mission and priorities to the community * Serve as a member of the principal's leadership team and participates in the school's planning, development and evaluation. * Keep the Principal informed of current school critical issues and incidents about which he/she should be aware. * Make decisions in a timely fashion using the best available data * Communicate and interact effectively with all stakeholders in the community * Plan and schedule one's own and others' work so that priorities and goals can be met * As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. * As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS Comprehensive new Teacher Induction Program * Pursues improvement of personal professional development * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by principal.
Ickes, Rachel	Reading Coach	<ul style="list-style-type: none"> * Plan and implement system of support utilizing the professional development standards protocol for classroom teachers to increase the rigor within their instruction. * Plan and implement professional development opportunities that are based on analysis of student performance indicators, aligned with current research, and aligned with the School-wide Improvement Plan and the District's Strategic Plan. * Demonstrate and model best practices through large group, small group, or one-on-one activities, with a focus on 3rd-5th ELA classrooms. * Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. * Model effective instruction as defined by the elements of the teacher evaluation system. * Assist teachers in analyzing student data and developing action plans for differentiated instruction. * Stay current with research-based instructional best practices to improve achievement for all students with a focus to close the achievement gap. * Participate in Florida Department of Education required trainings and workshops. * Participate in district-sponsored activities that include professional development designed to enhance the coaching model and regular coaching meetings. * Utilize OCPS technology to promote digital curriculum. * Maintain a schedule and log of coaching activities that includes submission of coaching summaries to admin. * Produce Federal, State and District reports, as required. * Provide consultation to the Principal on the overall elements and operation of a successful, research-based program. * Communicate/collaborate with school-based leadership. * Perform other duties as assigned by the Principal.
Webb, Kenya	Staffing Specialist	<ul style="list-style-type: none"> *Organize student and parent support groups *Facilitate, organize and provide training to staff on ESE accommodations *Provide support & resources for ESE including intervention, accommodations, and strategies to match instructional needs of the

Name	Position Title	Job Duties and Responsibilities
		<p>student</p> <ul style="list-style-type: none"> *Convenes and coordinates all Individual Education Plans (IEPs), Educational Plans (EPs), Individual Family Services Plans (IFSPs), Service Plans (SPs) and Education Planning Team (EPT) meetings in partnership with ESE Department *Serves as the designee of the Local Educational Agency (LEA) in ESE meetings when special education eligibility, placement, dismissal and program changes occur *Attends district-level ESE Meetings/Trainings *Provides and organizes ESE related Professional Development opportunities *ESE parent training in partnership with CT *Oversee 504 Plans *Other duties as assigned by the Principal

Hayes, Abigail	Math Coach	<ul style="list-style-type: none"> * Plan and implement system of support utilizing the professional development standards protocol for classroom teachers to increase the rigor within their instruction. * Plan and implement professional development opportunities that are based on analysis of student performance indicators, aligned with current research, and aligned with the School-wide Improvement Plan and the District's Strategic Plan. * Demonstrate and model best practices through large group, small group, or one-on-one activities, with a focus on K-5th Math classrooms. * Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. * Model effective instruction as defined by the elements of the teacher evaluation system. * Assist teachers in analyzing student data and developing action plans for differentiated instruction. * Stay current with research-based instructional best practices to improve achievement for all students with a focus to close the achievement gap. * Participate in Florida Department of Education required trainings and workshops. * Participate in district-sponsored activities that include professional development designed to enhance the coaching model and regular coaching meetings. * Utilize OCPS technology to promote digital curriculum. * Maintain a schedule and log of coaching activities that includes submission of coaching summaries to admin. * Produce Federal, State and District reports, as required. * Provide consultation to the Principal on the overall elements and operation of a successful, research-based program. * Communicate/collaborate with school-based leadership. * Perform other duties as assigned by the Principal.
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Name	Position Title	Job Duties and Responsibilities
Poole, Ashley	Curriculum Resource Teacher	<ul style="list-style-type: none"> * Plan and implement system of support utilizing the professional development standards protocol for classroom teachers to increase the rigor within their instruction. * Assist the Principal by helping to coordinate the school's screening, diagnostic, progress monitoring, and outcome assessment program. * Research and recommend materials for purchase; train and assist with the implementation of instructional materials. * Provide training in the administration and interpretation of formal and informal diagnostic and evaluation instruments. * Plan and implement professional development opportunities that are based on analysis of student performance indicators, aligned with current research, and aligned with the School-wide Improvement Plan and the District's Strategic Plan. * Demonstrate and model best practices through large group, small group, or one-on-one activities. * Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. * Model effective instruction as defined by the elements of the teacher evaluation system. *Coordinates ALL school-wide testing *Develops school-wide Testing Calendar in conjunction with Master Calendar *Facilitates, assists & plans Professional Development opportunities in partnership with Principal *Attends district-level Testing Coordinator & CRT Meetings/Trainings *Facilitates testing related Professional Development trainings *Maintains school-wide Professional Development points/agendas and submits in-service points to district Instructional Coach *Creates Center Templates *Create Instructional Focus Calendar in partnership with Principal *Observe, coach, MODEL & assists teachers with implementing various strategies and best practices in the classroom *Other duties as assigned by the Principal

Stiles Williams, John	Dean	<ul style="list-style-type: none"> * Manifest a professional code of ethics and values. * Models the routine, intentional and effective use of technology in daily work, including communications, organization and managements tasks. * Make periodic tours of campus to ensure that school and school board policies are being enforced. * Counsel with students and parents where behavioral problems exist. * Work closely with the school resource officers, security and safety officers and local law enforcement agencies and make referrals as appropriate. * Assist with the supervision of organized student gatherings and makes sure resources and equipment is available. * Coordinate the student lunchroom and work duty assignments.
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Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Coordinate school bus supervision before and after school. * Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals. * Research and make recommendations for educational technology improvements and enhancements. * Provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. * Assist with the supervision of students detained after school hours for disciplinary actions. * Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. * Responsible for timely and accurate information they maintain as part of their job responsibilities. * Performs other duties as assigned by the principal.
Lawhorn, Charles	Dean	<ul style="list-style-type: none"> * Manifest a professional code of ethics and values. * Models the routine, intentional and effective use of technology in daily work, including communications, organization and managements tasks. * Make periodic tours of campus to ensure that school and school board policies are being enforced. * Counsel with students and parents where behavioral problems exist. * Work closely with the school resource officers, security and safety officers and local law enforcement agencies and make referrals as appropriate. * Assist with the supervision of organized student gatherings and makes sure resources and equipment is available. * Coordinate the student lunchroom and work duty assignments. * Coordinate school bus supervision before and after school. * Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals. * Research and make recommendations for educational technology improvements and enhancements. * Provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. * Assist with the supervision of students detained after school hours for disciplinary actions. * Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. * Responsible for timely and accurate information they maintain as part of their job responsibilities. * Performs other duties as assigned by the principal.
Taylor, Crystal	Dean	<ul style="list-style-type: none"> * Manifest a professional code of ethics and values. * Models the routine, intentional and effective use of technology in daily work, including communications, organization and managements tasks.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Make periodic tours of campus to ensure that school and school board policies are being enforced. * Counsel with students and parents where behavioral problems exist. * Work closely with the school resource officers, security and safety officers and local law enforcement agencies and make referrals as appropriate. * Assist with the supervision of organized student gatherings and makes sure resources and equipment is available. * Coordinate the student lunchroom and work duty assignments. * Coordinate school bus supervision before and after school. * Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals. * Research and make recommendations for educational technology improvements and enhancements. * Provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. * Assist with the supervision of students detained after school hours for disciplinary actions. * Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. * Responsible for timely and accurate information they maintain as part of their job responsibilities. * Performs other duties as assigned by the principal.
Brookes-Romney, Merlyn	School Counselor	<ul style="list-style-type: none"> * Plans, implements, and evaluate programs/activities to continue school improvement. * Promotes character education concepts and serves as a positive role model. * Maintains high visibility throughout the building and grounds. * Collaborates closely with the school social worker, guidance counselor, psychologist, and resource officer (SRO). * Coordinates program-related staff development for faculty and staff as indicated. * Monitors student behavior and develops interventions for improvement. * Makes classroom presentations on program-related topics in coordination with instructional staff. * Communicates effectively with students, parents, administration, and staff. * Involves parents and community as “on-site” advocates in the schools. * Shows sensitivity to students, parents and the community and promotes student self-esteem. * Serves on the Student Services Team and the School Crisis Team. * Assists the administrative staff with security concerns. * Attends scheduled Safe School Coordinators meetings as well as participates in professional growth opportunities. * Completes accountability reports as assigned in a timely manner. * Makes recommendations to school administration and staff utilizing needs assessment data and observations.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Utilizes technology and current research in instruction. * Evaluates students progress on a regular basis. * Demonstrates a commitment to continuous quality improvement * Supports and exhibits organizational core values of caring, respect, integrity, responsibility, high expectations, being customer driven, and valuing diversity. * Performs other duties and accepts responsibilities as assigned.
Whitley, Shaundra	School Counselor	<ul style="list-style-type: none"> * Plans, implements, and evaluate programs/activities to continue school improvement. * Promotes character education concepts and serves as a positive role model. * Maintains high visibility throughout the building and grounds. * Collaborates closely with the school social worker, guidance counselor, psychologist, and resource officer (SRO). * Coordinates program-related staff development for faculty and staff as indicated. * Monitors student behavior and develops interventions for improvement. * Makes classroom presentations on program-related topics in coordination with instructional staff. * Communicates effectively with students, parents, administration, and staff. * Involves parents and community as “on-site” advocates in the schools. * Shows sensitivity to students, parents and the community and promotes student self-esteem. * Serves on the Student Services Team and the School Crisis Team. * Assists the administrative staff with security concerns. * Attends scheduled Safe School Coordinators meetings as well as participates in professional growth opportunities. * Completes accountability reports as assigned in a timely manner. * Makes recommendations to school administration and staff utilizing needs assessment data and observations. * Utilizes technology and current research in instruction. * Evaluates students progress on a regular basis. * Demonstrates a commitment to continuous quality improvement * Supports and exhibits organizational core values of caring, respect, integrity, responsibility, high expectations, being customer driven, and valuing diversity. * Performs other duties and accepts responsibilities as assigned.
Outler, Shannan	Attendance/ Social Work	<ul style="list-style-type: none"> * Provides personal and social growth counseling which includes individual and group counseling relating to academic success, understanding of self and others, communication skills, decision making, relationship skills, conflict resolution and goal setting. * Provides crisis intervention services, e. g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate. * Conducts individual conferences and group meetings with parents to effectively communicate with and involve

Name	Position Title	Job Duties and Responsibilities
		<p>parents in improving student performance.</p> <ul style="list-style-type: none"> * Provides referrals for students and parents to appropriate specialists in keeping with district guidelines. * Maintains student guidance records and confidentiality. * Provides career counseling to students as assigned. * Makes recommendations to students for higher education and colleges for admission and scholarships. * Makes arrangements for alternative educational processes as needed. * Confers with teachers to provide possible interventions for classroom academic or behavior modifications. * Identifies and evaluates critical data such as grades, test scores, attendance, promotion rates, graduation and post secondary enrollment rate. * Uses data to develop strategies to positively impact students. * Guides individuals and groups of students through the development of educational plans, career awareness and personal and social growth issues. * Assists the principal and staff in the evaluation of the guidance services being rendered and provides data which serves as the basis for recommending changes within the school program. * Identifies students that are at risk of leaving school and begins a program to improve their educational skills and increase their interest in school. * Develops and provides a variety of materials on education, career awareness and personal and social development for students, teachers and parents. * Participates in a multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations. * Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. * Responsible for timely and accurate information they maintain as part of their job responsibilities. * Performs other duties as assigned by the principal.
<p>Jefferson, Angela</p>	<p>Parent Engagement Liaison</p>	<ul style="list-style-type: none"> * Responds to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. * Serves as a liaison between the school and its parents and families as it relates to parent and family engagement. * Seeks and receives guidance from the District Parent and Family Engagement team to improve professional knowledge and skills which support parent and family engagement. * Maintains open communication with principal, staff, parents and school-based community involvement coordinators on all planned parent engagement activities. * Investigates and answers questions pertaining to parent engagement. * Collaborates with school-based community involvement coordinators to identify community resources which support parents and families and

Name	Position Title	Job Duties and Responsibilities
		<p>communicates identified resources to parents and families using multiple means of communication such as: phone calls, mail, home visits, newsletters and meetings in order to encourage participation in school and district activities and events.</p> <ul style="list-style-type: none"> *Collaborates with appropriate staff members to identify and inform parents and families experiencing challenges/crises of wraparound services such as, but not limited to, food banks and clothing banks. *Encourages parents and family members to serve as volunteers. <p>Maintains a current list of organizations that provide critical resources to parents/families.</p> <ul style="list-style-type: none"> *Must be familiar with current state laws, state board rules, and school board policies as they relate to programs. *Participates in creating school-level Title I Parent and Family Engagement Plan and supports the distribution of Title I district-level and school-level Parent and Family Engagement Plans. *Hosts at least one Virtual Parent Academy in collaboration with the district Parent Academy team. *Coordinates parents and school staff to attend at least one district face-to-face Parent Academy event. *Schedules, organizes and provides monthly parent engagement workshops to parents and staff. *Attends SAC and PTA meetings as a member and/or guest to provide Parent Engagement Liaison updates. *Provides parent engagement content for school newsletter.
<p>Anthony Stoutt, Anita</p>	<p>Instructional Coach</p>	<ul style="list-style-type: none"> * Plan and implement system of support utilizing the professional development standards protocol for classroom teachers to increase the rigor within their instruction. * Plan and implement professional development opportunities that are based on analysis of student performance indicators, aligned with current research, and aligned with the School-wide Improvement Plan and the District's Strategic Plan. * Demonstrate and model best practices through large group, small group, or one-on-one activities, with a focus on 3rd-5th ELA classrooms. * Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. * Model effective instruction as defined by the elements of the teacher evaluation system. * Assist teachers in analyzing student data and developing action plans for differentiated instruction. * Stay current with research-based instructional best practices to improve achievement for all students with a focus to close the achievement gap. * Participate in Florida Department of Education required trainings and workshops. * Participate in district-sponsored activities that include professional development designed to enhance the coaching model and regular coaching meetings.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Utilize OCPS technology to promote digital curriculum. * Maintain a schedule and log of coaching activities that includes submission of coaching summaries to admin. * Produce Federal, State and District reports, as required. * Provide consultation to the Principal on the overall elements and operation of a successful, research-based program. * Communicate/collaborate with school-based leadership. * Perform other duties as assigned by the Principal.

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.

OCPS ACE includes the following stakeholders in the SIP development process: leadership team, teachers, school staff, parents, students and families. Stakeholders are invited to monthly SAC meetings to provide feedback and input during the process.

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))

OCPS ACE will consistently monitor the SIP by utilizing stakeholders during monthly SAC meetings. Stakeholders will analyze various data points to determine effectiveness of SIP. In addition, stakeholders will provide guidance and insight throughout the year to make changes to the SIP as needed.

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)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI

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: D
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	12	52	62	89	46	15	52	29	46	403
One or more suspensions	0	16	14	38	24	20	47	48	36	243
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	19	2	21
Course failure in Math	0	0	0	0	0	0	0	2	7	9
Level 1 on statewide ELA assessment	0	0	0	36	47	34	63	68	41	289
Level 1 on statewide Math assessment	0	0	0	31	42	38	67	63	34	275
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	17	33	73	47	0	0	0	0	170

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	17	24	71	56	33	77	74	52	404

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	37	0	0	0	1	0	38
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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

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

Indicator	Grade Level									
	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	30	54	43	64	50	50	49	19	36	395
One or more suspensions	0	5	2	10	8	13	25	19	11	93
Course failure in ELA	0	0	1	10	14	9	15	2	0	51
Course failure in Math	0	0	0	1	4	20	14	12	1	52
Level 1 on statewide ELA assessment	0	0	0	0	49	68	73	38	45	273
Level 1 on statewide Math assessment	0	0	0	0	45	59	78	48	43	273
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	21	54	93	20	86	89	61	53	477

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

Indicator	Grade Level									
	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	2	2	4	52	66	75	41	45	287

The number of students identified retained:

Indicator	Grade Level									
	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	38	0	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	0	1	3	4

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									
	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	30	54	43	64	50	50	49	19	36	395
One or more suspensions	0	5	2	10	8	13	25	19	11	93
Course failure in ELA	0	0	1	10	14	9	15	2	0	51
Course failure in Math	0	0	0	1	4	20	14	12	1	52
Level 1 on statewide ELA assessment	0	0	0	0	49	68	73	38	45	273
Level 1 on statewide Math assessment	0	0	0	0	45	59	78	48	43	273
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	21	54	93	20	86	89	61	53	477

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	2	2	4	52	66	75	41	45	287

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	38	0	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	0	1	3	4

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*	24	56	53	23	57	55	23		
ELA Learning Gains				42			35		
ELA Lowest 25th Percentile				39			31		
Math Achievement*	27	59	55	21	41	42	21		
Math Learning Gains				49			25		
Math Lowest 25th Percentile				54			23		
Science Achievement*	25	56	52	19	57	54	18		
Social Studies Achievement*	38	68	68	47	63	59	27		
Middle School Acceleration	73	74	70	74	52	51	55		
Graduation Rate		82	74		52	50			
College and Career Acceleration		46	53		71	70			
ELP Progress	16	55	55	63	73	70	27		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	224
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	431
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	4	Yes	4	4
ELL	22	Yes	2	1
AMI				
ASN				
BLK	25	Yes	2	1
HSP	28	Yes	1	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	48			
FRL	24	Yes	1	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	20	Yes	3	3
ELL	39	Yes	1	
AMI				
ASN				
BLK	40	Yes	1	
HSP	41			
MUL				
PAC				
WHT	64			
FRL	42			

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	24			27			25	38	73			16
SWD	8			8			0				4	
ELL	20			20			33				4	16
AMI												
ASN												
BLK	22			25			21	36			5	
HSP	26			36			38	36			6	14

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	50			45							2	
FRL	23			27			25	36			6	16

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	23	42	39	21	49	54	19	47	74			63
SWD	3	26	33	3	29	29	0	33				
ELL	27	50		21	50		22					63
AMI												
ASN												
BLK	20	38	38	19	48	55	17	48	79			
HSP	32	54		22	51	50	23					57
MUL												
PAC												
WHT	65	73		53	64							
FRL	22	41	38	19	49	55	18	47	71			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
All Students	23	35	31	21	25	23	18	27	55			27
SWD	7	20	21	11	32	26	0	6				
ELL	26	41	30	30	32		13					27
AMI												
ASN												
BLK	21	33	31	19	22	20	17	28	56			24
HSP	31	43		27	28		9					20
MUL												
PAC												
WHT	41	55		42	64							

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	22	34	32	19	23	21	17	22	47			32

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	21%	54%	-33%	54%	-33%
07	2023 - Spring	27%	45%	-18%	47%	-20%
08	2023 - Spring	21%	46%	-25%	47%	-26%
04	2023 - Spring	32%	60%	-28%	58%	-26%
06	2023 - Spring	19%	44%	-25%	47%	-28%
03	2023 - Spring	19%	52%	-33%	50%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	17%	53%	-36%	54%	-37%
07	2023 - Spring	25%	38%	-13%	48%	-23%
03	2023 - Spring	23%	59%	-36%	59%	-36%
04	2023 - Spring	39%	62%	-23%	61%	-22%
08	2023 - Spring	36%	58%	-22%	55%	-19%
05	2023 - Spring	26%	55%	-29%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	24%	50%	-26%	44%	-20%
05	2023 - Spring	21%	59%	-38%	51%	-30%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	47%	-1%	50%	-4%

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	61%	-25%	66%	-30%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The subject area of ELA has less than 25% of our students showing proficiency on the 22-23 state assessments. In addition, our subgroup areas of Students With Disabilities, English Language Learners & Black/African American students show less than 41% of those students achieving proficiency in all subject areas and grade levels of the 22-23 state assessments. These trends were influenced by multiple factors: truancy rates, homelessness population, and low parental involvement.

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

The data component with the greatest decline is 7th grade Civics. For the 2022 assessment, 47% of our students were proficient. During the 2023 assessment, there was a decline to 38% proficiency, showing a loss of 9%. Factors that contributed to this decline are a mid-year change in Civics teacher, students reading below grade level, and low reading comprehension.

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.

This question will be completed once state average data is provided.

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

The data component with the most improvement is Math proficiency with 31% proficient. This was a 10% gain from the 2022 assessment. As a school, intense focus was put on weekly Math common planning sessions, small group intensive support for identified students, after school tutoring, utilization of Tier 1 teachers and tutors in classrooms, weekly data meetings to determine instructional shifts and focused professional development opportunities.

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

Based on the EWS data, areas of concern include: students absent 10% or more days & number of students earning a level 1 on the statewide ELA assessment. a total of 403 students in grade K-8th have been absent 10% or more days & 289 students in grades 3rd-8th scores a level 1 on the statewide ELA assessment.

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

1. Focus on increasing student attendance
2. ESSA subgroups: SWD, ELL & Black/African American
3. Decrease the percentage of students scoring a level 1 in ELA & Math statewide assessments

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 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.

One Area of Focus for OCPS Academic Center for Excellence is the number of students who have been absent at 10% of the school year. With a total of 403 (40%) students in grade K-8th who have missed 10% of the school year, this makes this an area of critical need.

Measurable Outcome:

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

To achieve a school grade of "B" for the 2023-2024 school year the following outcome will be achieved, decrease the percentage of students who are absent 10% of the year to 25% of our students.

Monitoring:

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

This Area of Focus will be monitored using the following data points:

- *Attendance data from Skyward
- *95% tested goal for all assessments
- *Tardy data from Skyward

Person responsible for monitoring outcome:

Seth Daub (seth.daub@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.)

OCPS Academic Center for Excellence has established multiple strategies to increase student attendance:

- *incentive program for students on time to school and ready to learn
- *monthly attendance meetings with parents and families who have been identified with high absence percentages

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Many of our students need encouragement to ensure school attendance is a priority. When students are not school, they are not learning. Therefore, establishing a plan to improve attendance must occur to ensure students are being exposed to grade level standards and academic 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.

Implementation of incentive program to encourage attendance

Person Responsible: Seth Daub (seth.daub@ocps.net)

By When: August 2023

Schedule monthly attendance meetings with families of students who have excessive absences.

Person Responsible: Shannan Outler (shannan.outler@ocps.net)

By When: On-going

#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.

Multiple grade levels and subject areas show that the SWD subgroups have 0% of students performing at proficiency level, which identifies this as an area of critical need.

Measurable Outcome:

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

To achieve a school grade of "B" for the 2022-2023 school year the following outcomes will be achieved: ELA proficiency 40% & Math proficiency 40%.

Monitoring:

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

This Area of Focus will be monitored through the analysis of the following data points for the students within the SWD subgroup:

- *SAVVAS/Exact Path Assessments
- *FAST Assessments
- *OCPS Common Assessments
- *Oral Reading Fluency
- *Math Fact Fluency

Person responsible for monitoring outcome:

Seth Daub (seth.daub@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.)

Build up our system of interpretation and communication of assessment information that is shared between stakeholders to collaboratively design and implement educational programs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers interpret assessment information for stakeholders (i.e., other professionals, families, students) and involve them in the assessment, goal development and goal implementation process. Special educators must understand each assessment's purpose, help key stakeholders understand how culture and language influence interpretation of data, and use data to collaboratively develop and implement individualized education and transition plans. These plans will include goals that are standards-based, appropriate accommodations and modifications, and 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.

Establish schedule for pull out intervention services for all ESE and lowest 25% students.

Person Responsible: Rachel Ickes (rachel.ickes@ocps.net)

By When: September 2023

Strengthen the common planning process by using the district-created Common Planning Resources to guide the agenda and discussions.

Person Responsible: Rachel Ickes (rachel.ickes@ocps.net)

By When: On-going

Classroom walkthroughs are conducted regularly and instructional feedback is provided with needed adjustments being addressed in common planning.

Person Responsible: Rachel Ickes (rachel.ickes@ocps.net)

By When: On-going

Ensure the 90-minute reading block contains the following requirements:

*6 components of Reading

*Daily inclusion of on-level differentiated small group instruction

Person Responsible: Rachel Ickes (rachel.ickes@ocps.net)

By When: On-going

#3. 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.

The ELL subgroup is less than 41% showing proficiency in statewide assessments.

Measurable Outcome:

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

To achieve a school grade of "B" for the 2022-2023 school year the following outcomes will be achieved: ELA proficiency 40% & Math proficiency 40%.

Monitoring:

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

This Area of Focus will be monitored through the analysis of the following data points for the students within the SWD subgroup:

- *SAVVAS/Exact Path Assessments
- *FAST Assessments
- *OCPS Common Assessments
- *Oral Reading Fluency
- *Math Fact Fluency

Person responsible for monitoring outcome:

Seth Daub (seth.daub@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 following interventions will be implemented to ensure the ELL subgroup meets the 41% threshold:
- *Use Cooperative Learning and Collaborative Group Projects
 - *Use sentence frames to give students practice with academic language.
 - *Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration
 - *Activate or build background knowledge

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The above interventions are evidence based and will support our ELL learners.

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.

Establish schedule for pull out intervention services for all ELL and lowest 25% students.

Person Responsible: Malomo Awodele-Brown (malomo.awodele-brown@ocps.net)

By When: September 2023

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).

OCPS Academic Center for Excellence involves the following stakeholders in work sessions to determine appropriate use of funding allocations: leadership team, teachers, staff & parents. Funding allocations will be utilized to ensure that appropriate resources are established to support the following areas specifically: decrease in truancy percentages, increase in ELA proficiency and targeted support for our ELL & SWD students.

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

STAR Early Literacy/Reading PM3 2023 Spring Data - Percentage of student not meeting proficiency

*K - 51%

*1st - 64%

*2nd - 73%

Each of these areas was identified as an area of need since more than 50% of the students in the grade level are not meeting grade level proficiency.

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

FAST ELA PM3 2023 Spring Data - Percentage of student not meeting proficiency

*3rd - 81%

*4th - 72%

*5th - 77%

Each of these areas was identified as an area of need since more than 50% of the students in the grade level are not meeting grade level proficiency.

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 measurable outcome for the 2023-2024 school year for each grade level is as follows:

*Kindergarten - decrease percent of students not meeting proficiency to 40% (51% - May 2023)

*1st Grade - decrease percent of students not meeting proficiency to 50% (64% - May 2023)

*2nd Grade - decrease percent of students not meeting proficiency to 60% (73% - May 2023)

Grades 3-5 Measurable Outcomes

The measurable outcome for the 2023-2024 school year for each grade level is as follows:

*3rd Grade - decrease percent of students not meeting proficiency to 65% (81% - May 2023)

*4th Grade - decrease percent of students not meeting proficiency to 60% (72% - May 2023)

*5th Grade - decrease percent of students not meeting proficiency to 60% (77% - May 2023)

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 various Areas of Focus will be monitored using the following methods:

*weekly classroom walkthroughs completed on all Tier 2 & 3 teachers

*analyze various data points at weekly data meetings (unit assessments, FAST, STAR, Exact Path, Success Maker)

*utilizing PLCs to adjust instructional practices based upon data analysis

*actionable feedback provided to all teachers based upon observations from classroom walkthroughs

Monitoring methods will ensure that ELA proficiency is a main focus throughout the entire campus.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Daub, Seth, seth.daub@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 following practices/programs will be implemented to increase ELA proficiency among the students.

*Weekly classroom walkthroughs completed on all Tier 2 & 3 teachers

*Analyze various data points at weekly data meetings (unit assessments, FAST, STAR, Exact Path, Success Maker)

*Utilizing PLCs to adjust instructional practices based upon data analysis

*Actionable feedback provided to all teachers based upon observations from classroom walkthroughs

*Utilize standards based resources from district (CRMs, SBUAs)

*Individualized small group support provided to ESE, ELL & Low 25% of students at least 3 days/week

*Provide Tier 3 support to all students performing significantly below grade level through the MTSS process

*Being A Reader curriculum utilized daily in all K-3 classrooms

*Targeted phonics/phonemic awareness instructions utilized daily in all K-2 classrooms

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?

All chosen practices and programs focus on increasing the percentage of students showing proficiency in ELA and have been shown to be effective.

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
Weekly classroom walkthroughs completed on all Tier 2 & 3 teachers	Daub, Seth, seth.daub@ocps.net
Analyze various data points at weekly data meetings	Daub, Seth, seth.daub@ocps.net
Utilize PLCs to adjust instructional practices based upon data analysis. Utilize standards based resources to fidelity.	Ickes, Rachel, rachel.ickes@ocps.net
Develop a schedule to provide individualized small group support to ESE, ELL & Low 25% students.	Gibson , Tiffany , tiffany.gibson@ocps.net
Being A Reader curriculum & targeted phonics/phonemic awareness instructions utilized daily in all K-3 classrooms	Ickes, Rachel, rachel.ickes@ocps.net
Develop a plan to provide Tier 3 services to all students performing significantly below grade level through the MTSS process who are not making progress in Tier 2.	Gibson , Tiffany , tiffany.gibson@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 and SWP will be shared with stakeholders using the following methods:
 *SAC Meetings
 *School website
 *Connect ED messages

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))

OCPS Academic Center for Excellence will hold monthly SAC meetings and monthly parental involvement events to build positive relationships with families. In addition, families will be invited to parent/teacher conference opportunities throughout the school year.

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)

OCPS Academic Center for Excellence will strengthen the academic program based on the following Areas of Focus: ESSA Subgroups ELL & SWD. This will be done by the following: strengthening the common planning process, conducting weekly classroom walkthroughs with actionable feedback, ensure all classrooms are following daily schedule to meet the minutes of all subject areas, and utilize standards based unit assessment to plan instruction and make instructional changes.

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))

OCPS Academic Center for Excellence is a community partnership school with multiple resources available to support the "whole child & family". Specific resources include: access to a medical & dental clinic on campus, Rosen preschool serving children starting at the age of two, Boys & Girls Club on campus, counseling and mental health services provided by multiple providers, and access to free meals for all students.

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))

OCPS Academic Center for Excellence provides the following opportunities to the students: counseling referrals through SEDNET, mentoring services, class meetings, extra curricular activities and athletics.

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))

OCPS Academic Center for Excellence is a community partnership school with multiple resources available to support the preparation of students for postsecondary opportunities. Resources include: 5th & 8th grade visits to the downtown UCF campus for a day, extended learning activities available twice a week including culinary, dance, gardening, Cub Scouts, Girl Scouts, sports, book club, drama, writing and barbering/braiding.

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).

OCPS Academic Center for Excellence has established a school wide behavior plan with a focus on CHAMPS expectations. Problem behaviors are addressed with the support of grade level deans and behaviors are tracked and documented to support the MTSS 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))

OCPS Academic Center for Excellence will provide multiple professional development opportunities to improve instruction: weekly data meetings, weekly common planning sessions for ELA/Math/Science, monthly professional development sessions, and individualized support given to teachers by school based instructional coach.

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))

OCPS Academic Center for Excellence has three VPK units on campus and provide the following strategies to support the early childhood transition: open house sessions for VPK families, collaboration between VPK & Kindergarten teachers, and campus tours for students and families.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

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

Budget Approval

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

No