Oak Creek Charter School Of Bonita Springs School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Oak Creek Charter School Of Bonita Springs

28011 PERFORMANCE LN, Bonita Springs, FL 34135

http://www.oakcreekcharter.org/

School Board Approval

This plan was approved by the Lee County School Board on 9/28/2023.

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.

The mission of Oak Creek Charter School of Bonita Springs is to prepare students of Lee County in grades K-8 for success in high school and beyond. To fulfill its mission, OCCS will utilize a rigorous curriculum combined with an ongoing assessment program. To the academic program, the school will add daily instruction in fitness and health and an integrated character education program.

Provide the school's vision statement.

OCCS has several specific goals for success, including an overall goal to provide a model of excellence that links public education as deeply and broadly as possible with the resources and activities of the larger community, in order to both customize education and to provide much needed support and nurturing for student who are enrolled in school.

Students in the target community will find the educational opportunities at OCCS geared toward the education of students and families interested in an academically rigorous curriculum combined with a strong health and fitness program and an emphasis on character development, using a carefully designed purposeful character development curriculum with specific weekly lessons and goals.

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
Gonzalez, Yesenia	Principal	The principal is responsible for assisting in the shaping and facilitation of the vision of academic success for all students. The principal facilitates creating a positive climate hospitable to education which supports our diversity, provides equity and inclusion for our school community. The principal leads with the intention to build capacity and cultivates leadership in others. The principal is responsible for supporting the faculty and staff, leading with an understanding of data to drive instruction and manage building processes. The principal is committed to improving their leadership through professional development and modeling the learning expectations through leadership and a gradual release of instruction model. The principal monitors, curates and recruits for enrollment in a family-friendly, student-centered learning environment.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team, school staff and teachers collectively reviewed the data available from the state, district and classroom level performance to determine focus areas for the improvement plan.

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 plan is a regular part of the administrative team monthly review with a look at the building and classroom level achievement data. The building leadership convenes bi-weekly to review goals and checkpoints with a specific focus on ELL and SWD as the two identified subcategories as focus areas and subpopulation groups. Additionally, regular classroom visits and the monitoring of lesson plans will further follow up with the implementation of the strategies for instructional improvement to address the achievement gaps.

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 KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	68%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* 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: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	0	0	1	0	0	2	0	0	1	4
One or more suspensions	6	6	4	4	6	18	10	14	6	74
Course failure in English Language Arts (ELA)	0	0	1	0	0	0	1	0	1	3
Course failure in Math	0	0	1	0	0	0	1	0	1	3
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	0	0	0	

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	1	0	1	1	0	0	0	0	0	3
Students retained two or more times	0	0	1	1	3	4	1	0	0	10

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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	
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*	28	45	53	38	48	55	43		
ELA Learning Gains				44			55		
ELA Lowest 25th Percentile				37			37		
Math Achievement*	38	48	55	44	37	42	45		
Math Learning Gains				59			48		
Math Lowest 25th Percentile				54			50		
Science Achievement*	34	47	52	35	47	54	27		
Social Studies Achievement*	49	60	68	54	51	59	61		
Middle School Acceleration	63	77	70	78	42	51	61		
Graduation Rate		51	74		43	50			
College and Career Acceleration		33	53		66	70			
ELP Progress	53	47	55	50	69	70	41		

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)	ATSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	279
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	10
Percent Tested	100
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	30	Yes	4	1
ELL	23	Yes	2	1
AMI				
ASN				
BLK	21	Yes	1	1
HSP	36	Yes	1	
MUL				
PAC				
WHT	56			
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	37	Yes	1	
AMI				
ASN				
BLK				
HSP	46			

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%
MUL				
PAC				
WHT	63			
FRL	49			

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	28			38			34	49	63			53
SWD	14			31							3	45
ELL	12			23			13	32			6	53
AMI												
ASN												
BLK	21			21							2	
HSP	24			34			31	45	56		7	53
MUL												
PAC												
WHT	46			60			47	70			4	
FRL	30			37			33	48	63		7	58

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	38	44	37	44	59	54	35	54	78			50
SWD	10	33	36	29	47		15					67
ELL	21	42	32	28	56	54	20	29				50
AMI												
ASN												

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
BLK												
HSP	34	42	34	40	58	53	31	47	74			50
MUL												
PAC												
WHT	55	50		60	68		53	90				
FRL	37	44	37	42	58	53	32	56	81			48

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	43	55	37	45	48	50	27	61	61			41
SWD	14	38	46	21	48	58		36				42
ELL	19	43	29	28	50	45	19	50				41
AMI												
ASN												
BLK												
HSP	40	53	33	41	43	45	24	60	57			41
MUL												
PAC												
WHT	65	67		63	61		41					
FRL	43	55	36	45	47	49	28	60	59			41

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	37%	48%	-11%	54%	-17%
07	2023 - Spring	26%	44%	-18%	47%	-21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	31%	44%	-13%	47%	-16%
04	2023 - Spring	30%	56%	-26%	58%	-28%
06	2023 - Spring	23%	44%	-21%	47%	-24%
03	2023 - Spring	11%	42%	-31%	50%	-39%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	46%	52%	-6%	54%	-8%
07	2023 - Spring	47%	37%	10%	48%	-1%
03	2023 - Spring	17%	55%	-38%	59%	-42%
04	2023 - Spring	40%	61%	-21%	61%	-21%
08	2023 - Spring	43%	60%	-17%	55%	-12%
05	2023 - Spring	25%	52%	-27%	55%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	30%	43%	-13%	44%	-14%
05	2023 - Spring	32%	50%	-18%	51%	-19%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	89%	39%	50%	50%	39%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	59%	-13%	66%	-20%

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.

Two areas of low performance for Oak Creek are in our subgroups for SWD and ELL students. One contributing factor to this level of performance was the one ELL provider to service our students initially. Mid-year, we were able to attain and add an additional paraprofessional for support. However, with the lack of human capital, only English Language Arts push-in service was targeted for support at that time.

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

The data component that showed the greatest decline from the prior year is Grade 3 reading. Contributing factors to that decline were an increase in negativity with a culture of unproductive work habits for staff members and all new staffing at the grade level unfamiliar with the expectations and grade level standards/ curriculum. There was a significant delay in the arrival of the curricular materials for instruction due to shipping and hurricane delays.

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

The greatest gap when compared to the state average is: at third grade.
Potential factors that contributed to this gap could have been all new staffing at the grade level unfamiliar with the expectations and brand-new grade level standards/ curriculum. Students were unprepared for the assessments due to minimal preparation for the online testing platform.

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

The data component that showed the most improvement was: in Algebra.
We believe that the addition of an exemplary teacher who utilizes differentiated instruction with data-driven small group learning centers that are fluid assisted in these positive upward trends and results. This is variable that we will continue to look at, replicate and monitor for follow up in other classrooms across the buildings.

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

One area of concern is the lack of instructional understanding regarding differentiated instruction for students to address the wide diversity of learning needs, especially with a higher population of English Language Learners.

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

Our three priorities with intention are:
1. Focused and intentional explicit Tier 1 instruction following the district curriculum guide and provided instructional materials
2. Increased achievement in our ELL subgroup with two providers addressing both English Language Arts and Math instruction while providing support for the other content areas through cross-curricular instructional strategies
3. Increased achievement for our SWD subgroup with guided instruction and appropriate differentiated learning to meet students where they are at.
4. Targeted vocabulary instruction to build and connect background knowledge to fill gaps addressing language and comprehension

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

#1. Instructional Practice specifically relating to 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.

This goal was identified as a significant area of need to improve the culture, climate and learning environments for all stakeholders to be able to provide the best instruction for all students. This goal was identified by administration as a result of learning walks and personnel staffing issues, as well as the lack of personalized instruction as observed in whole group. Personnel issues were addressed, and that barrier has been overcome. A reinventive focus on our character education through fitness and well-being is embedded in our school curriculum and schoolwide- a part of every classroom, each morning. Both SWB and ELL are included in delivering the morning announcements and the classroom meetings that occur for character education instruction. Additionally, TKE addresses culture, expectations and social norms that are then carried throughout the campus.

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

100% of classrooms will have the word of the week posted for engagement which directly connects to our character education program for betterment and wellness. 80% of classes will show 3/5 days of lesson plans differentiated for task, product, or process in lesson plans.

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

This will be measured and monitored by classroom visits and the data collected from the visits on the classroom visits form. Lesson plans will be monitored and reviewed by administration and data kept as DI is noted and reflected in those weekly plans.

Person responsible for monitoring outcome:

Yesenia Gonzalez (yeseniag@leeschools.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 evidenced-based intervention being used here is the character education program that supports our charter and focus on wellness through fitness.

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

It is evidenced-based and the research states that having a healthy body and mind increases the ability for the brain to learn and process information with increased stamina, blood flow and overall health. Differentiation will allow each individual student to be met where they are at (zone of proximal development) and lifted from that point of approximation through targeted and intentional skill-based learning tasks.

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.

Weekly PE Word of the week communicated to staff and students

Person Responsible: Yesenia Gonzalez (yeseniag@leeschools.net)

By When: Thursday before each week for use and inclusion in lesson plans

Professional Development on differentiated instruction

Person Responsible: Yesenia Gonzalez (yeseniag@leeschools.net)

By When: Monthly and ongoing

Differentiation included in weekly lesson plans to indicate task, product or process (what's been differentiated)

Person Responsible: Yesenia Gonzalez (yeseniag@leeschools.net)

By When: Weekly in lesson plans that are submitted on Fridays into planbook for administrative review.

#2. 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.

It is our intention to support SWD and ELL learners as our identified subgroups with increased ESOL support decreasing the stressors on teachers to bear all of the instructional load for our targeted subgroups.

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

The ESOL, ESE and MTSS staff will support with an increase of 50% of the instructional support.

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

This will be monitored and addressed through lesson plans, collaborative team and department meetings as well as MTSS committee meeting minutes.

Person responsible for monitoring outcome:
Yesenia Gonzalez (yeseniag@leeschools.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.)

Staff will be supported with the ELL and SWD curricular materials, ongoing SIOP strategies and our district ESOL Liaison specialist for extended resources.

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

Our curricular materials are researched-based and provide embedded supports for ELL and SWD through differentiation and language strategies.

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.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Small Group 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.

This area of focus was selected because small group instruction provides our teachers time to connect on a more personal level with individual students building relationships and defining specific needs or identifying needed supports for our ELL and SWD subgroups.

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

80% of our instructional staff will identify and demonstrate targeted, planned small group instruction in their weekly lesson plans as reflected in their online planbooks.

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

Building leadership will review lesson plans weekly for intentional and planned small grou instruction.

Person responsible for monitoring outcome:

Yesenia Gonzalez (yeseniag@leeschools.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.)

Classrooms will utilize i-Ready for individualized supplemental Tier 2 support to extend and reinforce learning. Teachers can utilize data from i-Ready, running records, classroom assessments and benchmarks to further support fluid grouping.

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

Fluid grouping allows for students to actively transition in and out of instructional groups based on data-driven planning and targeted support facilitated intentionally by the teachers.

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.

No action steps were entered for this area of focus

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

The Board of Directors reviewed the school data and assessments results along with the input and feedback from the administrative team to allocate funds specifically toward staffing, curriculum and supplies to support the ongoing efforts and initiatives. There were thoughtful data-driven conversations from which the budget allocations were decided and directed toward to support the selected interventions and learning goals to improvement achievement for students, to include our ELL and SWD subgroups.

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.

Our school will disseminate and share out information at staff meetings, publish to the website, share out in parental and community publications including and not limited to newsletters, social media and other relevant communications.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school has created a host of diverse offerings to build relationships and increase community connections and engagement. Our marketing and digital communications directors assist with the facilitation of information to the community and other external stakeholders outside our immediate school and families. A school BBQ was held to welcome new and returning families back to the school. Several different events were held and attended to engage with families from local parades and special holidays events to visiting all the housing communities to share out the mission and vision of the school and goals for our students. Parent teacher conferences and regular phone and electronic communications are used to communicate with families for student progress. Newsletters let stakeholders know how the building is progressing toward to goals set for the year. The schools' webpage for parental connection and information is available at: https://www.oakcreekcharter.org/copy-of-parent-center.

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

The school has reallocated funding to hire an Executive Director to provide principal mentoring and support for leadership as well as instructional coaching for best practices and differentiation. There will be in increased focus on explicit, targeted instruction using SIOP strategies to support our subgroup, ELL, and small group instruction for SWD as well as inclusive general education practices to increase student achievement across the board. New curricular materials are in place on time to support teachers in their intentional, focused planning as well as time for collaborative team time. There will data team meetings for department heads, the MTSS committee, ESE and ESOL teams to further support instruction and provide support for the classroom teachers based on data analysis with action plans.

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))

All resources are thoughtfully allocated and directed to support all students, instruction and best differentiated practices, with added SIOP strategies, as well as small group instruction for our identified subgroups. These funds combined with the character education and mental health awareness are in support of our charter for student development through health and wellness.

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

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

Our school has a host of extracurricular activities and clubs to engage students outside the school day. Some are extensions of the direct curriculum taught during the school day, such as TKE. Others are clubs such as dance and chess, however, skills and strategies to improve students' skills overall are still taught and addressed during these extracurricular activities.

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))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our MTSS process includes a committee of stakeholders to come together to discuss individual students' and their specific needs on case-by-case basis. If and when a problem is identified, the student is referred to the MTSS committee for a case study review to determine and formulate a plan with the experts at the table. The committee creates documentation for the individualized students' plan and creates goals for a designated timeframe for achievement. There is a plan for progress monitoring and measuring progress for the individualized students based on their plan. Services are documented and coordinated through service providers as designated by the committee. Meeting minutes and notes are kept for documentation.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers, paraprofessionals and school staff are all included in staff meetings, and our school mission and vision. We have actively posted all positions until filled with highly qualified and certified teachers for the specific content areas. We advertise on our website, through social media and our management company, using recruiting sites, and local new source employment sites as well to recruit diverse candidates for employment.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our school supports students and families with the transition from VPK into elementary school by recruiting for VPK through the advertisement and face-to-face meetings. This starts the relationship building process and connections with families and students. Our teachers collaborate with the VPK staff on students and encourage their attendance here at our elementary school, but also let's parent decide through choice. The VPK classes are embedded within our building so VPK students see other students and have the opportunity to interact with older role model peers. VPK families are familiar with our building because they are embedded. All VPK families are also encouraged and invited to participate in our building activities and special events, as well as, the end-of-the-year celebration. An opportunity has been designed and built in for a transitional play visit to kindergarten to support and link the transition to elementary.