
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	12
Positive Culture & Environment	0
Budget to Support Goals	0

Three Points Elementary

4001 S GOLDENROD RD, Orlando, FL 32822

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

Demographics

Principal: Tiffany Stokes

Start Date for this Principal: 8/9/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2020-21: (41%) 2018-19: C (50%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part 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

Membership

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.:

Name	Position Title	Job Duties and Responsibilities
Stokes, Tiffany	Principal	Provides vision and school-wide goals, monitors instruction and implementation of standards- based instruction
Hamilton, Tameka	Assistant Principal	The assistant principal assists in guiding the instructional focus and operations of the school. -Provides instructional monitoring and feedback through coaching and PLCs -Provides instructional monitoring through data analysis and PLCs -Provides professional development on instructional best practices in mathematics
Smith, Kay	Staffing Specialist	Staffing specialist and expert contributor and schedule Educational Planning Team meetings
McCants, Traci	Math Coach	Math Coach - expert contributor, facilitates grade level common planning, serves as math curriculum lead
Otero, Joyce	Reading Coach	English Language Arts Coach - expert contributor, facilitates grade level common planning, serves as ELA curriculum lead
Irick, Kidada	Guidance Counselor	Guidance Counselor who provides counseling, small group support, and oversees the school's social emotion learning programs
Rowden, Sean	Dean	Provides supervision and guidance in terms of discipline.

Demographic Information

Principal start date

Thursday 8/9/2018, Tiffany Stokes

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

439

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11		12
Number of students enrolled	68	79	66	74	68	84	0	0	0	0	0	0	0	439
Attendance below 90 percent	14	31	32	26	22	27	0	0	0	0	0	0	0	152
One or more suspensions	0	1	1	1	0	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	1	1	3	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	5	0	3	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	26	27	0	0	0	0	0	0	0	58
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	19	23	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	5	24	32	29	37	0	0	0	0	0	0	0	127

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	2	22	25	0	0	0	0	0	0	0	50

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 7/18/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	31	74	69	83	71	89	0	0	0	0	0	0	0	417
Attendance below 90 percent	13	25	21	29	18	31	0	0	0	0	0	0	0	137
One or more suspensions	0	1	2	1	1	3	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	2	5	7	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	2	5	6	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	5	5	12	23	19	0	0	0	0	0	0	0	64

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	2	6	11	0	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	31	74	69	83	71	89	0	0	0	0	0	0	0	417
Attendance below 90 percent	13	25	21	29	18	31	0	0	0	0	0	0	0	137
One or more suspensions	0	1	2	1	1	3	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	2	5	7	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	2	5	6	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	5	5	12	23	19	0	0	0	0	0	0	0	64

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	2	6	11	0	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%			28%			44%	57%	57%
ELA Learning Gains	54%			40%			52%	58%	58%
ELA Lowest 25th Percentile	47%			53%			41%	52%	53%
Math Achievement	42%			35%			51%	63%	63%
Math Learning Gains	58%			40%			64%	61%	62%
Math Lowest 25th Percentile	59%			53%			59%	48%	51%
Science Achievement	39%			35%			37%	56%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	37%	55%	-18%	58%	-21%
Cohort Comparison		0%				
04	2022					
	2019	49%	57%	-8%	58%	-9%
Cohort Comparison		-37%				
05	2022					
	2019	36%	54%	-18%	56%	-20%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	47%	62%	-15%	62%	-15%
Cohort Comparison		0%				
04	2022					
	2019	61%	63%	-2%	64%	-3%
Cohort Comparison		-47%				
05	2022					
	2019	39%	57%	-18%	60%	-21%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	34%	54%	-20%	53%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE 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
SWD	12	38	33	10	30	44					
ELL	23	48	43	34	58	59	23				
BLK	31			38							
HSP	38	54	42	41	58	67	35				
WHT	37	36		37	57						
FRL	36	53	48	42	59	60	33				
2021 SCHOOL GRADE 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
SWD	10	27		8	45		20				
ELL	16	38		24	46		36				
HSP	26	40	50	35	42	57	37				
WHT	38			33							
FRL	23	38	50	31	40	50	38				
2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD	12	31	25	14	62	67	8				
ELL	38	51	35	43	68	67	26				
HSP	42	51	42	49	65	60	32				
WHT	48	55		59	57		58				
FRL	38	45	36	47	65	61	29				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	40

ESSA Federal Index	
Total Points Earned for the Federal Index	377
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Among all grade levels, the trend of ELA learning gains of the lowest 25% compared to the the Math learning gains of the lowest 25%, are lower.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

State assessment data shows continued room for growth in the lowest 25% quartile for ELA , as well as 5th grade science. Overall, there is a drastic need for improvement in all areas based off of this year's progress monitoring data.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Several factors contributed to the needs for improvement across the board. This school year involved many students being absent due to COVID-19 and/or exposure. Fifth grade ELA instruction for the lowest 25% displayed an decrease on the 2022 state assessments. Also, fifth grade math and science instruction displayed a lack of fidelity of implementation of school-wide plans, which also contributed to the need for improvement to the data this year. Instructional model changes will need to be taken to address this need for improvement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The overall math learning gains showed the most improvement with an increase of 18% points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

A contributing factor to this improvement was the the yearly I-Ready school progress monitoring tool, specifically the mid-year diagnostic, that displayed data analysis that derived to a math instruction plan of action that consisted of strategic a instructional plan with the use of targeted resources and instructional feedback and consistent data monitoring checks.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning this year we will need to develop a system for monitoring of core instruction and making adjustments based on the outcomes of that monitoring. Additionally we will need to implement specific plans for tiered interventions, tutorial programs, and daily student access to high-quality grade level materials.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers and staff will be provided professional development on small group instruction, MTSS, and using data to make instructional decisions. There is a need for teachers and staff to understand the multiple initiatives and tools that we use to guide instructional decisions and how these can be leveraged for their benefit. In addition to these areas of PD, teachers will be provided with refreshers on the grade level standards during common planning sessions as well as the creation of standards based questions to help students practice at the level of the standard.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

There will be a more robust tutoring program this coming year that will focus on student acceleration rather than remediation. Also, there will be more opportunities for tutoring during the school day through the use of interventionists, push-in/pull-out groups, and student groups/activities before school. There will also be more focus on school-wide Science instruction, with an emphasis on 5th grade science instruction and the implementation of a Science lad.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

ELA achievement has made progress over the past few FSA data cycles, with this year's increase of 10% points for the overall ELA Proficiency (28% to 38%) However there was a percentage point decrease of the lowest 25% for ELA. Students need to be taught foundational skills to make up for deficits and loss of learning instruction but also need to be accelerated in learning current year standards. Shifts in instructional practice will be made across grade levels to accelerate student learning in ELA, as students must become proficient readers in order to become highly effective in all areas.

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

Three Points will achieve 50% reading proficiency on state assessments for the 22-23 school year.

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

This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-based data meetings and with district personnel at district data meetings. Additionally, the construction of a district action plan will include regular monitoring from district support personnel.

Person responsible for monitoring outcome:

Tiffany Stokes (tiffany.stokes@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will collaboratively plan for and effectively implement standards-based instruction during the whole group portion of the 90-minute reading block. Teachers will effectively implement small group reading instruction aligned to the students' level of need. Students below grade level will receive a combination of instruction at their level and standards based instruction.

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

Students need a combination of instruction at their level and at the level of the standard to be successful. The approach of focusing teacher instruction on student needs while also providing intense standards-based instruction will both help increase learning gains for students at all levels and increase the number of students achieving proficiency on grade level material.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Have teachers take professional development of overall introduction for the new B.E.S.T ELA standards. (June & July 2022 Summer Common Planning Days).
2. Create and implement Instructional Focus Calendars that outline pacing and resources for instruction aligned to grade level standards. (Starting 8/10/22, daily)
3. Teachers will use standards-aligned whole group and center/teacher-led resources provided in the district CRMs, as well as selected, research-based standards aligned resources. (Starting 8/10/22, daily)
4. Provide additional small group instruction and tutoring to students falling into the lowest quartile in ELA as well as students who showed a decrease on the 2022 ELA FSA. (Starting 9/13/22, weekly)
5. Administration and ELA coach will monitor instruction and outcomes through classroom walks, data meetings, and weekly planning sessions. (Starting 8/10/22, weekly)

Person Responsible Joyce Otero (joyce.otero@ocps.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Math data has increased. However, progress monitoring data shows a minimal increase for the lowest 25% Three Points will need to implement additional strategies to maintain proficient math students and increase learning gains amongst all students.

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

Three Points will achieve math proficiency of 55% and math overall learning gains of 75% on the 2023 state assessment.

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

This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-based data meetings and with district personnel at district data meetings. Additionally, the construction of a district action plan will include regular monitoring from district support personnel.

Person responsible for monitoring outcome:

Tiffany Stokes (tiffany.stokes@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will collaboratively plan for and effectively implement standards-based instruction during the math block and will use the intervention block to target students' below grade level skills. Students will receive daily practice on their current grade level standard. Fluency strategies will be targeted through the use of targeted online programs and tutoring programs. Also an emphasis on math vocabulary a strategic scaffold of math word problems will be implemented within math instruction.

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

Students need a combination of instruction at their level and at the level of the standard to be successful. The approach of focusing teacher instruction on student needs while also providing intense standards-based instruction will both help increase learning gains for students at all levels and increase the number of students achieving proficiency on grade level material. Additionally, students in the lowest 25% of math need more specific learning strategies that will assist them in decoding math word problems, hence the need for an emphasis on math vocabulary a strategic scaffold of math word problems.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teacher professional development of overall introduction for the new B.E.S.T Math standards. (June & July 2022 Summer Common Planning Days).
2. Teacher professional development that focuses on math instruction decoding math word problems; emphasizing math vocabulary and scaffold of math word problems.
3. Create and implement Instructional Focus Calendars that outline pacing and resources for instruction aligned to grade level standards. (Starting 8/10/22, daily)
4. Teachers will use standards-aligned whole group and center/teacher-led resources provided in the district CRMs, as well as selected, research-based standards aligned resources. (Starting 8/10/22, daily)
5. Provide additional small group instruction and tutoring (Starting 9/12/22, weekly)
6. Create "Morning Math Lab" where students can attend and use Reflex Math or Symphony math to practice math fluency and standards-based skills. (Starting 8/15/22, daily)
7. Administration and Math coach will monitor instruction and outcomes through classroom walks, data meetings, and weekly planning sessions. (Starting 8/10/22, weekly)

Person Responsible Traci McCants (traci.mccants@ocps.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

5th Grade Science data has been consistently low, specifically in comparison to ELA and math data. (38% on NGSSS state assessment for both 2021 and 2022)

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

Three Points will achieve Science proficiency of 50% on the 2023 state assessment.

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

This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-based data meetings and with district personnel at district data meetings. Additionally, the construction of a district action plan will include regular monitoring from district support personnel.

Person responsible for monitoring outcome:

Tiffany Stokes (tiffany.stokes@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Fifth grade teachers will not be departmentalized this school year, but instead teach all content areas and collaboratively plan for and effectively implement standards-based instruction during the Science block. Students will receive daily practice on their current grade level standard. A science lab will be implemented into the science block as a weekly rotation to incorporate hands-on experiments. Also, teachers in grade K-4 will place more focus on their math instruction with collaborative planning and effective implementation of standards-based instruction during the Science block, and data collection analysis that will assist in monitoring and further drive Science instruction.

Rationale for Evidence-based Strategy:

Students need a combination of instruction at their level and at the level of the standard to be successful. The approach of focusing teacher instruction on student needs while also providing intense standards-based instruction will both help increase learning gains for

Explain the rationale for selecting this specific strategy.

students at all levels and increase the number of students achieving proficiency on grade level material.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Create and implement Instructional Focus Calendars that outline pacing and resources for instruction aligned to grade level standards. (Starting 8/10/22, daily)
2. Teachers will use standards-aligned whole group and center/teacher-led resources provided in the district CRMs, as well as selected, research-based standards aligned resources. (Starting 8/10/22, daily)
3. Provide additional small group instruction and tutoring using the Minority Achievement Office's Acceleration Tutoring program. (Starting 9/12/22, weekly)
4. Create a "Science Lab" where students can attend and get hands-on experience with various standards based Science experiments. (Starting 8/15/22, daily)
5. Administration and ELA and Math coaches will monitor instruction and outcomes through classroom walks, data meetings, and weekly planning sessions. (Starting 8/10/22, weekly)

Person

Responsible

Tameka Hamilton (tameka.hamilton@ocps.net)

#4. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs:
 -Decrease the number of students with attendance less than 90%
 -Establish an open and welcoming environment for parents and families where the school and families partner in working towards the success of all students.

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

Three Points will see an increase on the Panorama Student survey of at least 10% in the areas of Sense of Belonging to 70% from 60% in 2022 and School Climate to 69% from 59% in 2022. Additionally, based on these strategies the Professional Learning about SEL on the Teacher Survey will increase at least 17 percentage points, to 80% from 63% in 2022.

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

Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

Person responsible for monitoring outcome:

Tiffany Stokes (tiffany.stokes@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our

school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Three Points will implement a schoolwide SEL curriculum in all K-5 classes during the Health block (Starting 8/10/22, weekly)
2. The school SELL team will use distributive leadership with social and emotional learning strategies and resources to strengthen
3. Create and facilitate opportunities to welcome families and introduce key staff (Meet the Teacher, Open House, Curriculum Nights) (Starting August 2022, monthly)

Person Responsible Kidada Irick (kidada.irick@ocps.net)

#5. 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 critical need from the data reviewed.

ESSA data trends displays the Students with Disabilities subgroup has made very low progress in ELA achievement over the past few FSA data cycles. Students need to be taught foundational skills to make up for deficits and loss of learning instruction but also need to be accelerated in learning current year standards. Shifts in instructional practice will be made across grade levels to accelerate student learning in ELA, as students must become proficient readers in order to become highly effective in all areas.

Measurable Outcome:

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

Three Points will achieve 10% point increase within the subgroup for reading proficiency on state assessments for the 22-23 school year.

Monitoring:

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

This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-based data meetings and with district personnel at district data meetings. Additionally, the construction of a district action plan will include regular monitoring from district support personnel.

Person responsible for monitoring outcome:

Tiffany Stokes (tiffany.stokes@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will collaboratively plan for and effectively implement standards-based instruction during the whole group portion of the 90-minute reading block. Teachers will effectively implement small group reading instruction aligned to the students' level of need. Students below grade level will receive a combination of instruction at their level and standards based instruction. Specific ESSA subgroup Students with Disabilities will receive more focused and data aligned instruction based on progress yearly monitoring data.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students need a combination of instruction at their level and at the level of the standard to be successful. The approach of focusing teacher instruction on student needs while also providing intense standards-based instruction will both help increase learning gains for students at all levels and increase the number of students achieving proficiency on grade level material.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Have teachers take professional development of overall introduction for the new B.E.S.T ELA standards. (June & July 2022 Summer Common Planning Days).
2. Create and implement Instructional Focus Calendars that outline pacing and resources for instruction aligned to grade level standards. (Starting 8/10/22, daily)
3. Teachers will use standards-aligned whole group and center/teacher-led resources provided in the district CRMs, as well as selected, research-based standards aligned resources. (Starting 8/10/22, daily)
4. Provide additional small group instruction and tutoring to ESSA subgroup Students with Disabilities for ELA. (Starting 9/13/22, weekly)
5. Administration and ELA coach will monitor instruction and outcomes through classroom walks, data meetings, and weekly planning sessions. (Starting 8/10/22, weekly)

Person Responsible Joyce Otero (joyce.otero@ocps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

ELA: I-Ready 2021-2022 Data

Grade Level	# of Students	% Prof BOY	% Prof MOY	% Prof EOY
K	83	11%	46%	65%
1	97	12%	26%	51%
2	86	6%	16%	25%

Based upon the data above, grades K--2 will focus on Instructional Practice specifically relating to ELA.

By the EOY assessment, only two grade levels (Grades K & 1) had 50% or more students at proficiency, while 2nd grade had only 25% of students proficient.

Students need to be taught foundational skills to make up for deficits and loss of learning from but also need to be accelerated in learning current year standards. Shifts in instructional practice will be made across grade levels to accelerate student learning in ELA, as students must become proficient readers in order to become highly effective in all areas. These shifts will include targeted interventions for all students in the grade level, and additional support through push-ins and the small group rotational model.

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

ELA: I-Ready 2021-2022 Data

Grade Level.....	# of Students.....	% Prof BOY.....	%Prof MOY.....	%Prof EOY.....
.....3.....	114.....	7%.....	18%.....	36%....
.....4.....	100.....	8%.....	29%.....	42%....
.....5.....	108.....	15%.....	22%.....	32%....

Based upon the data above, grades 3-5 will focus on Instructional Practice specifically relating to ELA. By the EOY assessment, all grades 3-5. There needs to be acceleration combined with strategic filling of gaps to ensure that students learn current grade level content while having their needs met. Shifts in instructional practice will be made across grade levels to accelerate student learning in ELA, as students must become proficient readers in order to become highly effective in all areas. These shifts will include targeted interventions for all students in the grade level, and additional support through push-ins and the small group rotational model.

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 new 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: Measureable Outcome(s)

Grades K-2 will have at least 50% of it's students achieve reading proficiency by the EOY ELA assessment.

Grades 3-5: Measureable Outcome(s)

Grades 3-5 will have at least 50% of it's students achieve reading proficiency by the EOY ELA assessment.

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 take place with evaluating impact at the end of the year.

This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-

based data meetings and with district personnel at district data meetings. Additionally, the construction of a district action plan will include regular monitoring from district support personnel.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Stokes, Tiffany, tiffany.stokes@ocps.net

Evidence-based Practices/Programs:

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. Â§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?

ELA

Teachers will collaboratively plan for and effectively implement standards-based instruction during the whole group portion of the 90-minute reading block. Teachers will effectively implement small group reading instruction aligned to the students' level of need. Students below grade level will receive a combination of instruction at their level and standards based instruction.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

ELA

Students need a combination of instruction at their level and at the level of the standard to be successful. Focusing teacher instruction on student needs while also providing intense standards-based instruction will both help increase learning gains for students at all levels and increase the number of students achieving proficiency on grade level material.

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
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ELA

1. Have teachers take professional development of overall introduction for the new B.E.S.T ELA standards. (June & July 2022 Summer Common Planning Days).
2. Create and implement Instructional Focus Calendars that outline pacing and resources for instruction aligned to grade level standards. (Starting 8/10/22, daily)
3. Teachers will use standards-aligned whole group and center/teacher-led resources provided in the district CRMs, as well as selected, research-based standards aligned resources. (Starting 8/10/22, daily)
4. Provide additional small group instruction and tutoring to students falling into the lowest quartile in ELA as well as students who showed a decrease on the 2022 ELA FSA. (Starting 9/13/22, weekly)
5. Administration and ELA coach will monitor instruction and outcomes through classroom walks, data meetings, and weekly planning sessions. (Starting 8/10/22, weekly).
6. Use data analysis of common assessments to consistently monitored tied MTSS students during Reading Intervention.

Otero, Joyce,
joyce.otero@ocps.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team

dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The primary stakeholders in promoting a positive culture and environment are the members of the school Social Emotional Leadership and Learning (SELL) team. The SELL team is comprised of the principal, guidance counselor, and teachers representing primary, intermediate, and exceptional student education. The team will be responsible for bringing information back from district trainings and disseminating that to staff through PD, grade level meetings, and modeling examples. This team will help set the tone for SEL implementation at school and serve as model classrooms for positive classroom environments.