Volusia County Schools

ORANGE CITY ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

A. School Mission and Vision 2

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2

C. Demographic Data 6

D. Early Warning Systems 7

II. Needs Assessment/Data Review 10

A. ESSA School, District, State Comparison 11

B. ESSA School-Level Data Review 12

C. ESSA Subgroup Data Review 13

D. Accountability Components by Subgroup 14

E. Grade Level Data Review 17

III. Planning for Improvement 18

IV. Positive Learning Environment 22

V. Title I Requirements (optional) 25

VI. ATSI, TSI and CSI Resource Review 28

VII. Budget to Support Areas of Focus 29

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

All students learn at Orange City School, where CPR-Cooperation, Pride and Respect-brings us to life and helps us to do our best.

Provide the school's vision statement

Orange City Elementary....where hard work opens doors to a brighter tomorrow.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Virginia Freeman

vafreema@volusia.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

School Principal

Leadership Team Member #2

Employee's Name

Melissa Diamond

mldiamon@volusia.k12.fl.us

Position Title

Academic Coach

Job Duties and Responsibilities

Reading Coach

Leadership Team Member #3

Employee's Name
Jennifer Cascio

jlcascio@volusia.k12.fl.us

Position Title
Academic Coach

Job Duties and Responsibilities

Math Coach

Leadership Team Member #4

Employee's Name
Devan Gonzalez

dmgonzal@volusia.k12.fl.us

Position Title
Teacher

Job Duties and Responsibilities

Fifth Grade Team Leader

Leadership Team Member #5

Employee's Name
Natalie Motowylak

nmmotowy@volusia.k12.fl.us

Position Title
Behavior Teacher

Job Duties and Responsibilities

ESE and Behavioral Support

Leadership Team Member #6

Employee's Name

Tonya Akins

tvakins@volusia.k12.fl.us

Position Title
Math Intervention Teacher

Job Duties and Responsibilities

Math Support

Leadership Team Member #7

Employee's Name
Yvonne Clark

ymclark@volusia.k12.fl.us

Position Title
Teacher

Job Duties and Responsibilities

Kindergarten Teacher

Leadership Team Member #8

Employee's Name

Position Title

Job Duties and Responsibilities

No Answer Entered

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 and the SAC reviewed data and developed areas of focus based on the data from the 2024-2025 school year.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Orange City Elementary will be regularly monitoring the implementation and impact on increasing achievement of students in meeting the state's academic standards, particularly for those students with the greatest achievement gap. Orange City will be participating in SIP reviews during the school year to evaluate the progress made towards the SIP goals. That data will be shared with stakeholders and changes to the plan will be made if determined by the SLT. Timelines for implementation will be monitored and reviewed as well as action steps.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: D** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	53	85	85	113	83	93	0	0	0	512
Absent 10% or more school days	10	37	21	28	21	22	0	0	0	139
One or more suspensions	0	8	10	9	5	14	0	0	0	46
Course failure in English Language Arts (ELA)	0	0	0	5	13	22	0	0	0	40
Course failure in Math	0	0	0	1	6	15	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	7	21	38	0	0	0	66
Level 1 on statewide Math assessment	0	0	0	6	12	26	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	10	7	11	7	14	0	0	0	49
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2025-26

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	1	0	0	0	0	0	1

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	0	7	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	14	32	30	33	20	32				161
One or more suspensions	1	7	9	11	10	12				50
Course failure in English Language Arts (ELA)				2	4	6				12
Course failure in Math				4	4	7				15
Level 1 on statewide ELA assessment						1				1
Level 1 on statewide Math assessment						1				1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		5	18	16						39
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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		6	9	10	10	16				51

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3			32	1					36
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	43	56	59	40	55	57	44	52	53
Grade 3 ELA Achievement	43	58	59	38	56	58	53	55	53
ELA Learning Gains	51	57	60	46	57	60			
ELA Lowest 25th Percentile	60	53	56	51	50	57			
Math Achievement*	51	61	64	40	57	62	43	55	59
Math Learning Gains	57	62	63	48	59	62			
Math Lowest 25th Percentile	51	50	51	40	46	52			
Science Achievement	52	63	58	42	60	57	50	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	64	65	63	38	60	61	45	60	59

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	472
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***	**2018-19**
52%	43%	51%	39%	40%		44%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	33%	Yes	6	
English Language Learners	46%	No		
Black/African American Students	40%	Yes	1	
Hispanic Students	54%	No		
White Students	51%	No		
Economically Disadvantaged Students	51%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	43%	43%	51%	60%	51%	57%	51%	52%					64%
Students With Disabilities	15%	7%	49%	55%	15%	49%	55%	15%					
English Language Learners	47%		50%		21%	46%							64%
Black/African American Students	23%		54%		29%	54%							
Hispanic Students	39%	44%	50%	58%	48%	58%	62%	63%					64%
White Students	47%	43%	50%	59%	56%	58%	46%	48%					
Economically Disadvantaged Students	39%	41%	52%	70%	45%	54%	53%	44%					60%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	40%	38%	46%	51%	40%	48%	40%	42%					38%
Students With Disabilities	15%	14%	39%	46%	15%	36%	36%	26%					
English Language Learners	36%		35%		14%	18%	10%						38%
Black/African American Students	25%		46%		35%	62%							
Hispanic Students	42%	32%	48%	71%	33%	39%	35%	28%					40%
White Students	41%	43%	44%	46%	43%	51%	42%	53%					
Economically Disadvantaged Students	39%	34%	44%	47%	38%	45%	34%	38%					35%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	44%	53%			43%			50%					45%
Students With Disabilities	23%	17%			23%			22%					
English Language Learners	26%	50%			30%			55%					64%
Black/African American Students	20%				12%			40%					
Hispanic Students	44%	58%			43%			59%					63%
White Students	46%	54%			46%			47%					
Economically Disadvantaged Students	41%	49%			37%			48%					63%

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	42%	57%	-15%	57%	-15%
ELA	4	44%	55%	-11%	56%	-12%
ELA	5	42%	56%	-14%	56%	-14%
Math	3	52%	61%	-9%	63%	-11%
Math	4	55%	62%	-7%	62%	-7%
Math	5	44%	57%	-13%	57%	-13%
Science	5	50%	62%	-12%	55%	-5%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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 math proficiency which rose from 40% proficiency in the 2023-2024 school year and 51% in the 2024-2025 school year. Additionally, all other math learning gains grew by 8% from 48% in the 2023-2024 school year to 57% proficiency and math lowest learning quartile learning gains grew by 11% from 40% in the 2023-2024 school year to 51% in the 2024-2025 school year. All other components of our school grew by under 10%. The action steps we took to achieve this growth included the iReady Prerequisite Report and the 15 Day Challenge. The iReady prerequisite challenge focuses on tiered interventions prior to coming to a topic rather than focused remediation. The 15 day challenge focuses on explicit instruction, formative/ summative assessment, and in the moment scaffolds that includes district curriculum, the BIG M, and teacher experience.

Lowest Performance

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

The data component that showed the least performance was ELA. ELA proficiency grew by 5% from 38% to 43%. ELA Learning gains grew by 5% from 46% to 51%. ELA Lowest Quartile Learning Gains grew by 9% from 51% to 60%. While none of these components have dropped from the year prior, we feel that due to a strong focus in math we lost momentum in ELA.

Greatest Decline

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

No school grade components for the 2024-2025 school year have shown decline. However, when looking at our ESSA subgroup data our black students fell by 2% showing an increased need for focus and monitoring of this subgroup.

Greatest Gap

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 component that had the greatest gap when compared to the state average was our reading proficiency and learning gain data. Our data indicate that we have more level ones in this area when compared to our math and science scores. When looking our students leveled scores we are still seeing a high number of level 1s and 2s year over year. In third grade specifically, we are seeing more movement into 2.2 showing high potential to raise proficiency in fourth grade. Data indicates student bucket movement and the benefits of phonics instruction in 3-5.

EWS Areas of Concern

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

The two areas of potential concern based on our EWS data are chronic absenteeism and level 1 course performance in ELA. 139 students in the 2024-2025 school year have missed more than 10% of the school year. In the 2024-2025 school year 66 students scored level 1 on the ELA assessment as compared to 46 in Math.

Highest Priorities

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

Our highest priority this year, is ELA proficiency. Our second highest priority is attendance.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our Area of Focus is aligned to the District Strategic Plan Goal 1: Engage all students in high levels of
learning. As a result of our Needs Assessment and Data Review, it revealed that our proficiency rates are
43% in ELA showing we are below the district and state average.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

This year Orange City will increase ELA proficiency from 43% to 50% in Third Grade ELA proficiency, 43% to 53% in overall reading proficiency, and keep learning gains and lowest quartile the same by PM 3 using scaffolded small group and intervention supports. Additionally, we will utilize benchmark aligned collaborative unit planning.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The monitoring for this measurable outcome would occur monthly through benchmark aligned assessments for benchmarks taught.

Person responsible for monitoring outcome

Academic Coach and Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
To achieve our goals we will be utilizing professional development for the Science of Reading and Scaffolding for reading. We will then utilize this professional development to collaboratively plan small group instruction to focus on scaffolding for students who need low, medium, and high levels of support. From there, Academic Coaches and Administration will walkthrough to monitor fidelity and provide feedback through differentiated feedback.

Rationale:
Research has shown that teacher effectiveness is the most important school-based factor that influences student outcomes, including student achievement.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Professional Development

Person Monitoring:
Academic Coach/ Administration

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional Development on the Science of Reading and Scaffolding Reading Instruction through PLCs, Faculty Meetings, modeled lessons, and exemplars

Action Step #2
Planning

Person Monitoring:
Academic Coaches/Administration

By When/Frequency:
Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Small Group Collaborative Instructional Planning with the focus on Scaffolding followed by differentiated feedback

Action Step #3
Monitoring and Feedback

Person Monitoring:

By When/Frequency:

Academic Coaches/ Administration Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Walkthroughs of small group and intervention blocks by administration and academic coaches to provide support and feedback. To collect data about how often scaffolding is evident within classrooms in response to professional learning, we will be utilizing the district small group look for tool on a Microsoft form. This form adds in an additional indicator: Look For 3: Scaffolding is present and aligned to benchmark or intended learning." The answer choices will indicate "Yes" "No" or N/a" to help us identify trends.

Action Step #4
Instructional Supports for Underperforming Subgroups

Person Monitoring:
Freeman

By When/Frequency:
Monthly Ongoing Progress Monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Small Group Scaffolding Look for tool to be used with our ESE students to ensure fidelity of scaffolding within ELA small group instruction. Discussion of student performance through data collected in ongoing progress monitoring and look for tool to be used within PLCs and collaborative planning to further refine support. Close analyzation of data for our black and ESE sub group with targeted placement in intervention and small group.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Per our EWS data, OCE has 139 students who show ten or more days absent. Research shows that students who are consistently present at school perform higher on district and state assessment. We believe if we can reduce the amount of high absenteeism, we can increase overall proficiency in all subject areas through K-5.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

OCE will decrease the number of absentee kids by 30% (42 kids) by May of 2026.

Monitoring

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

how ongoing monitoring will impact student achievement outcomes.

Teacher will incentivize student attendance by attempting to earn the word "Ready" by the end of the week with 100% class attendance in the morning. Monitoring of 100% Class Attendance will be measured daily by the teacher. Incentives will be given for classes that are present all days of the school week.

Person responsible for monitoring outcome
Homeroom Teachers/ Administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
We are providing a structure for students to self monitor their attendance by reporting whether the class was "Ready" to learn by having all students present.

Rationale:
Research shows that students who are consistently present at school perform higher on district and state assessment. We believe if we can reduce the amount of chronic absenteeism, we can increase overall proficiency in all subject areas through K-5. By having this system in place, we have students learn to take ownership of their attendance and the role it has in their learning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Attendance Daily

Person Monitoring:
Homeroom Teacher

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will monitor whether all students were present each day to earn each letter of the word "Ready"

Action Step #2
Attendance Weekly

Person Monitoring:
Homeroom Teacher/ Administration

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will report when students have learned all letters of the word "Ready" through a Monday-Friday period. Classes that have 100% attendance all week, will be announced and celebrated with Teacher Friendship bracelets creating repetition through positive reinforcement.

Action Step #3
Attendance Quarterly

Person Monitoring:
Administration

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will monitor and review data to determine which classes hit 50% ready in Q1, 60% ready in Q2, 70% ready in Q3, and 80% ready in Q4 to provide quarterly incentives with a raising goal.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

https://orangecity.vcsedu.org/school-information

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

http://orangecity.vcsedu.org/parents-students where the school's Family Engagement Plan is made publicly available.

The parent engagement plan will be shared annually on the school website. vcs.org
We collect input from SAC every year and build monthly events that we share through newsletters, phone calls, flyers and the school marquee to encourage family participation. Our family liaison also works with families to share information

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section

1114(b)(7)(A)(ii)).

We provide 2 intervention teachers with Title I funding and also fund reading, math and science nights. Materials and supplies to enhance and support learning are also provided through Title I funds. Our parent liaison is a great resource to families as well.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

N/a

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

N/a

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/a

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

N/a

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

N/a

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/a

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

We utilize district resources that align with the district created, and state approved, decision trees to determine interventions and programs that meet the needs of each student.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

To determine the resources needed we will use a culmination of State Progress Monitoring, Ongoing Progress Monitoring, and teacher created assessments to determine when students are in need of additional interventions as a Tier 2 or Tier 3 students. Resources from the decision trees will be used as they have evidence of high returns of investment. Research shows that targeted interventions help to fill gaps and increase the amount of tier 1 instruction recieved by students.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00