

Orange County Public Schools

Catalina Elementary



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	12
Planning for Improvement	20
Positive Culture & Environment	23
Budget to Support Goals	24

Catalina Elementary

2448 29TH ST, Orlando, FL 32805

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

Demographics

Principal: Patty Harrelson

Start Date for this Principal: 7/1/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Economically Disadvantaged Students*
School Grades History	2018-19: C (42%) 2017-18: C (48%) 2016-17: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	12
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	24

Catalina Elementary

2448 29TH ST, Orlando, FL 32805

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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<https://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

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Austin, Michelle	Assistant Principal	<p>The Assistant Principal has duties and responsibilities in the following areas:</p> <ul style="list-style-type: none"> ▪ Acting Principal in Principal's Absence ▪ Oversees Facilities (Custodial, Facility Usage, Property & Surplus) ▪ Oversees all student discipline & procedures in compliance with the Student Code of Conduct in partnership with Dean ▪ Oversees reports related to curriculum: FTE, Class Counts, SMS in partnership with Registrar ▪ Report Card & Progress Reports ▪ Develops Master Schedule in partnership with Registrar ▪ FISH Report/Crosswalk ▪ Creates and Oversees School Improvement Plan (SIP) ▪ Creates Newsletter (quarterly) ▪ Oversees ESE Curriculum Compliance Meetings in partnership with Staffing Specialist ▪ Oversees Clubs & Organizations ▪ Oversees Truancy Meetings in partnership with Registrar ▪ Field Trips & Fundraisers in partnership with Bookkeeper ▪ ESOL Department in partnership with CT ▪ Code of Conduct Contact ▪ Supervises Teach-In ▪ Oversee PIE ▪ Oversee Kids Beach Club ▪ Oversees Free & Reduced Lunch ▪ Assists with student attendance procedures, skipping, tardiness, truancy in partnership with Registrar ▪ Supervise Bus Schedule & Bus Drills ▪ Organizes, Supervises & Coordinates Evacuation Plan and Drills (Fire & Inclement Weather) & Updates system along with Fire Extinguisher Report ▪ Creates School Safe Plan ▪ Oversees & Facilitates Weekly PLCs (Grades K-2) ▪ Attends weekly Admin Team Meetings – Mondays at 9:00 a.m. ▪ Attends monthly Leadership Council Meetings with Team Leaders ▪ AM/Lunch/PM Duties ▪ Monitors lesson plans, grade books, grade distribution of supervised teachers ▪ Supervises Extracurricular Activities ▪ Other duties as assigned by the Principal
Maguire, Sean	Principal	<p>Principal Maguire provides instructional leadership and directs all activities and functions of Catalina Elementary School. Principal Maguire has duties and responsibilities in the following areas:</p> <ul style="list-style-type: none"> ▪ Instructional Leader ▪ Overall Supervision of all Personnel ▪ Ensures overall safety of staff, students, and visitors ▪ Community Liaison ▪ Handles all Public Relations

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ▪ Oversees School Curriculum in partnership with CRT ▪ Oversees School Budget ▪ State Assessment Data for school grade ▪ Oversees Lowest 25% Meetings ▪ Manage, organize and keeper of ALL campus data ▪ School-wide Master Calendar ▪ Oversees Master Calendar ▪ Contracts ▪ Beginning of School Activities (Faculty Letters & Pre-Planning Agenda) ▪ PTA & SAC Liaison ▪ Supervises preparation for administration of State Assessments and other standardized tests in partnership with CRT ▪ Request for Leave Approval ▪ Supplements ▪ Coordinates quarterly Honor Roll & Perfect Attendance Assemblies ▪ Coordinates all student & staff incentives ▪ Emergency Response Team (ERT) Leader ▪ Classified/Clerical Duty Schedule ▪ Sonitrol & School Security ▪ Oversees school-wide Professional Development Calendar in partnership with CRT ▪ Student Arrival & Dismissal process and procedures in partnership with AP ▪ Develop & Update Faculty Handbook ▪ Instructional Focus Calendar in partnership with CRT ▪ Title I Budget and Activities in partnership with Title I Contact ▪ Oversees & Facilitates Weekly PLCs (Grades 3-5) ▪ Facilitates weekly Admin Team Meetings – Mondays at 9:00 a.m. ▪ Facilitates monthly Leadership Council Meetings with Admin Team & Team Leaders ▪ AM/Lunch/PM Duties ▪ Monitors lesson plans, grade books, grade distribution of supervised teachers ▪ Supervises Extracurricular Activities

<p>Armstrong, Jessica</p>	<p>ELL Compliance Specialist</p>	<p>The CT has duties and responsibilities in the following areas:</p> <ul style="list-style-type: none"> ▪ Serves as ESOL liaison between school & district ▪ Ensures that all students who answered "Yes" on the Home Language Survey are scheduled for the English Language Proficiency test ▪ Facilitate, organize and provide training to staff on ESOL accommodations ▪ Provide support & resources for ESOL including intervention, accommodations, and strategies to match instructional needs of the student. ▪ Reviews each LEP cumulative folder to ensure that all required forms are filed in the LEP Educational History Folder ▪ Ensures that parents are informed of placement in LEP program ▪ Sends copies of program forms in native language when feasible ▪ Coordinates and conducts LEP Committee Meetings
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Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ▪ Documents LEP Meetings on LEP Conference Report Form and files them in the LEP Educational folder ▪ Reviews LEP information on SMS screens to make sure that they are correct, current and updated ▪ Monitors students exited from the program and completes the monitoring section on the LEP Folder ▪ Ensures that Monitoring is documented on SMS ▪ Parent Leadership Council Chair in partnership with AP ▪ Assists in the enrollment and identification of potential LEP students ▪ Coordinates and administers ACCESS 2.0 & IPT Tests (LEP students) ▪ Attends district-level CT Meetings/Trainings ▪ Provides and organizes ESOL related Professional Development opportunities ▪ Oversee Colt Cinema CELEBRATES Regal Colts ▪ Oversee all Title I documentation ▪ 5-Star Chair ▪ Observe, coach, MODEL & assists teachers with implementing various strategies and best practices in the classroom ▪ Provides interventions on a DAILY-basis for identified students ▪ Grade Level Support – 1st Grade ▪ Attends weekly Admin Team Meetings – Mondays at 9:00 a.m. ▪ Attends monthly Leadership Council Meetings with Team Leaders ▪ AM/Lunch/PM Duties ▪ Other duties as assigned by the Principal
Poole, Ashley	Instructional Coach	<p>The CRT has duties and responsibilities in the following areas:</p> <ul style="list-style-type: none"> ▪ Coordinates ALL school-wide testing ▪ Develops school-wide Testing Calendar in conjunction with Master Calendar ▪ Facilitates, assists & plans Professional Development opportunities in partnership with Principal ▪ Attends district-level Testing Coordinator & CRT Meetings/Trainings ▪ Facilitates testing related Professional Development trainings ▪ Maintains school-wide Professional Development points, agendas and notes and submits in-service points to district ▪ Textbooks <ul style="list-style-type: none"> o Ordering & Organizing o Supervises & Monitors Teacher/Staff Accounts in Destiny o Distribution, Collection & Inventory ▪ Coordinate all Interns ▪ Dreamer & Doer Liaison ▪ Green School Coordinator ▪ Schedules the Computer Labs ▪ Create Instructional Focus Calendar in partnership with Principal ▪ Spelling Bee & Oration Contest Liaison in partnership with 5th grade team leader ▪ Develops & Updates Student Planner ▪ Title II Documentation in partnership with Principal ▪ Certification Contact

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ▪ Student & Staff Picture Liaison ▪ Oversees Professional Development protocol binder & procedures ▪ Schedules and facilitates meetings for all teachers on temporary certificates ▪ Observe, coach, MODEL & assists teachers with implementing various strategies and best practices in the classroom ▪ Grade Level Support – 3rd Grade ▪ Attends weekly Admin Team Meetings – Mondays at 9:00 a.m. ▪ Attends monthly Leadership Council Meetings with Team Leaders ▪ AM/Lunch/PM Duties ▪ Other duties as assigned by the Principal

Demographic Information

Principal start date

Thursday 7/1/2021, Patty Harrelson

Number of teachers with a 2019 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.*

2

Number of teachers with a 2019 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.*

2

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

653

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

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

17

Demographic Data

Early Warning Systems

2021-22

The number of students by 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	31	106	102	127	105	114	0	0	0	0	0	0	0	585
Attendance below 90 percent	17	44	47	52	47	28	0	0	0	0	0	0	0	235
One or more suspensions	1	1	8	4	7	12	0	0	0	0	0	0	0	33
Course failure in ELA	0	0	0	0	7	9	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	6	5	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	23	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	1	5	1	10	24	0	0	0	0	0	0	0	42

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	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Friday 9/10/2021

2020-21 - As Reported

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	25	99	121	110	133	114	0	0	0	0	0	0	0	602
Attendance below 90 percent	14	44	43	44	36	31	0	0	0	0	0	0	0	212
One or more suspensions	0	1	6	10	6	4	0	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	6	11	2	0	0	0	0	0	0	0	19
Course failure in Math	0	0	0	8	7	4	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide ELA assessment	0	0	0	0	27	25	0	0	0	0	0	0	0	52
Level 1 on 2019 statewide Math assessment	0	0	0	0	16	19	0	0	0	0	0	0	0	35

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	3	12	26	23	0	0	0	0	0	0	0	65

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	4	2	0	0	0	0	0	0	0	6

2020-21 - Updated

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	25	99	121	110	133	114	0	0	0	0	0	0	0	602
Attendance below 90 percent	14	44	43	44	36	31	0	0	0	0	0	0	0	212
One or more suspensions	0	1	6	10	6	4	0	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	6	11	2	0	0	0	0	0	0	0	19
Course failure in Math	0	0	0	8	7	4	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide ELA assessment	0	0	0	0	27	25	0	0	0	0	0	0	0	52
Level 1 on 2019 statewide Math assessment	0	0	0	0	16	19	0	0	0	0	0	0	0	35

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	3	12	26	23	0	0	0	0	0	0	0	65

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	4	2	0	0	0	0	0	0	0	6

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				33%	57%	57%	33%	56%	56%
ELA Learning Gains				48%	58%	58%	44%	55%	55%
ELA Lowest 25th Percentile				47%	52%	53%	58%	48%	48%
Math Achievement				49%	63%	63%	43%	63%	62%
Math Learning Gains				50%	61%	62%	52%	57%	59%
Math Lowest 25th Percentile				46%	48%	51%	67%	46%	47%
Science Achievement				23%	56%	53%	38%	55%	55%

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
03	2021					
	2019	23%	55%	-32%	58%	-35%
Cohort Comparison						
04	2021					
	2019	43%	57%	-14%	58%	-15%
Cohort Comparison		-23%				
05	2021					
	2019	23%	54%	-31%	56%	-33%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	62%	-6%	62%	-6%
Cohort Comparison						
04	2021					
	2019	44%	63%	-19%	64%	-20%
Cohort Comparison		-56%				
05	2021					
	2019	34%	57%	-23%	60%	-26%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	18%	54%	-36%	53%	-35%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress Monitoring tools used are iReady, Performance Matters, common assessments, and STAR Test.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	27	35
	Economically Disadvantaged	22	27	35
	Students With Disabilities	0	0	0
	English Language Learners	0	14	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	15	40
	Economically Disadvantaged	16	15	40
	Students With Disabilities	32	100	100
	English Language Learners	17	14	27
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13	25	33
	Economically Disadvantaged	13	25	33
	Students With Disabilities	NA	NA	NA
	English Language Learners	6	14	28
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	22	35
	Economically Disadvantaged	9	22	35
	Students With Disabilities	10	11	25
	English Language Learners	6	10	19
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	28	33
	Economically Disadvantaged	33	28	33
	Students With Disabilities	10	11	20
	English Language Learners	0	8	26
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	34	33
	Economically Disadvantaged	24	34	33
	Students With Disabilities	24	27	33
	English Language Learners	0	8	28
	Grade 4			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8	26	25
	Economically Disadvantaged	8	26	25
	Students With Disabilities	10	15	23
	English Language Learners	5	14	22
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	22	31
	Economically Disadvantaged	7	22	31
	Students With Disabilities	4	22	32
	English Language Learners	8	17	31

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	15	17
	Economically Disadvantaged	14	15	17
	Students With Disabilities	15	14	17
	English Language Learners	5	4	7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	15	22
	Economically Disadvantaged	9	15	22
	Students With Disabilities	8	15	23
	English Language Learners	5	8	22
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	14	14	15
	Economically Disadvantaged	14	14	15
	Students With Disabilities	0	0	0
	English Language Learners	13	13	13
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

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	25	55	90	27	43	55	44				
ELL	21	54	73	37	56		14				
BLK	28	49	74	36	35	56	35				
HSP	22	50		44	60		13				
FRL	25	45	72	37	44	65	32				
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	25	30	28	30	41	28	11				
ELL	27	46	53	46	59	71	13				
BLK	30	44	41	49	48	35	23				
HSP	35	54	62	49	54	77	19				
FRL	30	45	46	47	48	43	18				

2018 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 2016-17	C & C Accel 2016-17
SWD	29	45	53	23	58	75					
ELL	32	52	63	45	60	77					
BLK	31	41	59	41	52	68	36				
HSP	38	49		45	54		42				
FRL	32	46	57	42	52	64	37				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	8
Percent Tested	94%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - 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%	

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%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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?

Based on the progress monitoring data and the state assessment data provided the following trends emerged:

In the area of ELA, all subgroups showed a decrease in ELA Achievement and ELA Lowest 25%. In the area of ELA Learning Gains the following subgroups showed an increase: Black 41% to 44% and Hispanic 49% to 54%. In the area Math, all subgroups showed a decrease in Math Learning Gains and Lowest 25%. In the area of Math Achievement, the following subgroups showed an increase: English Language Learners and Black.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and the 2019 state assessment, Math Achievement is the area that demonstrates the greatest need for improvement. In 2018-2019, 49% of students scored at proficiency in Math Achievement. In 2020-2021, 37% of students scored at proficiency in Math Achievement, 12% decrease.

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

Contributing factors for this area are attendance/ tardies, lack of home support, and content retention of basic fundamental math skills.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on progress monitoring and the 2019 state assessment, ELA Lowest 25% is the area that demonstrates the most improvement. In 2018-2019, 47% of students in ELA Lowest 25% made learning gains compared to 2020-2021, 71% of students in ELA Lowest 25% made learning gains, a 34% increase.

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

An intense focus on interventions for this group of students is one of the contributing factors for this improvement. This group of students were strategically placed with a specific teacher and closely monitored for progress.

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

In order to accelerate learning the school team will provide focused feedback to teachers on strategies and structures that facilitate participation and meaning-making as well as monitoring strategies to ensure student engagement.

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.

Professional development opportunities will be based on providing support to teachers in instructional strategies and monitoring for student engagement.

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

In order to ensure sustainability of improvement will be implementation of specific intervention curriculum, data tracking and professional development to built teacher capacity.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus	Utilizing standards-based instructional practices and student performance data, an increase in learning gains for both ELA and math will occur. An additional scaffolding layer will be given to our lowest 25% and students with disabilities (SWD) subgroups by placing an amplified focus on strategies and using support facilitation based on the results of our BPIE indicators and 2019 ESSA data.
Description and Rationale:	
Measurable Outcome:	<ul style="list-style-type: none"> - Increase Learning Gains by 5% in ELA and Math - Increase Learning Gains of Lowest 25% in ELA and Math by 10% - Meet ESSA Percent of Points Index target for ESE (41%) <p>Students with Disabilities will increase ESSA percent of points index by 12%, meeting the required 41% point index needed.</p>
Monitoring:	<ol style="list-style-type: none"> 1. Collaborative planning sessions with school-based coaches 2. Data meetings biweekly 3. Tiered teacher support 4. Coaching Cycle 5. Strategic plan for the lowest 25% performing students
Person responsible for monitoring outcome:	Sean Maguire (sean.maguire@ocps.net)
Evidence-based Strategy:	Helping Students Process New Content - Students systematically engage in processing content to generate conclusions through collaborative interactions with other students.
Rationale for Evidence-based Strategy:	In order for effective student instruction of meaning to occur, learners must be actively engaged in the processing of information through a teaching and learning process that involves an interaction among the teacher, the students, and the content.

Action Steps to Implement

1. Collaborative planning sessions with school-based coaches
2. Data meetings biweekly
3. Tiered teacher support
4. Coaching Cycle
5. Strategic plan for the lowest 25% performing students

Person Responsible Sean Maguire (sean.maguire@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus	Use distributive leadership to plan and implement intentionally structured opportunities for adults to integrate and monitor resources and strategies to grow every student academically, socially, and emotionally.
Description and Rationale:	
Measurable Outcome:	-Meet or exceed OCPS district average (71% in 2021) on Panorama Student Survey for School Climate (61% in 2021). -Meet or exceed district average (64% in 2021) on Panorama Student Survey for Student Safety (42% in 2021).
Monitoring:	Culture & Climate Continuum data Classroom Walkthrough trend data Evaluative instructional and leadership practice observational data Qualitative data from students, staff, and families
Person responsible for monitoring outcome:	Sean Maguire (sean.maguire@ocps.net)
Evidence-based Strategy:	Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. (CASEL, 2020)
Rationale for Evidence-based Strategy:	Culture is central to learning. It plays a role not only in communicating and receiving information but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994)

Action Steps to Implement

- Implement a school-wide SEL curriculum
- Ensure a school team receives training on implementation of a school-wide SEL curriculum
- Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum
- Implement a school-wide SEL curriculum

Person Responsible Sean Maguire (sean.maguire@ocps.net)

- Integrating Aligned Instructional and SEL Strategies
- Identify student social and emotional learning needs to prepare for academic instruction
- Determine cognitive and conative strategies that align with the standard
- Interpret standards and student needs to intentionally integrate aligned instructional strategies

Person Responsible Sean Maguire (sean.maguire@ocps.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	On the most recent Florida Standards Assessment (FSA), data indicated that (50% or more) 26% of students scored below a level 3 in English Language Arts (ELA). (Data resource)
Measurable Outcome:	The 2022 ELA FSA will show an increase of at least 5 percentage points from 26% to 31%.
Monitoring:	<ul style="list-style-type: none"> i-Ready Diagnostics i-Ready Growth Monitoring SIPPS Mastery Assessments Classroom Walkthroughs District Standards Based Unit Assessments District K-2 Foundational Unit Assessments Heggerty Assessments Literably Assessments
Person responsible for monitoring outcome:	Sean Maguire (sean.maguire@ocps.net)
Evidence-based Strategy:	Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This instructional practice has a moderate level of evidence
Rationale for Evidence-based Strategy:	This selected instructional practice(s) has/have a select strong level of evidence, as noted in this link for the IES Guide for Foundational Skills to Support Reading for Understanding.

Action Steps to Implement

Use district created K-2 and 3-5 Common Planning Resources to guide agenda and discussions
 Include foundational planning in K-2
 Conduct classroom walkthroughs regularly and provide feedback; needed adjustments are made in common planning/PLCs.
 Ensure 90-minute reading block contains statutory requirements.
 6 components of reading (as noted in Florida’s Formula for success)
 Daily inclusion of on-level whole group instruction, and differentiated small group instruction
 Standards Based Unit Assessment (SBUA) Data and Foundational Assessment Data is used to plan small group instruction and differentiation opportunities.
 Provide targeted ELA PD based on teacher needs (consider B.E.S.T. ELA Canvas course, recorded sessions from Early Literacy Summer Institute, and when applicable, ELA IMPACT).
 MTSS Problem Solving Teams meet regularly to ensure students are appropriately identified and matched to appropriate interventions and intensity.
 Data analysis is routinely part of the process, and adjustments are made to interventions based on the MTSS Problem Solving Team’s findings.

Person Responsible Sean Maguire (sean.maguire@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Compared to the state Catalina is ranked 1,288th out of 1,395 in the incidents per 100 students. Catalina has 3.2 reported incidents per 100 students compared to the state at 1.0 incidents per 100 students. Threats/ Intimidation was ranked the highest at 1.5 incidents per 100 students reported. Fighting was ranked the second highest at 1.0 incidents per 100 students reported. Physical Attack was ranked the third highest at .5 incidents per 100 students reported.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Establishing and maintaining positive relationships with families and community members is essential to student academic performance and overall school improvement. Expectations and outcomes are clearly defined and distributive leadership and collaboration is embedded utilizing the Professional Learning Community Framework. Parents and community members are encouraged to become ADDitions volunteers so that they can work in the classroom, attend field trips and assist with our evening events. Our families are provided many opportunities to become involved in their child's academic education. Parents and community members are encouraged to take an active role in the organizations/committees that support our school including:

- Parent-Teacher Organization (PTO)
- School Advisory Council (SAC)
- Multilingual Parent Leadership Council (MPLC)

In addition, a variety of opportunities are made available for parents to gain a better understanding of their child's performance and learning environment including,

- Meet Your Teacher
- Open House
- Report Card Conferences
- Exceptional Student Education (ESE) Meetings
- MTSS Conferences
- LEP Conferences

Parent nights for specific content areas (ELA, Math, Science, FSA testing) are opportunities for parents to help their children find success through partnership with the school, as well as, student exhibit/performance nights for the fine and performing arts. Students who exhibit signs of social-emotional stress are referred to the school counselor. In some instances, students are referred to outside counseling services that are better able to serve them and meet their individual needs both at the school and in the home environment. The counselor and ESE teachers also teach social-emotional skills to small groups of children during the school day. The Threat Assessment team meets monthly to monitor and provide support to students who have shown signs of distress as well as making sure they are provided with additional services if needed.

Additional SEL proposals led by the school counselor for the upcoming year are:

- Sandy Hook Promise's Start With Hello Project
- Second Step for Adults and Students
- Kindness Week

Additional extra-curricular activities are for students outside the school day to further establish positive interactions with students and staff including:

- 21st Century Program
- National Elementary School Honor Society
- Chess Club
- Dance Club
- Art Club (Anime)
- Chorus
- Step Team
- Dramatic Education (contracted for fee)

The school provides professional development to the faculty and staff on Social-Emotional Learning and Culturally Responsive Teaching awareness and strategies. In addition, teachers new to our school actively participate in a year-long (two-years for beginning teachers) induction program designed to provide support for and retention of teachers in order to meet school and district goals.

The school culture is monitored annually, utilizing Cognia school accreditation surveys (Panorama) for parents, students and staff. Data from these surveys are examined by the SAC, school leadership team and teacher groups to identify strengths and areas for growth both in performance and consistency across stakeholder groups. The results are then utilized to help develop and monitor School Improvement Plan goals.

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

The school has a Parent Engagement Liaison (PEL) will be coordinating all community-school events. The role of the PEL is to establish and improve effective communication between home and school, improve community outreach, and coordinate training opportunities for parents and families of students in grades Pre-K through 12 that will impact student academic performance. The PEL will conduct home visits, deliver parent workshops, gather and present detailed data pertaining to parent engagement activities, participate in parent/school leadership councils, establish communication with all parents, and create engagement opportunities for all parents. The PEL maintains regular contact with each business to invite them to School Advisory Council (SAC) and Parent Teacher Association (PTA) meetings and monthly events. The businesses receive updates on student achievement.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00