

Orange County Public Schools

# Westbrooke Elementary



2019-20 Schoolwide Improvement Plan

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# Westbrooke Elementary

500 TOMYN BLVD, Ocoee, FL 34761

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

## Demographics

**Principal: Vidal Reyes**

Start Date for this Principal: 7/29/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	50%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (57%) 2017-18: A (62%) 2016-17: A (64%) 2015-16: A (63%) 2014-15: A (74%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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](http://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.

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# Westbrooke Elementary

500 TOMYN BLVD, Ocoee, FL 34761

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## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	No	45%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	A	A	A

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## SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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.**

To lead our students to success with the support and involvement of families and the community

**Provide the school's vision statement.**

To be the top producer of successful students in the nation

### School Leadership Team

**Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Reyes, Vidal	Principal	<p>Principal Administration Team Member</p> <ul style="list-style-type: none"> <li>• Demonstrates resiliency in pursuit of continuous school improvement guided by what is best for all students.</li> <li>• Monitors the school and classrooms for comprehensible instruction delivered to ELL &amp; VE students</li> <li>• Monitors the achievement of students and closing achievement gaps for student sub-populations.</li> <li>• Monitors instructional planning, classroom instruction and is aware of predominant instructional practices.</li> <li>• Uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction correlated with student achievement data.</li> <li>• Establishes and/or communicates the following expectations to appropriate stakeholders:             <ul style="list-style-type: none"> <li>- School’s vision, mission and goals</li> <li>- Instructional and professional expectations</li> <li>- Student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions</li> </ul> </li> <li>- The school learning environment supports student engagement and is preparing students for life in a democratic society and global economy</li> <li>- Success of the whole school, as well as individuals within the school</li> <li>- School Improvement Plan</li> <li>• Develops and Implements structures to analyze and interpret student data to determine effectiveness of instruction and interventions (school-wide, grade-wide, class-wide, and with specific student subgroups) to help all students meet goals.</li> <li>• Responsible to implement, lead and supervise:             <ul style="list-style-type: none"> <li>- Weekly Admin team meeting to include reporting on teacher observation data, student data, trends, needs and successes.</li> <li>- Weekly Grade Level PLC meetings to review student data and plan effective, standards-based classroom instruction</li> <li>- Every 1-3 weeks: Classroom visits and observations.</li> <li>- Yearly or bi-yearly, evaluates faculty using district instructional framework</li> <li>- Yearly, evaluates classified personnel using district systems</li> <li>- Monthly Leadership Council meetings (Admin, resource and instructional team leaders)</li> <li>- Monthly SAC meetings to include parent, faculty, staff and community stakeholders</li> </ul> </li> </ul>



Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>- Monthly school-wide job-embedded professional development directly related to their instructional growth goals and consistent with student achievement</li> <li>• Maximizes the impact of school personnel, fiscal and facility resources.</li> <li>• Effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.</li> <li>• Responsible for the safe operation and management of all activities and functions at the school</li> <li>• Responsible for school and community relations with parents, community members and businesses</li> <li>• CPI Certified</li> </ul>
Williams, Kenya	Assistant Principal	<p>Assistant Principal Administration Team Member</p> <ul style="list-style-type: none"> <li>• Administrative Designee when Principal is off-campus</li> <li>• ESE Administrator: Responsible to oversee and manage all ESE, MTSS, DARE related programs and responsibilities (including but not limited to: SLD, ASD, EBD, OHI, S/L, Gifted, 504s, MTSS), participate in meetings as needed, ensure compliance with district, state and federal mandates</li> <li>• Monitors instructional planning, classroom instruction and is aware of predominant instructional practices.</li> <li>• Uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction correlated with student achievement data.</li> <li>• Responsible to support, participate in and/or conduct:             <ul style="list-style-type: none"> <li>- Weekly Admin team meeting, Grade Level PLC meetings</li> <li>- Every 1-3 weeks: Classroom visits and observations</li> <li>- Yearly or bi-yearly, evaluates faculty</li> <li>- Yearly, evaluates classified personnel</li> <li>- Monthly Leadership Council meetings, SAC meetings, school-wide job-embedded professional development</li> </ul> </li> <li>• Responsible for all facilities-related issues including:             <ul style="list-style-type: none"> <li>- posting and following up on work orders</li> <li>- scheduling and monitoring after school enrichment, church, PTO and community facility use agreements</li> <li>- cleanliness of facility</li> <li>- property inventory and records</li> <li>- energy management</li> </ul> </li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>- fire/health code compliance (drills, inspections, reporting)</li> <li>- radios</li> <li>• SharePoint site manager: Responsible for all schedules including: SA/ Lunch, duty schedules, pictures, hearing, vision &amp; A/C</li> <li>• Transportation coordinator</li> <li>• Responsible for student supervision</li> <li>• Virtual School Contact and approves courses (with Principal's approval)</li> <li>• Completes a monthly submission for the school wide newsletter</li> <li>• Coordinates Student of the Week program, Pick of the Pride lunches (printing of achievement awards, certificates, setting up lunch in conference room for P of P)</li> <li>• Coordinates printing of academic, attendance and character certificates each grading period</li> <li>• Plans, coordinates &amp; schedules resources for TLC mentoring program (The Learning Connection)</li> <li>• Develops and implements the School Improvement Plan throughout the school year. Leads scheduled SAC meetings and uploads minutes onto district site.</li> <li>• Coordinates a monthly submission schedule: Grade level teams submit pictures and articles to be printed in the West Orange Times (collaborate with PTO PR representative)</li> <li>• South West Bulletin contact person</li> <li>• Five Star School Coordinator</li> <li>• CPI Certified</li> <li>• Other duties as assigned by the principal.</li> </ul>

Garbiras, Nicole	Instructional Coach	<p>Instructional Coach, MTSS Coach Resource Team Member</p> <ul style="list-style-type: none"> <li>• MTSS Coordinator: Facilitate the MTSS process with teachers to identify at-risk or low performing students, monitor their progress, complete all appropriate tracking of data, communicate with all stakeholders to address student needs</li> <li>• Admin team members, attending weekly Admin Team Meetings, reporting on student monitoring data</li> <li>• Positively support and promote school initiatives with all staff members and stakeholders.</li> </ul> <p>Addresses concerns proactively and in support of school goals</p> <ul style="list-style-type: none"> <li>• Serve as Co-Literacy/Reading Coaches backup (with Media Specialist, backing up CRT)</li> <li>• Serve as Academic Coaches (along with CRT and Math Coach)</li> <li>• Conduct informal observations as scheduled by the principal</li> <li>• Teach daily intervention group(s) of students, tracking data and collaborating with classroom teachers to address student needs</li> </ul>
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Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Provide Principal with analysis of available data</li> <li>• Complete individual gifted screenings for identified students, reporting findings to Staffing Coordinator</li> <li>• Complete a monthly submission for the school wide newsletter</li> <li>• Assist with student supervision during specified duty times</li> <li>• Completes other duties as assigned by the principal</li> </ul>
Golden, Nancy	Instructional Coach	<p>Instructional Coach, MTSS Coach Resource Team Member</p> <ul style="list-style-type: none"> <li>• MTSS Coordinator: Facilitate the MTSS process with teachers to identify at-risk or low performing students, monitor their progress, complete all appropriate tracking of data, communicate with all stakeholders to address student needs</li> <li>• Admin team members, attending weekly Admin Team Meetings, reporting on student monitoring data</li> <li>• Positively support and promote school initiatives with all staff members and stakeholders.</li> </ul> <p>Addresses concerns proactively and in support of school goals</p> <ul style="list-style-type: none"> <li>• Serve as Co-Literacy/Reading Coaches backup (with Media Specialist, backing up CRT)</li> <li>• Serve as Academic Coaches (along with CRT and Math Coach)</li> <li>• Conduct informal observations as scheduled by the principal</li> <li>• Teach daily intervention group(s) of students, tracking data and collaborating with classroom teachers to address student needs</li> </ul> <ul style="list-style-type: none"> <li>• Provide Principal with analysis of available data</li> <li>• Complete individual gifted screenings for identified students, reporting findings to Staffing Coordinator</li> <li>• Complete a monthly submission for the school wide newsletter</li> <li>• Assist with student supervision during specified duty times</li> <li>• Completes other duties as assigned by the principal</li> </ul>
Goracke, Susan	School Counselor	<p>Guidance Counselor Resource Team Member</p> <ul style="list-style-type: none"> <li>•Attends weekly Admin Team Meetings, reporting on student behavior, progress, character education updates and social services initiatives</li> <li>• Teach daily intervention group(s) of students, tracking data and collaborating with classroom teachers to address student needs</li> <li>• Collaborates with registrar to identify FRL and at risk students</li> <li>• Institutes progressive discipline following school and district procedures                             <ul style="list-style-type: none"> <li>- Early Warning Signs</li> <li>- Walk n' Talks</li> </ul> </li> <li>• Organize and implement Bully Prevention and Character Education</li> </ul>

Name	Title	Job Duties and Responsibilities
		Programs for school • Collaborates with teachers and Staffing Coordinator when designing plans for students with general behavior problems (MTSS Process) including development of Develop BASP and BIPS for students as needed (includes ESE teacher) • School-based coordinator for the Social Security/Disability forms, Homeless and Foster Care (share information with appropriate school staff, have primary responsibility for coordinating/monitoring the support and educational interventions for the homeless/foster care student(s); will also communicate with caseworkers and/or foster parents/residential facility directors.) • Coordinates collection and distribution of items to families in need - Coordinate S.T.A.R. Back pack program (if available) - Homeless liaison - Helping Hands/PTO liaison - Social Skills/ Character Development session • Completes other duties as assigned by the principal

**Early Warning Systems**

**Current Year**

**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	79	100	123	89	111	117	0	0	0	0	0	0	0	619
Attendance below 90 percent	5	4	7	4	4	5	0	0	0	0	0	0	0	29
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	11	2	0	4	14	5	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	10	23	28	0	0	0	0	0	0	0	61

**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		2	0	0	3	12	5	0	0	0	0	0	0	22

**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	1	2	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

**FTE units allocated to school (total number of teacher units)**

39

**Date this data was collected or last updated**

Monday 7/29/2019

**Prior Year - 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
Attendance below 90 percent	11	8	7	10	13	13	0	0	0	0	0	0	0	62
One or more suspensions	4	0	1	0	2	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	7	3	1	7	16	6	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	14	26	17	0	0	0	0	0	0	0	57

**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	0	6	15	9	0	0	0	0	0	0	0	32

**Prior Year - 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
Attendance below 90 percent	11	8	7	10	13	13	0	0	0	0	0	0	0	62
One or more suspensions	4	0	1	0	2	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	7	3	1	7	16	6	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	14	26	17	0	0	0	0	0	0	0	57

**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	0	6	15	9	0	0	0	0	0	0	0	32

**Part II: Needs Assessment/Analysis**

**School Data**

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	76%	57%	57%	72%	54%	55%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	55%	58%	58%	55%	58%	57%
ELA Lowest 25th Percentile	38%	52%	53%	36%	53%	52%
Math Achievement	75%	63%	63%	79%	61%	61%
Math Learning Gains	55%	61%	62%	75%	64%	61%
Math Lowest 25th Percentile	29%	48%	51%	73%	54%	51%
Science Achievement	69%	56%	53%	55%	50%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	79 (0)	100 (0)	123 (0)	89 (0)	111 (0)	117 (0)	619 (0)
Attendance below 90 percent	5 (11)	4 (8)	7 (7)	4 (10)	4 (13)	5 (13)	29 (62)
One or more suspensions	1 (4)	0 (0)	0 (1)	0 (0)	0 (2)	0 (0)	1 (7)
Course failure in ELA or Math	11 (7)	2 (3)	0 (1)	4 (7)	14 (16)	5 (6)	36 (40)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	10 (14)	23 (26)	28 (17)	61 (57)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	78%	55%	23%	58%	20%
	2018	80%	55%	25%	57%	23%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	70%	57%	13%	58%	12%
	2018	65%	54%	11%	56%	9%
Same Grade Comparison		5%				
Cohort Comparison		-10%				
05	2019	68%	54%	14%	56%	12%
	2018	70%	55%	15%	55%	15%
Same Grade Comparison		-2%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	84%	62%	22%	62%	22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	77%	61%	16%	62%	15%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	77%	63%	14%	64%	13%
	2018	71%	62%	9%	62%	9%
Same Grade Comparison		6%				
Cohort Comparison		0%				
05	2019	61%	57%	4%	60%	1%
	2018	74%	59%	15%	61%	13%
Same Grade Comparison		-13%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	65%	54%	11%	53%	12%
	2018	68%	53%	15%	55%	13%
Same Grade Comparison		-3%				
Cohort Comparison						

**Subgroup Data**

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	50	43	40	54	50	36	55				
ELL	59	47	36	69	64	44					
ASN	87	85		87	69						
BLK	64	44	33	61	40	12	48				
HSP	73	52	47	78	62	45	71				
WHT	82	58	27	80	56	25	75				
FRL	67	46	32	66	51	35	62				

  

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	33	33	20	43	64	50					
ELL	46	35	38	50	50	58					
ASN	86	62		86	69						
BLK	66	54	35	65	59	33	69				
HSP	71	56	40	73	65	55	59				
WHT	82	61	44	86	68	36	93				
FRL	67	51	43	69	63	40	59				

2017 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 2015-16	C & C Accel 2015-16
SWD	37	38	33	37	62	67					
ELL	20	41	50	55	71	90					
ASN	78	50		89	90						
BLK	63	54	27	67	78	70	35				
HSP	62	51	38	72	66	67	50				
WHT	83	62	44	88	77	83	64				
FRL	60	48	34	71	75	70	42				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	47
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	56
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	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
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	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA and Math lowest 25th percentile is the lowest data component. Factors that contributed to this decline were the inconsistency of small group rotations and the remediation of standards. Yes, this is a trend for mathematics for the last two years.

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

The data component that showed the greatest decline was math lowest 25th percentile. Factors that contributed to this decline was inconsistency of small group rotations and differentiated tiered instruction.

**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.**

Math lowest 25th percentile had the biggest gap when compared to the state average. The factors that contributed to this trend were the inconsistency of small group rotations and differentiated tiered instruction based on student needs.

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

Third grade ELA showed the most improvement. The action steps implemented to enhance student achievement by having an intense focus on identified targeted skills during FBS and implementing an effective common planning that emphasized on rigorous instruction.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The potential areas of concerns were identified in fourth and fifth grades. Our EWS data indicated a need in attendance and students scoring Level 1 in both ELA and Math on the FSA which contributed to our lack of making learning gains.

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

1. Increase learning gains for the lowest quartile in ELA and Math
2. Increase attendance

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Student achievement will improve, when focusing on our Lowest Quartile in Mathematics.
<b>Rationale</b>	Over the past two years, there has been a decrease in Mathematics on the FSA assessment.
<b>State the measurable outcome the school plans to achieve</b>	We will see an increase in our Mathematics Lowest Quartile from 29% to 45%.
<b>Person responsible for monitoring outcome</b>	Vidal Reyes (vidal.reyes@ocps.net)
<b>Evidence-based Strategy</b>	We will implement small group instruction during the Mathematics block. We will monitor this by classroom observations, monthly data meetings, and common planning sessions.
<b>Rationale for Evidence-based Strategy</b>	By analyzing student data teachers will be able to plan remediation and provide intervention to students who did not meet the target goals.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The Leadership team members will provide an overview of the common planning process to include small groups and differentiated instruction.</li> <li>2. The Leadership team members will provide teachers with job embedded professional development on collecting, analyzing, and implementing to inform instruction.</li> <li>3. Leadership team members will provide differentiated support based on data and individual needs and provide progress updates during leadership team meetings.</li> <li>4. Teachers will use district created and teacher created common assessments to measure student knowledge on targeted standards.</li> <li>5. Teachers will monitor weekly student i-Ready Math usage and passage rates to use during student data chats.</li> <li>6. Administration and teachers will meet monthly to analyze and review student performance on standards based instruction.</li> <li>7. Administrators will conduct classroom observations and provide feedback on best practices with small group instruction.</li> </ol>
<b>Person Responsible</b>	Nicole Garbiras (5501@ocps.net)

<b>#2</b>	
<b>Title</b>	Student achievement will improve, when focusing on our Lowest Quartile in ELA.
<b>Rationale</b>	During 2018-2019, there was a decline in student learning gains with our Lowest Quartile from 41% to 38%.
<b>State the measurable outcome the school plans to achieve</b>	We will see an increase in our ELA Lowest Quartile from 38% to 45%.
<b>Person responsible for monitoring outcome</b>	Kenya Williams (kenya.williams@ocps.net)
<b>Evidence-based Strategy</b>	We will focus on small group instruction during the ELA block, as well as during the Functional Basic Skills (FBS) block. This will include data processing through MTSS. We will monitor through classroom observations, i-Ready Reading data analyze and monthly data meetings.
<b>Rationale for Evidence-based Strategy</b>	The rationale for selecting this strategy is derived from classroom observation data, which outlined the need for differentiated instruction to meet the needs of Tier II and III students and the continuum of analyzing student progress monitoring data.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The MTSS Coach will provide professional development on implementing best practices and expectations when utilizing the MTSS process.</li> <li>2. The MTSS Coach will provide teachers with ongoing bi-weekly support during PLC meetings for small group instruction to assist Tier II and Tier III students.</li> <li>3. Teachers will participate data meetings with the MTSS Coach and administration to analyze data, plan for instruction and document the Tier II and Tier II data intervention process.</li> <li>4. Teachers will be provided professional development on implementing effective literacy strategies during the ELA block.</li> <li>5. In order to continue to increase our ELA learning gains, teachers will continue to tier small group instruction.</li> <li>6. Teachers will select culturally diverse texts and use higher order questioning when planning standards based lessons for small group instruction.</li> <li>7. Hire an hourly tutor to support small group instruction in ELA with a focus on our Lowest Quartile.</li> </ol>
<b>Person Responsible</b>	Nicole Garbiras (5501@ocps.net)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Based on our ADvanceEd survey results, school safety was an area of focus. All school-based employees will wear the district badge at all times. Visitors will report to the main office to sign in and receive a badge that must be worn while on campus. We will continue to implement district requirements by practicing procedures through our monthly evacuation drills. All classroom doors will be locked to ensure student and staff safety. School administration will continue to utilize the security camera system to monitor movement throughout the campus.