Rock Springs Elementary

2019-20 Schoolwide Improvement Plan

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Rock Springs Elementary

2400 ROCK SPRINGS RD, Apopka, FL 32712

https://rockspringses.ocps.net/

Demographics

Principal: Teresa King

Start Date for this Principal: 9/30/2016

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 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 Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: A (63%) 2017-18: C (49%) 2016-17: C (48%) 2015-16: C (53%) 2014-15: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	67%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

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

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Purpose and Outline of the SIP

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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
Hay, Nathan	Principal	• Hiring and retaining effective staff members • Communicating with parents and community stakeholders • Creating policies to ensure effective school operations • Planning academic calendar for school • Supervising staff and providing feedback • Purchasing programs to support students and teachers • Balancing the school budget • Working with PTA, FAC and SAC • Analyzing data to monitor student performance • Supervising and encouraging students to succeed • Delegate responsibilities to administrative team • Create master schedule
Pankonin, Christine	Instructional Coach	• Instructional Coach: Provide coaching in curriculum and instructional strategies and resources. Perform walkthroughs and provide feedback on iObservation. Plan and support peer-to-peer observations. Assist teachers with Deliberate Practice process. Attend data meetings and assist with data analysis, progress monitoring and instructional focus. • Lead DPLC • Lead School based writing team • Lead implementation of DBQ's • Provide Tier 2 & 3 interventions for students, collect data to show progress or lack of progress, and communicate performance with teachers and parents • Actively support staff and teachers in addressing student challenges in reading deficiencies • Support teachers in implementing the Florida language arts standards (LAFS) through lesson planning support, lesson modeling, and instructional strategies implementation • Intern coordinator and district liaison. • Attend school functions • Lunch duty • After school duty • Provide classroom coverage as needed • Other duties as assigned
Murray, Lisa	Other	• Schedule and conduct all EP, IEP, and 504 Meetings • Ensure all ESE documents meet/maintain compliance • Review EDW report weekly • Update Indicator 11 with all new consents and completed evaluations • Update SMS following ESE meetings • Collaborate with team on Developmentally Delayed Reevaluations • Coordinate with school nurse for Mass Fall Vision and Hearing screenings • Coordinate Spring Gifted Screenings • Maintain/Update Gifted Database • Coordinate Final Tier 3 MTSS meetings with MTSS Coach, Teacher, and School Psychologist

Name	Title	Job Duties and Responsibilities
		• Collaborate with MTSS Coach, CRT, School Psychologist, Registrar, and School Social Worker as needed • Coordinate/submit needed paperwork to Transportation Services for ESE students • Coordinate with behavior specialist to compile and submit MRP packets • Collect and submit ESY Data to Program Specialist as needed • Contact person for Social Security claims • Contact person for ESE parents • Fill in for duties as needed
Johnson, Alicia	Instructional Coach	• Staff Development Co-Facilitator : Plan staff developments. Identify professional development needs, facilitate staff developments or secure instructors as needed, provide resources and assist coordinator as needed. • Testing Coordinator: Coordinate administration of District and State Assessments (FSA, Benchmarks, Alternate Assessment, iReady, EOCs, etc.). Maintain testing documentation and materials security. • Provide administration and implementation of, i-Ready • Textbook Manager: Manage the inventory of textbooks and surplus materials. Maintain Textbook/Resource Room (Room 120). • School Calendar Coordinator: Maintain and update the school calendar (SharePoint). • Launch Newsletter Publisher: Write and distribute the weekly school newsletter every Friday. • Apopka Chief Coordinator: Teachers submit their team news to me monthly. I edit all articles and submit them to the Apopka Chief to keep the community informed of our school news. • Field Trip Coordinator: Maintain filed trip schedule and maintain records. • Awards Program: Coordinate quarterly awards program and 5th grade awards ceremony. Provide parent invitations, honor roll and perfect attendance certificates and student incentives. • Coordinate and manage SAI Tutoring Program. • Orange County Virtual School Coordinator: Monitor students' progress in the program and liaison for parents, OCVS, and RSE. • Provide Tier 2 & 3 interventions for students, collect data to show progress or lack of progress, and communicate performance with teachers and parents • Busses • Attend school functions • Lunch duty • Provide classroom coverage as needed • Before and After school duty • Other duties as assigned

Name	Title	Job Duties and Responsibilities
Shattler, Kristen	Instructional Coach	• MTSS Coach: Organize and lead MTSS implementation and process. Conduct and participate in MTSS meetings with the staffing specialist, school psychologist, classroom teachers, and parents to create action plans for students and any interventions/ services they might receive. • Provide Tier 2 & 3 interventions for students, collect data to show progress or lack of progress, and communicate performance with teachers and parents • Actively support staff and teachers in addressing student challenges in reading deficiencies • Support teachers in implementing the Florida language arts standards (LAFS) through lesson planning support, lesson modeling, and instructional strategies implementation • Attend school functions • Lunch duty • After school duty • Provide classroom coverage as needed • Other duties as assigned
Lopez, Maribel	School Counselor	• Liaison for all Mental Health/Counselors providing services to students • Conduct individual/small group counseling • Conduct small group & classroom group social skills training • Key member of school Crisis intervention team • Key member of School Threat assessment team • SEDNET school contact • Create and oversee school wide monthly recognitions that mirror student population • Coordinate with MTSS Coach and Dean to support students with behavioral needs • Oversee Truancy • Chair Child Study Teams – related to truancy • McKinney Vento Coordinator/Contact (homeless liason) • Oversee food and clothing pantries • Coordinate transition for 5th grade students and receiving middle schools. • Attend school functions • Provide classroom coverage as needed • Before and After school duty • Other duties as assigned
Rowe, Amy	Instructional Coach	- Provide behavior support to our ASD Units - Work with Assistant Principal to create arrival and dismissal procedures - Manage Paraprofessional placement and schedules - Intervene during code calls
Wilson, Courtney	Assistant Principal	• Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. • Manages the daily operations and functions of the school consistent with

Name	Title	Job Duties and Responsibilities
		district policy and district priorities. • Administers policies that provide a safe and effective learning environment. • Communicates the school's vision, mission and priorities to the community • Serves as a member of the principal's leadership team and participates in the school's planning, development and evaluation. • Keeps the Principal informed of current school critical issues and incidents about which he should be aware. • Plans and schedules one's own and others' work so that priorities and goals can be met. • Supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. • In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students. • Attend school functions • Lunch duty • After school duty • Provide classroom coverage as needed • Other duties as assigned

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	124	113	126	132	142	150	0	0	0	0	0	0	0	787
Attendance below 90 percent	25	13	13	18	17	17	0	0	0	0	0	0	0	103
One or more suspensions	2	5	2	9	4	10	0	0	0	0	0	0	0	32
Course failure in ELA or Math	16	16	11	12	4	10	0	0	0	0	0	0	0	69
Level 1 on statewide assessment	0	0	0	28	30	31	0	0	0	0	0	0	0	89

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	6	5	3	13	8	17	0	0	0	0	0	0	0	52

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	1	0	9	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

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

55

Date this data was collected or last updated

Thursday 7/11/2019

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	17	19	20	16	26	26	0	0	0	0	0	0	0	124
One or more suspensions	2	0	0	0	3	7	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	36	36	41	0	0	0	0	0	0	0	113

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	0	0	2	11	15	0	0	0	0	0	0	0	28

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	17	19	20	16	26	26	0	0	0	0	0	0	0	124
One or more suspensions	2	0	0	0	3	7	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	36	36	41	0	0	0	0	0	0	0	113

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	0	0	2	11	15	0	0	0	0	0	0	0	28

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	64%	57%	57%	59%	54%	55%
ELA Learning Gains	66%	58%	58%	56%	58%	57%
ELA Lowest 25th Percentile	56%	52%	53%	39%	53%	52%
Math Achievement	65%	63%	63%	64%	61%	61%
Math Learning Gains	68%	61%	62%	51%	64%	61%
Math Lowest 25th Percentile	61%	48%	51%	26%	54%	51%
Science Achievement	61%	56%	53%	42%	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	124 (0)	113 (0)	126 (0)	132 (0)	142 (0)	150 (0)	787 (0)
Attendance below 90 percent	25 (17)	13 (19)	13 (20)	18 (16)	17 (26)	17 (26)	103 (124)
One or more suspensions	2 (2)	5 (0)	2 (0)	9 (0)	4 (3)	10 (7)	32 (12)
Course failure in ELA or Math	16 (0)	16 (0)	11 (0)	12 (0)	4 (0)	10 (0)	69 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	28 (36)	30 (36)	31 (41)	89 (113)

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	62%	55%	7%	58%	4%
	2018	66%	55%	11%	57%	9%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	68%	57%	11%	58%	10%
	2018	56%	54%	2%	56%	0%
Same Grade Comparison		12%				
Cohort Comparison		2%				
05	2019	58%	54%	4%	56%	2%
	2018	53%	55%	-2%	55%	-2%
Same Grade Comparison		5%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	62%	-3%	62%	-3%
	2018	67%	61%	6%	62%	5%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	62%	63%	-1%	64%	-2%
	2018	63%	62%	1%	62%	1%
Same Grade Comparison		-1%				
Cohort Comparison		-5%				
05	2019	69%	57%	12%	60%	9%
	2018	57%	59%	-2%	61%	-4%
Same Grade Comparison		12%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	59%	54%	5%	53%	6%
	2018	50%	53%	-3%	55%	-5%
Same Grade Comparison		9%				
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	25	47	48	43	76	68	25				
ELL	39	66	79	47	67	57	39				
ASN	64			82							
BLK	62	68	45	56	59	36	57				
HSP	61	69	70	59	67	61	55				
MUL	56	50		56	58						
WHT	68	64	38	76	74	71	69				
FRL	56	63	62	58	66	62	49				
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	22	29	21	23	45	50	27				
ELL	31	33	21	36	51	33	15				
BLK	52	46		51	60		38				
HSP	49	43	25	56	53	38	43				
MUL	44	45		67	64						
WHT	73	50	42	70	55	29	60				

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
FRL	50	39	28	55	49	29	46				

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	25	27	7	29	18	8	21				
ELL	29	31	26	42	31	11	5				
BLK	58	56	50	61	53	36	37				
HSP	49	47	29	56	42	25	19				
MUL	56	70		56	60						
WHT	69	61	45	71	57	25	62				
FRL	48	52	36	52	44	25	27				

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	63
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	61
Total Points Earned for the Federal Index	502
Total Components for the Federal Index	8
Percent Tested	100%

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	57
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	73
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	55
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	63
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	66
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	60
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.

Our ELL data component showed the lowest performance. Out of the 34 students that took the FSA ELA Assessment 6 were proficient, which is about 18% of the ELL students that took the ELA FSA. Many of our students who are ELL are not proficient in English. Out of the 34 ELL students 10 of them are also considered ESE, which may impact their overall proficiency. The monitoring of this subgroup did not sufficiently meet the needs of the students. Looking at our school-wide data, science and the lowest 25% in math performed lower than the other data components. One of the factors of the lower performance in science is the population of our ELL students who are not proficient in English.

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

Our ELL data component showed the lowest performance. Out of the 34 students that took the FSA ELA Assessment 6 were proficient, which is about 18% of the ELL students that took the ELA FSA. Many of our students who are ELL are not proficient in English. Out of the 34 ELL students 10 of them are also considered ESE, which may impact their overall proficiency. The monitoring of this subgroup did not sufficiently meet the needs of the students. All of our school grade components did increase in 2019 from 2018.

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.

When comparing our gaps to the gaps of the state, Rock Springs outperformed the state in all school grade component categories.

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 our math lowest 25%. It went up 26% from 35% to 61%. We created a Math Champion program, which promoted math fact mastery. We also revamped our math interventions K-5 based on iReady Diagnostic data.

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

There are 13 third graders coming to 4th grade that have more than 1 early warning indicator. When this group was in second grade there was only 1 student with more than 1 early warning indicator.

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

1. GAP (ELL/ESE) Achievement
2. Bottom 25% Learning Gains
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Increase ELL and ESE Subgroup Achievement in ELA
Rationale	Out of 34 ELL students that were assessed on the FSA ELA assessment, only 6 were proficient. Out of 45 ESE students that were assessed on FSA ELA assessment, only 9 were proficient. 10 students are classified both ELL and ESE, none of which showed proficiency.
State the measurable outcome the school plans to achieve	This year we will have 56 students that are considered ELL who will take the FSA ELA assessment. Our goal is to increase the number of proficient students from 17% to 50%. We will also have 44 students that are considered ESE who will take FSA ELA assessment. Our goal is to increase the number of proficient ESE students from 20% to 50%.
Person responsible for monitoring outcome	Nathan Hay (nathan.hay@ocps.net)
Evidence-based Strategy	Targeted inventions will include: LLI, iReady, close read strategies, and explicit vocabulary instruction. Our DPLC team will continue to attend meeting and share research based strategies in close reading and writing instruction. The use of the interventions will be monitored through instructional observations. The effectiveness of the interventions will be monitored through the students' performance data.
Rationale for Evidence-based Strategy	By enhancing our intervention program, our students will be provided interventions that meet their instructional level, and this will provide consistent opportunities for them to attain proficiency. The DPLC is a district initiative to increase the use of best practices in language instruction.

Action Step

Description	1. The instructional support team will train teachers to use a variety of interventions. 2. The assigned intervention teachers will consistently meet with students during intervention times. 3. The DPLC team will attend district meetings and disseminate information to teachers. 4. Teachers and leadership team will progress monitor intervention data and DPLC expectations.
Person Responsible	Kristen Shattler (kristen.shattler@ocps.net)

#2	
Title	Increase ELA Learning Gains among Lowest 25% of Students
Rationale	Over the past five years, our percentage of students in the lowest 25% has showed minimal gains.

State the measurable outcome the school plans to achieve	ELA learning gains for the lowest 25% moved from 33% to 56%, a gain of 23%. This year our goal is to move from 56% to 65% showing learning gains.
Person responsible for monitoring outcome	Kristen Shattler (kristen.shattler@ocps.net)
Evidence-based Strategy	Use FBS time to provide consistent research based interventions in small groups utilizing LLI, i-Ready toolbox, LAFS and MAFS workbooks, and explicit vocabulary instruction. Each member of leadership team supports a grade level for interventions.
Rationale for Evidence-based Strategy	We showed an increase of over 20% in both reading and math learning gains in the lowest 25% in 2018-2019.
Action Step	
Description	1. Strategically schedule FBS to maximize the availability of leadership team members to work with groups. 2. Identify the lowest 25% student groups and create student groups. 3. Assign leadership team members to grade levels for interventions 4 days per week. 4. The instructional support team will provide professional development on new intervention materials to teachers. 5. Teachers and leadership team will progress monitor intervention data.
Person Responsible	Kristen Shattler (kristen.shattler@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).

We created a culturally responsive school plan which incorporates a study in Conscious Discipline providing ongoing professional development throughout the school year. In 2018-19, as a whole school we created an inclusive environment with the staff friends and family wall and commitments board. Each classroom created a friends and family wall, daily greetings, and the 4 calm down breathing techniques. In 2019-20, we will continue these techniques and add verbal de-escalation techniques, Time Machine strategy for conflict resolution, and school wide guidelines for success.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

N/A

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

N/A

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

N/A

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

N/A

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

Part V: Budget

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

1	III.A.	Areas of Focus: Increase ELL and ESE Subgroup Achievement in ELA	$0.00
2	III.A.	Areas of Focus: Increase ELA Learning Gains among Lowest 25% of Students	$0.00
		Total:	$0.00