

Orange County Public Schools

Westbrooke Elementary



2020-21 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: 6/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2019-20 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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: A (62%) 2016-17: A (64%) 2015-16: A (63%)
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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Westbrooke Elementary

500 TOMYN BLVD, Ocoee, FL 34761

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	A	A

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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.

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	Title	Job Duties and Responsibilities
Reyes, Vidal	Principal	<p>Principal Administration Team Member</p> <ul style="list-style-type: none"> • Demonstrates resiliency in pursuit of continuous school improvement guided by what is best for all students. • Monitors the school and classrooms for comprehensible instruction delivered to ELL & VE students • Monitors the achievement of students and closing achievement gaps for student sub-populations. • Monitors instructional planning, classroom instruction and is aware of predominant instructional practices. • 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. -Communicate appropriate expectations to various stakeholders. • 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. • Responsible to implement, lead and supervise. • Maximizes the impact of school personnel, fiscal and facility resources. • Effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population. • Responsible for the safe operation and management of all activities and functions at the school • Responsible for school and community relations with parents, community members and businesses -CPI certified
Williams, Kenya	Assistant Principal	<p>Assistant Principal Administration Team Member</p> <ul style="list-style-type: none"> • Administrative Designee when Principal is off-campus • 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 • Monitors instructional planning, classroom instruction and is aware of predominant instructional practices. • Uses indicators from the instructional evaluation system to monitor, evaluate

Name	Title	Job Duties and Responsibilities
		<p>proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction correlated with student achievement data.</p> <ul style="list-style-type: none"> • Responsible to support, participate in and/or conduct: <ul style="list-style-type: none"> - Weekly Admin team meeting, Grade Level PLC meetings - Every 1-3 weeks: Classroom visits and observations - Yearly or bi-yearly, evaluates faculty - Yearly, evaluates classified personnel - Monthly Leadership Council meetings, SAC meetings, school-wide job-embedded professional development • Responsible for all facilities-related issues including: <ul style="list-style-type: none"> - posting and following up on work orders - scheduling and monitoring after school enrichment, church, PTO and community facility use agreements - cleanliness of facility - property inventory and records - energy management - fire/health code compliance (drills, inspections, reporting) - radios • SharePoint site manager: Responsible for all schedules including: SA/Lunch, duty schedules, pictures, hearing, vision & A/C • Transportation coordinator • Responsible for student supervision • Virtual School Contact and approves courses (with Principal's approval) • Completes a monthly submission for the school wide newsletter • 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) • Coordinates printing of academic, attendance and character certificates each grading period • Plans, coordinates & schedules resources for TLC mentoring program (The Learning Connection) • Develops and implements the School Improvement Plan throughout the school year. Leads scheduled SAC meetings and uploads minutes onto district site. • 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) • South West Bulletin contact person • Five Star School Coordinator • CPI Certified • Other duties as assigned by the principal.

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

Name	Title	Job Duties and Responsibilities
		<p>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.)</p> <ul style="list-style-type: none"> • 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 -504 Coordinator -Mentor Coordinator -Mental Health designee • Completes other duties as assigned by the principal
Tucker, Stefanie	Instructional Coach	<ul style="list-style-type: none"> • Administrative Designee when Principal and Assistant Principal are off campus • Building Level Assessment Test Coordinator: FSA, I-ready FLKRS, CFE, ETC. • Teach daily intervention group(s) of students, tracking data and collaborating with classroom teachers to address student needs • Attends weekly Admin Team Meetings, reporting on teacher observation data, state, district and school student data and testing updates • Positively supports and promotes school initiatives with all staff members and stakeholders. Addresses concerns proactively and in support of school goals • Provides Principal with analysis of available data; Performance Matters contact and champion • Conducts informal observations as assigned by the principal • Responsible for overseeing the K-5 curriculum frameworks addressing the Florida Standards • Chairperson for the SAC and ensures development of School Improvement Plan • Assists principal in coordinating and implementing school-wide staff development schedule in accordance with the School Improvement Plan and identified teacher needs • Instructional Coach • Responsible for professional development calendar and implementation • Collects and submits professional development points for teachers • Textbook Manager (backed up by Media Specialist) Responsible for: <ul style="list-style-type: none"> - Maintaining inventory, - Check out system, - Organization and availability of all instructional and state adopted materials • Responsible for student intern placements • Responsible for beginning teacher program • Responsible for inventory and ordering of all curriculum materials • ADDitions Coordinator: Assists with field trip and volunteer applications

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Coordinates Teach-In, Oration Contest • Collaborates with MTSS Coach and Staffing Coordinator regarding the progress monitoring of lower performing students • Completes a monthly submission for the school wide newsletter • Assists with student supervision during specified duty times • Assists staff with student assessment information and progress monitoring questions • Complete other duties as assigned by the principal
Rumeau, Whitney	Other	<p>Other (Staffing Coordinator/ CCT) Resource Team Member</p> <ul style="list-style-type: none"> • Attends weekly Admin Team Meetings • Positively supports and promotes school initiatives with all staff members and stakeholders. <p>Addresses concerns proactively and in support of school goals</p> <ul style="list-style-type: none"> • Serves as LEA representative for all mandated documents for ESE students • Responsible for the scheduling and execution of gifted screenings for identified students • Responsible for timely and accurate compliance of district, state and/or federal required documentation for ESE students (accommodations, modifications, IEP plans, testing schedule, etc) • Responsible to schedule and monitor all ESE, MTSS, and ESOL related programs and responsibilities (including SLD, ASD, EBD, S/L, Gifted, 504s, MTSS, ESOL), participate in meetings as needed, and ensures compliance with district, state and federal mandates. • Along with MTSS Coach, keeps track of all MTSS documentation, including data gathered by the teachers as well as data generated from intervention work with the child • Responsible to serve as school point of contact with ESE and ESOL district personnel and as liaison between school administrators and district personnel • Coordinates all attendance and student intervention meetings with registrar and school social worker • Assists CRT with standardized testing to ensure proper modifications and accommodations for ESE and ESOL students • Collaborates with teachers when scheduling and providing appropriate interventions for students in the ESE program, in compliance with IEPs • Responsible for all compliance and district required documentation for ESOL students (monitoring forms, accommodations, modifications, LEP plans, testing schedule, etc) • Assist with registration and ESOL identification of new students/ w registrar • Coordinates all ESOL staffings with registrar • CELLA testing Coordinator • Assists with student supervision during specified duty times

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Alternative Assessment Coordinator (if necessary) • Completes other duties as assigned by the principal and assistant principal

Demographic Information

Principal start date

Friday 6/1/2018, Vidal Reyes

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.*

0

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.*

7

Total number of teacher positions allocated to the school

40

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2019-20 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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: A (62%)

	2016-17: A (64%) 2015-16: A (63%)
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 .	

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	36	101	91	97	121	91	0	0	0	0	0	0	0	537
Attendance below 90 percent	5	12	10	8	2	2	0	0	0	0	0	0	0	39
One or more suspensions	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	3	7	6	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5

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	0	3	4	0	0	0	0	0	0	0	7

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

Date this data was collected or last updated

Tuesday 7/21/2020

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

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

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%
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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	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%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		3%				

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

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
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%	0
English Language Learners	
Federal Index - English Language Learners	56

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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. This has been 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 were the 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 largest 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?

The ELA achievement component showed the most improvement. The action steps implemented to enhance student achievement by executing an effective common planning that emphasized on standard based instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The potential areas of concerns were identified in fourth and fifth grades. Our EWS data indicated a need in attendance and student scoring Level 1 in both ELA and Math on the FSA which contributed to our lack of 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
3. Science achievement
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our area of focus is on accelerating student performance in Mathematics. Over the past two years, there has been a decrease in our Mathematics Lowest Quartile on the FSA assessment (2016-2017=73%, 2017-2018= 44% and 2018-2019 = 29%).

Measurable Outcome: As a result of this area of focus, we will see an increase in our Mathematics Lowest Quartile from 29% to 45% on the state assessment.

Person responsible for monitoring outcome: Vidal Reyes (vidal.reyes@ocps.net)

Evidence-based Strategy: We will analyze data, plan for, and consistently implement small group instruction during the Mathematics block. We will monitor this implementation through classroom observations, monthly data meetings, and common planning sessions.

Rationale for Evidence-based Strategy: By analyzing student data, teachers will be able to plan remediation and provide intervention to students who did not meet the target goals.

Action Steps to Implement

The Leadership team members will provide an overview of the common planning process to include small groups and differentiated instruction.

Person Responsible Stefanie Tucker (stefannie.tucker@ocps.net)

The Leadership team members will provide an overview training on collecting and analyzing data to enhance standards-based instruction.

Person Responsible Stefanie Tucker (stefannie.tucker@ocps.net)

Targeted professional development will be provided to increase teachers' knowledge of utilizing digital platforms for rigorous instruction.

Person Responsible Stefanie Tucker (stefannie.tucker@ocps.net)

Leadership team members will provide differentiated support based on data, individual teacher needs, and progress student academic performance during leadership meetings.

Person Responsible Kenya Williams (kenya.williams@ocps.net)

Teachers will use district created and teacher created common assessments to measure student knowledge on targeted standards.

Person Responsible Stefanie Tucker (stefannie.tucker@ocps.net)

Teachers will monitor weekly student i-Ready Math usage and passage rates to use during student data chats.

Person Responsible Stefanie Tucker (stefannie.tucker@ocps.net)

Administration and teachers will meet monthly to analyze and review student performance on standards-based instruction.

Person Responsible Vidal Reyes (vidal.reyes@ocps.net)

Administration will conduct classroom observations and provide feedback on effective small group instruction.

Person Responsible Kenya Williams (kenya.williams@ocps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: Student achievement will improve, when focusing on our Lowest Quartile in ELA. During 2019, there was a decline in student learning gains with our Lowest Quartile from 41% to 38%.

Measurable Outcome: As a result of this area of focus, we will see an increase in our ELA Lowest Quartile from 38% to 45%.

Person responsible for monitoring outcome: Vidal Reyes (vidal.reyes@ocps.net)

Evidence-based Strategy: We will enhance our differentiated 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 analysis, and monthly data meetings to inform instructional adjustments that improve student outcomes.

Rationale for Evidence-based Strategy: The rationale for selecting this strategy is derived from classroom observation data, which outlined the need for differentiated instruction to meet the needs of both tiered and enrichment students. Differentiated instruction supports students' academic growth in areas they've shown a weakness.

Action Steps to Implement

The MTSS Coach will provide professional development on implementing best practices and expectations when utilizing the MTSS process.

Person Responsible Stefanie Tucker (stefannie.tucker@ocps.net)

The MTSS Coach will provide teachers with ongoing bi-weekly support during PLC meetings for differentiated instruction to assist Tier II and Tier III students.

Person Responsible Stefanie Tucker (stefannie.tucker@ocps.net)

Teachers will participate in data meetings with the MTSS Coach, CRT, and administration to analyze data, plan for instruction, and document the Tier II and Tier III data intervention process.

Person Responsible Kenya Williams (kenya.williams@ocps.net)

To increase learning gains, teachers will continue to focus on differentiated instruction.

Person Responsible Kenya Williams (kenya.williams@ocps.net)

Teachers will select culturally diverse texts and use higher order questioning when planning standards - based lessons for differentiated instruction.

Person Responsible Stefanie Tucker (stefannie.tucker@ocps.net)

Hire an hourly tutor to support small group instruction in ELA with a focus the Lowest Quartile students.

Person Responsible Vidal Reyes (vidal.reyes@ocps.net)

Differentiated report groups will be created in i-Ready to monitor student progress bi-weekly. Ongoing classroom observations will be applied and actionable feedback will be provided to the teachers.

Person Responsible Stefanie Tucker (stefannie.tucker@ocps.net)

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

Area of Focus Description and Rationale: We will continue to enhance our school culture of social and emotional learning with staff and students. Academic learning is improved when students have an opportunity to interact with other peers and make meaningful connections with subject material. By ensuring that our school focus continue to enrich the culture for social and emotional learning, we will concentrate on addressing the needs of specific subgroup populations and close the achievement gap.

Measurable Outcome: Improvement in Early Warning Systems indicator data:
 1. Increase overall attendance rate by 3%.
 2. Increase learning gains of ELL students by 3%.
 3. Increase learning gains of SWD students by 3%.
 4. Decrease the number of students with a course failure in ELA and Mathematics.

Person responsible for monitoring outcome: Vidal Reyes (vidal.reyes@ocps.net)

Evidence-based Strategy: We will continue to focus on improving social and emotional learning by implementing morning meetings. Ongoing monitoring will occur after implementation of morning meetings is rendered, opportunities for safe practice, and the examination of impact data. Our leadership team will monitor and measure the impact of our implemented professional learning through classroom and school environment observations and data from the ADvancED survey. We will continue to modify our plan of action as indicated by data, student and staff needs.

Rationale for Evidence-based Strategy: In order to continue to enhance our school culture for social and emotional learning with staff and students, it is critical to ensure that social and emotional learning is implemented with fidelity to ensure student success. Morning meetings will ensure a consistent and effective implementation of social and emotional learning instruction school-wide.

Action Steps to Implement

Through the implementation of morning meetings, the students will understand how social and emotional learning is connected to instructional strategies.

Person Responsible Susan Goracke (susan.goracke@ocps.net)

Establish a common language to support a culture of social and emotional learning at our school with staff and students.

Person Responsible Susan Goracke (susan.goracke@ocps.net)

Implement strategies for social and emotional learning with staff and students to positively impact school climate and culture (CASEL Core Competencies: Sanford Harmony and Safety Matters).

Person Responsible Susan Goracke (susan.goracke@ocps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Based on our ADvanced survey result, 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 out using the Raptor system. Each visitor will be administered a badge that must be worn while on campus. We will continue to implement district requirements by practicing emergency 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.

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 ensuring all stakeholders are involved.

In order to continue to enhance our positive school culture and environment, we utilize various best practices to enrich our staff and students social and emotional learning capacity. The implementations include ongoing professional development through CASEL Core Competencies as a common language to connect cognitive and conative strategies and increase social and emotional wellbeing to support student success. Our school participates in district, state, and national campaigns to promote self-awareness, self-management, and positive decision making. This year, Sanford Harmony a supplemental resource will be introduced to the staff to help build a mutually respectful learning community that will include daily relationship building lessons.

Our leadership team, which includes our Guidance Counselor attends district-wide professional development throughout the year. Administrators collaborate frequently with the school staff and community stakeholders (P.T.O. and S.A.C.) to discuss school and community needs and provide input for next steps.

Parent Family and Engagement Plan (PFEP) Link

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