Hiawassee Elementary

2020-21 Schoolwide Improvement Plan

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Hiawassee Elementary

6800 HENNEPIN BLVD, Orlando, FL 32818

https://hiawasseees.ocps.net/

Demographics

Principal: Sharon Jenkins

Start Date for this Principal: 7/20/2015

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: D (38%) 2016-17: C (45%) 2015-16: F (29%)
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	TS&I
* 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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	C

School Board Approval

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SIP Authority

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

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
Jenkins, Sharon	Principal	The Principal and Assistant Principal provide a common vision for the instructional focus of the school. We emphasize the use of data-based decision making through the Multi-Tiered Systems of Support (MTSS) process and by supporting and monitoring the implementation of the school improvement goals. Administration also provides the following: professional development for leadership team members and teachers, monitoring instruction using the district's observation tool and providing actionable feedback; monitoring grade level lesson planning, professional learning communities and common planning; overseeing school operations; monitoring parent involvement including home/school communication. Each member of the Leadership Team functions as a Grade Level Liaison to support the MTSS process, Professional Learning Communities (PLCs) and common planning. Shared decision making is embedded in our weekly Leadership Team meeting, grade level common planning, PLCs, and School Advisory Council meetings.
Williams, Anthony	Dean	Responsible for school-wide discipline; supports school-wide discipline program (CHAMPS); supports and monitors the in-school suspension classroom; coordinates the Restorative Justice initiative; supports tier I, II and III MTSS behavior. Coordinates the after school program.
Calvin, Keenya	Assistant Principal	The Principal and Assistant Principal provide a common vision for the instructional focus of the school. We emphasize the use of data-based decision making through the Multi-Tiered Systems of Support (MTSS) process and by supporting and monitoring the implementation of the school improvement goals. Administration also provides the following: professional development for leadership team members and teachers, monitoring instruction using the district's observation tool and providing actionable feedback; monitoring grade level lesson planning, professional learning communities and common planning; overseeing school operations; monitoring parent involvement including home/school communication. Each member of the Leadership Team functions as a Grade Level Liaison to support the MTSS process, Professional Learning Communities (PLCs) and common planning. Shared decision making is embedded in our weekly Leadership Team meeting, grade level common planning, PLCs and School Advisory Council meetings.
Brown, Joanna	Instructional Coach	Supports the use of district curriculum and evidence-based intervention strategies; provide professional development for teachers; monitor grade level lesson planning and use of the CRMs; support professional learning communities and common planning; support new teachers and assign

Name	Title	Job Duties and Responsibilities
		mentors; collaborate with grade-level teams on effective instructional practices, coordinate instructional observations rounds, model instructional lessons; provide resources for all academic areas including reading, mathematics, writing and science; provide guidance on K-12 reading plan; facilitate and support data collection; serve as grade level support; supports the implementation of the MTSS process.
Guevara, Brenda	Instructional Coach	CCT: Works with regular education teachers, leadership team, parents, and district staff to support the ELL students in ensuring that their needs are met; professional development for teachers to ensure the Sheltered Instruction Observation Protocol strategies are being utilized; facilitates meetings; supports tier I, II and III implementation and reviews progress monitoring data; oversees the school's implementation of the MTSS process.
Simmons, Melanie	Instructional Coach	Instructional Coach: Supports the use of district curriculum and evidence-based intervention strategies; provide professional development for teachers; monitor grade level lesson planning and use of the CRMs (Curriculum Resource Materials); support professional learning communities and common planning; support new teachers and assign mentors; collaborate with grade-level teams on effective instructional practices, coordinate instructional observations rounds, model instructional lessons; provide resources for all academic areas including reading, mathematics, writing and science; provide guidance on K-12 reading plan; facilitate and support data collection; serve as grade level support; support the implementation of the MTSS process.
Hollingsworth, Keri	Instructional Coach	Supports the use of district curriculum and evidence-based intervention strategies; provide professional development for teachers; monitor grade level lesson planning and use of the instructional focus calendar and CRMs; support professional learning communities and common planning; support new teachers and assign mentors; collaborate with grade level teams on effective instructional practices, coordinate instructional observations rounds, model instructional lessons; provide resources for all academic areas including reading, mathematics,writing and science; provide guidance on K-12 reading plan; facilitate and support data collection; serve as grade level support; supports the implementation of the MTSS process.
Love, Towanna	Other	ESE Compliance Teacher: Facilitates all ESE staffings, educational plans, 504 plans and MTSS meetings; completes and monitors all school and district ESE paperwork and ensures compliance with school, district and state requirements; serves as the school contact for the district. compliance monitor; collaborates with teachers regarding student needs

Name	Title	Job Duties and Responsibilities
		and goals; provides guidance on the implementation of the MTSS process and coordinates the administration of alternate assessments.
Young, Charonn	School Counselor	Provides counseling for students; supports classroom teachers and provides support services for families; serves as family intervention support and liaison between family, school, and child services advocates; facilitates truancy meetings and documentation; McKinney Vento Program (MVP) coordinator; supports the implementation of the MTSS process; facilitates 504 meetings and coordinates and monitors child services advocates. Oversees all student mental health needs including counseling, referrals to district and outside agencies for students, and make referrals for families.

Demographic Information

Principal start date
Monday 7/20/2015, Sharon Jenkins

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.*
1

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.*
4

Total number of teacher positions allocated to the school
63

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%

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* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: D (38%) 2016-17: C (45%) 2015-16: F (29%)

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	TS&I

* 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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	41	99	93	96	107	108	0	0	0	0	0	0	0	544
Attendance below 90 percent	12	18	20	10	13	13	0	0	0	0	0	0	0	86
One or more suspensions	0	1	1	5	0	5	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	12	10	1	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	14	14	3	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	34	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	31	0	0	0	0	0	0	0	42

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	13	17	26	0	0	0	0	0	0	0	58

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 7/20/2020

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	102	77	86	130	101	118	0	0	0	0	0	0	0	614
Attendance below 90 percent	22	8	14	18	7	10	0	0	0	0	0	0	0	79
One or more suspensions	4	2	2	4	8	10	0	0	0	0	0	0	0	30
Course failure in ELA or Math	5	6	1	19	3	10	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	63	49	57	0	0	0	0	0	0	0	169

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	3	1	22	10	18	0	0	0	0	0	0	0	0	54

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	2	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	102	77	86	130	101	118	0	0	0	0	0	0	0	614
Attendance below 90 percent	22	8	14	18	7	10	0	0	0	0	0	0	0	79
One or more suspensions	4	2	2	4	8	10	0	0	0	0	0	0	0	30
Course failure in ELA or Math	5	6	1	19	3	10	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	63	49	57	0	0	0	0	0	0	0	169

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	3	1	22	10	18	0	0	0	0	0	0	0	0	54

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	2	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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	35%	57%	57%	37%	54%	55%
ELA Learning Gains	51%	58%	58%	55%	58%	57%
ELA Lowest 25th Percentile	50%	52%	53%	39%	53%	52%
Math Achievement	40%	63%	63%	40%	61%	61%
Math Learning Gains	50%	61%	62%	59%	64%	61%
Math Lowest 25th Percentile	49%	48%	51%	55%	54%	51%
Science Achievement	39%	56%	53%	32%	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	32%	55%	-23%	58%	-26%
	2018	28%	55%	-27%	57%	-29%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	37%	57%	-20%	58%	-21%
	2018	37%	54%	-17%	56%	-19%
Same Grade Comparison		0%				
Cohort Comparison		9%				
05	2019	30%	54%	-24%	56%	-26%
	2018	27%	55%	-28%	55%	-28%
Same Grade Comparison		3%				
Cohort Comparison		-7%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	34%	62%	-28%	62%	-28%
	2018	38%	61%	-23%	62%	-24%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	40%	63%	-23%	64%	-24%
	2018	32%	62%	-30%	62%	-30%
Same Grade Comparison		8%				
Cohort Comparison		2%				
05	2019	36%	57%	-21%	60%	-24%
	2018	35%	59%	-24%	61%	-26%
Same Grade Comparison		1%				
Cohort Comparison		4%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	37%	54%	-17%	53%	-16%
	2018	20%	53%	-33%	55%	-35%
Same Grade Comparison		17%				
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	28	31	33	21	31		38				
ELL	31	55	61	42	57	55	34				
BLK	35	52	53	41	52	49	40				
HSP	40	40		30	30		36				
FRL	39	52	44	42	51	47	39				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	33		21	39	30					
ELL	21	51	50	31	40	47	13				
BLK	33	43	48	39	43	40	20				
HSP	43	60		41	37		50				
FRL	33	43	44	38	41	35	22				

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	5	38	38		31	27					
ELL	20	47	46	28	49	63	16				
BLK	34	53	35	38	57	49	30				
HSP	52	59		52	65						
FRL	37	55	39	40	59	55	32				

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)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	35

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
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	43
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
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.

Based on the data from the 2018 - 2019 FSA, the data component that showed the lowest performance was the fifth graders in ELA. The students achieved seven percent less in achievement from their fourth to fifth-grade year. The contributing factors were that the grade level was not departmentalized, and the inconsistent implementation of lessons developed during common planning. Teachers also struggled with consistency when providing small group differentiated instruction. Two ELA teachers were new to the district with limited instructional experience implementing Florida standards.

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

ELA Learning Gains for Hispanic students demonstrated the greatest level of decline from the previous instructional year. School site experienced an increase in the number of ELL students, new to the country, that were enrolled during the 2019 instructional year. Allocation of resources for intervention and support of ELL students did not align with the level of need, or the increase in enrollment for the identified subgroup.

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.

Mathematics Achievement demonstrated the greatest gap when compared to the state average. There was a difference of 23% when comparing the school performance to the state. Factors that contributed were the need for additional time to provide small group intervention in mathematics, specifically focusing on reteaching and unpacking of standards. In addition, school progress monitoring data identified a need for students to build capacity in fact fluency to support the application of instructed math concepts.

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

The most improvement occurred in Science which improved from 20% to 37% percent. The gains can be attributed to focused lesson with built-in labs to reinforce each Big Idea, and increased vocabulary instruction/activities. The Science Coach provided additional small group instruction for bubble students according to their progress monitoring data. Students also were required to complete study island lessons during class rotations, and use of FSA style question format built into each lesson.

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

• Approximately 16% of the student population attendance is below 90 percent
• Twenty-five percent of students in fifth grade have two or more EWS indicators
• Approximately 29% of fifth-grade students achieved a Level I in the ELA and/or Mathematics

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

1. ELA achievement
2. Math achievement
3. ESSA subgroup scoring below 41% (ESE)
4. Attendance
5. Learning gains for ELL students in reading

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	To increase the number of students demonstrating proficiency in English Language Arts and Mathematics. Inconsistent instructional practices across grade levels directly impact students learning. Student proficiency in ELA increased by one percent from 34% to 35% which is twenty percentage points below the district average of 55%. Student proficiency in math increased by one percent from 39% to 40% which is 23 percentage points below the district average of 63%. We must continue to focus on proficiency and learning gains in both disciplines as we strive to close performance gaps when compared to the district and states averages.
Measurable Outcome:	Proficiency in ELA will increase from 35% to 40%. Proficiency in Mathematics will increase from
Person responsible for monitoring outcome:	Sharon Jenkins (sharon.jenkins@ocps.net)
Evidence-based Strategy:	Helping Students Elaborate on New Content--Students generate inferences and elaborate to provide evidence that demonstrates an understanding of learned content. Student understanding will be monitored by student work samples, formative assessments, and cumulative assessments by individual teachers, and during grade-level data meetings.
Rationale for Evidence-based Strategy:	Students must be skilled at generating valid conclusions based on content in order to support future analytical thinking and enhance comprehension.

Action Steps to Implement

1. Support teachers with their use of curriculum resources through team common planning (PLCs).

Person Responsible	Joanna Brown (59682@ocps.net)

2. Provide ongoing professional development for all instructional staff with a continued focus on implementing close reading and elaboration strategies, and model drawing and word problem-solving strategies.

Person Responsible	Joanna Brown (59682@ocps.net)

3. Use and monitor the Coaching Cycle to support teachers with standards-based instruction, lesson delivery, grouping, assessment, and re-teach practices.

Person Responsible	Melanie Simmons (49603@ocps.net)

4. To increase student engagement, coaches will help teachers select culturally diverse texts and resource materials.

Person Responsible	Joanna Brown (59682@ocps.net)

5. The administration will conduct classroom observations and provide feedback to teachers on their use of close reading and elaboration strategies.

Person Responsible Sharon Jenkins (sharon.jenkins@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	To increase the number of students with disabilities (SWD) demonstrating proficiency and learning gains in English Language Arts. The federal index for Students with Disabilities is 35% which is below the state requirement of at least 41%. All other subgroups federal index was around 49% which is a 14% difference.
Measurable Outcome:	Students with Disabilities will increase above the federal guideline of 41 percent.
Person responsible for monitoring outcome:	Sharon Jenkins (sharon.jenkins@ocps.net)
Evidence-based Strategy:	Build a culture of collaboration between professionals (ESE and non-ESE) to increase student success. Members of the leadership team will attend collaborative planning sessions and provide feedback to coaches on how to increase engagement within the teams.
Rationale for Evidence-based Strategy:	Collaboration with general education teachers, paraprofessionals, and support staff is necessary to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings (e.g., co-taught). Collaboration with individuals or teams requires the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem-solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning.

Action Steps to Implement

1. Schedule time for ESE Resource teacher to collaboratively plan with grade-level teams.

Person Responsible	Keenya Calvin (keenya.calvin@ocps.net)

2. Coaches will collaboratively plan with the ESE Resource teacher to support the scaffolding of the standards focused lessons to support ESE students' IEP goals and the lesson objectives.

Person Responsible	Joanna Brown (59682@ocps.net)

3. Attach each self-contained ESE classroom teacher to a grade-level schedule including grade-level planning.

Person Responsible	Keenya Calvin (keenya.calvin@ocps.net)

4. Provided school and district professional development for ESE teachers.

Person Responsible	Towanna Love (32626@ocps.net)

5. Support self-contained ESE teachers with on-going Access Points training for ELA.

Person Responsible	Towanna Love (32626@ocps.net)

6. Conduct classroom walk thru's and provide targeted feedback to teachers.

Person Responsible	Keenya Calvin (keenya.calvin@ocps.net)

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

Area of Focus Description and Rationale:	To build and establish a culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs: • Reduce the number of students with attendance below 90 percent • Reduce the number of students scoring Level 1 on FSA ELA or Mathematics
Measurable Outcome:	The number of students scoring Level I on FSA ELA and Math will be reduced by five percentage points.
Person responsible for monitoring outcome:	Charonn Young (charonn.young@ocps.net)
Evidence-based Strategy:	Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning through analysis of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.
Rationale for Evidence-based Strategy:	In order to achieve large scale and sustainable improvement, it is necessary to invest in the collectivize capacity of a school building. To create a culture of social and emotional with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.

Action Steps to Implement

1. The leadership team, registrar, and teachers will continue to closely monitor student attendance, hold truancy meetings, and make home visits as needed.

2. Attendance awards and incentives will be given to target students who demonstrate improved attendance.

Person Responsible	Charonn Young (charonn.young@ocps.net)

Additional Schoolwide Improvement Priorities

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

Decreasing the number of students with two or more early warning indicators will also be critical as we focus on meeting our school improvement goals. Our Guidance Counselor and Parent Liason will implement an incentive program for students. The Leadership Team, Registrar, and teachers will continue to closely monitor student attendance, hold truancy meetings, and make home visits as needed. Parent resources will be provided for parents would need support in this area. ELL students learning gains will be addressed and we focus implement action steps to improve overall student performance on reading and mathematics.

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.

Parents will be able to participate in meaningful curriculum-based learning activities targeting reading, math, science, writing, and technology. Activities will provide an opportunity for parent(s) and guardian(s) to learn how to support their child at home and in school. They will also participate in Virtual Open House, monthly School Advisory Council Meetings and quarterly report conference nights. Parents receive weekly communication for
the school via Sky Alerts, Class Dojo, newsletters, marquee messages, and memos. They are surveyed for input via the School Advisory Council or Multi-Lingual Parent meetings and annual surveys. Students, teachers or parents can make a request or complete a referral for student counseling. Counseling services are provided by the school guidance counselor, district support personnel, and by the district's Sed-Net providers. Family counseling is also provided by our Sed-Net providers. Evans HS Consortium provides opportunities for middle
school and high school students to mentor students at Hiawassee.

Our families are encouraged to participate in local Head Start and Pre-Kindergarten programs to ensure that our students acquire kindergarten readiness skills. Hiawassee houses two full-time VPK classroom that serves 38 students. Hiawassee also has a half-day Pre-K ESE Program that serves 25, three, and four-year-old students that have individual educational plans. Kindergarten Open House is hosted in the summer to provide important
information to parents regarding the upcoming school year and a school tour is given. Our

Parent Involvement Liaison collaborates with local daycare providers. Hiawassee's Guidance Counselor works closely with the middle school counselors to ensure a smooth transition to middle school for our fifth-grade students and coordinates school transition visits. Fifth-grade students participate in the middle school transition program.

The leadership team, which consists of the guidance counselor, dean, instructional coaches, ESOL compliance coordinator, staffing specialist, parent liaison, principal, and assistant principal, meets weekly to discuss students' needs and identify possible resources. Once students begin to receive resources, they are monitored monthly for
progress and adjustments are made if necessary.

Through the Evans High School partnership, Hiawassee partners with Elevate Orlando to provide mentoring opportunities for second-grade students. Hiawassee also partners with the University of Central Florida Honors College to provide students with lessons on character and leadership. We also participate in Teach-In activities to expose students to various career opportunities. The local business community is invited to participate in Teach
In/Career Day.

Parent Family and Engagement Plan (PFEP) Link

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