Aloma Elementary

leadership
analysis
students
Florida
college and career
mission
school improvement
ambitious
family and community involvement
striving
achievement
teaching
relationships
needs assessment
success
resources
areas of focus
instruction
strategic planning
collaboration
vision
learning
supportive environment
growth

2021-22 Schoolwide Improvement Plan

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Aloma Elementary

2949 SCARLET RD, Winter Park, FL 32792

www.alomaes.ocps.net

Demographics

Principal: Donald Vega

Start Date for this Principal: 6/8/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: B (59%) 2016-17: A (68%)
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	

* 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.](http://www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Aloma Elementary

2949 SCARLET RD, Winter Park, FL 32792

www.alomaes.ocps.net

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	90%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

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

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	Position Title	Job Duties and Responsibilities
Vega, Donald	Principal	Provides a common vision for the use of data based decision-making, collaborative lesson planning and effective instructional practices and intervention; manages school resources, including but not limited to: facilities, budget, personnel, materials and supplies that are designed to support the areas of focus for school improvement; oversees high quality, ongoing professional development to ensure teacher growth and student achievement to include the implementation of year two of Social and Emotional Learning and Leadership with emphasis on the use of distributive leadership with social and emotional learning strategies and resources to strengthen team dynamics and collaboration in order to build academic expertise; maintains communication with all stakeholder groups; assists in data analysis to identify trends and challenges and to adjust instruction based on findings; monitors the fidelity of Fundamental Basic Skills; ie. differentiated interventions.
Lufkin, Lauren	Curriculum Resource Teacher	Monitors ELL students and ensures that teachers are using appropriate ELL strategies to safeguard student success; Facilitates Imagine Learning, MPLC and grade level ELL support; monitors discipline and implements intervention; develops,leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; provides guidance on K-12 Reading Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; designated testing coordinator for all school-wide, district, and state assessments; as well as facilitates a grade level intervention group.
Engler, Nicole	Staffing Specialist	Serves as the school liaison for ESE; identifies specific students for ESE testing; determines students that may need a behavior/discipline plan; identifies students for re-evaluation; facilitates IEP team meetings with parents and teachers; monitors and disaggregates ESE students reading/ math data and maintains data and works closely with the school psychologist and school social worker; monitors compliance regarding the development and implementation of IEP plans: as well as remains informed of current policies and procedures as they relate to students with disabilities.
Thornburgh, Jennifer	Reading Coach	Provides professional development to teachers and staff regarding data management and data driven instruction; collaborates with staff to ensure

Name	Position Title	Job Duties and Responsibilities
		student needs are met and SIP areas of focus are addressed; provides guidance with K-12 ELA Plan; assists in data analysis; provides professional development and technical assistance to teachers in regards to data-based instructional planning; Ensures that the school-based team is implementing MTSS and addressing goals and targets in the SIP; supports the implementation and documentation of Tier I, Tier II and Tier III intervention plans that address areas of focus identified in the SIP; collaborates with staff to ensure student needs are met based on areas of focus identified in the SIP; supports common planning; as well as facilitates a grade level intervention group.
Meredith, Morgan	School Counselor	Provides a developmental, systematic comprehensive program addressing the academic, career, and interpersonal/social needs of all students; In partnership with other educators, parents, and the community, the guidance counselor ensures that all students acquire the knowledge, skills, and attitudes necessary to become effective students, responsible citizens, productive workers, and lifelong learners: measures student competencies in the areas of academic and interpersonal/social development: monitors student progress, identifies opportunities for improvement each year based on results data; shares successes of the program with stakeholders; integral member of the school SEL team providing site-based professional development.

Demographic Information

Principal start date
Thursday 6/8/2017, Donald Vega

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.*
3

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.*
5

Total number of teacher positions allocated to the school
33

Total number of students enrolled at the school
528

Identify the number of instructional staff who left the school during the 2020-21 school year.
4

Identify the number of instructional staff who joined the school during the 2021-22 school year.
3

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	10	65	81	105	75	92	0	0	0	0	0	0	0	428
Attendance below 90 percent	6	27	20	25	23	22	0	0	0	0	0	0	0	123
One or more suspensions	0	2	0	2	0	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	4	4	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 6/14/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	80	78	94	80	86	77	0	0	0	0	0	0	0	495
Attendance below 90 percent	9	16	22	17	10	12	0	0	0	0	0	0	0	86
One or more suspensions	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	2	7	2	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	8	4	5	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	9	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	10	0	0	0	0	0	0	0	11

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	2	7	7	9	0	0	0	0	0	0	0	25

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	1	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	

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	80	78	94	80	86	77	0	0	0	0	0	0	0	495
Attendance below 90 percent	9	16	22	17	10	12	0	0	0	0	0	0	0	86
One or more suspensions	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	2	7	2	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	8	4	5	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	9	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	10	0	0	0	0	0	0	0	11

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	2	7	7	9	0	0	0	0	0	0	0	25

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	1	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	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				65%	57%	57%	54%	56%	56%
ELA Learning Gains				56%	58%	58%	60%	55%	55%
ELA Lowest 25th Percentile				56%	52%	53%	74%	48%	48%
Math Achievement				63%	63%	63%	65%	63%	62%
Math Learning Gains				51%	61%	62%	61%	57%	59%
Math Lowest 25th Percentile				30%	48%	51%	50%	46%	47%
Science Achievement				44%	56%	53%	50%	55%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	55%	23%	58%	20%
Cohort Comparison						
04	2021					
	2019	59%	57%	2%	58%	1%
Cohort Comparison		-78%				
05	2021					
	2019	51%	54%	-3%	56%	-5%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	62%	11%	62%	11%
Cohort Comparison						
04	2021					
	2019	63%	63%	0%	64%	-1%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-73%				
05	2021					
	2019	50%	57%	-7%	60%	-10%
Cohort Comparison		-63%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	41%	54%	-13%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready diagnostic data is the progress monitoring tool used to compile the data.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	27%	42%
	Economically Disadvantaged	16%	14%	32%
	Students With Disabilities	14%	33%	67%
	English Language Learners	27%	19%	25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28%	13%	35%
	Economically Disadvantaged	29%	12%	18%
	Students With Disabilities	33%	0%	50%
	English Language Learners	47%	0%	38%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	40%	41%
	Economically Disadvantaged	14%	25%	26%
	Students With Disabilities	20%	30%	20%
	English Language Learners	24%	33%	29%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	26%	36%
	Economically Disadvantaged	2%	12%	19%
	Students With Disabilities	0%	0%	10%
	English Language Learners	5%	24%	43%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35%	44%	49%
	Economically Disadvantaged	32%	34%	37%
	Students With Disabilities	14%	14%	29%
	English Language Learners	19%	44%	24%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7%	22%	34%
	Economically Disadvantaged	6%	16%	23%
	Students With Disabilities	0%	14%	43%
	English Language Learners	8%	19%	31%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	26%	31%
	Economically Disadvantaged	8%	22%	24%
	Students With Disabilities	8%	8%	8%
	English Language Learners	9%	8%	20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	19%	29%
	Economically Disadvantaged	3%	10%	19%
	Students With Disabilities	8%	8%	15%
	English Language Learners	4%	12%	28%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20%	26%	27%
	Economically Disadvantaged	5%	7%	7%
	Students With Disabilities	0%	0%	0%
	English Language Learners	25%	20%	37%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	13%	36%
	Economically Disadvantaged	7%	7%	17%
	Students With Disabilities	0%	0%	13%
	English Language Learners	35%	0%	50%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	56%	53%	59%
	Economically Disadvantaged	37%	38%	40%
	Students With Disabilities	14%	0%	13%
	English Language Learners	54%	57%	71%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18			23							
ELL	53	56		52	44		65				
ASN	100			85							
BLK	43			37							
HSP	53	33	20	46	31		47				
WHT	67	33		60	40		53				
FRL	42	24	23	35	22	31	22				

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	22	29		22	33						
ELL	48	56	67	61	51	38	28				
ASN	83			75							
BLK	57	57		54	52		25				
HSP	60	55	53	60	46	31	42				
WHT	76	56		75	64		57				
FRL	57	49	55	55	45	30	35				

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	27	67	83	30	47	50					
ELL	38	74	83	63	70	53					
ASN	64	55		86	64						
BLK	57	46		57	62		47				
HSP	47	63	86	57	61	50	39				
WHT	61	60		78	56		60				
FRL	51	59	73	61	60	53	50				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	342

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
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	93
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
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	51
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	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across the majority of the grade levels, mathematics is our weakest core content area. Fifth grade is the only grade level that performed better in mathematics than ELA. The SWD subgroup was the lowest performing in both ELA and mathematics across all the grade level with the exception of ELA for both first and second grade.

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

Based on progress monitoring and 2019 state assessments, Aloma's students with disabilities demonstrate the strongest need for improvement. Currently, Aloma Elementary is below the 41% proficiency threshold in the ESSA subgroup for students with disabilities.

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

The contributing factors causing the need for improvement with students with disabilities include adapting instructional practices to ensure success for all students with disabilities and strengthen the collaboration between the VE teacher and classroom teachers.

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

Based on 2019 state assessments and progress monitoring data, the Hispanic and White subgroups demonstrated the greatest growth in ELA. The Hispanic subgroup increased 13 points and the White subgroup increased 15 points. This was also true in ELA with the English Language Learners subgroup demonstrating a 11 point increase.

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

Some actions contributing to this improvement include the restructuring of the MTSS process and newly identified English Language Learners were provided Imagine Learning.

The action plan for the 2021-2022 school year will include intentional planning for small group guided instruction, school-wide implementation of SIPPS and walk to intervention model for grades 1 through 5.

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

We will incorporate the MAO Acceleration strategy for specific students in grades 3 through 5. These students will be front-loaded with critical concepts and associated vocabulary and the dispelling of common misconceptions before the delivery of core instruction. This model will be incorporated into our after school tutoring program, as well.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

All teachers providing extended learning opportunities will complete acceleration training through the MAO Office. In addition, the leadership team have established differentiated levels of support for teachers based on changes of assignments and last year's observation and classwalk through data. The East Learning Community walkthrough form will be used to identify trends within standards aligned instruction, small group differentiated instruction, pacing and student engagement. Based on the data collected, targeted support will be provided through modeling, coaching cycles and planning and delivery of instruction.

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

This year, the leadership team will provide support during the walk to intervention time. All members of the leadership team will provide intervention instruction to specific students within the Lowest Quartile in grades 3 through 5. SIPPS will be implemented school-wide in order to strengthen foundational reading skills and close the literacy gap.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Aloma Elementary will integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: - Increase knowledge and access to available student services for parents and families. - Increase parent and family participation in school events and parent organization meetings.
Measurable Outcome:	There will be a 3% increase for the topic of School Climate within the Panorama Family Survey for Spring 2022. Aloma Elementary is currently at 88% favorable on the topic of School Climate.
Monitoring:	Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.
Person responsible for monitoring outcome:	Donald Vega (donald.vega@ocps.net)
Evidence-based Strategy:	Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.
Rationale for Evidence-based Strategy:	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, 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 integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Aloma Elementary will establish a family resource center where families can access resources and information to support student and school success. We will create a welcoming environment where family culture and languages are recognized and respected. In addition, we will host events, workshops and opportunities that are relational, connected to family interests and culture, and are linked to learning.

Person Responsible	Donald Vega (donald.vega@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The area of focus is to accelerate student performance by increasing the overall proficiency for the ESSA subgroup, The targeted goal is to increase the overall ELA proficiency of the Students with Disabilities to a minimum 41% proficiency as identified by ESSA. Students with Disabilities have underperformed for the last two years as identified by ESSA resulting in identification as a Targeted Support and Improvement school.
Measurable Outcome:	Increase the overall ELA proficiency for Students with Disabilities from 18% to a 41% minimum proficiency as outlined in the Every Student Success Act.
Monitoring:	The Students with Disabilities, ESSA subgroup, will be routinely monitored during weekly Professional Learning Communities to ensure small group instruction is specifically targeted to meet the individual needs of these students. Identified students will work with a designated staff member during intervention time. In addition, a Tier I core instruction teacher will be assigned to grades 3 and 5 to strengthen core instruction. A monthly progress report will be created to monitor students towards individual IEP goals.
Person responsible for monitoring outcome:	Donald Vega (donald.vega@ocps.net)
Evidence-based Strategy:	Build our culture of collaboration between professionals, ESE and non-ESE, to increase student success through data-based Professional Learning Communities, common planning, support facilitation and input in the MTSS process. As a result, both general education and ESE teachers will provide intensive standards aligned reading and math instruction.
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, 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. Teachers match the intensity of instruction to the intensity of the student's learning and behavioral challenges. Intensive instruction involves working with students with similar needs on a small number of high priority, clearly defined skills or concepts critical to academic success. Teachers group students based on common learning needs; clearly define learning goals; and use systematic, explicit and well-paced instruction. They frequently monitor students' progress and adjust their instruction accordingly.

Action Steps to Implement

Collaboration between ESE and non-ESE teachers to support student learning through intensive standards-based reading and math instruction. Collaboration will occur once a month during the additional planning days provided by ESSR funding. The focus will be on adapting instruction and developing materials to match the unique learning styles and strengths of the students. The effectiveness will be monitored by teachers and leadership staff utilizing common assessment and iReady data.

Person Responsible	Donald Vega (donald.vega@ocps.net)

Monthly data meetings with leadership team to monitor the implementation of instruction as assessed through common assessments. Trend data will allow students to be identified for Tier II interventions as part of the initial MTSS process. Interventions are then implemented in both small group and FBS.

Person Responsible   Donald Vega (donald.vega@ocps.net)

Common planning and data-driven Professional Learning Communities that allow teachers to collaborate and identify trends in order to adjust instruction and intervention.

Person Responsible   Donald Vega (donald.vega@ocps.net)

Additional Schoolwide Improvement Priorities

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

Using SafeSchoolsforAlex.org, Aloma Elementary reported 0.9 school incidents per 100 students for the 2019-2020 school year. This rate is less than the statewide elementary school rate of 1.0 incidents per 100 students. Aloma ranks 36 out of 126 elementary schools in OCPS. Aloma Elementary will take deliberate steps to create the positive school climates that can help prevent and change inappropriate behaviors. Such steps include training staff, engaging families and community partners, and deploying resources to help students develop the social, emotional, and conflict resolution skills needed to avoid and de-escalate problems. In addition, we will target student supports also helps students address the underlying causes of misbehavior, such as trauma and mental health issues.

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.

In order to establish a positive school culture and climate, Aloma Elementary will engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, we will use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through professional develop, we will utilize a common language that encompassess the CASEL Core

Competencies to support a positive culture of social and emotional learning and connect interpersonal and intrapersonal skills to support student success. Our core team will work with the school site team to implement professional learning for school stakeholders.

Through a partnership with the University of South Florida, our school will implement the Positive Behavioral Interventions and Supports framework to improve and integrate all the data, systems and practices affecting student outcomes each day. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Our school will strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3376	130-Other Certified Instructional Personnel	1401 - Aloma Elementary	General Fund		$1,500.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$0.00
					Total:	$1,500.00