

Orange County Public Schools

Dommerich Elementary



2021-22 Schoolwide Improvement Plan

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Dommerich Elementary

601 N THISTLE LN, Maitland, FL 32751

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

Demographics

Principal: Laura Permenter

Start Date for this Principal: 6/8/2021

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)	21%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (67%) 2016-17: A (72%)
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.

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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601 N THISTLE LN, Maitland, FL 32751

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">14%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">25%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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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
Permenter, Laura	Principal	<ul style="list-style-type: none"> -Provides a common vision for the use of data-based decision making, collaborative lesson planning, and effective instructional practices and intervention. -Manages resources, including facilities, budget, staff, materials, and supplies, that are designed to support the areas of focus for school improvement. -Facilitates high-quality, ongoing professional development to ensure teacher growth and student achievement. -Maintains communication with all stakeholders -Conducts classroom walkthroughs and observations providing actionable feedback -Monitors schoolwide data and School Improvement Plan area of focus -Monitors and guides school leadership team -Facilitator of Social Emotional Learning Leadership team
Martin, Janet	Assistant Principal	<ul style="list-style-type: none"> -Monitors schoolwide data and School Improvement Plan areas of focus -Monitors design and implementation of SEL framework support -Monitors design and implementation of tutoring and school enrichment programs -Manages student services support needed, including behavior, discipline, resources, and interventions. -Serves as partner and liaison with stakeholders -Conducts classroom walkthroughs and observations providing actionable feedback
Nimnicht, Lorie	Teacher, ESE	<ul style="list-style-type: none"> -Provides specialized instruction to help exceptional students meet their IEP goals -Monitors progress for ESSA subgroup - Students with Disabilities -Collaborates with classroom teachers and team to ensure students' unique needs are met
Braxton, Eva	Instructional Coach	<ul style="list-style-type: none"> -Develops professional development for staff -Supports and reviews common assessments -Facilitates Deliberate Practice PLC -Participates and guides common planning sessions to the vision of OCPS -Serves as an expert on district resources and standards
Swank, Carolina	Other	<ul style="list-style-type: none"> -Facilitates district and state assessments -Provides instructional resources and support to teachers -Participates and guides common planning sessions to the vision of OCPS -Develops professional development for staff -Serves as an expert on K/1 district resources and standards -Monitors Lowest 25% -Tracks Multi-Tiered Systems of Support data -Supports MTSS small groups -Member of Social Emotional Learning Leadership team

Name	Position Title	Job Duties and Responsibilities
Ayd, Marcy	Instructional Media	<ul style="list-style-type: none"> - Designs and implements monitoring system for digital devices - Provides training and support for digital materials - Supports social emotional learning and positive school culture through news show and other media programs - Collaborates with teachers to supplement and extend the curriculum with resources and support - Teaches students how to conduct research and assess validity and reliability of information they find
Fatrik, Jessica	School Counselor	<ul style="list-style-type: none"> - Ensures social emotional support is in place through curriculum and programs - Facilitator of Social Emotional Learning Leadership team - Educate families on resources for academic and social development - Create a culture of college and career readiness for all students - Serves as guidance role according to OCPS
Seyler, Lisa	Staffing Specialist	<ul style="list-style-type: none"> -Provide information to the staff on ESE strategies and accommodations -Collaborate with teachers, students, parents, and other stakeholders to write IEPs that provide appropriate services to meet the individual needs of the students -Involved in the various decisions regarding the ESE population such as curriculum and safety -Communicate with team members and help resolve issues and clarify information on an as-needed basis -Interface with the principal and other members of leadership to work towards the vision of high-quality teaching and learning -Guides the math department in the implementation of standards-based and data-driven instruction -Facilitate the analysis and use of interim and state assessment data to inform instructional and grouping practices

Demographic Information

Principal start date

Tuesday 6/8/2021, Laura Permenter

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.*

2

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

49

Total number of students enrolled at the school

610

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

0

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

0

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	1	78	112	80	105	101	0	0	0	0	0	0	0	477
Attendance below 90 percent	0	1	2	3	7	6	0	0	0	0	0	0	0	19
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	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	0	0	0	1	1	0	0	0	0	0	0	0	2

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

Date this data was collected or last updated

Thursday 7/1/2021

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	77	111	81	114	107	118	0	0	0	0	0	0	0	608
Attendance below 90 percent	0	4	1	3	2	5	0	0	0	0	0	0	0	15
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	6	0	0	0	0	0	0	0	7

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	0	3	4	0	0	0	0	0	0	0	8

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	2	1	0	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	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	77	111	81	114	107	118	0	0	0	0	0	0	0	608
Attendance below 90 percent	0	4	1	3	2	5	0	0	0	0	0	0	0	15
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	6	0	0	0	0	0	0	0	7

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	0	3	4	0	0	0	0	0	0	0	8

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	2	1	0	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	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				82%	57%	57%	81%	56%	56%
ELA Learning Gains				60%	58%	58%	62%	55%	55%
ELA Lowest 25th Percentile				57%	52%	53%	43%	48%	48%
Math Achievement				82%	63%	63%	87%	63%	62%
Math Learning Gains				68%	61%	62%	65%	57%	59%
Math Lowest 25th Percentile				44%	48%	51%	51%	46%	47%
Science Achievement				75%	56%	53%	78%	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	79%	55%	24%	58%	21%
Cohort Comparison						
04	2021					
	2019	83%	57%	26%	58%	25%
Cohort Comparison		-79%				
05	2021					
	2019	77%	54%	23%	56%	21%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	81%	62%	19%	62%	19%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	89%	63%	26%	64%	25%
Cohort Comparison		-81%				
05	2021					
	2019	73%	57%	16%	60%	13%
Cohort Comparison		-89%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	73%	54%	19%	53%	20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool for Grades 1 through 5 was iReady Beginning of Year, Middle of Year, and End of Year data. Progress Monitoring Assessment (PMA) data was used for Grade 5 science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38%	61%	83%
	Economically Disadvantaged	47%	65%	82%
	Students With Disabilities	0%	33%	33%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34%	60%	85%
	Economically Disadvantaged	29%	59%	65%
	Students With Disabilities	0%	33%	67%
	English Language Learners	N/A	N/A	N/A

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57%	75%	87%
	Economically Disadvantaged	33%	67%	83%
	Students With Disabilities	0%	40%	60%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36%	66%	88%
	Economically Disadvantaged	33%	50%	67%
	Students With Disabilities	0%	0%	75%
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	79%	90%	98%
	Economically Disadvantaged	88%	100%	100%
	Students With Disabilities	50%	50%	100%
	English Language Learners	0%	33%	57%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35%	69%	90%
	Economically Disadvantaged	38%	88%	88%
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62%	78%	88%
	Economically Disadvantaged	50%	67%	58%
	Students With Disabilities	20%	20%	20%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43%	73%	93%
	Economically Disadvantaged	25%	42%	75%
	Students With Disabilities	0%	0%	50%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55%	68%	76%
	Economically Disadvantaged	44%	67%	67%
	Students With Disabilities	0%	0%	20%
	English Language Learners	0%	100%	100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51%	72%	91%
	Economically Disadvantaged	42%	65%	92%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	100%	100%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	69%	79%	79%
	Economically Disadvantaged	42%	62%	58%
	Students With Disabilities	17%	33%	33%
	English Language Learners	100%	0%	100%
	Number/% Proficiency	Fall	Winter	Spring

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	41			71							
ELL	67			73							
BLK	30			35							
HSP	80	57		78	71		64				
WHT	94	74		96	94	92	97				
FRL	67	58	57	67	65	55	61				
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	32	24	20	52	48	25	42				
ELL	57			79							
BLK	41	33		38	33	14					
HSP	70	53		78	59		57				
MUL	91			82							
WHT	88	64	65	88	72	53	79				
FRL	54	43	41	56	46	30	42				
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	50	47	43	77	65	70					
BLK	54	47	45	50	53	43					
HSP	58	37		77	53						
WHT	86	66	40	91	66	56	84				
FRL	53	41	36	65	56	42	31				

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	78
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	
Total Points Earned for the Federal Index	549
Total Components for the Federal Index	7
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	70
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
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	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
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	91
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	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Our students in the lowest quartile are making the greatest decline in math learning gains. Students are excelling in ELA in the lowest quartile.

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

When analyzing the FSA 2018-2019 data, we found that our lowest quartile students made the greatest decline in math learning gains, dropping from 51% to 44%.

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

Factors that contributed to this included limited small group instruction in math. During 2019-20, we tracked the lowest quartile students' on iReady, analyzing at mid-year if each child had made their learning target and/or were on track. A deeper analysis showed the two ESSA subgroup areas of concern include Students with Disabilities and Black Students. Factors that may contribute to this include lower socio-economic barriers, as well as students not being engaged during classroom instruction. One concern was the drop from 2018 to 2019 in Math Learning Gains for Lowest 25% - Black went from 43 to 14; Students with Disabilities went from 70 to 25.

Throughout 2019-20, we provided students with tutoring in ELA and Math. We also matched subgroup students with enrichment and mentors. Another adjustment that we made this year to support students was changing our scheduling model for how we supported our SWD. When correlating MOY iReady 2019-2020 data to FSA scale score individual targets, 38% of Students with Disabilities in grades 4 and 5 were on track to make math learning gains. This data also indicated that 53% of our Black Students were on track to make math learning gains.

In 2020-21, we tracked ESSA subgroup data and provided tutoring in ELA and Math. Resource teachers were assigned to support low-performing math classrooms according to mid-year progress monitoring.

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

From 2018-2019 FSA data, we found that English Language Arts lowest quartile students improved from 43% to 57%.

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

Actions that supported this growth included a focused approach to intervention and multi-tiered systems of support, using ability grouping to meet individual student needs, as well as monitoring intervention data to adjust groupings as needed.

At mid-year 2019-2020, our iReady progress monitoring showed that 52% of our lowest quartile students were on target to make learning gains in ELA.

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

Small group instruction is effective as it focuses precisely on what students need to learn to move forward. Teachers will plan, teach, assess, and reteach. During this cycle, teachers will find skill gaps and adjust instruction as needed.

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.

Coaches will provide professional development on resources created by OCPS to address gaps in math. Also, professional development for teachers to learn technology, digital tools, and content to strengthen a student's learning experience. Coaches will guide team conversations about vertical alignment between grade levels on standards missed at the end of the 2020-2021 school year. Coaches will work with teams to develop ways to monitor all students during lessons.

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

We will implement Principal & Student Round Table meetings giving students the opportunity to share their concerns directly with the principal and where possible. This will facilitate the principal and students working together to resolve concerns thus leading to sustained improvement in learning especially among the lowest percentile learners.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Returning to school after a pandemic, we expect some students will have significant gaps in learning. Staff will need strategies to address and monitor these learning differences. Research has shown that time out of the classroom was particularly detrimental to low-income students and students with disabilities.

Measurable Outcome: Increase ELA Learning Gains Lowest Quartile from 57% to 60% on the FSA 2021-2022.

Monitoring: Increase Math Learning Gains Lowest Quartile from 44% to 55% on the FSA 2021-2022, with a specific focus on ESSA subgroups.

Person responsible for monitoring outcome: This area of focus will be monitored through classroom observations and attendance to professional development training.

Evidence-based Strategy: Laura Permenter (laura.permenter@ocps.net)

Rationale for Evidence-based Strategy: Targeted instruction in small groups for both English Language Arts and Math

Small group instruction is effective as it focuses precisely on what students need to learn to move forward. Teachers will plan, teach, assess, and reteach. During this cycle, teachers will find skill gaps and adjust instruction as needed.

Action Steps to Implement

Facilitate professional development for teachers to learn ways to improve literacy development and foundational skills to support reading, writing, and spelling.

Person Responsible: Laura Permenter (laura.permenter@ocps.net)

Develop progress monitoring system for foundational skills in order to drive small group instruction.

Person Responsible: Laura Permenter (laura.permenter@ocps.net)

Coaches will provide professional development on resources created by OCPS to address gaps in math. Coaches will guide team conversations about vertical alignment between grade levels on standards missed at the end of the 2020-2021 school year. Coaches will work with teams to develop ways to monitor all students during lessons.

Person Responsible: Laura Permenter (laura.permenter@ocps.net)

Conduct classroom walkthroughs, monitor student outcomes, and facilitate data chats. Adjust resources as needed to support student achievement.

Person Responsible: Laura Permenter (laura.permenter@ocps.net)

Facilitate professional development for teachers to learn technology, digital tools, and content to strengthen a student's learning experience.

Person Responsible Laura Permenter (laura.permenter@ocps.net)

Culture & Environment specifically relating to Social Emotional Learning

Person Responsible Laura Permenter (laura.permenter@ocps.net)

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

We will establish a positive school community based on engaging academics, effective management, and developmentally responsive teaching, while fostering a sense of belonging, inclusion and significance.

Area of Focus Description and Rationale:

Based on our 2020-21 Panorama Survey, we see that sense of belonging is an area of potential growth (79% student and 66% staff). When students feel safe and respected, they will be motivated to take risks and grow academically. The same is true for adults. If they feel supported and accepted, they will feel more comfortable to share ideas and grow professionally.

- We will:
- Prioritize and practice SEL learning to create a community of learners
 - Emphasize diverse and inclusive learning
 - Ensure equitability and inclusivity
 - Encourage students and staff to examine their mindsets and biases
 - Establish multiple avenues for two-way communication

Measurable Outcome:

- Maintain ELA achievement at 87%
- Maintain Math achievement at 88%

Monitoring:

Our goal is to hold at the proficiency rate for each of these areas.
 monitoring PLC, analyzing data (iReady, common assessments, PMAs), classroom walkthroughs

Person responsible for monitoring outcome:

Laura Permenter (laura.permenter@ocps.net)

Evidence-based Strategy:

Through the district's PLC learning cycle with a focus on Social Emotional Learning and Leadership, we will learn more about building a school culture of social-emotional learning for adults and students, understand and implement strategies and resources, and establish a common language to support a school culture of social and emotional learning with all stakeholders.

Rationale for Evidence-based Strategy:

Supporting a student's social-emotional learning helps improve their attitude about self and others, connection to the school, positive social behavior, and academic performance. Support in these areas can also reduce conduct problems and emotional distress.
 Supporting a staff's social-emotional learning leads to a professional environment of learners who are risk-takers and open about sharing their ideas.

Action Steps to Implement

Identify members of the Social & Emotional Learning and Leadership (SELL) team and school-based SELL team.

Person Responsible

Laura Permenter (laura.permenter@ocps.net)

Provide ongoing professional development to teachers as a result of social-emotional learning leadership district professional development sessions, with a focus on social-emotional learning strategies and resources to strengthen classroom community, team dynamics, and collaboration. Other professional

development topics may include implicit bias, anxiety, health and safety, and ways to demonstrate inclusive behaviors.

Person Responsible Laura Permenter (laura.permenter@ocps.net)

Provide safe practice time for teachers to implement strategies based on the professional development cycle. Coordinate SELL site team walkthroughs.

Person Responsible Laura Permenter (laura.permenter@ocps.net)

Analyze data to provide additional support and resources to those teachers who still need it. Increase the number of teachers participating in SELL observations and walkthroughs.

Person Responsible Laura Permenter (laura.permenter@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Dommerich ES discipline data compared to discipline data across the state shows no primary or secondary areas of concern. Our discipline data for 2019-2020 is at 0.6% per 100 students which is very low as compared to the State with a range of 0-37.58%.

The school culture and environment will be monitored through the lens of discipline data for suspensions and discipline incidents at a Level 3 or higher.

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.

Building a sense of community and shared purpose in our school is essential. One of the core beliefs and guiding principles of our school and community is a "whole child approach". We realize the conative and cognitive relationship and how it greatly impacts a student's academic achievement, as well as health and wellbeing. We understand the importance of students feeling connected, accepted, valued, and significant

in their class and school. It is important for social-emotional competencies to be modeled, taught, and practiced. With social-emotional learning a foundation in our school community, we look to continuously build in this area this year. Through a distributive leadership model, teachers will participate in professional learning on leveraging social and emotional learning, as well as leadership for student success. Our team of teachers, the school counselor, and the administration will work to implement professional learning for our stakeholders in this area of school climate and culture.

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

Community and parent engagement are key components to academic success. Dommerich administration collaborates with Dommerich School Advisory Council (SAC), Dommerich Parent Teacher Association (PTA), and Dommerich Fund to enrich the educational experience for students and families. The school works with SAC for the school improvement process, as well as school improvement initiatives, including kindness club, mentoring program, and bridging program. We work with SAC to educate parents on areas of interest such as social-emotional learning, resources, intervention model, kids, and social media, school safety, and security, and more.

Partnership with PTA includes family and community events, enrichment programs, support for health, green, and garden initiatives, as well as support for special projects. Working closely with the Fund, we are able to support families through outreach, fundraising, and community involvement.

Collaborating with our community stakeholders, as well as our Partners in Education and ADDitions volunteers, allows us to meet the needs of our students, as well as serve as a hub to bring families together in support of educational programming. We will continue to partner with our stakeholders to bridge the community and school culture.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1181 - Dommerich Elementary	General Fund		\$7,000.00
			<i>Notes: Professional Development</i>			
			1181 - Dommerich Elementary	General Fund		\$3,000.00
			<i>Notes: Resources and materials</i>			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
					Total:	\$10,000.00