

Orange County Public Schools

Apopka Elementary



2021-22 Schoolwide Improvement Plan

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Apopka Elementary

311 VICK RD, Apopka, FL 32712

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

Demographics

Principal: Toni Buxton

Start Date for this Principal: 7/24/2019

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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (54%) 2016-17: B (59%)
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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Apopka Elementary

311 VICK RD, Apopka, FL 32712

<https://apopkaes.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	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

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

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Pinder, Latricia	Principal	<p>Supervises 3 – 5th Grade (Data Meetings, Common Planning, Evaluations, Leave) Supervise Leadership Team Members Staffing Budget (works, extended day, general, etc.) Instructional Coaching/Leadership Team Monitoring Administrative Evaluations Classified Evaluations (Sims, MacWithey, Figueroa, Brown, Murray, Roberts, Galiotto) School Calendars (Professional Development, Events) A-4's Classroom Walkthroughs School-wide Improvement Plan Monitor Copy Cost OCPS Give (Sims) Student Attendance (Figueroa) Field Trip Approval MTSS Student Retention Weekly Newsletter Tutoring PTA Weekly Staff Newsletter TWDL Enrollment Gifted Program SAC Weekly Enrollment Updates Social-emotional Learning and Leadership (Morning Meetings, House System, Character Education) FSA Awards Ceremony Google Drive Management</p>
Aho, Pamela	Other	<p>Media/AV Responsibilities AR Coordinator & Incentives Book Club Coordinator Oration Coordinator Spelling Bee Coordinator Textbook inventory Awards Ceremonies Partner in Education Co-Coordinator Morning Announcements Battle of the Books Tier III Support with Teach-in Laptop Care & Device Management Media Check-out Schedule DCTL</p>

Name	Position Title	Job Duties and Responsibilities
Lemond , Cara	Instructional Coach	Math/Science Coach Coaching classroom instruction Co-facilitating common planning with team leaders I-Ready Math Usage and Monitoring Resource Support for grades K-5 Math IFC Science Common Planning Science IFC District Science/Math Trainings and Meetings Math/Science competition Coordinator Symphony Math Coordinator
St Gelais, Jessica	Reading Coach	Coaching classroom instruction Co-facilitating common planning with team leaders MTSS Academics ELA student support groups Coordinate Interventionist Schedules ELA lesson plan feedback/suggestions 3rd grade good cause I-Ready ELA Usage and Monitoring District PD and Coaching Training
McCowan, Amanda	ELL Compliance Specialist	WIDA Assessment Coordinator TWDL Coordinator TWDL Student Applications Collaborates with Multilingual Department TWDL Teacher Expectations iStation Contact MPLC Coordinator ELL Para Schedule TWDL Planning Sessions College Volunteer Coordinator
	Dean	PASS Schedule Code of Conduct Reviews Positive Behavior Supports Discipline Matrix Program Assistant – Brodie MTSS – B Discipline data entry PE Instruction
Gary, Constance	Curriculum Resource Teacher	I-Ready Consultant Contact Field Trip Coordinator Coordinate Testing Calendar, Training and Support Schedules (FLKRS, iReady, PMA, FSA & CFE) Train staff on testing accommodations Partners in Education Coordinator

Name	Position Title	Job Duties and Responsibilities
		Monthly Student/Parent Calendar Lowest 30% Monitoring in ELA & Math Tutoring Coordinator Extracurricular activities New Teacher Program Teacher Checklist, Report Card Tips Instructional Framework Training New-hire 3 day Training Schedule Social Media and School Website (Facebook, Twitter) Curriculum Master List Bus Coordinator Intern Coordinator Lead Teacher
Rivera, Milagros	Assistant Principal	Supervises Pre-K – 2nd Grade (Data Meetings, Common Planning, Evaluations, Leave) Supervise Special Area(s), ESE Department & Interventionist Master Schedule (Lunch, Recess, Special Areas) MAO Administrator DOE Restraint Data Inventory Drills Schedule Student Schedules Maintenance & Custodial Monitoring Code of Conduct Reviews Bullying Investigations Extended Day Monitoring (Budget and Activities) Discipline Contact and Data Entry Summer School Skyward Contact Facilities Rentals Title IX Classroom Walkthroughs Threat Assessments Staff Duty Schedule (Lunch, Morning, Afternoon) School Clubs DCTL Annual Stakeholder Survey Coordinator (Panorama) ESE Department Promote Early Literacy Classified Evaluations (Milligan, Raya, Rutland, 3rd ESE Para, Brodie, Douarin) Volunteers Coordinator Lead (Figueroa & Brodie) Weekly ConnectEd Updates to Community
Cedano, Sujeidy	School Counselor	Guidance (K-5) Teach-In Coordinator MVP/Foster Care Coordinator MTSS B support

Name	Position Title	Job Duties and Responsibilities
		Social skills groups Enrichment Clubs Mental Health Coordinator Health course support Character Ed SOAR Mentor Coordinator Tier III – MTSS B Targeted groups

Demographic Information

Principal start date

Wednesday 7/24/2019, Toni Buxton

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

702

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

3

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

1

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	21	145	122	141	118	154	0	0	0	0	0	0	0	701
Attendance below 90 percent	6	16	28	28	11	31	0	0	0	0	0	0	0	120
One or more suspensions	0	6	5	4	5	3	0	0	0	0	0	0	0	23
Course failure in ELA	0	0	0	2	2	5	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	3	2	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
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	2	2	1	4	6	0	0	0	0	0	0	0	15

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	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Saturday 7/24/2021

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	34	125	129	129	170	149	0	0	0	0	0	0	0	736
Attendance below 90 percent	1	20	16	11	25	14	0	0	0	0	0	0	0	87
One or more suspensions	0	3	0	0	2	3	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	5	6	22	0	0	0	0	0	0	0	33
Course failure in Math	0	0	0	5	2	11	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	19	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	17	0	0	0	0	0	0	0	23

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	4	8	22	0	0	0	0	0	0	0	34

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	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	34	125	129	129	170	149	0	0	0	0	0	0	0	736
Attendance below 90 percent	1	20	16	11	25	14	0	0	0	0	0	0	0	87
One or more suspensions	0	3	0	0	2	3	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	5	6	22	0	0	0	0	0	0	0	33
Course failure in Math	0	0	0	5	2	11	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	19	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	17	0	0	0	0	0	0	0	23

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	4	8	22	0	0	0	0	0	0	0	34

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	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				59%	57%	57%	58%	56%	56%
ELA Learning Gains				60%	58%	58%	57%	55%	55%
ELA Lowest 25th Percentile				53%	52%	53%	51%	48%	48%
Math Achievement				65%	63%	63%	67%	63%	62%
Math Learning Gains				64%	61%	62%	52%	57%	59%
Math Lowest 25th Percentile				46%	48%	51%	34%	46%	47%
Science Achievement				58%	56%	53%	61%	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	56%	55%	1%	58%	-2%
Cohort Comparison						
04	2021					
	2019	61%	57%	4%	58%	3%
Cohort Comparison		-56%				
05	2021					
	2019	48%	54%	-6%	56%	-8%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	62%	-1%	62%	-1%
Cohort Comparison						
04	2021					
	2019	65%	63%	2%	64%	1%
Cohort Comparison		-61%				
05	2021					
	2019	62%	57%	5%	60%	2%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	54%	0%	53%	1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring tools are iReady assessments for ELA/Math and district PMA assessments for Science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25%	39%	48%
	Economically Disadvantaged	24%	37%	42%
	Students With Disabilities	20%	20%	18%
	English Language Learners	6%	17%	27%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14%	33%	40%
	Economically Disadvantaged	12%	32%	37%
	Students With Disabilities	10%	30%	36%
	English Language Learners	3%	11%	12%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18%	30%	39%
	Economically Disadvantaged	14%	31%	31%
	Students With Disabilities	0	0	0
	English Language Learners	10%	19%	27%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3%	24%	31%
	Economically Disadvantaged	2%	21%	27%
	Students With Disabilities	0	0	17%
	English Language Learners	2%	12%	19%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20%	35%	40%
	Economically Disadvantaged	16%	28%	36%
	Students With Disabilities	29%	29%	29%
	English Language Learners	6%	19%	25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4%	13%	27%
	Economically Disadvantaged	2%	9%	22%
	Students With Disabilities	0	14%	29%
	English Language Learners	0	6%	16%
	Number/% Proficiency	Fall	Winter	Spring
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11%	23%	31%
	Economically Disadvantaged	7%	21%	25%
	Students With Disabilities	0	0	0
	English Language Learners	2%	5%	12%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3%	12%	34%
	Economically Disadvantaged	1%	13%	29%
	Students With Disabilities	0	6%	5%
	English Language Learners	7%	7%	24%
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	20%	22%
	Economically Disadvantaged	11%	11%	19%
	Students With Disabilities	5%	5%	0%
	English Language Learners	5%	8%	21%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10%	13%	27%
	Economically Disadvantaged	10%	9%	20%
	Students With Disabilities	5%	0	5%
	English Language Learners	5%	4%	13%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%	41%	49%
	Economically Disadvantaged	44%	34%	45%
	Students With Disabilities	18%	9%	15%
	English Language Learners	16%	24%	29%

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	26	33		29	39		41				
ELL	34	35		42	29		33				
BLK	57	43	17	52	38	29	38				
HSP	45	38	23	46	33	17	38				
MUL	59			65							
WHT	60	61		62	44		62				
FRL	45	32	13	46	35	11	36				
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	33	39	37	43	42	31	33				
ELL	48	55	48	58	62	57	44				
BLK	60	60	42	55	68	46	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
HSP	52	53	51	63	58	42	52				
MUL	64			64							
WHT	67	68		80	71		71				
FRL	52	58	53	56	60	46	54				
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	23	22	17	38	26	15	10				
ELL	39	57	59	59	43	29	22				
ASN	70			90							
BLK	57	54	47	61	52	36	55				
HSP	53	59	52	63	50	30	50				
MUL	58			83							
WHT	68	62		76	54		88				
FRL	52	55	49	62	50	35	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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	324
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	39
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	58
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?

With the grade level FSA assessment, there is a trend in cohorts showing a decline in their progress on the 2019 assessment in both ELA and Math. Progress monitoring assessments show Students with Disabilities (SWD) performing below the grade-level proficiency rate in ELA and math. ELL learners are also performing below the grade-level proficiency in both subject areas.

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

The lowest data component of Florida Standards Assessment for the 2018-2019 school year was the lowest 25% of students making math learning gains. The amount of lowest 25% of students who were able to achieve math learning gains was 46%. The data component was an increase of 12 percentage points from the 2017-2018 school year which 34% of the lowest 25% of students made math learning gains. When compared to the 2016-2017 school year, 67% of students of the lowest 25% of students achieved math learning gains. An apparent trend of this data component is the inability to sustain a minimum of 50% of the lowest 25% of students for achieving math learning gains.

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 factors that contributed to this data component showing the lowest performance included limited targeted intervention support for students. Currently, students receive core instruction of the math standards and reteaching of the daily targets of lessons within small group instruction. However, students are limited in receiving intervention support that focus on remedial instruction of math concepts and performing math operations. A greater emphasis is needed to provide opportunities for students to receive intervention instruction that focus on students' academic deficits.

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

The data component that showed the most improvement is the amount of students achieving learning gains on FSA math assessment. The amount of students who achieved learning gains for FSA math assessment was 64%. In comparison to the 2017-2018 school year, 52% of students achieved learning gains for FSA math assessment. This is an improvement of 12% in comparison to the prior school year. In addition, the amount of students from the lowest 25th percentile achieving math learning gains was 46%. This is an improvement of 12% from the 2017-2018 school year.

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

The new actions the school took to assist with these improvements include common planning, vertical planning across grade levels, development of common assessments aligned with standards based instruction, and the increasing the level of student engagement through the use of manipulatives and accountable talk.

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

Strategies that need to be implemented to accelerate learning include incorporating SEL practices, targeted interventions with effective progress monitoring through the MTSS process and increased time collaborating around planning for standards based instruction.

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.

B.E.S.T Standards trainings will be provided throughout the school year for the teachers, Strategies on implementing SWD accommodations/IEP implementation will be provided and Social-Emotional Learning/Leadership training will be provided. Teachers will also be provided with professional development on the effective use of resources (curriculum).

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

Additional services that will be implemented to ensure sustainability of improvement will be providing additional planning sessions for instructional staff regarding the implementation of standards. The school leadership team will address the remaining schoolwide improvement priorities through data analysis at Professional Learning Community meetings. The focus of the data meetings will be to monitor the students' responses to common assessments and determine the level of reteaching that is needed to support students in being successful at end of unit summative assessments. Multi-Tiered Leveled Systems of Support will be aligned to students performance on common assessments. Leveled 1 instruction will focus on whole-group instruction. Leveled 2 instruction will focus on small group instruction to support students who did not show mastery on common assessments that measured the students understanding of the standards taught during whole group instruction. Leveled 3 instruction will focus on providing instruction for students outside of the reading block who require below grade level standards-based instruction. Our school's leadership team will monitor the identified groups of students with 2 or more Early Warning Indicators and provide mentoring support services through small group counseling, parental support meetings, and active participation at grade level PLC meetings to monitor the level of planning to support the academic needs of our identified group of students. A mid-point review will be conducted in January 2022 to determine the status of the implementation of action steps to address the schoolwide priorities of our school's improvement plan (SIP).

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: 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: Lowest 25% of students, Students with Disability and English Language Learners.

Early Warning Systems indicator data - The measurable outcome of the school plan is to decrease the 87 students whose attendance rates are below 90% and to decrease the amount of students receiving disciplinary referrals. The amount of students who receive daily attendance rates below 90% will decrease to 50 students.

Measurable Outcome:

Panorama survey data:

Increase School climate survey data from students from 72% to 77%

Increase School safety perception survey data from students from 62% to 67%

Increase School climate survey data from staff from 66% to 71%

Increase School climate survey data from staff from 66% to 71%

Monitoring:

This area of focus will be monitored through feedback and the collection of survey data. Throughout the school year, the SAC and FAC will be able to provide input/suggestions to inform the improvement of the schools climate and culture. Student attendance and teacher attendance data will be monitored for progress towards the goal. 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:

Sujeidy Cedano (sujeidy.cedano@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.

Action Steps to Implement

Implement a school-wide SEL curriculum

Ensure a school team receives training on implementation of a school-wide SEL curriculum

Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum

Implement a school-wide SEL curriculum

Person Responsible Latricia Pinder (latricia.pinder@ocps.net)

Integrating Aligned Instructional and SEL Strategies

Identify student social and emotional learning needs to prepare for academic instruction

Determine cognitive and conative strategies that align with the standard

Interpret standards and student needs to intentionally integrate aligned instructional strategies

Person Responsible Sujeidy Cedano (sujeidy.cedano@ocps.net)

Deliberate School SEL Supports for Families

Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community and creating connections such as:

Strengthening Communication

Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House, Principal Breakfast)

Building Community

Create a welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal)

Host events, workshops and opportunities that are relational, connected to family interests and culture, and are linked to learning

Creating Connections

Establish a family -friendly system with multiple ways to gather and respond to families' questions, suggestions and needs

Create flexible events and opportunities for families (e.g. different times throughout the day, face to face, virtual, pre-recorded sessions, multiple languages)

Person Responsible Sujeidy Cedano (sujeidy.cedano@ocps.net)

Monitor, Measure, and Modify

Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices.

Evaluate the impact of cycles of professional learning on improvement efforts

Monitor, measure, and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture

Person Responsible Latricia Pinder (latricia.pinder@ocps.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	The rationale for this area of focus is to increase the amount of students achieving ELA proficiency. The amount of 5th grade students who took the FSA assessment in the 2018-2019 school year and achieved ELA proficiency was 56%. This data component was in alignment with the district average of 55% of students achieving ELA proficiency. The state average for students from the 5th grade achieving ELA proficiency in the 2018-2019 school year was 58%. This indicates an achievement gap of 2%.
Measurable Outcome:	The measurable outcome of the school plan is to increase the amount of students performing at the proficient level on ELA FSA assessment from 56% to 65%. This will indicate a 9% increase from the 2018-2019 ELA FSA Assessment. In addition, the amount of 5th grade students will perform at the proficient level on ELA FSA assessment will increase 48% to 60%. This will indicate a 12% increase from the 2018-2019 school year and lower the achievement gap in comparison to the state average.
Monitoring:	Standards-aligned instruction will be monitored through classroom walkthrough trend data, PLC notes and student data.
Person responsible for monitoring outcome:	Latricia Pinder (latricia.pinder@ocps.net)
Evidence-based Strategy:	The Evidence-based strategy to assist with increasing ELA proficiency will be enhancing the level of output from Professional Learning Community meetings. Teachers will work collaboratively to assist students with producing and defending claims through the analysis of reasoning and logic of information, demonstrating new insights gained through this process. By using social awareness, relationships skills, and responsible decision-making, students have an awareness of the power of interpretations and take various perspectives. This instructional approach will assist students with examining their reasoning when making decisions for responding to teacher-guided questions.
Rationale for Evidence-based Strategy:	The rationale for selecting this specific strategy is to enhance instructional practices of teachers that support all students meeting grade level proficiency of standards. Professional Developments were conducted on enhancing PLC committees to form a PLC Leadership team that assists with monitoring, coaching, and implementing highly effective PLC teams.

Action Steps to Implement

Professional Development focused on BEST standards and the alignment of resources to the standards. Curriculum PD on resources that include Language Arts of Florida Standards (LAF's), student academic notebooks, and increase the use of Accelerated Reader from the school's media center.

Person Responsible Jessica St Gelais (jessica.stgelais@ocps.net)

Professional Development that assists with implementing interpersonal social conversations with students that bring awareness to their interpretations and take on various perspectives. This activities will include accountable talk, role play, and morning meetings to assist students with enhancing their social awareness skills while conversing with one another.

Person Responsible Sujeidy Cedano (sujeidy.cedano@ocps.net)

Targeted Feedback provided to teachers from school administration and academic coaches aligned with monitoring and implementation of literacy strategies

**Person
Responsible** Latricia Pinder (latricia.smith@fldoe.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: The rationale for the area of focus is to narrow the achievement gap of students with disabilities in comparison of other student subgroup populations. Students with Disabilities performed below the 41% Federal Index Threshold with a level of 36%. The amount of students with disabilities who achieved ELA learning was 39%. This is a 17% increase from the 2017-2018 school year which 22% of students with disabilities who achieved ELA learning gains.

Measurable Outcome: The measurable outcome the school plan intends to achieve is to increase the students with disabilities sub-group population above the 41% Federal Index threshold by 10% on the Every Student Succeeds Act. This will indicate a Federal Index threshold of 46% for the 2020-2021 school year of students with disabilities. In order to support the measurable outcome, a focus will be to increase the amount of students with disabilities achieving ELA learning gains to 45%.

Monitoring: This area of focus will be monitored through monthly PLC meetings with the staffing specialist, administration and teacher leaders on the implementation of IEP services. Classroom walkthroughs and monitoring the implementation of the support facilitation schedule will also be used to measure progress towards the desired outcomes. Teacher logs, lesson plans and meeting notes will be used.

Person responsible for monitoring outcome: Milagros Rivera (milagros.rivera@ocps.net)

Evidence-based Strategy: During the 2021-2022 school year, teachers will make content, skills and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks and classifying concepts. Teachers will use explicit instruction when students are learning new material and complex concepts and skills. They will strategically choose examples and non-examples and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They will model and scaffold steps or processes needed to understand content and concepts, apply skills and complete tasks successfully and independently. The literacy strategies will be monitored when school leadership team conducts classroom walk-through (s) and classroom observations. In addition, lesson plans will be reviewed weekly by academic coaches and school administration to ensure the literacy strategies are documented within teacher lesson plans.

Rationale for Evidence-based Strategy: In order for effective student construction of meaning to occur, learners must be actively engaged in the processing of information through teaching and learning process that involves an interaction among the teacher, the students, and the content. High yield instructional strategies will be implemented focusing on individual and small group instruction for students.

Action Steps to Implement

Create professional development that will focus on implementing accommodations that address the academic and social needs of students with disabilities.

Person Responsible Milagros Rivera (milagros.rivera@ocps.net)

Data Analysis of academic performance of students with disabilities on common assessments. ESE teachers will be active participants at Professional Learning Community meetings with reviewing data, forming intervention groups, and sharing ideas with PLC team members of high yield instructional strategies for students with disabilities

Person Responsible	Milagros Rivera (milagros.rivera@ocps.net)
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#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	The rationale for this area of focus is to increase the number of students achieving math proficiency. The amount of 5th-grade students who took the FSA math assessment for the 2018-2019 school year and achieved math proficiency was 61%. This data component was lower than the district average of 62% of students achieving math proficiency. The state average for students from the 5th grade achieving Math proficiency in the 2018-2019 school year was 62%. This indicates an achievement gap of 1%.
Measurable Outcome:	The measurable outcome the school plan intends to achieve is 67% of students from the 5th grade will obtain math proficiency on the 2020-2021 FSA Math assessment. This will indicate an increase of 5% of students from the 2018-2019 school year.
Monitoring:	Instructional leadership will be monitored through classroom walkthrough trend data, PLC notes and student data.
Person responsible for monitoring outcome:	Latricia Pinder (latricia.smith@fldoe.org)
Evidence-based Strategy:	The evidence-based strategy to assist with increasing the amount of students achieving math proficiency is providing specific teacher feedback to teachers. Leadership team members will conduct classroom walk through's during small group instruction of the math block. Observations will focus on teachers providing reteach instruction of the math standards within small groups. Teachers will differentiate small group instruction that provides for an extension of learning of standards for students who shown mastery of math concepts taught during whole group instruction or remedial instruction of math standards for students who were not able to show mastery of math concepts taught during whole group instruction.
Rationale for Evidence-based Strategy:	The rationale for selecting this specific strategy is to allow for leadership team members to provide specific teacher feedback to ensure teachers are differentiating instruction during small group instruction that is aligned to students' understanding of standards taught during whole group instruction. Teacher feedback by leadership team members will be reviewed during leadership team meetings. Common trends will be created to identify the need of coaching, modeling, and implementation of additional math resources for teachers to assist them with enhancing their level of instruction for students.

Action Steps to Implement

Bi-weekly leadership team meetings aligned with reviewing teacher feedback observations and identifying common trends from classroom walkthroughs.

Person Responsible Latricia Pinder (latricia.pinder@ocps.net)

Professional Development and coaching with teachers focusing on teaching math activities during small group instruction that provide an extension of grade level standards for enrichment support and remedial instruction for intervention support with students.

Person Responsible Latricia Pinder (latricia.pinder@ocps.net)

Tiered level of support for teachers. Based on the level of tiered support for teachers, they will receive coaching, modeling, co-teaching, peer observation, and review of data analysis to identify students response to instruction provided during small group instruction.

Person Responsible Latricia Pinder (latricia.pinder@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.

The discipline data of the school shows that 1.9 incidents are reported for every 100 students. Our highest area of concern is threat and intimidation. This connects to our culture and environment, specifically improving our school climate data. Implementation of Social Emotional Learning (SEL) curriculum of Sanford Harmony social skills. Schoolwide initiative to provide teachers resources to teach social-emotional learning lessons with students. Teachers will teach interpersonal, intrapersonal, and decision-making skills through morning meetings. We will have the development of mentoring groups for at-risk students with prior year discipline referrals. The identified group of students will receive social skills small group lessons and daily check-in's for monitoring of their behavior. School culture and environment will be monitored through referral data and the MTSS - B process.

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, all schools 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, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. 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.

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

Our SAC/PTA committees conduct monthly scheduled meetings to involve parents and community members in the decision making process of the operations of the school. Our SAC/PTA committees will schedule meetings with families to assist with increasing the amount of participation at our school events. Our school's counselor and Partners in Education coordinators will oversee the collaboration of stakeholders from the community with our school. This will consist of monitoring our school's Partners in Education and Addition's Volunteers. Based on the review of the needs assessment of our school, our school's Parental Engagement will be an integral component to assist in lowering the amount of students who receive less than 90% of attendance rate to school. Parent Engagement resources will be made available to support our families with available resources within the community to assist with providing house & living support, educational support, and referral for counseling support.