

Orange County Public Schools

# Orange Center Elementary



## 2021-22 Schoolwide Improvement Plan

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# Orange Center Elementary

621 S TEXAS AVE, Orlando, FL 32805

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

## Demographics

**Principal: Erin Albert**

Start Date for this Principal: 6/1/2000

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (40%) 2017-18: C (47%) 2016-17: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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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## Orange Center Elementary

621 S TEXAS AVE, Orlando, FL 32805

<https://orangecenteres.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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

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

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### SIP Authority

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<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
Brooks, Fredrick	Principal	The principal's primary duties/responsibilities are to promote and maintain the highest level of academic, social, and emotional achievement for all students by providing curricular and instructional leadership, maintaining overall school site operations; receiving, distributing, and communicating information to enforce school, District and State policies. The principal; maintains a safe school environment, coordinates site activities, and communicates information to staff, students, parents, and community members. The principal is responsible for interviewing, hiring, and supervising school employees to ensure the highest performance standards.
Brown, Kristi	Assistant Principal	The assistant principal (AP) supports the principal in the overall administrative operations of the school. The AP assists the principal in providing instructional leadership to staff, including curriculum planning, review, implementation and professional development. The role also includes helping to ensure the overall safety and well-being of students, staff, and school visitors; supports in school discipline, and enforces school, district, and state policies.
Campbell, Toyka	Instructional Coach	The ELA coach is a reading and writing resource for our teachers and provides support in a nonjudgmental way. Most of the coach's time is spent working directly with teachers. When working with teachers, the ELA coach is focused on interpreting the standards, assessment data, planning, instruction, demonstration, collaboration, observation, and peer feedback.
Robinson, Deedra	School Counselor	To provide assistance and developmentally appropriate lessons for students regarding their social, emotional, and intellectual growth that interfere with their educational or personal development.

## Demographic Information

### Principal start date

Thursday 6/1/2000, Erin Albert

**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.*

2

**Total number of teacher positions allocated to the school**

34

**Total number of students enrolled at the school**

315

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

14

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

10

### 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	3	23	18	15	21	25	0	0	0	0	0	0	0	105
One or more suspensions	0	0	1	1	2	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	8	8	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	6	6	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	0	0	0	7	10	0	0	0	0	0	0	0	17

**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**

Wednesday 7/28/2021

**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	23	56	44	59	54	50	0	0	0	0	0	0	0	286
Attendance below 90 percent	4	21	10	8	14	17	0	0	0	0	0	0	0	74
One or more suspensions	0	3	3	6	8	14	0	0	0	0	0	0	0	34
Course failure in ELA	0	0	0	7	13	3	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	6	10	6	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	11	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	12	0	0	0	0	0	0	0	16

**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	0	8	15	17	0	0	0	0	0	0	0	42

**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	2	0	0	0	0	0	0	0	2

**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	23	56	44	59	54	50	0	0	0	0	0	0	0	286
Attendance below 90 percent	4	21	10	8	14	17	0	0	0	0	0	0	0	74
One or more suspensions	0	3	3	6	8	14	0	0	0	0	0	0	0	34
Course failure in ELA	0	0	0	7	13	3	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	6	10	6	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	11	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	12	0	0	0	0	0	0	0	16

**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	0	8	15	17	0	0	0	0	0	0	0	42

**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	2	0	0	0	0	0	0	0	2

## 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				39%	57%	57%	50%	56%	56%
ELA Learning Gains				43%	58%	58%	47%	55%	55%
ELA Lowest 25th Percentile				46%	52%	53%	38%	48%	48%
Math Achievement				39%	63%	63%	50%	63%	62%
Math Learning Gains				41%	61%	62%	55%	57%	59%
Math Lowest 25th Percentile				27%	48%	51%	46%	46%	47%
Science Achievement				45%	56%	53%	45%	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	38%	55%	-17%	58%	-20%
Cohort Comparison						
04	2021					
	2019	41%	57%	-16%	58%	-17%
Cohort Comparison		-38%				
05	2021					
	2019	36%	54%	-18%	56%	-20%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	62%	-18%	62%	-18%
Cohort Comparison						
04	2021					
	2019	33%	63%	-30%	64%	-31%
Cohort Comparison		-44%				
05	2021					
	2019	39%	57%	-18%	60%	-21%
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	43%	54%	-11%	53%	-10%
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 progress monitoring tool was used to compile Reading and Math data for grades 2nd through 5th.

Progress Monitoring Assessment (PMA) data was used to compile the Science data for 5th grade.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	33	40
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	18	19
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	34	40
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5	13	19
	Economically Disadvantaged			
	Students With Disabilities			
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	15	27
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	20	31
	Economically Disadvantaged			
	Students With Disabilities			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	24	27
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	19	28
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	45		32
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

### 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				10							
ELL	25			18							
BLK	22	24		25	12		32				
HSP	26			30							
FRL	26	29		26	18	10	35				
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		10		8							
ELL	7			21							
BLK	39	43	52	40	40	26	48				
HSP	41	38		34	38						
FRL	38	44	55	38	40	29	46				

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	21	30		7	30						
ELL	50			40							
BLK	47	46	35	47	52	48	41				
HSP	71			62							
FRL	49	47	41	50	52	43	43				

### 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	26
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	208
Total Components for the Federal Index	8
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	23
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	28
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	
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 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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
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?**

i-Ready data showed a consistent increase across grade levels and content areas in both Math and Reading.

The Science Progress Monitoring Assessment data shows a 12% decrease in achievement from quarter one to quarter two.

The Math data for the lowest 25% of students is the lowest performance area with 46% of students showing proficiency in 2018 and 27% of students showing proficiency in 2019. Some of the contributing factors to the decline of 19% was the school's inability to find a structured intervention program with a continuum that guides teachers in their instructional practice for struggling students.

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

The math data for the lowest 25% of students show the greatest decline from 2018 to 2019 school year, with a 21% decline. The inefficient monitoring of the lowest 25% in the mastery of math standards and monitoring of data on reteaching of deficit standards were two contributing factors to the decline.

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

Inefficient Monitoring of the lowest 25% in the mastery of math standards and monitoring of data on reteaching of deficit standards were two contributing factors to the decline. Also, the teachers understanding of effective best practices in lesson delivery and being able to provide instruction at the complete depth of the standards.

To address these factors the school will implement a common planning framing work that is consistent in all grade levels that address content and pedagogy with support from content area instructional coaches.

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

The data component that showed the greatest improvement was in the area of ELA Learning gains with a 3% increase from the prior year.

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

During the 2019 school year, there was more of a focus on core instruction along with ensuring intervention groups were developed based on student abilities and were fluid based on student success with the interventions. Specific interventions were prescribed for individual student needs.

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

High-quality standards-based instruction is being implemented in all grade levels consistently. Making sure teachers fully understand how to monitor and analyze data to drive instructional decisions. Providing effective common planning experiences that address, content, pedagogy, and data analysis.



**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.**

Understanding and implementing the Common Planning Framework- To help the teachers plan more strategically and effectively.

Effective Data Analysis for driving instruction- To make sure teachers have a firm understanding of the practice of data analysis for the use purpose of driving instruction.

Instructional Best Practices (Gradual Release, Collaborative Structures, Close Read Strategies, etc.)- Improving teacher pedagogy to strengthen core instruction.

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

An Interventionist will be assigned to every grade level. The main purpose of the interventionist is to provide support for the lowest 25% during core instruction. This support will look different from grade level to grade level as it is dependent upon the needs of the students.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

In 2019, 43% of students made learning gains in ELA. In 2022, the goal is for 51% or more students in the lowest quartile to make measurable learning gains.

**Measurable Outcome:**

In 2019, 41% of students made learning gains on the Math FSA. The goal for 2022 is for 46% or more students to make learning gains on the math FSA. In 2019, 27% of students in the lowest percentile made learning gains on the FSA Math Assessment. In 2022, the goal is for 35% or more students in the lowest quartile to make measurable learning gains on the 2022 Math FSA assessment.

**Monitoring:****Person responsible for monitoring outcome:**

Fredrick Brooks (fredrick.brooks@ocps.net)

**Evidence-based Strategy:**

Planning for small group data-driven instruction will allow teachers an opportunity to provide more targeted and differentiated instruction.

**Rationale for Evidence-based Strategy:**

The use of multiple data sources is important to assist in identifying specific areas of academic deficits and/or strengths. When it comes to improving teaching instruction and student learning, the use of multiple data sources can give teachers valuable insights into what students do and do not know. This includes helping teachers use assessment results and student work samples to identify and address learning difficulties and academic needs. Analyzing data will also help determine teacher training needed to improve and modify instructional practices.

**Action Steps to Implement**

Teachers and leadership team members will attend professional development for maximizing use of intervention and enrichment materials during Foundational Basic Skills and Tiger Time Intervention.

**Person Responsible**

Fredrick Brooks (fredrick.brooks@ocps.net)

The leadership team will conduct regular lesson plan checks and classroom observations to verify lessons taught during academic block time, Tiger Time, intervention, and enrichment and the extra hour block consistently align with the progression that leads to mastery of the standards monitored through data analysis from September 2021 through May 2022 and provide targeted feedback to increase the effectiveness of instruction.

**Person Responsible**

Fredrick Brooks (fredrick.brooks@ocps.net)

Data will be reviewed during team planning meetings and intervention and enrichment groups will be modified at least every quarter or as needed based on student achievement.

**Person Responsible**

Fredrick Brooks (fredrick.brooks@ocps.net)

Leadership team members will attend appropriate subject area planning meetings to monitor progress toward differentiated instruction for Tier I, Tier II, and Tier III students in the Multi-Tiered Systems of Support.

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

Intervention groups will be formed based on student deficiencies determined from a district approved diagnostic program developed to identify students' specific needs.

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

District Professional Learning Communities meetings will be provided to tailor the focus for SEL and will be used to complement small group academic instruction as it relates to specific topics, skills, and competencies

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

The principal will act as administrative lead to oversee and monitor MAO Initiatives which will be used for frontloading reading and math content for 2nd and 3rd graders.

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

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

<b>Area of Focus Description and Rationale:</b>	In 2019, 39% of students were proficient in ELA. The goal for the 2022 school year is for 45% or more students to achieve proficiency in ELA. In 2019, 39% of students were proficient in Math. In 2022, the goal will be for 45% or more students to achieve proficiency in Math.
<b>Measurable Outcome:</b>	The goal for 2022 is for FSA ELA overall achievement to increase to 45% and FSA Math overall achievement to 45% and FCAT Science to 50%.
<b>Monitoring:</b>	This area of focus will be monitored through progress monitoring data and walk-through data. Weekly data meetings to make sure instructional decision-making is based on the most current student data.
<b>Person responsible for monitoring outcome:</b>	Fredrick Brooks (fredrick.brooks@ocps.net)
<b>Evidence-based Strategy:</b>	Student achievement will increase with a standard-based instructional framework that is clear, concise, and adaptable.
<b>Rationale for Evidence-based Strategy:</b>	Student achievement will increase when students receive standard-based instruction at the required levels of rigor. Based on state and district assessment data analyzed, teachers and students must develop a clear understanding of the standard-based subject areas being assessed and the level of rigor. Developing an understanding of standards-based instruction and learning will help to ensure better accountability that holds students to a base-line expectations and hold educators responsible for the teaching and learning that needs to occur to meet the expectation.

**Action Steps to Implement**

Provide teachers with professional development to enhance their standards-based lesson planning, instructional delivery, data analysis, and data decision-making.

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

Teachers will participate in weekly grade level PLC meetings to plan standards-based lessons with instructional coaches and administration.

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

Provide teachers with opportunities to participate in peer observations (Open Up Classroom Practice) to observe standard-based instructional strategies and student response to those strategies to determine best practices.

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

Teachers will participate in weekly grade level PLC meetings to plan standards-based lessons with instructional coaches and administration.

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

Provide teachers with opportunities to participate in instructional rounds to observe standard-based instructional strategies and student response to those strategies to determine best practices.

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

Instructional coaches will conduct the coaching cycle with teachers as necessary based on classroom walkthroughs, teacher's instructional feedback, and student assessment data.

**Person Responsible** Kristi Brown (kristi.brown@ocps.net)

Provide professional development opportunities at the school and district level specific to subject area content, instructional strategies, instructional delivery, and curriculum material usage.

**Person Responsible** Kristi Brown (kristi.brown@ocps.net)

Collaborative common planning will be conducted for standard-based lessons for whole group and small group instruction.

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

Leadership team meetings will be held bi-weekly. Leadership meeting agendas will be generated to include common walkthrough data trends, common assessment data, and coaching cycle implementations.

**Person Responsible** Kristi Brown (kristi.brown@ocps.net)

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

<b>Area of Focus Description and Rationale:</b>	<p>Description: Build and establish a culture for social and emotional learning at our school with adults and students.</p> <p>Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material.</p> <p>By ensuring that our school has a culture for social and emotional learning, we will address the following school needs:</p> <ul style="list-style-type: none"> <li>Increase overall academic achievement in reading and math</li> <li>Increase positive social interactions</li> <li>Increase positive attitude towards school</li> <li>Improve school attendance</li> <li>Reduce misconduct and risk-taking behaviors</li> </ul>
<b>Measurable Outcome:</b>	<p>Improvement in Early Warning Systems indicator data</p> <p>Panorama survey data</p> <p>Cognia survey data</p> <p>Anticipated impact of culture and climate on student achievement</p>
<b>Monitoring:</b>	<p>Description of 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 culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Fredrick Brooks (fredrick.brooks@ocps.net)</p>
<b>Evidence-based Strategy:</b>	<p>Evidence-based Strategy: Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support and nurture positive organizational culture and climate.</p>

**Action Steps to Implement**

Identify how social and emotional learning is connected to instructional strategies.

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

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

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

Examine the current school climate and culture

Culture/Climate Surveys

Check-ins

Hospitality Committees  
Team building activities

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

Determine relevant strategies to strengthen team dynamics and collaboration across the school-based on data/input from stakeholders.

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture

- 1) Develop clear norms, values, and expectations for students and staff members
- 2) Start the day with a social/emotional check-in.
- 3) Use storytime for teachable moments.
- 4) Work in collaboration with partnerships or small groups.
- 5) Nurture a culture of kindness.
- 6) Give them kind new words to say.
- 7) Set up a Peace Place.

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

Use cycles of professional learning that integrate academics and social and emotional learning.

**Person Responsible** Fredrick Brooks (fredrick.brooks@ocps.net)

Monitor, measure, and modify cycles of professional learning that support data-based instructional decisions that enhance school improvement efforts

More positive attitudes toward oneself, others, and tasks  
More positive social behaviors and relationships with peers and adults  
Reduce conduct problems and risk-taking behavior  
Decrease emotional distress  
Improve test scores, grades, and attendance

Measures:

Individual daily behavior log  
Discipline logged data  
Behavior Intervention Plan  
Attendance  
School grades and test scores

**Person Responsible** Fredrick Brooks (fredrick.brooks@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.

**Additional Schoolwide Improvement priorities are based on Needs Assessment/Analysis are student attendance and suspension data. Attendance improves when a school community offers a warm and welcoming environment that emphasizes building relationships with families and stresses the importance of coming to school every day whether face to face or LaunchEd. The key is developing a school-wide school culture that promotes a sense of safety, respect, and personal responsibility, where students feel connected and know that someone notices, in a caring manner, when they miss school.**

**The leadership team will review the most current Early Warning System data to begin early caring outreach to families and students who missed more than 10% of the school year last year.**

**We will identify students with trending chronic absences this school year utilizing school data already being collected daily in Skyward. This data will also be used to monitor trends over time by grade levels and subgroups.**

**We will work to identify barriers to attendance such as hunger, access to health care, homelessness, internet access, transportation, or other challenges — and the supports or resources that would help improve attendance.**

**We will review suspension data to see if there are trends with attendance and as it relates to teaching/learning.**

**After identifying students with attendance concerns we will assign leadership team members/mentors to check in with the students weekly to recognize and incentivize attendance improvements great or small with certificates, extra recess, computer time, and other interest-related means. We will connect with students/families to provide other resources as deemed necessary based on barriers identified.**

#### **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.**



Positive school culture and environment begin with relationships. Building a supportive and fulfilling environment from the front office, to individual classrooms within our school and throughout the community is a matter of cultivating and maintaining positive relationships. It takes commitment and consistency from the whole team—administrators, teachers, support staff, students, parents, and community stakeholders are all vested.

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

Together as stakeholders, we will create a shared vision of our school; including developing consistent school rules and ways of defining and maintaining student behavior. Motivation, success, and feeling valued are what drive individuals at any level and in any profession. In the school setting, it is critically important that we recognize and celebrate the outstanding things that our school community accomplishes, both inside and out of our school. Daily school announcements, weekly staff, student and parent previews, and messaging are just a few ways to publicly recognize and incentivize accomplishments. We are committed to working jointly with parents and families to develop a plan for activities and workshops that support high-quality instruction needed for all learners to be successful. We will host multiple curriculum nights aligned to grade-level standards to model instructional strategies for home and school. Teachers will also continue to unpack the state standards with understanding that multiple objectives/standards can be taught at the same time and how. Title II funds will be used to further unpack the standards and implement the District Professional Learning Community initiatives, through in-house professional learning communities, staff development, and additional planning days.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$129,358.25
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	1331 - Orange Center Elementary	UniSIG	0.88	\$55,042.00
			Notes: Supplemental Resource Teacher for intervention in the classroom supporting grades K-5 through early intervention. Helping teachers to create intervention systems to support the academic growth of struggling students.			
	5100	160-Other Support Personnel	1331 - Orange Center Elementary	UniSIG	1.0	\$27,708.05
			Notes: 1 Supplemental Program Assistant to provide extra support in the classroom 186 days/7 hours per day. Supporting grades K-5 providing push-in and pull-out intervention in Reading and Math to targeted students.			
	5100	210-Retirement	1331 - Orange Center Elementary	UniSIG		\$5,955.54
			Notes: Retirement for Resource Teacher for intervention in the classroom			
	5100	210-Retirement	1331 - Orange Center Elementary	UniSIG		\$2,998.01
			Notes: Retirement for 1 Program Assistant to provide extra support in the classroom 186 days/7 hours per day.			

	5100	220-Social Security	1331 - Orange Center Elementary	UniSIG		\$4,210.71
			<i>Notes: Social Security Benefits for Resource Teacher for intervention in the classroom</i>			
	5100	220-Social Security	1331 - Orange Center Elementary	UniSIG		\$2,119.66
			<i>Notes: Social Security Benefits for 1 Program Assistant to provide extra support in the classroom 186 days/7 hours per day.</i>			
	5100	231-Health and Hospitalization	1331 - Orange Center Elementary	UniSIG		\$9,289.00
			<i>Notes: Health Benefits for Resource Teacher for intervention in the classroom</i>			
	5100	231-Health and Hospitalization	1331 - Orange Center Elementary	UniSIG		\$18,578.00
			<i>Notes: Health Benefits for 1 Program Assistant to provide extra support in the classroom 186 days/7 hours per day.</i>			
	5100	232-Life Insurance	1331 - Orange Center Elementary	UniSIG		\$38.85
			<i>Notes: Life Insurance Benefits for Resource Teacher for intervention in the classroom</i>			
	5100	232-Life Insurance	1331 - Orange Center Elementary	UniSIG		\$19.56
			<i>Notes: Life Insurance Benefits for 1 Program Assistant to provide extra support in the classroom 186 days/7 hours per day.</i>			
	5100	240-Workers Compensation	1331 - Orange Center Elementary	UniSIG		\$192.64
			<i>Notes: Workers Compensation for Resource Teacher for intervention in the classroom</i>			
	5100	240-Workers Compensation	1331 - Orange Center Elementary	UniSIG		\$96.97
			<i>Notes: Workers Compensation for 1 Program Assistant to provide extra support in the classroom 186 days/7 hours per day.</i>			
	5100	250-Unemployment Compensation	1331 - Orange Center Elementary	UniSIG		\$7.15
			<i>Notes: Unemployment Compensation for Resource Teacher for intervention in the classroom</i>			
	5100	250-Unemployment Compensation	1331 - Orange Center Elementary	UniSIG		\$3.60
			<i>Notes: Unemployment Compensation Benefits for 1 Program Assistant to provide extra support in the classroom 186 days/7 hours per day.</i>			
	5100	290-Other Employee Benefits	1331 - Orange Center Elementary	UniSIG		\$1,327.61
			<i>Notes: Other Employee Benefits for Resource Teacher for intervention in the classroom</i>			
	5100	290-Other Employee Benefits	1331 - Orange Center Elementary	UniSIG		\$668.31
			<i>Notes: Other Employee Benefits for 1 Program Assistant to provide extra support in the classroom 186 days/7 hours per day.</i>			
	5100	510-Supplies	1331 - Orange Center Elementary	UniSIG		\$1,102.59
			<i>Notes: 5% Allowable classroom supplies</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$0.00</b>

3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$135,826.25