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Dillard Street Elementary

311 N DILLARD ST, Winter Garden, FL 34787

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

Demographics

Principal: Tiffany Smid

Start Date for this Principal: 7/1/2019

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)	91%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (52%) 2016-17: C (48%)
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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Dillard Street Elementary

311 N DILLARD ST, Winter Garden, FL 34787

<https://dillardstreetes.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	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

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

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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
Lukas, Sarah	Assistant Principal	<p>Student discipline & procedures in compliance with the Student Code of Conduct</p> <p>Reports related to FTE, class counts, Skyward in partnership with registrar</p> <p>PBIS initiative</p> <p>Property</p> <p>Skyward Scheduling</p> <p>Custodial work</p> <p>School safe plan, evacuation plan and drills (fire & inclement weather)</p> <p>Minority Achievement Office</p> <p>Substitute procedures in partnership with school secretary and front desk clerk</p> <p>Supervises and Coaches Instructional and Classified Employees</p> <p>Oversees school curriculum in partnership with instructional coaches</p> <p>Facilitates, assists & plans professional development in partnership with principal</p>
Austing, Andrea	Instructional Coach	<p>Coordinates ALL school-wide testing</p> <p>Coordinates Access testing</p> <p>Develops school-wide testing calendar in conjunction with master calendar</p> <p>Facilitates, assists & plans professional development in partnership with principal and instructional coach</p> <p>Textbooks</p> <p>ordering & organizing</p> <p>inventory</p> <p>Attends district-level testing coordinator, CRT meetings/trainings, math/science coach meetings/trainings</p> <p>Facilitates testing related professional development trainings</p> <p>Maintains school-wide professional development points, agendas and notes and submits in-service points to district</p> <p>Reviews lesson plans, common assessments and student data</p> <p>Collects, reviews, and shares all data</p> <p>Provide support & resources for ESOL students including intervention, accommodations, and strategies to match the instructional needs of the student</p> <p>Ensures that all students who answered "Yes" on the Home Language Survey are scheduled for the English Language Proficiency test</p> <p>Reviews/creates each LEP cumulative folder to ensure that all required forms are filed in the LEP Educational History Folder</p> <p>Ensures that parents are informed of placement in LEP program</p> <p>Documents LEP Meetings on LEP Conference Report Form and files them in the LEP Educational folder</p> <p>Reviews LEP information on Skyward screens to make sure that they are correct, current and updated</p> <p>Monitors students exited from the program and completes the monitoring section on the LEP Folder</p> <p>Sends copies of program forms in native language when feasible</p> <p>Coordinates and conducts LEP Committee Meetings</p> <p>Create instructional focus calendar in partnership with principal</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Coordinates ESOL paraprofessional schedules Coordinates master calendar and field trips Create instructional focus calendar in partnership with principal Title I documentation in partnership with principal Coordinates staff newsletter Grade Verification</p>
Landrock, Heather	Instructional Coach	<p>Coaches teachers providing observation feedback, modeling lessons and facilitating the coaching with new and struggling teachers Coaching Whole Group Instruction New Teachers - Assisting New Teachers with the Induction/PDCP process. Patrols-Oversees Patrol Program Facilitates, assists & plans professional development in partnership with leadership team Attends district-level Reading Coach meetings/trainings Creates instructional focus calendar in partnership with principal and CRT Collects, reviews, and shares all data for all grades for Reading and Writing. Reviews lesson plans, common assessments and student data Oration contest liaison in partnership with 5th grade team leader Observes, coaches, models & assists teachers with implementing various strategies and best practices in the classroom Classroom Walkthroughs Technology Support Grade Verification Technology Inventory PLC Notes Attends all data meetings to review data, monitor interventions and inform instruction. Leads the DPLC team Provides digital training for faculty and staff. Coordinates and facilitates new teacher and mentor meetings Supports teachers with deliberate practice plans Leads monthly team leader meetings Supports staff with use of Canvas, Skyward Coordinates interns Leads Literacy Committee for the school Works with groups of students for reading intervention Oversees literacy night (planning & implementation) Oversees AR incentive plan in partnership with media clerk Supervises Media Clerk</p>
Cowan, Tonya	School Counselor	<p>5th grade transition Bully Prevention Character Education Conducts individual, small group and classroom guidance counseling Conducts morning announcement guidance lessons Coordinates PBIS program and incentives in collaboration with Dean Dreamer & Doer liaison</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Foster care liaison Great Kindness challenge Kindergarten orientation Leads monthly Threat Assessment Meetings McKinney Vento Liaison Member of Child Study Team Mental Health support/liaison Organization of charitable events Organize student and parent support groups Organizes quarterly and end of year award ceremonies Other duties as assigned by the Principal Oversee & coordinate school-wide behavior plan in coordination with assistant principal and MTSS coach Oversees Red Ribbon Week Oversees Student of the Month Oversees truancy meetings in partnership with registrar Provides tours for new parents and students. Responsible for all guidance functions campus-wide Safe Coordinator Sends links to weekly guidance lessons to grade level teams Social Security Packets Threat Assessment completion and team member Title 9 Coordinator in partnership with assistant principal</p>
Mullins, Sonia	Staffing Specialist	<p>Facilitate, organize and provide training to staff on ESE/504 accommodations Provide support & resources for ESE students including intervention, accommodations, and strategies to match the instructional needs of the student Convenes and coordinates all Individual Education Plans (IEPs), Educational Plans (EPs), Service Plans (SPs) and Education Planning Team (EPT) meetings in partnership with ESE Department. Reviews ESE information for all students on SMS screens to make sure that they are correct, current and updated. Coordinates the collection of all necessary documentation prior to a student being staffed and/or identified for an exceptional education program and/or service Coordinates implementation and review of 504 plans Serves as the designee of the Local Educational Agency (LEA) in ESE meetings when special education eligibility, placement, dismissal and program changes occur Attends district-level ESE meetings/trainings Provides and organizes ESE related Professional Development opportunities Member of Child Study Team and MTSS Observe, coach, model & assists teachers with implementing various strategies and best practices in the classroom Member of the threat assessment team ESE Schedules Gifted Testing</p>

Name	Position Title	Job Duties and Responsibilities
Fiallo, Lauren	Behavior Specialist	<p>Provide behavioral support for students staffed in or being screened for eligibility in ASD program.</p> <p>Develop and assist in the implementation of FBAs and BIPs</p> <p>Support social skills and academic instruction within ASD and Pre K VE units</p> <p>Support students during inclusion opportunities</p> <p>Coach instructional staff (ESE and Gen. Ed), including model teaching, on effective research based rules, procedures and classroom management techniques for students with significant behavioral concerns.</p> <p>Ensure accurate behavior data collection and progress monitoring for students staffed in or being screened for eligibility in ASD program.</p> <p>Conduct regular (weekly/bi-weekly) meetings with ESE team to review and monitor student progress and areas of concern and to monitor mental health information and services.</p> <p>Create/keep/organize CPI binder.</p> <p>Create/keep/organize DOE Reporting binder.</p> <p>Regular communication with district behavior coach and analyst.</p> <p>Work with Program Specialist to determine eligibility of students to be screened and/or placed in ASD program.</p> <p>Coordinate with Dean and Guidance Counselor Positive Behavior System</p> <p>Provide MTSS Tier 3 behavior supports</p> <p>Coordinates and facilitates social skills groups</p> <p>Maintain students FBA/BIPs</p> <p>Maintains BASP's</p> <p>Supervise bus schedule & bus drills</p> <p>School Safe Plan</p> <p>School Safety</p> <p>Conduct/assist with staff development on various behavior topics.</p> <p>Member of the threat assessment team</p>
Smid, Tiffany	Principal	<p>Instructional leader</p> <p>Overall supervision of all personnel</p> <p>Ensures overall safety of staff, students and visitors</p> <p>Community liaison</p> <p>Handles all public relations</p> <p>Oversees school curriculum in partnership with instructional coaches</p> <p>Oversees school budget</p> <p>Oversees MTSS meetings</p> <p>Manage, organize and keeper of ALL campus data</p> <p>Beginning of School Activities (Faculty Letters & Pre-Planning Agenda)</p> <p>PTA & SAC Liaison</p> <p>Creates and oversees School Improvement Plan (SIP)</p> <p>Distributes weekly electronic parent newsletter</p> <p>Supervises State Assessments and other standardized tests in partnership with CRT</p> <p>Request for leave approval</p> <p>Emergency Response Team (ERT) Leader</p> <p>Classified/Clerical Duty Schedule</p> <p>Sonitrol & School Security</p>

Name	Position Title	Job Duties and Responsibilities
		Oversees school-wide professional development calendar in partnership with instructional coaches Student arrival & dismissal process and procedures Develop & update faculty handbook Attends all data meetings to review data, monitor interventions and inform instruction.
Cooper, Shalanda		Coordinates MTSS "Team" MTSS Tier 3 Groups Completes MTSS paperwork Leads MTSS meetings monthly Organizes Partners in Education Plans and organizes Teach In School Facebook Acceleration Programs Monitor Tier 2 and Tier 3 Interventions Tier 3 meetings Tier 2 Notes Classroom walkthroughs

Demographic Information

Principal start date

Monday 7/1/2019, Tiffany Smid

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.*

6

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

500

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

5

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	52	90	77	72	62	84	0	0	0	0	0	0	0	437
Attendance below 90 percent	6	15	24	21	16	22	0	0	0	0	0	0	0	104
One or more suspensions	0	0	5	2	0	2	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	7	3	15	0	0	0	0	0	0	0	25
Course failure in Math	0	0	0	5	3	19	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	1	3	12	1	23	0	0	0	0	0	0	0	40
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	7	2	23	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	11	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	55	85	68	69	90	80	0	0	0	0	0	0	0	447
Attendance below 90 percent	7	15	6	6	23	15	0	0	0	0	0	0	0	72
One or more suspensions	0	1	0	1	2	3	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	7	19	4	0	0	0	0	0	0	0	30
Course failure in Math	0	0	0	9	23	8	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	4	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	14	0	0	0	0	0	0	0	22

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	6	27	14	0	0	0	0	0	0	0	47

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	1	1	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	55	85	68	69	90	80	0	0	0	0	0	0	0	447
Attendance below 90 percent	7	15	6	6	23	15	0	0	0	0	0	0	0	72
One or more suspensions	0	1	0	1	2	3	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	7	19	4	0	0	0	0	0	0	0	30
Course failure in Math	0	0	0	9	23	8	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	4	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	14	0	0	0	0	0	0	0	22

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	6	27	14	0	0	0	0	0	0	0	47

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data 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				52%	57%	57%	46%	56%	56%
ELA Learning Gains				53%	58%	58%	46%	55%	55%
ELA Lowest 25th Percentile				54%	52%	53%	44%	48%	48%
Math Achievement				53%	63%	63%	58%	63%	62%
Math Learning Gains				45%	61%	62%	64%	57%	59%
Math Lowest 25th Percentile				26%	48%	51%	53%	46%	47%
Science Achievement				46%	56%	53%	53%	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	57%	55%	2%	58%	-1%
Cohort Comparison						
04	2021					
	2019	58%	57%	1%	58%	0%
Cohort Comparison		-57%				
05	2021					
	2019	37%	54%	-17%	56%	-19%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	62%	-13%	62%	-13%
Cohort Comparison						
04	2021					
	2019	59%	63%	-4%	64%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-49%				
05	2021					
	2019	44%	57%	-13%	60%	-16%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	54%	-12%	53%	-11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady diagnostic ELA and mathematics assessments are used to progress monitor three times throughout the school year for grades kindergarten through 5th grade. District Progress Monitoring Assessments (PMAs) are used for science in 5th grade.

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		22	29	51
	Economically Disadvantaged				
	Students With Disabilities		22	11	22
	English Language Learners		17	17	17
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		8	26	41
	Economically Disadvantaged				
	Students With Disabilities		0	22	22
	English Language Learners		11	0	16

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	45	61
	Economically Disadvantaged			
	Students With Disabilities	0	17	17
	English Language Learners	0	14	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	36	57
	Economically Disadvantaged			
	Students With Disabilities	0	29	29
	English Language Learners	13	13	14

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	44	55
	Economically Disadvantaged			
	Students With Disabilities	17	17	17
	English Language Learners	0	12	12
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	28	57
	Economically Disadvantaged			
	Students With Disabilities	13	38	38
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	33	40
	Economically Disadvantaged			
	Students With Disabilities	7	7	7
	English Language Learners	8	17	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	29	43
	Economically Disadvantaged			
	Students With Disabilities	0	4	4
	English Language Learners	0	31	31
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	33	35
	Economically Disadvantaged			
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	39	53
	Economically Disadvantaged			
	Students With Disabilities	9	9	9
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	57	44	49
	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	13	21		23	29	36	18				
ELL	31	41		34	53		27				
BLK	35	21		31	21						
HSP	39	42		46	52		38				
WHT	58	25		58	29		59				
FRL	34	33	33	41	33	47	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	11	32	41	9	23	27					
ELL	28	56	54	35	35	30	27				
BLK	50	46		49	26		31				
HSP	40	52	57	44	44	36	33				
WHT	64	56	64	65	53		70				
FRL	43	50	49	45	40	25	40				
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	17	32	28	26	50	35	35				
ELL	15	32	40	37	57	44	11				
BLK	53	41		56	64		40				
HSP	30	40	39	47	59	45	37				
WHT	61	54		69	67		72				
FRL	40	39	38	51	62	51	47				

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	335
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	39
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	22
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	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	46
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	38
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?

For ELA, our progress monitoring i-Ready data shows a positive trend with proficiency data from the beginning of the year compared to the end of the year increasing from 32% to 53% proficiency. However, 17% of our students are still two years below grade level ELA. In Math, our progress monitoring i-Ready data reveals a positive trend from 17% to 51% proficiency. However, 12% are still two years below grade level in math. The ELL and SWD learners have significant gaps in proficiency with a gap of 25% and 21% respectively.

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

Both ELA and math progress monitoring data show a significant need for improvement with 17% and 12% of students respectively revealing they are two years below grade level. The 2019 state assessment results reinforce this need as only 52% of our students are proficient on the FSA ELA assessment and 53% proficient on the FSA math assessment. Our SWD and ELL subgroups made minimal gains according to both ELA and math progress monitoring data.

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

According to our observation data, there was a lack of emphasis on teaching grade-level standards-based instruction and monitoring for student understanding. In addition, our progress monitoring data shows a lack of grade-level proficiency on foundational skills in math and reading. This leads to gaps in more advanced skills which then translates into deficits on the state assessments. These needs require increased coaching, monitoring, and support from the administration and coaching staff.

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

According to progress monitoring data, our math scores showed the greatest improvement from 17% proficiency to 51%. Our ELL student data in math increased from 11% proficiency to 30%. In addition, 39% of our ELL students were two years below grade level in math at the beginning of the year. This decreased to 9% at the end of the year.

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

Our teachers implemented interventions for math during the school day based on i-Ready diagnostic and common assessment results. There were also tutoring sessions for math, three days a week before and after school.

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

Teachers will receive professional development to gain strategies for scaffolding grade level instruction. For example, this includes pre-teaching vocabulary, reviewing pre-requisite skills, and providing background knowledge. Follow-up will include regular coaching and professional learning community (PLC) discussions.

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.

Beginning in pre-planning, teachers will receive nine hours of training on core instruction planning and execution. Coaches and administration will meet with teachers weekly in PLC to support and follow up with what was learned. Job-Embedded professional development will occur with regular feedback from walkthrough observations and as needed for new and struggling teachers.

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

We will work on growing teacher leaders by providing opportunities for them to lead PLC discussions. Opportunities to deepen understanding will be provided.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

According to our progress monitoring data, 47% of our students are below proficiency in Reading and 49% are below proficiency in math. In addition, 17% of our students are critically low in reading and 13% are critically low in math. According to walk-through data, the observational evidence revealed a lack of core instruction during small group time. In addition, there was a lack of differentiated strategies to support learning during this small group instruction time. When teachers are not monitoring instruction for student understanding, they can not execute a differentiated adjustment for instruction. Focusing on providing core standards-based instruction in ELA and Math for the allocated 90-minute block in ELA and 45-minute block in mathematics daily is critical for achieving increased proficiency. In addition, barriers to learning need to be reduced or eliminated for our struggling learners through the implementation of differentiation instructional strategies.

Measurable Outcome:

By January 2022, according to collected walkthrough data, 100% will show that teachers' instruction is aligned to grade-level standards, 100% will show that all student tasks are aligned to grade-level standards and 100% will show appropriate scaffolding. iObservation ratings with an increase from a 2.7 average to a 3.0 for domain 1 elements indicating increased monitoring of student understanding. FSA ELA proficiency will increase 5% from 45% to 50%. FSA Math proficiency will increase 5% from 46% to 51%. FCAT Science proficiency will increase 5% from 42% to 47%.

Monitoring:

Coaches and administrators will conduct weekly walk-throughs in teachers' classrooms to provide feedback. Job-embedded coaching will be provided as needed according to the walkthrough feedback. Administrators will also review iObservation data quarterly for trends with instruction. Quarterly data chats between the administrator and teacher will take place to monitor individual student progress.

Person responsible for monitoring outcome:

Tiffany Smid (tiffany.smid@ocps.net)

Evidence-based Strategy:

The teachers will meet in professional learning community (PLC) meetings with coaches and administrators to develop and plan differentiated instruction that provides scaffolds and supports for students based on an ongoing review of formative assessment data.

Rationale for Evidence-based Strategy:

Creating a continuous cycle of learning that includes collaborating in meetings, receiving feedback, and engaging in professional learning will help deepen understanding and strengthen the confidence and competence of classroom teachers. Structured activities to open up practice will allow teachers to learn from peers as they deepen their understanding.

Action Steps to Implement

Teachers will plan standards-based daily lessons for the 90 minute ELA block and 45-minute mathematics block. Plans will include specific strategies for monitoring, differentiating, and accelerating learning based on students' needs. Plans will be posted on google drive for all teachers and coaches to access. Instructional coaches will review plans and provide feedback.

Person Responsible

Heather Landrock (heather.landrock@ocps.net)

PLCs will occur two times a week to review formative assessment data and discuss planned instructional strategies for monitoring, differentiation, and acceleration. Coaches and administrators will attend and participate in PLCs to support and ensure strategies are aligned to standards and the instructional needs of the students. Coaches will provide modeled lessons, as needed, and engage in the coaching cycle with

struggling and new teachers. Targeted professional development, lead by coaches and administrators will address school or grade level trends for needed improvement.

Person Responsible Heather Landrock (heather.landrock@ocps.net)

Coaches and administrators will provide feedback weekly through observations and structured walk-throughs. Teachers will be provided feedback and job-embedded professional development based on collected walk-through data.

Person Responsible Heather Landrock (heather.landrock@ocps.net)

Trends with the walk-through and iObservation data will be reviewed to create ongoing targeted professional development opportunities as needed.

Person Responsible Sarah Lukas (sarah.lukas@ocps.net)

Coaches will provide model lessons and the coaching cycle for struggling and new teachers.

Person Responsible Heather Landrock (heather.landrock@ocps.net)

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

Area of Focus Description and Rationale: Build and establish a culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs:

Measurable Outcome: Improvement in Early Warning Systems indicator data specifically with reducing the number of students with attendance below 90% from 104 students to 52 students. Anticipated impact of culture and climate on student achievement with an increase in proficiency of 5% in ELA and mathematics. Decrease in suspensions from school from 9 students down to 4 students.

Monitoring: To begin with, we will identify the students who had two or more early warning indicators. These students will be monitored for attendance, behavior and social and emotional concerns, and achievement data. Increased communication with families will occur regarding attendance concerns to provide early interventions. This includes phone calls, attendance letters, and student services referrals and support. We will review discipline data every month and intervene where appropriate.

Person responsible for monitoring outcome: Sarah Lukas (sarah.lukas@ocps.net)

Evidence-based Strategy: Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration to build academic expertise with all students. 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.

Rationale for Evidence-based Strategy: 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 positive organizational improvement and change.

Action Steps to Implement

Establish a common language to support a culture of social and emotional learning at our school with adults and students. We will use the distributive leadership model to disseminate and model information to staff, students and parents.

Person Responsible Tonya Cowan (tonya.cowan@ocps.net)

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

Person Responsible Heather Landrock (heather.landrock@ocps.net)

Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture. This will be done through the implementation of daily lesson plans, school-wide activities, parent nights, daily morning newscasts, and a variety of school communications including the newsletter, Facebook, school website, and Twitter.

Person Responsible Sarah Lukas (sarah.lukas@ocps.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: On the most recent Florida Standards Assessment (FSA), data indicated that 50% of students scored below a level 3 in English Language Arts (ELA).

Measurable Outcome: The 2022 ELA FSA will show an increase of at least five percentage points from 50% to 55%.

Monitoring: Coaches and administrators will conduct weekly walk-throughs in teachers' classrooms to provide feedback on ELA instruction. Job-embedded coaching will be provided as needed according to the walkthrough feedback. Administrators will also review iObservation data quarterly for trends with instruction. Quarterly data chats using iReady diagnostics and growth monitoring between the administrator and teacher will take place to monitor individual student progress.

Person responsible for monitoring outcome: Heather Landrock (heather.landrock@ocps.net)

Evidence-based Strategy: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Rationale for Evidence-based Strategy: This selected instructional practice(s) has a moderate level of evidence, as noted in the Educator's Practice Guide "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade."

The following resource was selected because it outlines practices that show a proven record of effectiveness for students who lack the foundational skills necessary to comprehend what they are reading.

Action Steps to Implement

Strengthen the common planning process by using district-created common planning resources (CRM) to guide the discussion.

Person Responsible Heather Landrock (heather.landrock@ocps.net)

Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning.

Person Responsible Heather Landrock (heather.landrock@ocps.net)

Ensure the 90-minute reading block contains statutory requirements.

Person Responsible Heather Landrock (heather.landrock@ocps.net)

Standards-Based Unit Assessment (SBUA) Data and Foundational Assessment Data is used to plan small group instruction and differentiation opportunities.

Person Responsible Heather Landrock (heather.landrock@ocps.net)

MTSS Problem Solving Teams meet regularly to ensure:
-Students are appropriately identified.

- Students are matched to appropriate interventions and intensity.
- Data analysis is routinely part of the process, and adjustments are made to interventions based on the MTSS Problem Solving Team’s findings.

Person Responsible Heather Landrock (heather.landrock@ocps.net)

Additional Schoolwide Improvement Priorities

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

According to the Safe Schools for Alex website, Dillard Street Elementary ranked "very high" concerning violent incidents with a total of 23 or 4.4 per 100 students. Dillard Street ranked "very low" concerning property incidents and Drug/Public Order incidents. In 2019, there were 10 out of school suspensions recorded which ranked in the "middle" range. Our greatest concern is to reduce the rate of "violent incidents." We will start by researching more information about when these incidents are occurring if there is an unproportionate representative from a specific subgroup and how these were resolved. This information will help us monitor more closely and respond with support for improving our school culture. Dillard Street’s PBIS committee developed a house system to address concerns and improve our school culture. This committee will monitor our discipline data monthly and respond with interventions where appropriate.

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.

To establish a positive school culture and climate, we 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 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 connotative 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 school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council to reflect on implementation and determine next steps. The development of positive culture and environment is further enhanced through district programs such as the parent academy. Schools utilize staff such as Parent Engagement Liaisons to bridge the community and school culture.

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

Guidance Counselor

Our guidance counselor will lead a core team of four teachers and the principal from Dillard Street to attend district-wide professional learning. She and the core team will bring information back to a school team who will then develop a personalized plan for implementing the professional learning to our staff.

Core Team

The core team will include the instructional coach, one primary teacher, one intermediate teacher, one ESE teacher, and the principal. The core team will review and analyze content presented at district professional development meetings and develop a plan for bringing the information back to the school team.

School team

The school team will include leadership team members including our staffing specialist, behavior specialist, assistant principal, MTSS support coach, curriculum resource teacher, and parent engagement liaison. A plan to will be created to implement professional learning supporting building positive school culture. This plan will include implementation for all stakeholders including teachers, classified staff, parents, and community.