Summerlake Elementary

2021-22 Schoolwide Improvement Plan

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Summerlake Elementary

15450 PORTER ROAD, Winter Garden, FL 34787

https://summerlakees.ocps.net/

Demographics

Principal: Delaine Bender

Start Date for this Principal: 1/28/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	17%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
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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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 KG-5	No	16%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2020-21
Grade	

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To ensure every student has a promising and successful future.

Provide the school's vision statement.

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

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
Bender, Delaine	Principal	Delaine Bender, principal serves as the instructional leader responsible for high academic achievement for all students and provides a common vision for the use of data-based decision making. She monitors curriculum and instruction and assesses instructional personnel. She coaches teachers to support student achievement and collaborates with teachers during professional learning communities to ensure that student's needs are met at all tiers of instruction.
Damers, Agustin	Assistant Principal	Agustin Damers provides support and guidance to teachers for student achievement based on data-based decision-making. He collaborates with teachers during professional learning communities to ensure that all students' needs are met at all tiers of instruction. He implements the school-wide behavior plan and is responsible for monitoring and administering discipline.
Williams, Chaneiqua	Staffing Specialist	Chaneiqua Williams assists with the implementation of MTSS, assesses its productivity, and assists teachers in identifying both academic and behaviorally at-risk students. She assists with properly matching interventions or strategies to support student improvement. In addition, she schedules and facilitates IEP, 504, and ELL meetings with teachers and parents.
Singh, Kiran	Instructional Coach	Kiran Singh leads planning for English Language Arts, Math, Science, and Social Studies, provides professional development, locates resources for teams, aids in the creation of grade-level informative assessments meets weekly with PLC's and provides intervention for Tier 2 and Tier 3 students.
Salinsky, Nicole	Curriculum Resource Teacher	Nicole Salinsky supports teachers in conducting assessments such as i-Ready Diagnostic, Florida Standards Assessment, ACCESS for ELL students, and End of Course Exams. She ensures implementation of the MTSS process, assesses its productivity, identifies appropriate Tier 2 and Tier 3 interventions, and assists teachers in identifying both academic and behaviorally at-risk students. She supports new and experienced teachers with curriculum resources and provides mentor support.
Escobar, Stephanie	School Counselor	Stephanie Escobar (School Social Worker) creates a safe learning environment by providing behavioral support and interventions, provides support for healthy emotional and social development strategies, and collaborates with general education teachers. She conducts classroom lessons and provides small group and individual counseling.
Cox, Angela	Instructional Media	Angela Cox is responsible for overseeing and managing the media center, plans literacy events for the school, leads the Digital Curriculum Team, supports teachers with digital lessons and resources, and promotes literacy

Name	Position Title	Job Duties and Responsibilities
		throughout the school campus. She is also in charge of digital device inventory.
Standeven, Jaclyn	Psychologist	Jaclyn Standeven ensures implementation of MTSS, assesses its productivity, and assists with properly matching intervention or strategies to students. In addition, evaluates students to determine eligibility for ESE services.
Nelson, Jessica	Attendance/ Social Work	Jessica Nelson monitors attendance for truancy and conducts Child Study Team meetings with parents as needed.

Demographic Information

Principal start date
Tuesday 1/28/2020, Delaine Bender

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.*
6

Total number of teacher positions allocated to the school
72

Total number of students enrolled at the school
993

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
8

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	17	167	158	189	137	136	1	0	0	0	0	0	0	805
Attendance below 90 percent	1	0	1	0	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	1	5	5	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	2	1	0	0	0	0	0	0	0	3

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	2	1	0	0	0	0	0	0	0	3

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 8/23/2021

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	17	152	176	139	134	130	0	0	0	0	0	0	0	748
Attendance below 90 percent	0	18	21	15	12	7	0	0	0	0	0	0	0	73
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	5	5	4	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	4	1	8	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4

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	2	6	0	0	0	0	0	0	0	12

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	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	17	152	176	139	134	130	0	0	0	0	0	0	0	748
Attendance below 90 percent	0	18	21	15	12	7	0	0	0	0	0	0	0	73
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	5	5	4	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	4	1	8	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	15	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4

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	2	6	0	0	0	0	0	0	0	12

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	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					57%	57%		56%	56%
ELA Learning Gains					58%	58%		55%	55%
ELA Lowest 25th Percentile					52%	53%		48%	48%
Math Achievement					63%	63%		63%	62%
Math Learning Gains					61%	62%		57%	59%
Math Lowest 25th Percentile					48%	51%		46%	47%
Science Achievement					56%	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					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The i-Ready diagnostic assessment is the progress monitoring tool used to compile the information for the fall, winter, and spring. OCPS district progress monitoring activities were used to monitor progress in science from the fall, winter, and spring.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58/42%	98/68%	127/80%
	Economically Disadvantaged	11/35%	19/61%	23/74%
	Students With Disabilities	2/25%	4/50%	7/88%
	English Language Learners	5/25%	20/60%	15/75%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40/28%	101/70%	127/80%
	Economically Disadvantaged	9/29%	19/61%	21/68%
	Students With Disabilities	1/13%	5/63%	4/50%
	English Language Learners	3/15%	12/60%	15/75%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	48/29%	110/64%	144/80%
	Economically Disadvantaged	8/38%	11/52%	14/67%
	Students With Disabilities	5/71%	6/86%	5/71%
	English Language Learners	5/14%	13/35%	21/57%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48/29%	111/64%	140/78%
	Economically Disadvantaged	3/14%	11/52%	14/67%
	Students With Disabilities	2/29%	4/57%	3/43%
	English Language Learners	3/8%	12/32%	18/49%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	92/69%	118/84%	125/85%
	Economically Disadvantaged	12/55%	17/77%	17/77%
	Students With Disabilities	12/57%	18/86%	16/76%
	English Language Learners	11/58%	16/84%	16/84%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36/27%	98/70%	115/79%
	Economically Disadvantaged	8/36%	13/59%	16/73%
	Students With Disabilities	6/29%	12/57%	17/81%
	English Language Learners	3/17%	11/61%	15/83%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60/47%	84/63%	98/71%
	Economically Disadvantaged	8/42%	9/47%	13/68%
	Students With Disabilities	2/15%	5/38%	4/31%
	English Language Learners	6/23%	13/50%	19/73%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34/26%	88/66%	116/84%
	Economically Disadvantaged	3/16%	8/42%	14/74%
	Students With Disabilities	1/8%	6/46%	11/85%
	English Language Learners	6/24%	18/72%	23/92%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68/50%	90/66%	102/70%
	Economically Disadvantaged	12/35%	19/56%	22/65%
	Students With Disabilities	13/65%	15/75%	14/70%
	English Language Learners	5/19%	9/35%	12/46%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36/41%	85/61%	118/81%
	Economically Disadvantaged	9/26%	17/50%	25/74%
	Students With Disabilities	14/67%	14/67%	17/81%
	English Language Learners	4/15%	1452%	21/78%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	112/76%	118/77%	116/75%
	Economically Disadvantaged	25/73%	31/74%	26/70%
	Students With Disabilities	3/62%	6/68%	4/59%
	English Language Learners	25/69%	22/67%	22/67%

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	55			73							
ELL	76	72	67	89	68	80	75				
ASN	67	69		85	77		64				
BLK	62			57							
HSP	82	76		87	71	77	81				
WHT	85	52	55	86	63		87				
FRL	73	38		72	52		74				
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

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

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	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	580
Total Components for the Federal Index	8
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	64
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	75
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	78
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 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	72
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	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Based on iReady data, the data component that showed the lowest performance was proficiency in ELA for fifth grade at 69%, fourth grade ESE students showed the least proficiency in reading at 31%, and fifth grade ELL students showed the least proficiency in reading at 42%. Overall proficiency in ELA for grades 3-5 was 78%.

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

The data component that demonstrates the greatest need for improvement is proficiency in ELA for students with disabilities. Based on the i-Ready end-of-year diagnostic assessments students with disabilities scores dropped in grades 3-5 from the middle of the year assessment.

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

Factors contributing to the need for improvement include multiple classes were split into face-to-face and online learning. While teachers made consistent efforts to bridge gaps, the ability to closely monitor students during online learning was difficult. Many students that remained in online learning throughout the year were students with disabilities.

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

The data component that showed the most improvement was math proficiency based on i-Ready Diagnostic Assessment results in math. Overall, proficiency in grades 3-5 math was 85% proficiency, for students with disabilities proficiency was 81%, and proficiency for ELL students was 84%.

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

Factors contributing to the math improvement included collaborative planning for math intervention and consistent monitoring of student progress through the MTSS process. An MTSS problem-solving process was implemented this year, BPIE indicator 20, in which teachers consistently used to ensure progress in the general education curriculum, across all grade levels for all students and students with disabilities.

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

The Instructional Coach will provide professional development on how to accelerate learning. Teachers will pre-teach standards during ELA and math intervention to help accelerate comprehension, build capacity, and increase proficiency.

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.

Professional development opportunities that will be provided to support teaches include i-Ready training with the consultant on using diagnostic reports to differentiate instruction, use of Standard's Mastery assessments to monitor the progress of on level and above level students, as well as, training on the B.E.S.T. standards and new Wonders 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 this year include utilizing paraprofessionals to push into classrooms to work with subgroups needing extra support. An Interventionist will be hired to work with bubble students in reading and math to ensure proficiency and growth within core subject instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	ELA proficiency for students in grades 3-5 was 79% on the end-of-year i-Ready diagnostic. Sixty percent of the students with disabilities were proficient which is a 19% gap in proficiency. Focusing on increasing the proficiency of students with disabilities will lead to an increase in overall ELA proficiency and help reduce the achievement gap for students with disabilities. Small group instruction will be differentiated to meet the needs of all students.
Measurable Outcome:	We plan to improve from 60% to 65% proficiency for students with disabilities on the Florida Standards Assessment, which is a 5% increase. In addition, we plan to increase from 79% to 84% in ELA overall proficiency for all students in grades 3-5.
Monitoring:	We will monitor for the desired outcome by conducting weekly classroom observations during ELA small group instruction, provide teachers with actionable feedback, conduct data conversations with teachers to discuss progress, monitor data monthly, and students will track their progress on common assessments during periodic data chats with teachers.
Person responsible for monitoring outcome:	Delaine Bender (delaine.bender@ocps.net)
Evidence-based Strategy:	Teachers will effectively implement differentiated, small group ELA instruction to meet the needs of their students. They will use collaborative lesson planning to focus on standard-based instruction and effective reading strategies. The i-Ready diagnostic assessments will be used to identify a deficiency, create differentiated instructional groupings, and monitor student progress
Rationale for Evidence-based Strategy:	This strategy was selected because teaching is focused on students' need to be proficient in reading. Using data to differentiate instruction will ensure that all students meet proficiency targets, and high achieving students continue to make a year's worth of growth in reading. The use of collaborative lesson planning and use of progress monitoring assessments enables teachers to create instructional groupings based on student's needs.

Action Steps to Implement

Provide professional development by the i-Ready consultant on how to utilize instructional grouping reports to determine differentiated small groups, determine a plan for intervention, and available resources for instruction.

Person Responsible	Delaine Bender (delaine.bender@ocps.net)

During data meetings with teachers, review common assessments, determine re-teach and re-assessment plans based on common assessments.

Person Responsible	Delaine Bender (delaine.bender@ocps.net)

Provide coaching and actionable feedback based on classroom observations of small group instruction.

Person Responsible	Kiran Singh (kiran.singh@ocps.net)

Continue to implement the MTSS process, monitor students for progress, and determine the next steps. Maintain communication with parents to provide them with up-to-date information about the progress of interventions.

Person Responsible	Nicole Salinsky (nicole.salinsky@ocps.net)

Conduct data chats and review data folders with students in the lowest quartile, and students with disabilities.

Person Responsible Nicole Salinsky (nicole.salinsky@ocps.net)

#2. 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 the subject material. By strengthening our school's culture for social and emotional learning, we will close the achievement gap with our students. Based on Panorama School Survey Data, only 75% of our families felt their child was comfortable in asking for help from an adult. The data also indicated that 50% of students were able to remain calm when someone was bothering them, and 60% of students were able to clearly describe their feelings. By May of 2022, we expect to see an increase of 5% of favorable outcomes on the Panorama Survey family and student outcomes in the above areas.
Measurable Outcome:	Focusing on social and emotional learning will promote meaningful connections between home and school. There should be an improvement in attendance and academic achievement Early Warning Indicators. Panorama survey data should show positive results in terms of students feeling safe and positive about their school environment.
Monitoring:	Utilize survey results throughout the year to evaluate the climate and culture of social and emotional learning and implement necessary responsive practices. Continually monitor attendance and implement a reward system for students that have attendance below 90%.
Person responsible for monitoring outcome:	Delaine Bender (delaine.bender@ocps.net)
Evidence-based Strategy:	We will use distributive leadership, 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. 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 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.
Rationale for Evidence-based Strategy:	In order to achieve a large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. In order to strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Create a training plan that leverages the trained school team members to train all necessary stakeholders in the implementation of the SEL Second Step Curriculum.

Person Responsible   Delaine Bender (delaine.bender@ocps.net)

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

Person Responsible   Stephanie Escobar (stephanie.escobar@ocps.net)

Create a welcoming environment where family culture and languages are recognized and respected by introducing key staff at Open House events, strengthening communication through weekly newsletters, and providing opportunities for families to participate in school events such as spirit nights and Parent Teacher Organization events.

Person Responsible   Stephanie Escobar (stephanie.escobar@ocps.net)

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   Delaine Bender (delaine.bender@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.

Summerlake Elementary opened in August of 2020. During the 2020-2021 school year, there were 30 referrals for 13 students with two out-of-school suspensions for one student. The primary incident recorded was disorderly conduct and the second incident recorded was physical aggression. The discipline committee will meet throughout the year to review referral incidents, the primary location of incidents, and the students receiving referrals. The team will determine necessary supports to ensure students adhere to school and district rules and procedures. Each day the guidelines for success and the behavior matrix will be reviewed. School-wide incentives will be implemented with a focus on positive reinforcement of behavior. Each nine weeks students will complete a school social-emotional survey, patterns and trends will be identified, and the School Social Worker will provide classroom and individual lessons to address concerns.

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, through processes such as the School Advisory Council, to reflect on implementation and determine the next steps. The 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.

The core SEL team will provide the school SEL team with information from district SEL training. The school SEL team will plan professional learning to support all staff with the implementation of social-emotional learning in order to connect cognitive and conative strategies. The School Social Worker will provide teachers with professional development on utilizing the resources in the Second Step to support students' social and emotional learning and skill acquisition. The leadership team will monitor progress on social-emotional surveys throughout the year to monitor progress, reflect on the implementation of social-emotional learning, and determine the next steps for professional learning. Teachers will foster a classroom environment where all students feel connected, comfortable, and part of an inclusive community through classroom meetings. We will continue to focus on building a positive climate and culture by recognizing students for positive behaviors on a weekly basis and character traits each month.