

Orange County Public Schools

Westbrooke Elementary



2021-22 Schoolwide Improvement Plan

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Westbrooke Elementary

500 TOMYN BLVD, Ocoee, FL 34761

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

Demographics

Principal: Vidal Reyes

Start Date for this Principal: 6/1/2018

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)	50%
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: B (57%) 2017-18: A (62%) 2016-17: A (64%)
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	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Reyes, Vidal	Principal	<p>Principal Administration Team Member</p> <ul style="list-style-type: none"> • Demonstrates resiliency in pursuit of continuous school improvement guided by what is best for all students. • Monitors the school and classrooms for comprehensible instruction delivered to ELL & VE students • Monitors the achievement of students and closing achievement gaps for student sub-populations. • Monitors instructional planning, classroom instruction and is aware of predominant instructional practices. • Uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction correlated with student achievement data. -Communicate appropriate expectations to various stakeholders. • Develops and Implements structures to analyze and interpret student data to determine effectiveness of instruction and interventions (school-wide, gradewide, class-wide, and with specific student subgroups) to help all students meet goals. • Responsible to implement, lead and supervise. • Maximizes the impact of school personnel, fiscal and facility resources. • Effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population. • Responsible for the safe operation and management of all activities and functions at the school • Responsible for school and community relations with parents, community members and businesses
Silvester, Jody	Instructional Coach	<p>Instructional Coach, MTSS Coach Resource Team Member</p> <ul style="list-style-type: none"> • Administrative Designee when Principal is off campus • Building Level Assessment Test Coordinator: FSA, i-Ready, FLKRS, CFE, etc. • MTSS Coordinator: Facilitate the MTSS process with teachers to identify at-risk or low performing students, monitor their progress, complete all appropriate tracking of data, communicate with all stakeholders to address student needs • Admin team members, attending weekly Admin Team Meetings, reporting on student monitoring data • Positively support and promote school initiatives with all staff members and stakeholders. • Addresses concerns proactively and in support of school goals • Serve as CRT • Textbook Manager (backed up by Media Specialist) Responsible for: <ul style="list-style-type: none"> - Maintaining inventory, - Check out system, - Organization and availability of all instructional and state adopted materials • Responsible for student intern placements • Responsible for beginning teacher program • Responsible for inventory and ordering of all curriculum

Name	Position Title	Job Duties and Responsibilities
		<p>materials</p> <ul style="list-style-type: none"> • ADDitions Coordinator: Assists with field trip and volunteer applications • Serve as Co-Literacy/Reading Coaches backup • Serve as Academic Coaches • Conduct informal observations as scheduled by the principal • Teach daily intervention group(s) of students, tracking data and collaborating with classroom teachers to address student needs • Provide Principal with analysis of available data • Complete individual gifted screenings for identified students, reporting findings to Staffing Coordinator • Complete a monthly submission for the school wide newsletter • Assist with student supervision during specified duty times • Completes other duties as assigned by the principal
Medina Piazza, Rosana	School Counselor	<p>Guidance Counselor Resource Team Member</p> <ul style="list-style-type: none"> • Attends weekly Admin Team Meetings, reporting on student behavior, progress, character education updates and social services initiatives • Teach daily intervention group(s) of students, tracking data and collaborating with classroom teachers to address student needs • Collaborates with registrar to identify FRL and at risk students • Institutes progressive discipline following school and district procedures - Early Warning Signs - Walk n' Talks • Organize and implement Bully Prevention and Character Education Programs for school • Collaborates with teachers and Staffing Coordinator when designing plans for students with general behavior problems (MTSS Process) including development of Develop BASP and BIPS for students as needed (includes ESE teacher) • School-based coordinator for the Social Security/Disability forms, Homeless and Foster Care (share information with appropriate school staff, have primary responsibility for coordinating/monitoring the support and educational interventions for the homeless/foster care student(s); will also communicate with caseworkers and/or foster parents/ residential facility directors.) • Coordinates collection and distribution of items to families in need • Coordinate S.T.A.R. Back pack program (if available) • Homeless liaison • Helping Hands/PTO liaison • Social Skills/ Character Development session • 504 Coordinator • Mentor Coordinator • Mental Health designee • Completes other duties as assigned by the principal

Name	Position Title	Job Duties and Responsibilities
Rumeau, Whitney	Other	<ul style="list-style-type: none"> • Attends weekly Admin Team Meetings • Positively supports and promotes school initiatives with all staff members and stakeholders. • Addresses concerns proactively and in support of school goals • Serves as LEA representative for all mandated documents for ESE students • Responsible for the scheduling and execution of gifted screenings for identified students • Responsible for timely and accurate compliance of district, state and/or federal required documentation for ESE students (accommodations, modifications, IEP plans, testing schedule, etc) • Responsible to schedule and monitor all ESE, MTSS, and ESOL related programs and responsibilities (including SLD, ASD, EBD, S/L, Gifted, 504s, MTSS, ESOL), participate in meetings as needed, and ensures compliance with district, state and federal mandates. • Along with MTSS Coach, keeps track of all MTSS documentation, including data gathered by the teachers as well as data generated from intervention work with the child • Responsible to serve as school point of contact with ESE and ESOL district personnel and as liaison between school administrators and district personnel • Coordinates all attendance and student intervention meetings with registrar and school social worker • Assists CRT with standardized testing to ensure proper modifications and accommodations for ESE and ESOL students • Collaborates with teachers when scheduling and providing appropriate interventions for students in the ESE program, in compliance with IEPs • Responsible for all compliance and district required documentation for ESOL students (monitoring forms, accommodations, modifications, LEP plans, testing schedule, etc) • Assist with registration and ESOL identification of new students/ with registrar • Coordinates all ESOL staffings with registrar • CELLA testing Coordinator • Assists with student supervision during specified duty times • Alternative Assessment Coordinator (if necessary) • Coordinates Teach-In • Completes other duties as assigned by the principal

Demographic Information

Principal start date

Friday 6/1/2018, Vidal Reyes

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.*

7

Total number of teacher positions allocated to the school

40

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.

2

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

2

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	16	68	98	91	100	108	0	0	0	0	0	0	0	481
Attendance below 90 percent	1	8	8	14	4	5	0	0	0	0	0	0	0	40
One or more suspensions	0	0	1	1	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	3	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	1	0	4	0	0	0	0	0	0	0	5

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	2	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 7/26/2021

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	36	101	91	97	121	91	0	0	0	0	0	0	0	537
Attendance below 90 percent	5	12	10	8	2	2	0	0	0	0	0	0	0	39
One or more suspensions	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	3	7	6	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5

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	3	4	0	0	0	0	0	0	0	7

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	2	0	0	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	

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	36	101	91	97	121	91	0	0	0	0	0	0	0	537
Attendance below 90 percent	5	12	10	8	2	2	0	0	0	0	0	0	0	39
One or more suspensions	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	3	7	6	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	4	0	0	0	0	0	0	0	5

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	3	4	0	0	0	0	0	0	0	7

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	2	0	0	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	

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				76%	57%	57%	76%	56%	56%
ELA Learning Gains				55%	58%	58%	58%	55%	55%
ELA Lowest 25th Percentile				38%	52%	53%	41%	48%	48%
Math Achievement				75%	63%	63%	78%	63%	62%
Math Learning Gains				55%	61%	62%	65%	57%	59%
Math Lowest 25th Percentile				29%	48%	51%	44%	46%	47%
Science Achievement				69%	56%	53%	74%	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	78%	55%	23%	58%	20%
Cohort Comparison						
04	2021					
	2019	70%	57%	13%	58%	12%
Cohort Comparison		-78%				
05	2021					
	2019	68%	54%	14%	56%	12%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	84%	62%	22%	62%	22%
Cohort Comparison						
04	2021					
	2019	77%	63%	14%	64%	13%
Cohort Comparison		-84%				
05	2021					
	2019	61%	57%	4%	60%	1%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	54%	11%	53%	12%
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 Diagnostic Exams

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	51%	69%
	Economically Disadvantaged	33%	48%	67%
	Students With Disabilities	20%	20%	40%
	English Language Learners	15%	30%	55%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	54%	71%
	Economically Disadvantaged	23%	46%	65%
	Students With Disabilities	0%	40%	40%
	English Language Learners	20%	45%	70%
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47%	75%	81%
	Economically Disadvantaged	67%	76%	78%
	Students With Disabilities	0%	0%	50%
	English Language Learners	40%	67%	73%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	45%	73%
	Economically Disadvantaged	9%	42%	69%
	Students With Disabilities	0%	0%	50%
	English Language Learners	7%	33%	60%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48%	56%	65%
	Economically Disadvantaged	39%	43%	45%
	Students With Disabilities	0%	0%	0%
	English Language Learners	32%	37%	42%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22%	44%	57%
	Economically Disadvantaged	20%	35%	47%
	Students With Disabilities	0%	14%	29%
	English Language Learners	16%	37%	53%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55%	71%	75%
	Economically Disadvantaged	40%	56%	64%
	Students With Disabilities	20%	30%	50%
	English Language Learners	29%	47%	65%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	42%	60%
	Economically Disadvantaged	6%	28%	44%
	Students With Disabilities	0%	20%	20%
	English Language Learners	0%	35%	41%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51%	69%	76%
	Economically Disadvantaged	36%	56%	67%
	Students With Disabilities	20%	50%	60%
	English Language Learners	38%	75%	75%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42%	56%	76%
	Economically Disadvantaged	28%	38%	64%
	Students With Disabilities	10%	40%	40%
	English Language Learners	25%	38%	75%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	78%
	Economically Disadvantaged	N/A	N/A	67%
	Students With Disabilities	N/A	N/A	60%
	English Language Learners	N/A	N/A	38%

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	35	42		38	50		40				
ELL	62			59							
ASN	100			75							
BLK	63	57		59	52		67				
HSP	60	50	40	70	42		65				
MUL	82			73							
WHT	72	52		79	74		80				
FRL	53	51	36	58	49	38	59				
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	50	43	40	54	50	36	55				
ELL	59	47	36	69	64	44					

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
ASN	87	85		87	69						
BLK	64	44	33	61	40	12	48				
HSP	73	52	47	78	62	45	71				
WHT	82	58	27	80	56	25	75				
FRL	67	46	32	66	51	35	62				
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	33	33	20	43	64	50					
ELL	46	35	38	50	50	58					
ASN	86	62		86	69						
BLK	66	54	35	65	59	33	69				
HSP	71	56	40	73	65	55	59				
WHT	82	61	44	86	68	36	93				
FRL	67	51	43	69	63	40	59				

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	59
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	69
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	63
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	88
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	57
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	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	71
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	51
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?

All student groups increased in all progress monitoring assessments except for third grade English Language Arts. There were eight students in this group who did not obtain proficiency.

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

English Language Arts and Mathematics low 25th percentile needs to be improved. The percentages were below 50%.

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

The contributing factors might have been the intensity level of differentiation during instruction. In order to improve this area, teachers will increase the level of differentiation during whole group and small group instruction to meet the needs of all students.

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

The most improved data was the fourth grade mathematics.

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

The teachers provided extended practice and specific review of the standards. The strategic common planning assisted the teachers in providing the necessary rigor required of the standards.

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

The fourth and fifth grade teachers will target students below proficiency level to accelerate learning. The common planning sessions will be structured with the intention of providing differentiation and effective small group instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development areas will consist of i-Ready grouping, utilizing i-Ready toolbox resources, and identifying student needs. The Social and Emotional Learning strategies training will be provided as well to assist the teachers on receiving appropriate tools to meet the students' needs.

Data meetings will be utilized as professional development to ensure teachers understand the different aspects of the scores.

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

All teachers will be trained on i-Ready, Social and Emotional Learning, standards-based instruction and differentiation. Will be looking for teachers to model effective instruction to assist less experienced teachers.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The area of focus is accelerating student performance in Mathematics with emphasis on the lowest quartile. As indicated in the last FSA scores the instructional practice needs to improve (2017=73%; 2018=44%; 2019=29%).

Measurable Outcome: As a result of this area of focus, we will see an increase in our Mathematics lowest quartile from 29% to 45% on the FSA.

Monitoring: We will conduct classroom observations and review data from multiple assessments to determine needs for improvement throughout the school year.

Person responsible for monitoring outcome: Vidal Reyes (vidal.reyes@ocps.net)

Evidence-based Strategy: We will analyze data and group students for differentiated, small group instruction during Mathematics class. Implementation will be monitored through classroom observations, monthly data meetings, and common planning sessions.

Rationale for Evidence-based Strategy: By analyzing student data, teachers will be able to plan for re-teaching students who did not meet the target goals. Differentiated instruction provides students with individualized learning opportunities.

Action Steps to Implement

Leadership team will provide an overview of the common planning process targeting differentiated instruction.

Person Responsible Vidal Reyes (vidal.reyes@ocps.net)

Leadership team will provide a professional development overview on collecting and analyzing data to enhance standards-based instruction.

Person Responsible Vidal Reyes (vidal.reyes@ocps.net)

Targeted professional development will be provided to increase teachers' knowledge of utilizing digital platforms and other resources for rigorous standards based instruction.

Person Responsible Jody Silvester (23718@ocps.net)

Leadership team will provide differentiated support based on data, individual teacher needs, and progress student academic performance during leadership meetings.

Person Responsible Vidal Reyes (vidal.reyes@ocps.net)

Teachers will use district created common assessments to measure student knowledge on targeted standards.

Person Responsible Vidal Reyes (vidal.reyes@ocps.net)

Teachers will monitor weekly student i-Ready Math usage and passing rates during student data chats.

Person Responsible Vidal Reyes (vidal.reyes@ocps.net)

School administrators and teachers will meet monthly to analyze and review student performance on standards-based instruction using district common assessments.

Person Responsible Vidal Reyes (vidal.reyes@ocps.net)

School administrators will conduct classroom observations and provide feedback on effective small group instruction.

Person Responsible Vidal Reyes (vidal.reyes@ocps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Student achievement will improve when focusing on our lowest quartile in English Language Arts. During last FSA testing (2019), there was a decline in student learning gains with the lowest quartile from 41% to 38%.

Description and Rationale:

Measurable Outcome: As a result of focusing on this area, we will see and increase in our ELA lowest quartile from 38% to 45%.

Monitoring: Classroom observations and data conversations will be used to determine needs for improvement throughout the school year.

Person responsible for monitoring outcome: Vidal Reyes (vidal.reyes@ocps.net)

Evidence-based Strategy: Differentiated instruction during the ELA block and small group instruction time will be enhanced. We will monitor through classroom observations, i-Ready data analysis, common assessments data, and monthly data meetings. The information will assist on identifying instructional adjustments to improve student outcomes.

Rationale for Evidence-based Strategy: Classroom observations and students scores provided information for the need of differentiated instruction to meet the needs of all students. Differentiated instruction supports students' academic growth where needed, in this case specifically the lowest quartile.

Action Steps to Implement

Instructional coach will provide professional development for implementing best practices and meet expectations when utilizing small group instructional data and MTSS.

Person Responsible Jody Silvester (23718@ocps.net)

Instructional coach will provide teachers with bi-weekly support during common planning meetings for differentiated instruction to assist all students especially Tier 2 and Tier 3.

Person Responsible Jody Silvester (23718@ocps.net)

Leadership team will facilitate data meetings to analyze data, plan for instruction and document Tier 2 and Tier 3 interventions.

Person Responsible Vidal Reyes (vidal.reyes@ocps.net)

Additional Schoolwide Improvement Priorities

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

The school ranked #4 out of 126 in the district which equals to 0.2 incidents per 100 students. It means there is minimum disruption to the academic environment for discipline issues. The additional implementation of Social and Emotional Learning strategies will keep being implemented to ensure students have coping skills and anger management control. The school counselor is vital in this area through the implementation of weekly announcements and daily student intervention in how to deal with the feelings.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

Principal - promoting activities, providing opportunities for improvement and exposure of positive experiences.

Counselor - providing strategies for classroom culture improvement and support to students and families.