Hiawassee Elementary

2021-22 Schoolwide Improvement Plan

Table of Contents

Hiawassee Elementary

6800 HENNEPIN BLVD, Orlando, FL 32818

https://hiawasseees.ocps.net/

Demographics

Principal: Sharon Jenkins

Start Date for this Principal: 7/18/2015

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: D (38%) 2016-17: C (45%)
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 PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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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.

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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
Jenkins, Sharon	Principal	The principal's primary duties/responsibilities are to promote and maintain the highest level of academic, social and emotional achievement for all students by providing curricular and instructional leadership, maintaining overall school site operations; receiving, distributing and communicating information to enforce school, District and State policies; maintaining a safe school environment; coordinating site activities and communicating information to staff, students, parents and community members. Responsible for interviewing, hiring and supervising school employees to ensure highest performance standards
Watts, Forrester	Assistant Principal	The assistant principal (AP) supports the principal in the overall administrative operations of the school. The AP assist the principal in providing instructional leadership to staff including curriculum planning, review and implementation; as well as professional development. The role also includes helping to ensure the overall safety and well-being of students, staff and school visitors; supports in school discipline and enforces school, district and state policies.
Williams, Anthony	Dean	The Dean of Students is responsible for ensuring that the school staff establishes and maintains a positive culture of behavior and learning, supporting teachers in behavior management and student discipline. The Dean of Students works with school administration to establish a professional rapport with students, staff, and families and meets with parents as deemed necessary regarding student discipline and behavior issues. He helps to ensure the school body maintains a safe, orderly environment that encourages students to take responsibility for their behavior and is also an asset in helping to create high morale among staff and students.
Brown, Joanna	Instructional Coach	Supports the use of district curriculum and evidence-based intervention strategies; provide professional development for teachers; monitor grade level lesson planning and use of the CRMs; support professional learning communities and common planning; support new teachers and assign mentors; collaborate with grade-level teams on effective instructional practices, coordinate instructional observations rounds, model instructional lessons; provide resources for all academic areas including reading, mathematics, writing and science; provide guidance on K-12 reading plan; facilitate and support data collection; serve as grade level support; supports the implementation of the MTSS process.
Simmons, Melanie	Instructional Coach	Instructional Coach: Supports the use of district curriculum and evidence-based intervention strategies; provide professional development for teachers; monitor grade level lesson planning and use of the CRMs (Curriculum Resource Materials); support professional learning communities and common planning; support new

Name	Position Title	Job Duties and Responsibilities
		teachers and assign mentors; collaborate with grade-level teams on effective instructional practices, coordinate instructional observations rounds, model instructional lessons; provide resources for all academic areas including reading, mathematics, writing and science; provide guidance on K-12 reading plan; facilitate and support data collection; serve as grade level support; support the implementation of the MTSS process.
Hollingsworth, Keri	Instructional Coach	Supports the use of district curriculum and evidence-based intervention strategies; provide professional development for teachers; monitor grade level lesson planning and use of the instructional focus calendar and CRMs; support professional learning communities and common planning; support new teachers and assign mentors; collaborate with grade level teams on effective instructional practices, coordinate instructional instructional rounds, model instructional lessons; provide resources for all academic areas including reading, mathematics, writing and science; provide guidance on K-12 reading plan; facilitate and support data collection; serve as grade level support; supports the implementation of the MTSS process.
Young, Charonn	School Counselor	Provides counseling for students; supports classroom teachers and provides support services for families; serves as family intervention support and liaison between family, school, and child services advocates; facilitates truancy meetings and documentation; McKinney Vento Program (MVP) coordinator; supports the implementation of the MTSS process; facilitates 504 meetings and coordinates and monitors child services advocates. Oversees all student mental health needs including counseling, referrals to district and outside agencies for students, and make referrals for families.
Love, Towanna	Staffing Specialist	ESE Compliance Teacher: Facilitates all ESE staffing, educational plans, 504 plans and MTSS meetings; completes and monitors all school and district ESE paperwork and ensures compliance with school, district and state requirements; serves as the school contact for the district. compliance monitor; collaborates with teachers regarding student needs and goals; provides guidance on the implementation of the MTSS process and coordinates the administration of alternate assessments.
Guevara, Brenda	ELL Compliance Specialist	Works with regular education teachers, leadership team, parents, and district staff to support the ELL students in ensuring that their needs are met; professional development for teachers to ensure the Sheltered Instruction Observation Protocol strategies are being utilized; facilitates meetings; supports tier I, II and III implementation and reviews progress monitoring data; oversees the school's implementation of the MTSS process.

Demographic Information

Principal start date

Saturday 7/18/2015, Sharon Jenkins

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.*

1

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.*

4

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

574

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.

5

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	29	73	90	85	79	112	0	0	0	0	0	0	0	468
Attendance below 90 percent	5	20	28	29	13	35	0	0	0	0	0	0	0	130
One or more suspensions	0	0	0	2	1	6	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	9	10	0	0	0	0	0	0	0	19
Course failure in Math	0	0	0	0	13	15	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	0	0	13	0	0	0	0	0	0	0	13

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	9	23	0	0	0	0	0	0	0	32

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	14	0	0	0	0	0	0	0	0	0	14
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

Tuesday 7/20/2021

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	41	99	93	96	107	108	0	0	0	0	0	0	0	544
Attendance below 90 percent	12	18	20	10	13	13	0	0	0	0	0	0	0	86
One or more suspensions	0	1	1	5	0	5	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	12	10	1	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	14	14	3	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	34	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	31	0	0	0	0	0	0	0	42

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	1	1	13	17	26	0	0	0	0	0	0	0	58

The number of students identified as retainees:

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

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	41	99	93	96	107	108	0	0	0	0	0	0	0	544
Attendance below 90 percent	12	18	20	10	13	13	0	0	0	0	0	0	0	86
One or more suspensions	0	1	1	5	0	5	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	12	10	1	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	14	14	3	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	34	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	31	0	0	0	0	0	0	0	42

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	1	1	13	17	26	0	0	0	0	0	0	0	58

The number of students identified as retainees:

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

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				35%	57%	57%	34%	56%	56%
ELA Learning Gains				51%	58%	58%	44%	55%	55%
ELA Lowest 25th Percentile				50%	52%	53%	47%	48%	48%
Math Achievement				40%	63%	63%	39%	63%	62%
Math Learning Gains				50%	61%	62%	43%	57%	59%
Math Lowest 25th Percentile				49%	48%	51%	37%	46%	47%
Science Achievement				39%	56%	53%	23%	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	32%	55%	-23%	58%	-26%
Cohort Comparison						
04	2021					
	2019	37%	57%	-20%	58%	-21%
Cohort Comparison		-32%				
05	2021					
	2019	30%	54%	-24%	56%	-26%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	34%	62%	-28%	62%	-28%
Cohort Comparison						
04	2021					
	2019	40%	63%	-23%	64%	-24%
Cohort Comparison		-34%				
05	2021					
	2019	36%	57%	-21%	60%	-24%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	37%	54%	-17%	53%	-16%
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 EOY assessment scores for ELA and math were used to compile the progress monitoring data below.

Grade 1				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	8	27	34
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	9	19	28
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	35	43
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	10	33
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19	17	25
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	20	28
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19	23	22
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	21	30
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	29	33
	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	8	15	18	13	30	25	14				
ELL	29	39		29	45		30				
BLK	27	30	38	26	29	32	24				
HSP	24			32							
FRL	27	32	35	27	31	33	27				

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	28	31	33	21	31		38				
ELL	31	55	61	42	57	55	34				
BLK	35	52	53	41	52	49	40				
HSP	40	40		30	30		36				
FRL	39	52	44	42	51	47	39				

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	29	33		21	39	30					
ELL	21	51	50	31	40	47	13				
BLK	33	43	48	39	43	40	20				
HSP	43	60		41	37		50				
FRL	33	43	44	38	41	35	22				

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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	269
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
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	37
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	32
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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

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

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Based on the 2019 FSA data for ELA and math, there was a performance increase in every category; the greatest increase was the students in the math lowest 25% group from 37% to 49% and the least increase of 1% overall for ELA and math achievement from 34% to 35% and from 39% to 40% respectively. District and state similar school overall achievement averages exceed our school performance by more than 20% in ELA and math. With a 16% increase in 5th grade FCAT Science proficiency rate of 39% from 2018 to 2019, we trail the district's average science proficiency by 17% and the state by 14%. SWD overall FSA proficiency and learning gains decreased in every category from 2018 to 2019 by as much as 8% with a federal index less than the minimum 41%.

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

According to the FSA ELA data at 34% overall proficiency and the progress monitoring iReady ELA data for the EOY assessment at 29% overall proficiency, ELA demonstrates the greatest need for students' overall improvement; this is also true for SWD whose overall FSA ELA proficiency and learning gains decreased in every category from 2018 to 2019 by as much as 8% with a federal index less than the minimum 41% required, putting us in TS&I status.

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

Upon closer review of the i-Ready ELA progress monitoring data it is evident that overall vocabulary is the lowest performance category followed closely by comprehension of informational text from K-5th grades; vocabulary knowledge is essential for informational text comprehension and is an area that separates high performing students from struggling readers. Some next steps for increasing vocabulary achievement are to intentionally, explicitly implement vocabulary instruction through frontloading, building background knowledge for academic and domain specific vocabulary, context clues, affixes and root word instruction. Students will be regularly be exposed to a variety of informational text features and structures; and learn close reading techniques such as annotation strategies to organize and analyze text.

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

The most improved achievement occurred in FCAT Science from 2018 to 2019 with a 16% increase from 23% to 39% percent.

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

The FCAT Science gains can be attributed to focused lessons with built-in labs to reinforce each Big Idea, and increased vocabulary instruction/activities. The Science coach provided additional small group instruction for bubble students according to their progress monitoring data. Students were required to complete Study Island lessons during class rotations, and used FCAT style questions for additional science practice.

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

In order to accelerate student learning we will need to diagnose essential missed learning to acquire prerequisite skills, prioritize standards, intentionally scaffold learning by building student background

knowledge and vocabulary and teach close reading strategies to include annotations with a focus on informational text features and structures.

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.

There will be a professional development on vocabulary instruction and close reading techniques with a focus on informational text.

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

To ensure sustainability of improvement for years to come we will ensure there is built in time for acceleration and curriculum resource materials that are district approved and readily available to coaches and teachers. We will also ensure there are in person and self-paced professional development trainings for use of materials.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	According to the 2019 FSA student data for ELA and math, student overall achievement scores increased by1%, with an overall 7% increase in learning gains in comparison to the 2018 school student data for both subject area assessments; these increases are still 22% below the district and state average level of proficiency. Progress Monitoring Data for iReady ELA and math from the 2020-2021 school year also indicates a need for improvement school-wide with 29% and 30% proficiency respectively.
Measurable Outcome:	The plan is to improve overall achievement proficiency by 7% in ELA from 35% to 42% and in math from 40% to 47%.
Monitoring:	We will monitor for the desire outcomes by conducting weekly classroom observations during reading and math small group and extra hour reading instruction, provide teachers with actionable feedback, conduct data discussions with teachers concerning progress monitoring data monthly, and have students track their progress on common assessments during periodic data chats with teachers.
Person responsible for monitoring outcome:	Sharon Jenkins (sharon.jenkins@ocps.net)
Evidence-based Strategy:	Teachers will implement differentiated, small group instruction based on multiple sources of data and track student progress toward proficiency.
Rationale for Evidence-based Strategy:	This strategy was selected because teaching is focused precisely on what the students need to learn next in order to continue moving toward proficiency. Ongoing observation of teacher instruction and students' response to instruction, combined with systematic progress monitoring assessment tools enables teachers to draw together groups of students who fit a particular instructional profile and address their specific needs.

Action Steps to Implement

Teachers and leadership team members will attend professional development for maximizing the use of intervention and enrichment materials during small group and extra hour instructional time.

Person Responsible Sharon Jenkins (sharon.jenkins@ocps.net)

Leadership team will conduct regular lesson plan checks and classroom observations to verify lessons are taught during the designated academic block accurately and consistently aligned with the progression that leads to mastery of the skill and/or standards and monitored through data analysis with targeted feedback to increase effectiveness of instruction.

Person Responsible Sharon Jenkins (sharon.jenkins@ocps.net)

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

Person Responsible Joanna Brown (59682@ocps.net)

Common assessment data, intervention progress monitoring, weekly iReady and Accelerated Reader data will be reviewed periodically during team planning meetings and intervention and enrichment groups will be modified as needed based on student achievement.

Person Responsible Joanna Brown (59682@ocps.net)

Regularly scheduled professional learning community and data meetings will take place during a structured time set on the master calendar and/or as student data becomes available.

Person Responsible Sharon Jenkins (sharon.jenkins@ocps.net)

During the 30 minute tiered reading support period, grades 3-5 classrooms will have two certified teachers facilitating small group instruction to increase reading proficiency.

Person Responsible Sharon Jenkins (sharon.jenkins@ocps.net)

There will be a school wide Accelerated Reader Incentive program initiative for teachers/students to set goals based on their readability established based on each student's Renaissance Learning Star Diagnostic Assessment. Students will read books within their prescribed Star zone of proximal development and take weekly assessments to earn points toward their set individualized goals; receive recognition and incentives. Students will take a Renaissance Learning Star Diagnostic Assessment three times this school and with weekly monitoring and teacher/student conferencing students will show learning gains.

Person Responsible [no one identified]

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	According to the 2019 overall FSA ELA data SWD subgroup was 35% proficient, this result is 6% points below the minimum 41% federal index required.
Measurable Outcome:	The plan is to improve overall achievement proficiency by 6% in ELA from 35% to 41%. Furthermore, we will increase overall ELA proficiency for our SWD from 28% to 34% or higher and our lowest 25% from 33% learning gains to 38% or more.
Monitoring:	The leadership team, namely the staffing specialist, will ensure teachers know their SWDs' IEP goals and accommodations to intentionally plan standard-based lessons to meet their needs. A planning meeting agenda and notes will serve as documentation. Classroom walkthroughs will be conducted for effective instructional strategy implementation, and student assessment data will be monitored for student progress and instructional decisions/adjustments.
Person responsible for monitoring outcome:	Sharon Jenkins (sharon.jenkins@ocps.net)
Evidence-based Strategy:	The leadership team will observe general education and ESE teachers' standard-based collaborative planning meetings embedding scaffolds and student accommodations, observe lessons and review student work and assessments and provide teachers with actionable feedback.
Rationale for Evidence-based Strategy:	When general education teachers and ESE resource teachers work together to identify student needs, plan and implement support toward the ESE student's IEP goals it can improve student outcomes.

Action Steps to Implement

Provide professional development overview training for teachers to develop an understanding of students' IEPs and Accommodations.

Person Responsible	Towanna Love (32626@ocps.net)

General education teacher and the ESE teacher will collaboratively plan for ELA with each ESE student's IEP goals and accommodations in mind.

Person Responsible	Forrester Watts (forrester.watts@ocps.net)

Conduct a biweekly ESE meetings to review Access Points and academic data for ELA and math to make instructional decisions. Teachers will conduct/document data chats with students after each iReady Diagnostic Assessment. Students will track their iReady lessons and the teacher will review/chat/set goals with individual students about their weekly iReady usage (minutes, accuracy expectancy (80% or higher) and lessons completed).

Person Responsible	Forrester Watts (forrester.watts@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.

Based on the Safe Schools Incident Ranking for 2020-2021 school year, Hiawassee overall ranks #1064 out of #1395 elementary schools statewide; #48 out of #126 elementary schools in Orange County per 100 students. Our school compared with district and state ranking is very low (#1) for property and drug incidents. However, we are ranked very high for violent incidents per 100 students statewide at 123 out of 1395 and #51 out of 126 countywide.

Based on our ranking of very high for violent incidents including fights and physical attacks we will identify the students involved in more than one violent incident to establish a proactive stance. We will have daily check ins throughout the school day, and conduct a check out with these students as an additional preventive measure to determine if there are any conflicts. For habitual offenders, we will have social skill lessons taught by our guidance counselor to include conflict/resolution sessions to help students develop strategies for problem solving. We will ensure that students know leadership team members, their roles and support. The leadership team will be visible and actively supervise students during school transitional periods such as arrival, dismissal, lunch and recess.

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 create a positive school culture:
--We focus on meeting the social-emotional needs of students as well as their academic needs.
--Promote positive student behavior by implementing school-wide management programs (CHAMPS).
--Provide ongoing SEL lessons and activities throughout the school year for students and school staff.
--Provide frequent communication to parents regarding student progress, school events, important dates and
timelines.
--Provide resources to parents to support their child's education

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

Parents will be able to participate in meaningful curriculum-based learning activities targeting reading, math, science, writing, and technology. Activities will provide an opportunity for parent(s) and guardian(s) to learn how to support their child at home and in school. They will also participate in Meet the Teacher, Open House, Parent Academy's, monthly School Advisory Council Meetings and quarterly report conference nights. Parents receive weekly communication for the school via Sky Alerts, Class Dojo, Connect Orange, newsletters, marquee messages, and memos. They are surveyed for input via the School Advisory Council or Multi-Lingual Parent meetings and annual surveys. Students, teachers, or parents can make a request or complete a referral for student counseling. Counseling services are provided by the school guidance counselor, district support personnel, and by the district's Sed-Net providers. Family counseling is also provided by our Sed-Net providers. Evans HS Consortium provides opportunities for middle school and high school students to mentor students at Hiawassee.

Our families are encouraged to participate in local Head Start and Pre-Kindergarten programs to ensure that our students acquire kindergarten readiness skills. Hiawassee houses two full-time VPK classroom that serves 38 students. Hiawassee also has a half-day Pre-K ESE Program that serves 25, three, and four-year-old students that have individual educational plans. Kindergarten Open House is hosted in the summer to provide important
information to parents regarding the upcoming school year and a school tour is given. Our Parent Involvement Liaison collaborates with local daycare providers. Hiawassee's Guidance Counselor works closely with the middle school counselors to ensure a smooth transition to middle school for our fifth-grade students and coordinates school transition visits. Fifth-grade students participate in the middle school transition program.

The leadership team, which consists of the guidance counselor, dean, instructional coaches, ESOL compliance coordinator, staffing specialist, parent liaison, principal, and assistant principal, meets weekly to discuss students' needs and identify possible resources. Once students begin to receive resources, they are monitored monthly for
progress and adjustments are made if necessary.

Through the Evans High School partnership, Hiawassee partners with Elevate Orlando to provide mentoring opportunities for first-grade students. Hiawassee also partners with the University of Central Florida Honors College to provide students with lessons on character and leadership. We also participate in Teach-In activities to expose students to various career opportunities. The local business community is invited to participate in Teach
In and Career Days.

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
2	III.A.	**Areas of Focus: ESSA Subgroup: Students with Disabilities**	$0.00
		Total:	**$0.00**