

Orange County Public Schools

Sunridge Elementary



2021-22 Schoolwide Improvement Plan

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Sunridge Elementary

14455 SUNRIDGE BLVD, Winter Garden, FL 34787

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

Demographics

Principal: Diana Greer

Start Date for this Principal: 7/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
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 Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (55%) 2016-17: C (51%)
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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Sunridge Elementary

14455 SUNRIDGE BLVD, Winter Garden, FL 34787

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

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

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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.

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
Farley, Doug	Principal	<p>Responsible for ensuring high academic achievement for all students Supervises the curriculum and instruction at SunRidge Elementary Coordinates School Site Strategic Planning, School Improvement Plan and SAC Responsible for the operation and management of all activities and functions which occur at the school Responsible for school and community relations with parents, community members and businesses Assigns, schedules, assists in training, and evaluation of staff Oversees after-school clubs and Special Duty Assignments (e.g., Wellness Representative, Music Sponsor) Responsible for program planning, assessment, and evaluation Develops, directs, and manages school budget and internal accounts Directs the interpretation, explanation, and enforcement of district wide policies, methods, and procedures Directs the preparation of all necessary reports and ensures appropriate record keeping Responsible for junior and senior student intern placement Participates in School Advisory Council and Parent-Teacher Organization Oversees student supervision and discipline Oversees school professional learning schedule in accordance with the School Improvement Plan and teacher needs Keeps master calendar Supervise and evaluate grades 3-5, Instructional Coaches, Media, and ELL Coordinates all school communication (e.g., weekly call home, newsletters, school marquee) Develops SAFE School Plan Coordinates safety drills and enters in EDR Oversees fire extinguisher inspections and enters in EDR Assigns duty assignments (AM, Lunch, PM) Threat Assessment Team Member Oversees 3rd Grade Good Cause and 4th/5th Grade Promotion & Retention documentation</p>
Maston, Akiya	Assistant Principal	<p>Assists with school curriculum planning and implementation of curriculum initiatives in accordance with the School Improvement Plan and teacher needs Responsible for student supervision/discipline and maintaining appropriate records of the status/disposition of all referrals Oversees the implementation and support of school-wide behavior initiatives (e.g., PBIS, Code of Conduct) Coordinates PASS Program Coordinates MTSS Program Public Relations and Social Media Coordinator Supervise and evaluate VPK to 2nd Grade, ESE, School Counselor, and Special Areas Update grades, progress reports, report cards for teachers on leave Creates and maintains master schedule in Skyward and serves as student</p>

Name	Position Title	Job Duties and Responsibilities
		<p>services contact for the school Responsible for completing, submitting and updating template on Florida CIMS for School Improvement Plan Oversees Summer Reading Camp Transportation Coordinator Property Manager conducts yearly inventory of assets Coordinates Five Star School Award and submission to OCPS Coordinates TOY and SPOY selection Coordinates facilities rental agreements and after school activities and non-school related activities Title IX Coordinator MAO Administrator contact Coordinates SAC roster and meeting agendas and uploads to SAC site Webmaster for school website responsible for keeping information current Oversees Progress Report and Report Card Checklists Threat Assessment Team Member Collects all A-4 documentation Supervision and any other tasks as needed</p>
Cruz, Elsie	Instructional Coach	<p>Supports grades PK-2 school curriculum planning and implementation of curriculum initiatives Provides support as an Instructional Coach Supports the school professional learning schedule in accordance with the School Improvement Plan and teacher needs ELL Compliance teacher maintains ELL data and supports teachers and students with best ELL teaching practices Coordinates school-wide math programs and initiatives Standardized Testing Coordinator for ACCESS 2.0 Serves as the liaison for the Parent Leadership Council (MPLC) and school administration Develops ELL paraprofessional schedule based on student needs Meets regularly with ELL paraprofessionals to discuss progress and track student data Complete coaching cycles as needed Conducts weekly student interventions by pushing in/pulling out with students in need of support Support monthly team data chats and PLC's for grades PK-2 Monitors teacher MTSS and assessment data on a monthly basis for grade PK-2 Supervision and any other tasks as needed</p>
Hosey, Karrie	Instructional Coach	<p>Supports grades 3-5 school curriculum planning and implementation of curriculum initiatives Provides support as an Instructional Coach Coordinates school-wide reading initiatives Responsible for school professional learning schedule in accordance with the School Improvement Plan and teacher needs Creates and assists teachers in updating and keeping current data forms and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Google team drives</p> <p>Coordinates new teacher induction program and mentors</p> <p>Coordinates "New to SunRidge" Program assisting teachers and staff who are new to our school get familiar with school philosophy, policies and procedures</p> <p>Lead Mentor</p> <p>Coordinates After-School Tutoring programs</p> <p>Coordinates students completing observation or work study hours with teachers</p> <p>Responsible for ordering of supplemental curriculum materials</p> <p>Coordinates and meets with tutors and interventionists</p> <p>Plans and coordinates academic nights</p> <p>Standardized Testing Coordinator (e.g., Performance Matters, FSA, i-Ready)</p> <p>Updating Data forms at the End of the Year with Demographic information for next year's class lists</p> <p>Coordinates Conference forms and Data Progression Sheets</p> <p>Responsible for inventory of all textbooks and curriculum materials</p> <p>Conducts weekly student interventions by pushing in/pulling out with students in need of support</p> <p>Support monthly team data chats and PLC's for grades 3-5</p> <p>Monitors teacher MTSS and assessment data on a monthly basis for grade PK-2</p> <p>Completes coaching cycles as needed</p> <p>Supervision and any other tasks as needed</p> <p>Provides intervention and supports for potential 3rd grade retention students starting in January</p> <p>Responsible for 3rd Grade Good Cause and 4th/5th Grade Promotion & Retention documentation</p>
Chapel, Amy	Instructional Media	<p>Responsible for maintaining inventory, check out system, organization and availability of all resource materials in the Media Center</p> <p>Coordinates school-wide reading incentive initiatives and programs, such as Accelerated Reader and Sunshine State Readers</p> <p>Coordinates Teach-In</p> <p>Coordinates T.V. production lab for morning announcements</p> <p>Battle of the Books Coach</p> <p>Responsible for the Scholastic Book Fairs</p> <p>Read to Succeed Coordinator</p> <p>Coordinates in-school academic programs, such as Spelling Bee</p> <p>Coordinates school-wide literacy initiatives</p> <p>Organizes and plans Meet the Teacher and Open House events</p> <p>Conducts weekly student interventions by pushing in/pulling out with students in need of support</p> <p>Coordinates distribution and collection of all student and staff devices</p> <p>Responsible for maintaining student and staff device inventory and coordinating with TSR to maintain 1% contingency for replacement devices</p> <p>Supervision and any other tasks as needed</p>

Name	Position Title	Job Duties and Responsibilities
Matthews, Barbara	School Counselor	School Mental Health Contact Monitors student attendance and holds Child Study Team meetings Serves as the Homeless Liaison and coordinates services for homeless students and students in need Responsible for maintaining all compliance and district required documentation for 504 Coordinates all 504 meetings Coordinates referrals for social worker, SEDNET referrals, and updates records and documentation as needed Coordinates school-wide Character Education programs (e.g., Student of the Month, Red Ribbon Week) Coordinates/Teaches groups for high needs students Threat Assessment Team Coordinator - updates all documentation as needed Responsible for signing students up for OCVS and FLVS courses Coordinates school-wide SEL/PBIS initiatives for students, staff, and community Organizes family support initiatives (Giving Tree, Thanksgiving meals, etc.)

Carr, Kathryn	Staffing Specialist	Supports school curriculum planning and implementation of ESE curriculum initiatives Assist regular education teachers in developing behavior strategies/behavior plans to work with potential ESE students Serves as ESE team leader Responsible for staffing of new ESE students Keeps IEPs updated and within compliance ESE transportation coordinator Threat Assessment Team Member Supports teachers with Tier II and III student placement and organizes Tier III parent meetings Responsible for scheduling screenings for all gifted students and keeps EPs updates and within compliance Supports monthly team data chats
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Demographic Information

Principal start date
 Thursday 7/29/2021, Diana Greer

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.*

5

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

38

Total number of students enrolled at the school

660

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

9

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

7

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	68	109	95	130	107	92	0	0	0	0	0	0	0	601
Attendance below 90 percent	0	23	15	26	18	22	0	0	0	0	0	0	0	104
One or more suspensions	0	6	1	1	2	4	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	7	10	7	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	5	13	7	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	0	5	21	22	15	0	0	0	0	0	0	0	63

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	3	0	7	10	12	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	1	0	8	1	0	0	0	0	0	0	0	0	10
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

Thursday 7/29/2021

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	86	81	87	122	94	117	0	0	0	0	0	0	0	587
Attendance below 90 percent	4	18	21	24	13	21	0	0	0	0	0	0	0	101
One or more suspensions	4	5	1	0	2	0	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	19	15	32	0	0	0	0	0	0	0	66
Course failure in Math	0	0	0	0	37	0	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	15	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	18	0	0	0	0	0	0	0	26

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	1	18	16	36	0	0	0	0	0	0	0	71

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	1	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	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	86	81	87	122	94	117	0	0	0	0	0	0	0	587
Attendance below 90 percent	4	18	21	24	13	21	0	0	0	0	0	0	0	101
One or more suspensions	4	5	1	0	2	0	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	19	15	32	0	0	0	0	0	0	0	66
Course failure in Math	0	0	0	0	37	0	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	15	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	18	0	0	0	0	0	0	0	26

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	1	18	16	36	0	0	0	0	0	0	0	71

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	1	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	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				67%	57%	57%	60%	56%	56%
ELA Learning Gains				67%	58%	58%	57%	55%	55%
ELA Lowest 25th Percentile				55%	52%	53%	44%	48%	48%
Math Achievement				67%	63%	63%	64%	63%	62%
Math Learning Gains				64%	61%	62%	63%	57%	59%
Math Lowest 25th Percentile				48%	48%	51%	43%	46%	47%
Science Achievement				50%	56%	53%	56%	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	58%	55%	3%	58%	0%
Cohort Comparison						
04	2021					
	2019	75%	57%	18%	58%	17%
Cohort Comparison		-58%				
05	2021					
	2019	57%	54%	3%	56%	1%
Cohort Comparison		-75%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	62%	-2%	62%	-2%
Cohort Comparison						
04	2021					
	2019	73%	63%	10%	64%	9%
Cohort Comparison		-60%				
05	2021					
	2019	58%	57%	1%	60%	-2%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	46%	54%	-8%	53%	-7%
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 Reading and Math, and 5th Grade Science PMA

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45%	41%	54%
	Economically Disadvantaged	31%	27%	35%
	Students With Disabilities	25%	11%	22%
	English Language Learners	20%	18%	23%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27%	33%	51%
	Economically Disadvantaged	25%	23%	33%
	Students With Disabilities	13%	11%	22%
	English Language Learners	28%	10%	23%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31%	40%	46%
	Economically Disadvantaged	8%	11%	18%
	Students With Disabilities	33%	33%	33%
	English Language Learners	4%	7%	19%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14%	29%	43%
	Economically Disadvantaged	7%	6%	10%
	Students With Disabilities	17%	33%	33%
	English Language Learners	4%	11%	12%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45%	61%	65%
	Economically Disadvantaged	14%	24%	35%
	Students With Disabilities	6%	22%	28%
	English Language Learners	3%	11%	21%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15%	36%	55%
	Economically Disadvantaged	1%	18%	27%
	Students With Disabilities	0	17%	11%
	English Language Learners	0	11%	24%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33%	52%	49%
	Economically Disadvantaged	19%	30%	19%
	Students With Disabilities	6%	11%	17%
	English Language Learners	11%	26%	20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23%	46%	57%
	Economically Disadvantaged	6%	15%	31%
	Students With Disabilities	0	22%	28%
	English Language Learners	6%	6%	25%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38%	49%	51%
	Economically Disadvantaged	12%	18%	21%
	Students With Disabilities	0	6%	0
	English Language Learners	3%	13%	15%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37%	47%	64%
	Economically Disadvantaged	7%	15%	34%
	Students With Disabilities	0	0	11%
	English Language Learners	10%	13%	27%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	63	61	64
	Economically Disadvantaged	26%	22%	23%
	Students With Disabilities	2%	4%	3%
	English Language Learners	0	3%	5%

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	20	37	42	23	40	45	13				
ELL	39	46	40	44	42		40				
ASN	73			77							
BLK	46	47		32	38		50				
HSP	49	50	38	51	53	40	44				
MUL	33			38							
WHT	73	70		69	55		64				
FRL	43	49	33	41	49	40	38				
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	32	52	43	20	52	50	12				
ELL	61	61	50	61	64	44	53				
ASN	88	82		94	91						
BLK	47	55	55	51	57	52	25				
HSP	60	61	50	56	56	38	47				
MUL	81	75		75	50						
WHT	81	75		81	72	64	67				
FRL	54	62	53	53	56	49	35				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	21	19	21	44	33	19				
ELL	26	57	55	42	69	63					
ASN	63	55		79	73						
BLK	46	59	56	48	57	50	42				
HSP	47	55	46	55	59	42	55				
MUL	73			67							
WHT	74	58	27	79	70	42	64				
FRL	48	54	47	52	59	45	46				

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	8
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	44
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	75
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	43
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	48
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	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	66
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	44
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?

After analyzing i-Ready and fifth Grade PMA data, a number of trends emerged. When comparing the 18/19 and the 20/21 i-Ready reading data, all the grade levels except for fifth grade showed a reduction in their EOY proficiency. Fifth grade scored seven percent higher than the 18/19 school year for reading, while second and fourth grade had a significant reduction. For i-Ready math, all grade levels except for Kindergarten and first showed a reduction in their EOY proficiency. Fourth grade had the most significant reduction.

When looking at subgroup comparisons in the 20/21 i-Ready math/reading and fifth grade science PMA data, the two subgroups that performed the lowest compared to their peers are Students With Disabilities, and English Language Learners. All of these subgroups showed significant deficiencies in reading, math, and science.

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

When looking at the 2019 state assessment data, third grade (fifty-eight percent) and fifth grade (fifty-seven percent) ELA proficiency and fifth grade (fifty-eight percent) math components demonstrated the greatest need for improvement when compared to the 2018 state assessment data. State

science data from 2019 (fifty percent) showed a significant reduction when compared to the 2018 state assessment data (fifty-three percent).

When looking at 20/21 i-Ready data, second and fourth grade reading and math components demonstrated the greatest need for improvement when compared to the EOY 18/19 data.

When combining 2019 state assessment data with 20/21 i-Ready data, the two components that showed the greatest need for improvement were: 1) ELA and math proficiency with Students With Disabilities, and our bottom twenty-five percent with a focus on reading proficiency.

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

When looking at the areas of need with our Students With Disabilities and the bottom twenty-five percent, teachers were scaffolding and remediating to support these groups of students. This limited the amount of time that students were able to be exposed to and demonstrate proficiency to grade level standards. Additionally, teachers reduced the amount of time spent in differentiated small group instruction.

New actions to be taken are: 1) Teachers will focus on the Acceleration model of Instruction where they will introduce each standard with grade level activities while providing targeted scaffolding only for those students who are demonstrating unfinished learning, and 2) a renewed focus on intentional small group instruction that includes targeted remediation or enrichment activities for students based on their individual needs. This instruction will also focus on teacher-led small intensive instruction.

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

When looking at progress monitoring and 2019 state assessments, two areas showed improvement. The 18/19 PMA 3 science proficiency dropped to forty percent. During the 20/21 PMA 3 assessment, this proficiency increased to sixty-four percent.

The fifth grade i-Ready reading proficiency also improved for the 20/21 i-Ready EOY assessment (fifty-two percent) in comparison to the 18/19 i-Ready EOY reading assessment (forty-five percent).

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

The contributing factors to the increase in science proficiency was directly to a school-wide science education focus and the addition of a science coach at the school. Students were pulled out every few weeks to work with the science coach on projects that directly impacted their understanding of the science standards.

The increase in reading proficiency in the 5th grade was due to a focus by the teachers to include reading instruction in all subjects, particularly social studies and science. Articles that helped to increase knowledge in these content areas were specifically chosen to target reading standards and the correct reading level to help increase their overall proficiency in reading.

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

The first strategy will be to adopt the Acceleration Model in all classroom instruction. This strategy discourages wholesale remediation at the beginning of the year and specific units. Instead, it focuses on introducing students to the grade level standards and then providing targeted supports (from previous units or grade levels) for those students who need it in small group instruction. This increases the amount of time spent on the grade level standard and helps teachers differentiate more

effectively.

We will also stress the importance of questioning strategies in the classroom. In the past observational walks, too many of our teachers do not focus their questions across all groups of students and their questions do not reveal the understanding of the student when asked. Some teachers are also embarrassed for the students who may struggle, so they do not ask them grade-level questions.

A final strategy will be to focus on MTSS data in a much more systemic manner. Monthly MTSS data meetings will take place that will specifically focus on students in need of Tier II or III interventions so that we can target their supports in a fluid manner.

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 factors that will be targeted this year will be: 1) PLC meetings to support the Acceleration Model both in the planning of units and focusing on pre and post-data for each unit, 2) Targeted professional development on questioning techniques and how to use questioning and monitoring in the moment to increase understanding in the classroom, and 3) support in the MTSS data discussions so that teaches can more fully understand their individual students' needs and how to provide interventions to raise them closer to proficiency.

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

Ways that will be implemented to ensure sustainability are: 1) the creation of a data room and a monthly data meeting schedule that will become part of the instructional culture of our school, 2) focus walks by the leadership team that will break down feedback into specific components so that the feedback will be better received and more beneficial, and 3) adoption of the Acceleration Model as a model that will be used moving forward and not just as an experiment this year.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:

Description: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally.

Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school’s culture for social and emotional learning, we will address the following school needs: Ensuring the ELL students receive culturally responsive instruction to support their learning needs, and ensuring ESE students receive social and emotional support as they are receiving targeted support.

Our school will implement the Positive Behavioral Interventions and Support (PBIS) to build a positive culture and climate within the school. These supports will also be made available to our parents and community through adopting Parent Engagement Nights that will showcase the strengths of the school and how the parents and community members can partner with the school to enhance their students' learning.

Measurable Outcome:

1) Ten percent improvement in Panorama survey data results in student, staff, and parent responses.
 2) Improving Early Warning Systems indicator data by sharing relevant data with teachers on a monthly basis.

Monitoring:

1) Quarterly social emotional learning surveys to students, staff, and families to monitor the culture and climate of the school, and to make adjustments as needed.
 2) Monthly teacher data meetings to discuss the bottom twenty-five percent and Students With Disabilities as it relates to systems of support and interventions for both academics and SEL.

Person responsible for monitoring outcome:

Doug Farley (douglas.farley@ocps.net)

Evidence-based Strategy: Use distributive leadership and 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.

Evidence-based Strategy:

Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom 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:

Rationale for Strategy Selection: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. 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.

Resources/Criteria: 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

1) Implement a school-wide SEL curriculum (2nd Step)

Ensure a school team receives training on implementation of a school-wide SEL curriculum. Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum. Implement a school-wide SEL curriculum.

Person Responsible Barbara Matthews (barbara.matthews@ocps.net)

2) Adopt PBIS framework across all grade levels.

Person Responsible Akiya Maston (akiya.maston@ocps.net)

3) Establish quarterly Parent Engagement Nights to address SEL and academic topics.

Person Responsible Barbara Matthews (barbara.matthews@ocps.net)

4) Collect quarterly SEL survey data from students, staff, and families

Person Responsible Akiya Maston (akiya.maston@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Increasing learning gains in math and ELA for Students with Disabilities is one our top priorities. Students with Disabilities had the lowest performance compared to other subgroups in both in both ELA and math.

Measurable Outcome: i-Ready EOY proficiency for Students with Disabilities will increase from twenty percent to fifty percent in ELA proficiency, and from twenty-one percent to fifty percent in math proficiency.

Monitoring: 1) i-Ready BOY, MOY, and EOY data for Students With Disabilities
2) CRM data collected after each unit assessment
3) MTSS data for all Students With Disabilities

Data will be collected an analyze in order to provide and ESE teachers with specific areas of focus in math and ELA to fill in the gaps caused by unfinished learning.

Person responsible for monitoring outcome: Akiya Maston (akiya.maston@ocps.net)

Evidence-based Strategy: Teachers will be supported by administrators, instructional coaches, staffing specialist, and interventionists in the reviewing and analyzing of student data. Reporting groups will be set up within i-Ready to analyze each administration. Finally, CRM assessment data as well as MTSS Tier II and III data will be discussed on a monthly basis during MTSS data chats. Teachers will then design small group instructions according to individual student needs.

Rationale for Evidence-based Strategy: In order for teachers to accurately meet the needs of our Students With Disabilities, monitoring and discussing data on a consistent basis is necessary to direct instruction and support individual student needs.

Action Steps to Implement

1) Identify all Students With Disabilities and inform teachers of those students.

Person Responsible Kathryn Carr (kathryn.carr@ocps.net)

2) Set up Student With Disabilities groups within i-Ready to pull data.

Person Responsible Karrie Hosey (karrie.hosey@ocps.net)

Schedule and meet on a monthly basis to discuss MTSS data with administrator, coaches, staffing specialist and grade level teachers.

Person Responsible Doug Farley (douglas.farley@ocps.net)

3) Record and analyze all CRM assessment during PLC meetings, and identify areas of deficiencies that will need to be retaught during small group time.

Person Responsible Elsie Cruz (elsie.cruz@ocps.net)

#3. Instructional Practice specifically relating to Small Group Instruction

Area of Focus
Description and Rationale: Only ten percent of our lowest twenty-five percent students were proficient on the i-Ready EOY reading assessment, and only fourteen percent of our lowest twenty-five percent of students were proficient on the i-Ready EOY math assessment.

Measurable Outcome: i-Ready EOY reading and math proficiency for our bottom twenty-five percent students will increase to thirty percent.

- 1) Focus Walk observational data performed by leadership team every two weeks.
- 2) Analysis of BOY, MOY, and EOY data and discussions with grade level teams.
- 3) Analysis of CRM and other assessment data through PLC meetings.
- 4) Monthly data chats with administrator, coaches, staffing specialist, and grade level teachers.

Monitoring: 5) Extra intervention resources such as, Secret Stories, Phonics for Reading, Focus books, BrainPop, STAR, i-Ready workbooks, Renaissance, and DRA kits will also be used in small groups for monitoring. Along with tangible practice items such as Reading Rods, letter tiles, letter cards/sound boxes, and intervention math kits to supplement curriculum for new standards.

Person responsible for monitoring outcome: Doug Farley (douglas.farley@ocps.net)

Evidence-based Strategy: Teachers will be provided support on planning and implementing differentiated small group instruction and questioning techniques to meet the needs of all students.

Rationale for Evidence-based Strategy: Differentiated small group instruction and questioning techniques are the two areas where our leadership team has seen the greatest need for support. These observations were based on focus walks.

Action Steps to Implement

1) Schedule and discuss Focus Walks on a bi-weekly basis in leadership team meetings.

Person Responsible Akiya Maston (akiya.maston@ocps.net)

2) Analyze i-Ready data after each testing administration with individual teachers and grade levels.

Person Responsible Elsie Cruz (elsie.cruz@ocps.net)

3) Monitoring and analyzing CRM data after each unit assessment and create a plan for reteaching deficiencies in small group instruction.

Person Responsible Elsie Cruz (elsie.cruz@ocps.net)

4) Professional Development in the first semester on differentiated small group instruction and questioning strategies.

Person Responsible Doug Farley (douglas.farley@ocps.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Description/Rationale: On the most recent Florida Standards Assessment (FSA), data indicated that 43% of students scored below a level 3 in English Language Arts (ELA), according to the 2021 FSA.
Measurable Outcome:	The 2022 ELA FSA will show an increase of at least 7% percentage points from 57% to 65%.
Monitoring:	i-Ready Diagnostics i-Ready Growth Monitoring SIPPS Mastery Assessments Classroom Walkthroughs District Standards Based Unit Assessments Heggerty Assessments
Person responsible for monitoring outcome:	Doug Farley (douglas.farley@ocps.net)
Evidence-based Strategy:	Develop awareness of the segments of sounds in speech and how they link to the letters. Teach students to decode words, analyze word parts, and write and recognize words. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. The following strategies/resources were selected because [fill in blank using below resources]
Rationale for Evidence-based Strategy:	Does the evidence-based program/practices address the identified need? Does the identified program/practices show a proven record of effectiveness for the target population? Resource links: IES Guide for Foundational Skills to Support Reading for Understanding. Schoolwide Improvement Plan Evidence Based Strategies

Action Steps to Implement

Strengthen the common planning process.
Use the district created K-2 and 3-5 Common Planning Resources to guide the agenda and discussions
Include foundational planning in K-2

Person Responsible Doug Farley (douglas.farley@ocps.net)

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

Person Responsible Akiya Maston (akiya.maston@ocps.net)

Ensure the 90 minute reading block contains statutory requirements.
6 components of reading (as noted in Florida’s Formula for success)
Daily inclusion of on-level whole group instruction, and differentiated small group instruction

Person Responsible Karrie Hosey (karrie.hosey@ocps.net)

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

Person Responsible Doug Farley (douglas.farley@ocps.net)

Provide targeted ELA PD based on teacher needs (consider B.E.S.T. ELA Canvas course, recorded sessions from the Early Literacy Summer Institute, and when applicable, ELA IMPACT).

Person Responsible Karrie Hosey (karrie.hosey@ocps.net)

MTSS Problem Solving Teams meet regularly to ensure:
 Students are appropriately identified.
 Students are matched to appropriate interventions and intensity.
 Data analysis is routinely part of the process, and adjustments are made to interventions based on the MTSS Problem Solving Team’s findings.

Person Responsible Akiya Maston (akiya.maston@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.

Looking at our school data, the majority of elementary schools in our area had fewer discipline incidences reported. We would like to decrease our incidents reported to the state by fifty percent and have less than ten incidences this upcoming school year. We will implement PBIS initiatives to proactively reduce the amount of discipline occurrences.

We will monitor this through the data that we collect during our monthly PBIS tracking meetings.

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, our school engages in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, we use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, we

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 our school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with our broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership collaborates 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. We 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.

- 1) Douglas Farley (Principal) establishes distributive leadership to ensure all stakeholders are supporting a positive school culture and environment.
- 2) Akiya Maston (Assistant Principal) oversees PBIS and staff culture building initiatives.
- 3) Barbara Matthews (School Counselor) oversees SEL initiatives, Monthly Character Trait Education, and community outreach.