

Orange County Public Schools

Sally Ride Elementary



2021-22 Schoolwide Improvement Plan

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Sally Ride Elementary

9601 11TH AVE, Orlando, FL 32824

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

Demographics

Principal: Kahlil Ortiz

Start Date for this Principal: 6/2/2021

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	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* Asian Students Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: A (62%) 2017-18: C (47%) 2016-17: D (38%)
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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Sally Ride Elementary

9601 11TH AVE, Orlando, FL 32824

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">81%</p>

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Ortiz, Kahlil	Principal	<p>Assure that supervision and safety of students before and after school, between and during classes and during lunches</p> <p>Attend a wide range of school/evening events</p> <p>Visit classrooms according to supervision schedule</p> <p>Provide weekly observation data and review this data weekly with administrative team</p> <p>Support success of all students</p> <p>Establish and maintain school climate of rigor, student-centeredness and professionalism</p> <p>Monitor all student discipline</p> <p>Review school-wide data related to, provide progress monitoring for, and seek improvements in Reading, Writing, Science and Math</p> <p>Review school-wide data related to school improvement factors</p> <p>Accountable for success on FSA/FSSA of all testing students</p> <p>Support monthly Student Performance Committee meetings with review of student assessment data and make school improvements regarding that data</p> <p>Provide regular feedback to community, parents, and to school staff regarding vision and school improvement</p> <p>Develop, maintain, and monitor school operating budget</p> <p>Monitor internal budget</p> <p>Field trip approval</p> <p>Approve all contracts</p> <p>Assure efficient, cost-effective operation of school</p> <p>Assure school is appropriately staffed</p> <p>Monitor master schedule</p> <p>Monitor and adjust school-wide policies and procedures</p> <p>Approve all leaves of absence</p> <p>Supervise administrative team</p> <p>Supervise grade level team leaders</p> <p>Supervise school secretary, registrar and bookkeeper</p> <p>Assure staff development takes place per plan and in accordance with school improvement needs</p> <p>Develop and maintain School Improvement Plan in conjunction with School Advisory Council</p> <p>Maintain teacher certification documentation</p> <p>Any other duties assigned by area superintendent</p>
Garske, Allison	Assistant Principal	<p>Supervise students before and after school, between classes, and during lunches according to supervision schedule</p> <p>Supervise after school/evening supervision according to activity calendar</p> <p>Visit classrooms according to supervision schedule</p> <p>Provide weekly observation data and review this data weekly with administrative team</p> <p>Support success of third-grade students through communication of high expectations, analysis of data and monitoring of progress</p> <p>Accountable for success on FSA/FSSA of ESE and ELL third –fifth grade students – provide monthly report</p> <p>Accountable for success on FSA of lowest quartile third to fifth grade students</p>

Name	Position Title	Job Duties and Responsibilities
		<p>in reading and math. Provide monthly report Accountable for MTSS school-wide plan Support monthly Student Performance Committee with review of ESE and ELL student assessment data and make school improvement recommendations regarding that data Support success of ESE students Coordinate with and supervise ESE Staffing Coordinator Supervise ESE department and ESE teachers including lesson plan review; compliance with school-wide reading, writing and vocabulary initiatives; compliance with school policies and procedures; and instructional articulation and support Supervise paraprofessionals Supervise classified personnel (excluding school secretary) Coordinate community support through PTA and ADDitions Assure Five Star School recognition Supervise School-wide Discipline Plan Supervise all Level 4 infractions including assurance of compliance and coordination of paperwork Review discipline data quarterly, share this data with administrative team and make recommendations for improvement Coordinate free and reduced lunch program Coordinate team recognition activities for both faculty and staff, including National Board, teacher, student and community input Develop School Improvement Plan Accountable for cleanliness, safety, and orderliness of school facilities Supervise school facility projects and facility AC orders Supervise Computer Tech Supervise school-wide inventory Complete work orders Attend monthly School Advisory Council meetings Coordinate school facilities usage and rentals contracts Discipline students per the OCPS Code of Conduct Lead all DTM meetings for level IV offenses Support Emergency Management Plan and supervise emergency drills Coordinate with local agencies such as police, fire, EMT, government Obtain and maintain current certification in a crisis prevention protocol. (Ex. CPI) Keep and up to date list of staff trained in a crisis intervention protocol and schedule mid-year review and practice of procedures. Summer school principal Principal designee when principal is away from the school Provide reading and/or math intervention-backup Title IX Coordinator Any other duties assigned by principal</p>

Zucker, Marissa	Other	Supervise students before and after school, between classes, and during lunches according to supervision schedule Provide after school/evening supervision according to activity calendar
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Name	Position Title	Job Duties and Responsibilities
		<p>Facilitate enrollment and transition of new ESE students Assure appropriate placement for ESE students Support success of ESE students Monitor academic progress of ESE students and conference with students as needed Assure accuracy and compliance of student IEPs Participate in parent/teacher conferences Participate in Child Study Articulate with middle schools Assist with administration and proctoring of national, state, and district testing Work collaboratively with all teachers and district behavior staff to complete Functional Behavior Assessments (FBAs) which include; observation, data collection and staff interviews. Utilize information/data collected during the FBA process to co-author Behavior Intervention Plans (BIPs) with teachers and district behavior staff for ESE students and Behavior Assessment Support Plans (BASPs) for general education students. Plans should include proactive, educative and functional components. Obtain and maintain current certification in a crisis prevention protocol. (Ex. CPI) Participate in and monitor school compliance with FLDOE policies and procedures related to restraint/seclusion. Complete/Assure completion of ESE paperwork Schedule/Hold parent meetings and assure that meetings are held as needed Coordinate with Hospital Homebound Coordinate with outside service providers for ESE students Provide articulation with middle schools regarding ESE curriculum and student services Manage the following: ESE forms/IEPs/Health Care Plans Compliance with the district and state Annual Reviews, Reevaluations, Eligibility, DNQ, out of state transfers, gifted screenings, and other meetings Support the MTSS process and attend Tier 3 MTSS meetings Any other duties assigned by the principal</p>
Chong-You, Alba	ELL Compliance Specialist	<p>ESOL COMPLIANCE SPECIALIST Translate written information or letters sent home Translate orally for parents with concerns and referrals Assist Registrar with placement of ESOL students Update information on SMS regarding LEP dates, test dates, entry & re-entry dates & schedules Receive test scores and set-up meetings to discuss placement or re-evaluations Monitor LF students and set-up meetings for students with unsatisfactory monitoring data Attend meetings with LEP/ESE students and translate Inform parents on the ESOL Program Models Disseminate information on ESOL classes and workshops.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Coordinate and assist in testing: Access, IPT Oral, Reading, & Writing</p> <p>Ensure that students are IPT tested within 20 days of entry</p> <p>Input IPT scores on TRACE</p> <p>Distribute materials sent by Multilingual Services Department</p> <p>Review the ELL Educational folder for accurate information</p> <p>Ensure that the school is in full compliance with State and Federal mandates for ELL</p> <p>Provide support to teachers on best practices for ELL students to ensure success of ELL students</p> <p>Assist ELL students in the selection of appropriate middle school courses</p> <p>Monitor academic progress of ELL students and conference with students as needed</p> <p>Coordinate ELL screenings, testing, and meetings</p> <p>Order ELL resources</p> <p>Keep documentation of any ESOL students who are receiving interventions through the MTSS process</p> <p>MTSS COACH</p> <p>Provide one 30 minute/week small group reading interventions as assigned</p> <p>Facilitate school-wide training and support on the MTSS process</p> <p>Coordinate monthly MTSS progress monitoring meetings</p> <p>Monitor the implementation of MTSS school-wide</p> <p>Review data with teachers</p> <p>Monitor Tier II data submitted electronically by all teachers</p> <p>Create schedule for Tier III intervention team</p> <p>Monitor Tier III Intervention team and ensure that they are implementing interventions with fidelity, according to schedule created and progress monitoring/graphing data weekly</p> <p>Facilitate Tier III monthly meetings with teachers and parents regarding individual students</p> <p>Work closely with staffing specialist and school psychologist on students who are Tier III and being considered to open consent for evaluation for ESE</p> <p>TITLE I COORDINATOR</p> <p>Coordinate and facilitate compliance for Title I Program</p> <p>Facilitate Title I Annual Parent Meeting (Open House)</p> <p>Communicate to designated staff about documents that will be needed for Title I uploads in advance and follow-up with support of PEL</p> <p>Compile, scan, organize and upload required documents to Title I website by deadlines</p> <p>Work closely with Parental Engagement Liaison on planning and coordinating monthly Family Nights to build capacity</p> <p>Create Draft of Parent and Family Engagement Plan with support of PEL</p> <p>Create School Compact, disseminate to teachers and families with support of PEL</p> <p>Facilitate Title I End of Year Parent Reflection meeting</p> <p>OTER DUTIES AS ASSIGNED</p> <p>Supervise students before and after school, between classes, and during lunches according to supervision schedule</p> <p>Provide after school/evening supervision according to activity calendar</p> <p>Safety Patrols Sponsor- supervise student patrol duties on campus</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Social Media Manager - maintain school's Facebook, Twitter Page, and School Class Dojo Any other duties as assigned</p>
Daniels, Jennifer	Other	<p>Supervise students before and after school, between classes, and during lunches according to supervision schedule Provide after school/evening supervision according to activity calendar Manage school-wide Sunshine State (SSYRA) and FRA Books Manage the implementation of Sunshine State and chapter books (strategies, instructional ideas, literacy centers, etc.) Coordinate and run the Morning WSRE News with Leadership Team Train a back-up for Morning WSRE News Collect and analyze AR results Provide student/teacher media orientation Put students and staff in touch with information power through print and technology Pull materials needed for units of study, prepare bibliographies, and collaborate with teachers on unit research Laminate materials and process poster print requests Provide student IDs Assist with awards and ceremonies Maintain and supervise the "Explorer Exchange" Order materials upon request as budget allows Catalog all materials and equipment for circulation Maintain bulletin board art paper/construction paper/lettering technologies Maintain professional library Provide print, AV materials, and periodicals Assist with textbook process, cataloging, and distribution Provide Tier III interventions according to schedule given Keep Tier III progress monitoring data up to date weekly on google drive Facilitate Book Trust program Distribute and monitor all 1:1 technology devices and work with technology resource as needed Any other duties assigned by the principal</p>
Venant, Victoria	School Counselor	<p>Supervise students before and after school, between classes, and during lunches according to supervision schedule Provide after school/evening supervision according to activity calendar Represent the school as the mental health contact Provide school staff with trainings related to SEL and classroom management (procedures, mental health, trauma-informed care, behavior interventions, etc.) Obtain and maintain current certification in a crisis prevention protocol. (Ex. CPI) Assist school staff in trauma support and crisis behavior situations. Provide hands-on support in classrooms and throughout the campus. Assist/train teachers in resources for elementary health course Provide individual and small group counseling based on identified student</p>

Name	Position Title	Job Duties and Responsibilities
		<p>needs.</p> <p>Participate in OCPS and Florida Department of Education (FLDOE) required workshops and other trainings related to responsibilities.</p> <p>Participate in parent/teacher conferences</p> <p>Coordinate Student Recognition program with CRT (quarterly behavior celebrations)</p> <p>Facilitate communication with parents regarding anything related to responsibilities.</p> <p>Implement knowledge of the MTSS process in both academic and behavioral structures when it related to the roles and participate in MTSS meetings</p> <p>Complete searches as a part of a Search Team as needed</p> <p>Be part of the new School Threat Assessment team required for SB7026</p> <p>Complete all school data and reports in an accurate and timely manner as required by OCPS and SB7026</p> <p>Serves as lead contact person for SEDNET and other outside resources counseling</p> <p>Become the trained Child Safety Matters Instructor and conduct lessons</p> <p>Provide bullying awareness, substance abuse and character education</p> <p>Conduct bullying investigations</p> <p>Serve as the school's Title XI coordinator</p> <p>Perform other duties as assigned</p>

Cameron, Kaele	Math Coach	<p>Supervise students before and after school, between classes, and during lunches according to supervision schedule</p> <p>Provide after school/evening supervision according to activity calendar</p> <p>Serve as facilitator of night events (Reading night, Math night, Science night, etc.)</p> <p>Coordinate Student Recognition program with CRT (Math awards, Snowcone awards, etc.)</p> <p>Attend "Explorer Tracking" Data Meetings</p> <p>Support CRT with reviewing and managing math/science curriculum materials</p> <p>Review and analyze i-Ready math data per grade level</p> <p>Collect and analyze district/state assessment results</p> <p>Create "Questions of the Week" Math and Science for K-2 and 3-5 on a monthly basis.</p> <p>Monitor student math and science progress on a monthly basis</p> <p>Use assessment data to assist administrators with placement of students in appropriate instructional or intervention programs</p> <p>Create systems of intervention to provide students with additional time and support for learning (pull out, push in)</p> <p>Create schedule and coordinate student interventions and enrichments</p> <p>Supply a list of students in need of tutoring to the tutoring coordinator</p> <p>Build the capacity of teachers to work as members of high performing collaborative teams who focus the efforts of their team on improved learning for students</p> <p>Facilitate grade level Math and Science planning for grades K-5</p> <p>Demonstrate (model) Math and Science strategies in classrooms (once a week)</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>Evaluate math and science needs within various subject areas and collaborate with teachers and administrators to interpret, use assessment data to improve instruction, and problem solve</p> <p>Lead faculty in the selection and use of a range of assessment tools as a means to make sound decisions about student math and science needs as related to the curriculum and to instruction</p> <p>Provide lesson ideas and Math Center ideas based on classroom needs</p> <p>Provide teacher feedback and analysis for i-Ready related issues</p> <p>Participate in grade data meetings</p> <p>Participate in team reviews concerning academic progress of at-risk students who are not responding to interventions</p> <p>Participate in MTSS meetings if requested</p> <p>Conduct regular meetings with classroom teachers to examine student work and monitor progress in order to support teacher reflection and action</p> <p>Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction</p> <p>Provide in-service training and follow-up coaching to assist classroom teachers in the use of reading/learning strategies in their classrooms</p> <p>Work with teachers individually, in collaborative teams, and/or with departments, providing practical support on a full range of math and science strategies</p> <p>Observe and provide feedback to teachers on instruction related to math/science development and content area knowledge</p> <p>Participate in district-level in-service meetings and assist in the coordination of district-level in-service offerings</p> <p>Provide, upon request, individual diagnostic testing</p> <p>Assist the school's curriculum personnel in planning for and implementing the accountability goals associated with the School Improvement Plan</p> <p>Work with the school's Instructional Support Team and other constituent groups to determine the school's strengths and needs for improvement in the area of math and/or science in order to improve students' content area achievement</p> <p>Participate in parent/teacher conferences</p> <p>Respond to parent inquiries</p> <p>Assist with administration and proctoring of national, state, and district testing</p> <p>Provide three 30 minute/week small group reading and/or math interventions as assigned</p> <p>Any other duties assigned by principal</p>
Keene, Katherine	Curriculum Resource Teacher	<p>Supervise students before and after school, between classes, and during lunches according to supervision schedule</p> <p>Provide after school/evening supervision according to activity calendar</p> <p>Maintain weekly "Explorer Weekly" for faculty and staff including school activities, training opportunities, hospitality events, teaching and technology tips and other relevant information and post them on Canvas</p> <p>Order textbooks, instructional magazines and resources</p> <p>Print and distribute reports and progress reports each 9 weeks</p> <p>Maintain school-wide textbook inventory utilizing Destiny System</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Coordinate Teach-In</p> <p>Coordinate Awards Ceremony for the end of each 9 weeks</p> <p>Coordinate Student Recognition activities (AR awards, i-Ready Reading/Math awards)</p> <p>Provide after school/evening supervision according to activity calendar</p> <p>Coordinate Winter/Spring school photography including schedule for teachers</p> <p>Update data walls, monthly progress monitoring reviews, Canvas, and the Master Calendar</p> <p>Support principal with the school-wide review of FSA ELA, Math, Science, Writing and data reports</p> <p>Review school-wide common assessment reports (On target, Needs improvement and Needs much improvement)</p> <p>Facilitate monthly Student Progress Reviews with AP, Reading Coaches and MTSS coordinator</p> <p>Collect and present monthly AR and i-Ready data per classroom and grade level</p> <p>Post i-Ready usage and lessons passed data for teachers in both reading and math areas</p> <p>Coordinate intern program with universities</p> <p>Coordinate relevant, organized school-based in-services based on an analysis of student needs, educational research, recommended practices and teacher needs including recording and submitting in-service points</p> <p>Coordinate Open House with instructional support team</p> <p>Support monthly progress monitoring team with Reading, Math, Writing and Science data</p> <p>Supervise the administration of school-wide testing (FSA, FSAA, i-Ready, ACCESS 2.0)</p> <p>Maintain the school's website</p> <p>Provide one 30 minute/week small group reading and/or math intervention as assigned</p> <p>Attend district trainings and complete/monitor paperwork and tasks as school-wide 504 designee</p> <p>Any other duties assigned by principal</p>

Demographic Information

Principal start date

Wednesday 6/2/2021, Kahlil Ortiz

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.*

5

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

381

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

8

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

6

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	19	58	69	76	85	74	0	0	0	0	0	0	0	381
Attendance below 90 percent	6	20	21	21	23	21	0	0	0	0	0	0	0	112
One or more suspensions	0	1	1	2	3	1	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	1	11	15	0	0	0	0	0	0	0	27
Course failure in Math	0	0	0	2	8	17	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	2	7	16	12	15	0	0	0	0	0	0	0	52

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	4	11	19	0	0	0	0	0	0	0	36

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	1	0	1	0	0	0	0	0	0	0	2

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	19	66	73	82	73	56	0	0	0	0	0	0	0	369
Attendance below 90 percent	4	23	14	12	8	9	0	0	0	0	0	0	0	70
One or more suspensions	0	1	1	0	0	3	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	17	17	0	0	0	0	0	0	0	0	34
Course failure in Math	0	0	0	11	15	5	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	3	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	13	0	0	0	0	0	0	0	16

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	8	15	8	0	0	0	0	0	0	0	31

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	1	1	0	0	0	0	0	0	0	2

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	19	66	73	82	73	56	0	0	0	0	0	0	0	369
Attendance below 90 percent	4	23	14	12	8	9	0	0	0	0	0	0	0	70
One or more suspensions	0	1	1	0	0	3	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	17	17	0	0	0	0	0	0	0	0	34
Course failure in Math	0	0	0	11	15	5	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide ELA assessment	0	0	0	0	5	3	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	13	0	0	0	0	0	0	0	16

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	8	15	8	0	0	0	0	0	0	0	31

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	0
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	57%	57%	42%	56%	56%
ELA Learning Gains				55%	58%	58%	46%	55%	55%
ELA Lowest 25th Percentile				63%	52%	53%	43%	48%	48%
Math Achievement				60%	63%	63%	52%	63%	62%
Math Learning Gains				73%	61%	62%	56%	57%	59%
Math Lowest 25th Percentile				76%	48%	51%	38%	46%	47%
Science Achievement				59%	56%	53%	53%	55%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	55%	-9%	58%	-12%
Cohort Comparison						
04	2021					
	2019	42%	57%	-15%	58%	-16%
Cohort Comparison		-46%				
05	2021					
	2019	57%	54%	3%	56%	1%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	62%	-12%	62%	-12%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	61%	63%	-2%	64%	-3%
Cohort Comparison		-50%				
05	2021					
	2019	62%	57%	5%	60%	2%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	54%	3%	53%	4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grade 1-5 ELA and Math progress monitoring are done with the use of the i-Ready diagnostic for beginning, middle, and end of the year. 5th-grade science is progress monitoring is done with the PMA results from fall, winter, and spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12/23%	12/23%	23/33%
	Economically Disadvantaged	5/14%	7/19%	9/24%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	3/21%	3/21%	4/29%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/21%	14/27%	22/41%
	Economically Disadvantaged	5/14%	8/22%	12/32%
	Students With Disabilities	0/0%	1/50%	0/0%
	English Language Learners	16/19%	4/29%	3/21%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13/22%	17/27%	19/31%
	Economically Disadvantaged	7/18%	7/17%	8/19%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	2/10%	21/14%	3/15%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/7%	10/16%	17/27%
	Economically Disadvantaged	0/0%	5/12%	10/24%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/5%	4/19%	4/20%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3/5%	10/15%	23/33%
	Economically Disadvantaged	1/2%	3/7%	13/27%
	Students With Disabilities	0/0%	0/0%	1/14%
	English Language Learners	3/12%	3/13%	10/38%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/5%	4/6%	23/33%
	Economically Disadvantaged	2/4%	2/4%	14/29%
	Students With Disabilities	1/13%	0/0%	2/29%
	English Language Learners	1/4%	2/8%	11/42%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/15%	14/27%	19/29%
	Economically Disadvantaged	6/13%	9/20%	14/31%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	3/15%	3/16%	5/26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/12%	13/20%	26/39%
	Economically Disadvantaged	5/11%	9/20%	20/44%
	Students With Disabilities	1/10%	0/0%	2/20%
	English Language Learners	2/10%	3/16%	10/53%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6/12%	11/22%	14/28%
	Economically Disadvantaged	1/3%	4/13%	7/21%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	1/7%	3/19%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/10%	13/26%	17/33%
	Economically Disadvantaged	1/3%	5/16%	8/24%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	3/20%	5/31%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	29/57%	25/50%	31/67%
	Economically Disadvantaged	16/50%	13/42%	17/61%
	Students With Disabilities	1/13%	1/14%	0/0%
	English Language Learners	8/47%	6/40%	11/79%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	40		23	30		10				
ELL	54	67		66	67		46				
BLK	31			46			27				
HSP	53	68		64	67		52				
WHT	43	42		40	33		42				
FRL	44	53	60	50	59	50	42				
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	31	38	55	43	69	64	50				
ELL	43	56	67	63	80	94	54				
BLK	38	42		50	47						
HSP	51	54	62	61	74	89	58				
WHT	51	59		62	81		63				
FRL	47	56	73	59	71	76	60				
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	19	38	30	23	50	30	21				
ELL	24	31	38	38	50	40	33				
BLK	34	53		48	72		27				
HSP	42	47	33	45	49	43	59				
WHT	44	35		69	55						
FRL	40	46	42	53	60	40	50				

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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	60
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	
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	35
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	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
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?

In all areas assessed the school experienced decreases from '18-'19 to '20-'21. Particularly in the areas of Math Achievement, Math Learning Gains, and Science.

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

The academic area, based on i-Ready and FSA testing data, that showed the need for the greatest improvement is math. Specifically, subgroups including ESE, ELL, and the lowest 25-30% performing students across all grade levels are lacking in making progress over time. Science achievement in 5th grade also decreased.

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 need for improvement in this area relates to the lack of instruction in math during the pandemic, including the time students were off-campus from March 2020-August 2020, as well as many students continuing in LaunchED and missing the opportunity for direct instruction and hands-on manipulation with abstract concepts. Actions taken include face-to-face instruction, increased small group instruction, math intervention time, increased push-in support, and differentiated learning opportunities for students based on data analysis. For science, the same factors impacted the need, and actions will include increased science-based text, hands-on learning, and push-in support.

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

The component with the most improvement was reading, including learning gains or growth over time.

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

Strategies such as utilizing all staff for push-in and pull-out support to reach all students was one factor. It is also hypothesized that students had better access to reading content when working at home in the LaunchED model, missing less of the critical instruction needed to make progress in this area.

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

The school will continue with strategies that were in place, which will be reflected in the action steps on the school-wide improvement plan. Based on the most recent data and the limited regression made during the pandemic, the school is on a trajectory to accelerate learning with the use of these strategies.

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 provided will include professional learning communities with grade-level teams for multiple purposes including grade-level focused academic training and common planning, instructional grouping teams to include a data analysis focus and school-wide teams. SELL-focused professional development will be provided with a distributed leadership model, as well as PD focusing on Culturally Responsive Standards-Based Teaching. Finally, Core Connections Writing training writing will be provided in grades 2-5, and then distributed by coaches to other grades.

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

Addition services will include parent training provided by the PEL monthly on identified topics of need, collaboration with mental health designees such as the school social work and psychologist and alpha counselor, and ongoing opportunities for support and inclusion from stakeholders such as Partners in Education to provide mentoring or other student impacting services.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: After reviewing data it was identified that one of our biggest gaps, when compared to the district and state, was ELA learning gains. This area is also an area of focus since it only impacted one grade this year due to the restraints of the pandemic, but will impact multiple in the upcoming year. ELA learning gains are a critical component to overall student success, allowing us to focus on each individual students' progress over the course of the year while closing learning gaps for greater time periods. We will implement close reading strategies and monitor processes that will help increase overall student achievement by closing learning gaps.

Measurable Outcome: Our FSA ELA learning gains will increase from 57% to 65%.

Monitoring: Lesson plans, PLC notes, data meetings with progress monitoring charts, submission of formative, benchmark, and summative assessments including common assessment data, and classroom walk trend data will all be used to help monitor the progress towards meeting the goal.

Person responsible for monitoring outcome: Kahlil Ortiz (kahlil.ortiz@ocps.net)

Evidence-based Strategy: We will implement multiple research-based strategies, including close reading strategies, planning the instruction of reading standards in isolation, building to clustered standards to help with student retention and application of standards-based knowledge, and using acceleration and enrichment opportunities to support student learning in areas where gaps are prevalent.

Rationale for Evidence-based Strategy: Close reading strategies will help increase student learning in ELA through the use of annotation and responding to text-dependent questions with appropriately chosen complex texts based on student tasks. Weekly common planning for the instruction of reading standards in isolation for whole group, building to clusters after deepening student understanding will not only increase teacher knowledge of standards but will help with student retention and application of standards-based knowledge. District resources including the CRMs, previous DPLC training, and online resources including Scope and Sequence, school-created IFCs, and state resources such as CPALMS and test item specifications will support these strategies.

Action Steps to Implement

1. Weekly common planning (August-May) with instructional coaches will include using the school created instructional focus calendars along with other OCPS provided resources that include and address cultural responsiveness to isolate and then cluster ELA standards. This planning will also include ESE teachers as well as paraprofessionals who provide instructional support to address BPIE indicator 15.

Person Responsible Kahlil Ortiz (kahlil.ortiz@ocps.net)

2. Bi-weekly data meetings (August-May) will be held with school administrators, the MTSS coach, and teachers to address student achievement of grade-level standards. These meetings will include data analysis of multiple sources of data, including data gathered for subgroups receiving intervention supports through acceleration and enrichment opportunities.

Person Responsible Alba Chong-You (alba.chong-you@ocps.net)

School administrators, instructional support team members, and instructional coaches will conduct weekly classroom walk-throughs (August-May) and provide feedback in the form of "bright spots and fresh ideas" to motivate teachers and monitor the implementation of standards-based instructional strategies with fidelity.

Person Responsible Kahlil Ortiz (kahlil.ortiz@ocps.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

After reviewing data it was identified that one of our biggest gaps, when compared to previous school data, was Math learning gains. This area is also an area of focus since it only impacted one grade this year due to the restraints of the pandemic, but will impact multiple in the upcoming year. Math learning gains are a critical component to overall student success, allowing us to focus on each individual students' progress over the course of the year while closing learning gaps for greater time periods.

Measurable Outcome:

Math achievement will increase from 52% to 67%.

Monitoring:

Lesson plans, PLC notes, data meetings with progress monitoring charts, submission of formative, benchmark, and summative assessments including common assessment data, and classroom walk trend data will all be used to help monitor the progress towards meeting the goal.

Person responsible for monitoring outcome:

Allison Garske (allison.garske@ocps.net)

Evidence-based Strategy:

We will use the 20-20-20 model, implementing daily small group math instruction outside of daily math interventions, as well as hold weekly common planning with the math coach to ensure the rigor of the standard is understood and carried over into the lessons being taught.

Rationale for Evidence-based Strategy:

Daily small-group instruction in the 20-20-20 model will allow for scaffolded support so that all students can work on grade-level math standards, and will include additional instructional support from assigned paraprofessionals and instructional coaches to help close learning gaps. Weekly common planning with the math coach for the instruction of math standards will not only increase teacher knowledge of standards but will help with student retention and application of standards-based knowledge. District resources including the CRMs, and school-based resources including IFCs, as well as state resources such as CPALMS and test item specifications, will support these strategies.

Action Steps to Implement

1. The Math Coach will plan with teachers weekly (August-May), using school-based instructional focus calendars as well as other OCPS provided resources to ensure that lesson plans are aligned with the standards for math as well as incorporate and address cultural responsiveness, and that lesson implementation in classes fulfills the intentions of lesson plans.

Person Responsible

Kaele Cameron (kaele.cameron@ocps.net)

2. Bi-weekly data meetings (August-May) with school administrators, the MTSS coach, and teachers will be held to address student achievement of grade-level standards. These meetings will include special education providers and staff who provide instructional support to address BPIE indicator 14.

Person Responsible

Alba Chong-You (alba.chong-you@ocps.net)

3. School administrators, instructional support team members, and instructional coaches will conduct classroom walk-throughs (August through May) and provide feedback in the form of "bright spots and fresh ideas" to motivate teachers and monitor the implementation of standards-based instructional strategies with fidelity..

Person Responsible

Allison Garske (allison.garske@ocps.net)

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

Area of Focus Description and Rationale:

Social and emotional development will continue to be a focus for the 2021-2022 school year, embedded into the professional development of teachers to build and establish a school-wide culture with embedded social and emotional learning at our school for adults and students which will include SEL training focused on the CASEL core SEL competencies, linking them to a safe learning environment for both staff and students that allows for a focus on academic achievement. Based on the Early Warning Indicators, one of the biggest impactors to student achievement continues to be student attendance, so this will continue to be a focus. In 2021, 112 students has less than 90% attendance.

Measurable Outcome:

By using cycles of professional learning that are monitored, measured, and modified to support data-based instructional decisions through the use of SEL strategies, the measurable outcome for the 2021-2022 school will be that students with excessive absences more regularly attend school, evident by those with 90% or lower attendance in school decreasing from 112 students to 75 or less based off of the Early Warning System indicator data.

Monitoring:

Health/SEL lesson plans, professional development implementation, attendance and truancy data, parent/community involvement data for PEL events related to the goals, and classroom walk trend data will all be used to help monitor the progress towards meeting the goal.

Person responsible for monitoring outcome:

Allison Garske (allison.garske@ocps.net)

Evidence-based Strategy:

Using distributive leadership and social and emotional learning through PD to strengthen team dynamics and collaboration, we will continue to build expertise and self-competence in the areas of the five CASEL SEL competencies (self-awareness, self-management, responsible decision making, relationship skills, and social awareness). As a part of these practices, we will continue to implement quarterly SEL PLC training, modified attendance procedures including the use of a breakfast cart, provide parent workshops and training as well as opportunities for increased parent and family involvement, and implement school-wide monthly, quarterly, and year-long incentives, all of which will increase the use of these competencies within the staff and within stakeholders. Truancy policies will be followed. Monitoring will take place monthly through parent and staff surveys, attendance data reflection, classroom observation, and school environment observations. We will modify our plan as indicated by data as well as stakeholder needs.

Rationale for Evidence-based Strategy:

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building and all of its stakeholders. To create a culture of social and emotional learning with adults and students, it is critical to provide social awareness and build relationships skills (CASEL SEL interpersonal competencies). Modified attendance procedures will allow for the health and well-being of students to be met without impacting instructional time, proving to impact both teacher and student. Family training and involvement will provide a school-to-home connect, and recognition will build extrinsic motivation that can be scaffolded to intrinsic motivation tied to academic achievement (CASEL interpersonal competencies). Through distributive leadership, our school will work towards making positive changes by shifting the mindset towards using a group mentality and supporting SEL practices that carry through attendance practices to overall achievement (CASEL responsible decision-making competency).

Action Steps to Implement

1. Provide second year quarterly CASEL SEL training in all 5 competencies and linked to student achievement.
2. Hold bi-weekly attendance meetings with administrator and registrar, utilizing Skyward. Other team members will be included as needed to address SEL needs impacting attendance.
3. Hold weekly Data Meetings with school administrators, coaches, and teachers to address student achievement, including identification of those impacted by EWS indicators, including absences.
4. Parent Engagement Liaison will collaborate with administrators, school psychologist, social worker, guidance counselor, MTSS coach, etc., to plan quarterly SEL family workshops on campus or virtually, including the collection of attendance and feedback from stakeholders.
5. Cafeteria staff will provide a grab-and-go breakfast for students arriving after first bell and before 9:00am.
6. Provide recognition to individuals and classes including bulletin-board/announcement recognition, pencils and/or certificates, and awards at family ceremonies. Attendance data will be linked to academic achievement to increase intrinsic motivation.

Person Responsible Allison Garske (allison.garske@ocps.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: On the most recent Florida Standards Assessment (FSA), data indicated that (50% or more) of students scored below a level 3 in English Language Arts (ELA) in both 3rd and 4th grade. The following percentages for ELA achievement are: Third Grade- 43%, Fourth Grade-48%, Fifth Grade-52%. (FSA Report: Schools with/without 50 Percent or More of any Grade Level Scoring Below Level 3)

Measurable Outcome: The 2022 ELA FSA will show an increase for the following grade level(s):
 Third Grade - seven percentage points from 43% to 50%
 Fourth Grade - five percentage points from 48% to 53%
 Fifth Grade - three percentage points from 52% to 55%

Monitoring: To monitor growth towards the goal i-Ready diagnostic data, Progress Monitoring Activities (PMAs) and Standards-Based Unit Assessments (SBUAs) will be monitored fall, winter, and spring as well at the end of units of instruction. Adjustments to instruction will be made by creating intervention groups and then making adjustments to groups when additional data points are collected. Classroom Walkthroughs will happen on a continual basis as well to address instructional delivery, student engagement, and the planning process through PLCs.

Person responsible for monitoring outcome: Kahlil Ortiz (kahlil.ortiz@ocps.net)

Evidence-based Strategy: Each student will read connected text every day to support reading accuracy, fluency, and comprehension. For students of greater need, daily small group instruction and intervention 4-5 times per week outside of the small group will occur where students can decode words, analyze word parts, and focus on skills needed to increase reading comprehension through phonics, vocabulary, or other gaps identified through progress monitoring.

Rationale for Evidence-based Strategy: The selected instructional practice has a moderate level of evidence, as noted in the IES Guide for Foundational Skills to Support Reading for Understanding. Quasi-experiments have a moderate level of evidence due to that they lack the key feature of randomly selected groups. Here students are assigned to intervention groups by using a non-random process based upon data.

Action Steps to Implement

- Include foundational planning in K-2
- Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs.
- 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
- Standards-Based Unit Assessment (SBUA) Data and Foundational Assessment Data is used to plan small group instruction and differentiation opportunities.
- Provide targeted ELA PD based on teacher needs
- 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 Alba Chong-You (alba.chong-you@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.

When comparing school data to the state data, Sally Ride is rated 1,319 out of 1,395 schools in the state, and 100 out of 126 schools in the district, rating very high with violent incidents with and very low for property incidents and drug and public order incidents. Physical attacks are the most common offense committed towards another according to the presented data on the site, and continuing with current data for the 20-21 school year, which is the primary area of concern and will be monitored during the upcoming school year. Through the school's behavior philosophy of positive behavior support; practicing the use of systems that establish a foundation of regular, proactive support while preventing unwanted behaviors with tiers of intervention for those who are more at risk for more serious behaviors, paired with social and emotional learning focused around the CASEL pillars that allow students to learn to positively interact while also learning to self-regulate their own actions and feeling, we expect to see an increase in our most common offense as well as all other behavior offenses.

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.

A positive approach to school culture and climate is a research-based proactive method for handling classroom and school campus situations, including classroom management and relationship building. This approach has proven to increase academic achievement and attendance and provides a more effective learning environment designed to keep each student actively engaged. At Sally Ride Elementary, we focus on our positive behavior support, or PBS, as our Tier I school-wide intervention. Teachers receive training in Social and Emotional Learning as well as Culturally Responsive Standards-Based Teaching, which is implemented in the classroom. This includes the implementation of calm or break spots throughout campus, teaching everyone about self-regulation and self-management strategies as well as inter-and intra-personal skills, being inclusive of all on campus, and ensuring there are resources and staff available to meet the needs of all students as well as staff on campus.

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

Positive school culture and climate are built through meaningful involvement and collaborative opportunities between stakeholders. This is done through the School Advisory Committee, both academic and social parent involvement opportunities, regular conferencing and teacher/family communication, as well as a celebration of achievements for students and staff with the involvement and support of community volunteers. Relationships are built in the community as well as within the district to ensure students and families are provided supports to feel safe and able to focus on instruction while at school. This includes the Neighborhood Center for Children and Families (NCF), which provides an Alpha counselor to the school that works with students in grades K through 5. This counselor provides both individual counseling as well as classroom lessons to all students. Mentors and volunteers through school-based as well as district-based programs work with identified students and all teachers have been provided mandatory district mental health training as well as additional training by the OCPS mental health department on Trauma-Informed Care. Sally Ride Elementary has Partners in Education that help us provide students in need with food, clothing, and other resources. This donation-based funding source is used to provide students with food items weekly as well as on an as-needed basis for additional support. Sally Ride Administration works with the nearby Headstart program to help transition Pre-K students to Kindergarten, including visiting Headstart and providing enrollment information. Kindergarten teachers will host a Kindergarten Orientation at the beginning of the school year to prepare students and parents for Kindergarten. All of this is done to ensure students and families have 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.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$74,892.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	130-Other Certified Instructional Personnel	0741 - Sally Ride Elementary	General Fund		\$50,178.00
<i>Notes: 67% Instructional Coach focusing on Reading/Writing supports</i>						
	5000	130-Other Certified Instructional Personnel	0741 - Sally Ride Elementary	General Fund		\$24,714.00
<i>Notes: 33% Instructional Coach focusing on Reading/Writing supports</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$74,892.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	130-Other Certified Instructional Personnel	0741 - Sally Ride Elementary	General Fund		\$74,892.00
<i>Notes: : Resource teacher focusing on Math Coaching</i>						
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$74,892.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	130-Other Certified Instructional Personnel	0741 - Sally Ride Elementary	General Fund		\$74,892.00
<i>Notes: Notes: School Counselor supporting SELL throughout the campus</i>						
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00

	Total: \$224,676.00
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