

Orange County Public Schools

Southwood Elementary



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Positive Culture & Environment	23
Budget to Support Goals	24

Southwood Elementary

12600 BISTED DR, Orlando, FL 32824

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

Demographics

Principal: Allison Garske

Start Date for this Principal: 7/1/2016

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)	98%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (58%) 2016-17: B (55%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	24

Southwood Elementary

12600 BISTED DR, Orlando, FL 32824

<https://southwoodes.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	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

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

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 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
Tanenbaum, Stacey	Principal	<p>The leadership team consists of the principal, compliance teacher (CT), guidance counselor, staffing specialist, media specialist and instructional coach. Weekly leadership PLC meetings are scheduled to stay abreast of school issues and collaborate on problem solving techniques for school-wide concerns. The principal oversees the total school operation. The CT is the discipline designee. Our curriculum resource teacher serves as the point of contact for all student awards and recognition. She also serves as the contact for all state and district assessments and is the textbook manager. In addition to monitoring core programs, the instructional coach supports Tier II and Tier III interventions. She coordinates the tutoring program with the supervision of the principal. The CT and staffing specialist monitor errors and compliance with all ESE and ESOL plans and testing. The counselor provides character education instruction and SEL lessons. She serves as parental involvement contact to provide additional family supports offered outside the school setting. She works in partnership with local churches, the school social worker and SEDNET.</p> <p>Each team member serves as a grade level liaison and PLC member to provide two-way communication and ongoing input from all staff members in shared decision making.</p> <p>The leadership team works together to facilitate the MTSS process with teachers. The focus is on all students. The team assists struggling students and monitors progress through graphs and data charts. Other staff members and the school psychologist join the MTSS team as needed based on the individual needs of the student(s) and/or teacher. By involving other staff members with different areas of expertise, the MTSS team is able to improve the behavioral and academic success of our students through the analysis of student data in all subgroups. The team consistently reviews and monitors enrichment and intervention plans to determine their efficacy and adjust plans as needed. Parents are invited to attend MTSS team meetings as they are valued members of the MTSS team</p>
Diaz, Jessie	Staffing Specialist	<p>She participates in weekly leadership PLC meetings to stay abreast of school issues and collaborate on problem solving techniques for school-wide concerns. She monitor errors and compliance with all ESE plans and testing. She serves as ESE support; holding IEP meetings, monitoring compliance and offering support facilitation to students in kindergarten and first grade. She serves as a grade level liaison and PLC member to provide two-way communication and ongoing input from all staff members in shared decision making. She participates in the MTSS process with teachers. The focus is on all students. She works with the leadership team to consistently review and monitor enrichment and intervention plans to determine their efficacy and adjust plans as needed.</p>
Salvia Scotchie, Wendy	School Counselor	<p>She provides character education instruction and SEL lessons. She serves as parental involvement contact to provide additional family supports</p>

Name	Position Title	Job Duties and Responsibilities
		<p>offered outside the school setting. She works in partnership with local churches, the school social worker and SEDNET. She serves as a grade level liaison and PLC member to provide two-way communication and ongoing input from all staff members in shared decision making. She works to facilitate the MTSS process with teachers. The focus is on all students. She works with the leadership team to consistently review and monitor enrichment and intervention plans to determine their efficacy and adjust plans as needed.</p>
Matthews, Laura	Curriculum Resource Teacher	<p>She participates in weekly leadership PLC meetings to stay abreast of school issues and collaborate on problem solving techniques for school-wide concerns. She serves as the point of contact for all student awards and recognition. She also serves as the contact for all state and district assessments and is the textbook manager. She serves as a grade level liaison and PLC member to provide two-way communication and ongoing input from all staff members in shared decision making. She participates in the MTSS process with teachers. The focus is on all students. She works with the leadership team to consistently review and monitor enrichment and intervention plans to determine their efficacy and adjust plans as needed.</p>
Maldonado, Michelle	Instructional Coach	<p>Participate in weekly leadership PLC meetings to stay abreast of school issues and collaborate on problem solving techniques for school-wide concerns. In addition to monitoring core programs, the instructional coach supports Tier II and Tier III interventions. She coordinates the tutoring program with the supervision of the principal. She serves as a grade level liaison and PLC member to provide two-way communication and ongoing input from all staff members in shared decision making. She works to facilitate the MTSS process with teachers. The focus is on all students. She works with the leadership team to consistently review and monitor enrichment and intervention plans to determine their efficacy and adjust plans as needed.</p>
Torres, Coral	ELL Compliance Specialist	<p>She participates in weekly leadership PLC meetings to stay abreast of school issues and collaborate on problem solving techniques for school-wide concerns. She monitor errors and compliance with all ESOL plans and testing. She serves as the discipline designee. She serves as a grade level liaison and PLC member to provide two-way communication and ongoing input from all staff members in shared decision making. She works to facilitate the MTSS process with teachers. The focus is on all students. She works with the leadership team to consistently review and monitor enrichment and intervention plans to determine their efficacy and adjust plans as needed.</p>

Demographic Information

Principal start date

Friday 7/1/2016, Allison Garske

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.*

9

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

493

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

7

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

5

Demographic Data**Early Warning Systems****2021-22**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	17	67	85	86	81	92	0	0	0	0	0	0	0	428	
Attendance below 90 percent	8	14	10	13	12	14	0	0	0	0	0	0	0	71	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	2	5	0	0	0	0	0	0	0	7	
Course failure in Math	0	0	0	0	0	4	0	0	0	0	0	0	0	4	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	5	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 6/24/2021

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	20	88	75	90	98	70	0	0	0	0	0	0	0	441
Attendance below 90 percent	0	10	9	14	13	5	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	1	2	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	1	4	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	4	2	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	8	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	5	8	0	0	0	0	0	0	0	13

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	

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	20	88	75	90	98	70	0	0	0	0	0	0	0	441	
Attendance below 90 percent	0	10	9	14	13	5	0	0	0	0	0	0	0	51	
One or more suspensions	0	0	0	1	2	1	0	0	0	0	0	0	0	4	
Course failure in ELA	0	0	0	1	4	0	0	0	0	0	0	0	0	5	
Course failure in Math	0	0	0	0	4	2	0	0	0	0	0	0	0	6	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	8	0	0	0	0	0	0	0	11	
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	5	8	0	0	0	0	0	0	0	13

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	3	0	0	0	0	0	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				67%	57%	57%	66%	56%	56%
ELA Learning Gains				59%	58%	58%	62%	55%	55%
ELA Lowest 25th Percentile				51%	52%	53%	68%	48%	48%
Math Achievement				66%	63%	63%	66%	63%	62%
Math Learning Gains				62%	61%	62%	47%	57%	59%
Math Lowest 25th Percentile				50%	48%	51%	36%	46%	47%
Science Achievement				64%	56%	53%	58%	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	69%	55%	14%	58%	11%
Cohort Comparison						
04	2021					
	2019	65%	57%	8%	58%	7%
Cohort Comparison		-69%				
05	2021					
	2019	56%	54%	2%	56%	0%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	62%	8%	62%	8%
Cohort Comparison						
04	2021					
	2019	66%	63%	3%	64%	2%
Cohort Comparison		-70%				
05	2021					
	2019	53%	57%	-4%	60%	-7%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	60%	54%	6%	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.

Southwood Elementary administered the i-Ready Diagnostic to students in grades kindergarten through fifth grade to determine proficiency in math and reading. The diagnostic was administered in the Fall, Winter and Spring. The i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. The Diagnostic offers a complete picture of student performance and growth. The Science Progress Monitoring Activities (PMAs) were administered in the Fall, Winter and Spring to fifth grade students to assess science. The PMAs are instructionally-focused and aligned to standards assessed by the state.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20/78 26%	25/81 31%	42/80 53%
	Economically Disadvantaged	11/42 26%	13/44 30%	21/43 49%
	Students With Disabilities	1/3 33%	0/3 0%	0/3 0%
	English Language Learners	4/25 16%	5/25 20%	9/26 35%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/78 15%	12/81 15%	38/78 49%
	Economically Disadvantaged	5/42 12%	7/41 16%	18/43 42%
	Students With Disabilities	1/3 33%	0/3 0%	1/3 33%
	English Language Learners	5/25 20%	0/25 0%	4/27 40%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12/78 15%	29/81 36%	42/81 52%
	Economically Disadvantaged	5/46 11%	11/47 23%	20/47 43%
	Students With Disabilities	0/8 0%	0/8 0%	1/8 13%
	English Language Learners	1/26 4%	4/28 14%	6/27 22%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/78 10%	12/81 15%	24/81 30%
	Economically Disadvantaged	4/46 9%	4/47 9%	6/47 13%
	Students With Disabilities	0/8 0%	0/8 0%	3/8 38%
	English Language Learners	1/26 4%	2/28 7%	4/27 15%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18/81 22%	26/84 31%	30/84 36%
	Economically Disadvantaged	7/50 14%	11/52 21%	14/52 27%
	Students With Disabilities	0/14 0%	0/15 0%	0/15 0%
	English Language Learners	5/27 19%	7/29 24%	7/29 24%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/81 6%	8/84 10%	24/79 30%
	Economically Disadvantaged	2/50 4%	4/52 8%	9/47 19%
	Students With Disabilities	0/14 0%	0/15 0%	0/13 0%
	English Language Learners	1/27 4%	4/29 14%	8/27 30%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18/89 20%	20/90 22%	36/91 40%
	Economically Disadvantaged	9/48 19%	8/48 17%	21/49 43%
	Students With Disabilities	0/14 0%	0/14 0%	2/15 13%
	English Language Learners	1/30 3%	4/30 13%	10/30 33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/89 1%	4/90 4%	29/89 33%
	Economically Disadvantaged	0/48 0%	0/48 0%	10/48 21%
	Students With Disabilities	0/14 0%	0/14 0%	1/14 7%
	English Language Learners	0/30 0%	1/30 3%	9/29 31%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15/66 23%	16/67 24%	20/67 30%
	Economically Disadvantaged	5/35 14%	5/35 14%	6/35 17%
	Students With Disabilities	0/10 0%	0/10 0%	0/10 0%
	English Language Learners	2/21 10%	2/22 9%	4/22 18%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6/66 9%	11/67 16%	23/65 35%
	Economically Disadvantaged	2/35 6%	3/35 9%	8/35 23%
	Students With Disabilities	0/10 0%	0/10 0%	0/10 0%
	English Language Learners	1/21 5%	1/22 5%	4/21 19%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	29/68 43%	26/68 38%	27/67 40%
	Economically Disadvantaged	10/33 33%	9/33 27%	10/33 30%
	Students With Disabilities	0/9 0%	1/11 9%	0/11 0%
	English Language Learners	6/24 25%	8/23 35%	4/22 18%

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	11	25		11	18						
ELL	48	46		45	39		41				
ASN	67			87							
BLK	50			45							
HSP	62	53	36	49	41	17	48				
WHT	59			59							
FRL	49	46		34	32		44				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	35	38	27	18	38	36					
ELL	55	53	50	61	58	42	68				
ASN	82	60		82	60						

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
BLK	69	52		55	48	27					
HSP	62	57	57	63	63	57	61				
WHT	79	69		83	69		64				
FRL	67	60	63	63	59	43	63				
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	13	61	60	17	33	29					
ELL	50	59	69	55	53	41	36				
ASN	86	71		76	71		64				
BLK	62	76		46	32		56				
HSP	63	56	62	64	45	36	56				
WHT	67	62		86	54		70				
FRL	66	62	67	66	47	34	58				

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	48
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	77
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	48
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	59
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Based on i-Ready end of year diagnostic data, the total student population increased from the beginning of the year to the end of the year by 22% in reading with 46% of students meeting proficiency and by 27% in math with 40% of students meeting proficiency. Subgroups fell below the overall proficiency goal of 50%: ED scoring 41% proficient in reading and 30% in math; SWD scoring 9% in reading and in 15% math; ELL scoring 30% proficient in reading and in 29% in math. Grades three through five had the least amount of students with proficiency in all subgroups and total students.

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

The components with the most need for improvement are math and reading. Based on previous trends, students at Southwood score 65% and above, in proficiency in reading and math. All proficiency levels on i-Ready diagnostics fell below 65% for the 2020-2021 end of year results.

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

Data indicates students new to Southwood scored lower on FSA reading than their peers who attended Southwood a minimum of one complete year. Guided reading and guided math were limited due to social distancing requirements. To address these contributing factors, additional support and planning for teacher guided small group will be implemented. Students new to the school will be screened and support provided quickly to accelerate growth.

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

Progress monitoring data shows the greatest growth in the area of math from beginning of the year to end of the year.

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

We restructured classrooms to be primarily face-to-face or launched at home with limited hybrid.

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

We will focus on standards-based instruction, use instructional focus calendars with daily weekly small group lesson plans, and use limited remediation during core instruction.

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

Professional development will focus on Social Emotional Learning (SEL), standards based instruction, acceleration during whole group and small group instruction and goal setting. We will work with our i-Ready consultant and School Specialty contact to provide teachers and staff support in reading and math instruction.

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

Southwood will use both school and county based Student Support Team to support SEL, a system for data collection and review is in place with dates scheduled and staff ownership of programs at Southwood. Using distributive leadership to ensure stability when leadership roles change.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus Description and Rationale:**

At Southwood Elementary, we will integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. We will focus on this area because 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: the increase in reported violent incidents, and increase family engagement as our campus reopens to strengthen our culture of social and emotional learning.

Measurable Outcome:

Panorama survey data from family members will show an increase of 3% in the overall average score on the 2021-2022 Panorama when compared to the overall average score from the 2020-2021 school year.

Monitoring:

The school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. (October 2, 2021 and ongoing thereafter)

Person responsible for monitoring outcome:

Wendy Salvia Scotchie (22102@ocps.net)

Evidence-based Strategy:

Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.

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. To create a culture of social and emotional learning with adults 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 team dynamics necessary to collectively support positive organizational culture.

Action Steps to Implement

Integrate Aligned Instructional and SEL Strategies

Person Responsible

Stacey Tanenbaum (stacey.tanenbaum@ocps.net)

Ensure a school team receives training on implementation of a school-wide SEL curriculum

Person Responsible

Wendy Salvia Scotchie (22102@ocps.net)

Determine cognitive and conative strategies that align with the standard

Person Responsible

Coral Torres (coral.torres@ocps.k12.fl.us)

Interpret standards and student needs to intentionally integrate aligned instructional strategies

Person Responsible

Michelle Maldonado (38953@ocps.net)

Monitor, measure, and modify the plan for continuous improvement in social and emotional learning and leadership using data-based instructional leadership to positively impact climate and culture

Person Responsible Stacey Tanenbaum (stacey.tanenbaum@ocps.net)

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

Area of Focus
Description and Rationale: Based on i-Ready progress monitoring data, students performed below 65% proficiency in both math and reading. In order to ensure proficiency is met, instruction must be aligned to the standards.

Measurable Outcome: Based on 2021 FSA data, student proficiency in math and reading will increase by 15% on the 2021-2022 FSA data.

Monitoring: To monitor growth towards the goal, i-Ready diagnostic data and Progress Monitoring Activities (PMAs) will be monitored fall, winter and spring. Adjustments to instruction will be made in response to data.

Person responsible for monitoring outcome:
 Laura Matthews (8420@ocps.net)

Evidence-based Strategy: At Southwood Elementary we will use professional learning communities to build our culture of collaboration between professionals to increase student success.

Rationale for Evidence-based Strategy: Collaboration among educators is necessary to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings. A focus on standards aligned instruction based on data is key. Collaboration with individuals or teams requires the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities and resources to maximize student learning.

Action Steps to Implement

Create a standard specific instructional focus calendar for each grade level including testing dates

Person Responsible Michelle Maldonado (38953@ocps.net)

Provide differentiated training on backwards design

Person Responsible Laura Matthews (8420@ocps.net)

Meet monthly with grade level professional learning communities to plan for core instruction with a focus on standards aligned lessons

Person Responsible Michelle Maldonado (38953@ocps.net)

Hold data meetings to review assessment and diagnostic data and adjust instruction in response

Person Responsible Michelle Maldonado (38953@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.

Southwood Elementary School ranked 1,359 out of 1,395 schools statewide and 110 out of 126 schools in Orange County for reported incidents occurring on campus for the 2019-2020 school year according to the School Safety Dashboard. This ranking equates to six incidents reported for every 100 students with a student enrollment for the 2019-2020 school year of 532 students. When disaggregated, the incident ranking divides into three subgroups; violent incidents, property incidents and drug/public order incidents. Southwood ranks in the very high range in violent incidents with 5.83 incidents reported per 100 students, very low range in property incidents with zero incidents reported per 100 students and high range in drug/public order incidents with .19 incidents reported per every 100 students (one incident). Southwood ranks in the very low range for both in and out of school suspensions.

When comparing the reported violent incidents over a three-year period there is a significant increase from one reported incident in 2017-2018, three reported incidents in 2018-2019 and thirty-two reported incidents in 2019-2020. This increase of reported incidents coincides with the increase of school awareness towards mental health support and is representative of the interpretation of new reporting guidelines.

To address the increase in reported violent incidents, Social Emotional Education will continue to be a focus at Southwood Elementary. Teachers will incorporate SEL practices within all content areas and the Student Services Team; guidance counselor, mental health counselor, school social worker and school psychologist will continue to identify and support students' mental health needs. Professional development is scheduled for SEL in the classroom and for properly reporting incidents to ensure there is not an over identification of incidents.

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.

Southwood Elementary School builds a positive school culture and environment by encouraging parental and community involvement. By providing volunteering opportunities, extra-curricular activities and academic focused nights, stakeholders are able to participate in the decision making process on a broad scale. Southwood hosts school-wide conference nights as well as regular PTA, SAC, and PLC meetings. Our goal is to increase involvement in family activities such as spirit nights and to introduce families to

academic engagement through involvement in curriculum nights. SAC and PTA meetings are held regularly and input is welcome by all. SAC works to review school budget, training, instructional materials, staffing and student support services. SAC will meet bi-monthly to review data related to the mentioned areas and create plans to move initiatives forward.

The Partners in Education Program is utilized to establish and maintain relationships with local businesses and community members. Mutual support is provided and the school is able to expand its resources to better serve the students and staff. Once partnerships are established, businesses are invited to community events and are able to volunteer and/or donate resources to the school. Through the program, the school is able to successfully hold community events and offer additional resources to parents in efforts to increase student achievement. Each year partnerships are discussed and renewed.

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

Stakeholders who are key in promoting a positive culture and environment are Marie Claggett, PTA president. In addition to overseeing the PTA Board, Ms. Claggett works with other PTA leaders to connect families, school and community to support student success. Ms. Fitzherbert and Ms. Ayala work together as Partners in Education and Volunteer Coordinators. They work to link businesses and organizations with Southwood Elementary to share resources, both in people and materials. Each flourishes from the support and prosperity of the other. Ms. Scotchie, Guidance Counselor, works to maximize student success, promoting access and equity for all students and creates a school culture of success for all by creating positive school family relationships. Ms. Tanenbaum, Principal, interacts with the community in many ways to develop positive relations. She ensures she is available to respond and meet about all parent and community stakeholder concerns. Southwood teachers and staff are key to promoting a positive culture and environment. They meet with stakeholders on a daily basis. They serve as the voice of the school and work to build positive and stable relationships among parents, staff, students.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$22,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	1341 - Southwood Elementary	General Fund		\$20,000.00
			Notes: Provide standards-aligned materials and training for all instructional staff for both reading and math instruction.			
	5200	140-Substitute Teachers	1341 - Southwood Elementary	General Fund		\$2,400.00
			Notes: Provide substitutes so teachers may attend training for standards-aligned materials for both reading and math instruction.			
Total:						\$22,400.00