

Orange County Public Schools

Lake Buena Vista High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Lake Buena Vista High School

11305 DARYL CARTER PARKWAY, Orlando,, FL 32821

[no web address on file]

Demographics

Principal: Guy Swenson

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2018-19: No Grade 2017-18: No Grade
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	ATSI
* 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	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Lake Buena Vista High School

11305 DARYL CARTER PARKWAY, Orlando,, FL 32821

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2021-22	2020-21
Grade	C	

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bresk, Bridget	Assistant Principal	API Responsible for all student and teacher schedules. Curriculum leader for Social Studies, CTE/NDCC and Guidance, Leader of Daily Operations, FTE, Senior Awards, Yearbook/Newspaper. Supervision Schedule Supplements.
Robb, Sheri	Assistant Principal	Curriculum Leader of ESE, Science, Visual Arts and Performing Arts. Leader of ESE/Gifted/MTSS process; facilities, keys, inventory, radios, safety and drills, safety and security, work orders, Sonitrol, Substitutes, ESE documentation and state and federal compliance, PLC Coordinator.
Perez Cedeno, Melania	Assistant Principal	Curriculum leader of Reading and Language Arts; Oversees Discipline, Administrator over Summer School; parking hangers
Santiago Alejandro, Cassandra	Curriculum Resource Teacher	Supports Science, New teachers, lead mentor and AP coordinator
Petrusic, Gordana	Dean	Supports student Discipline
Scott, Gerald	Dean	Supports Student Discipline
Laracuenta, Mariela	ELL Compliance Specialist	Maintain Compliance with English Language Learners and Support teachers.
Swenson, Guy	Principal	The principal is accountable for the total school program through teaching and learning (instructional leadership); all components of academic programs (all subject areas); and School Improvement Plan implementation. They monitor all school data points, prescribing and overseeing appropriate efforts and initiatives that ensure successful attainment of the school's mission and vision with a keen focus on student success. They supervise and lead all school-based leadership members, who serve to further the school's mission and vision by functioning as instructional leaders and inclusive leaders through shared decision making in assigned areas.

Demographic Information

Principal start date

Wednesday 7/1/2020, Guy Swenson

Number of teachers with a 2022 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 2022 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.*

14

Total number of teacher positions allocated to the school

114

Total number of students enrolled at the school

1,637

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

45

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	0	0	0	0	0	0	441	425	360	348	1574
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	173	183	189	188	733
One or more suspensions	0	0	0	0	0	0	0	0	0	36	41	33	16	126
Course failure in ELA	0	0	0	0	0	0	0	0	0	14	34	20	19	87
Course failure in Math	0	0	0	0	0	0	0	0	0	14	39	49	50	152
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	184	170	142	0	496
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	122	190	146	35	493
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	162	200	167	68	597

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	2	3

Date this data was collected or last updated

Wednesday 7/20/2022

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	0	0	0	0	0	0	0	0	0	300	287	309	0	896
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	81	97	103	0	281
One or more suspensions	0	0	0	0	0	0	0	0	0	12	5	5	0	22
Course failure in ELA	0	0	0	0	0	0	0	0	0	64	56	73	0	193
Course failure in Math	0	0	0	0	0	0	0	0	0	65	65	94	0	224
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	63	87	75	0	225
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	64	76	64	0	204
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	118	128	140	0	386

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	0	0	0	0	99	107	116	0	322

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	

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	0	0	0	0	0	0	0	0	0	0	300	287	309	0	896
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	81	97	103	0	281
One or more suspensions	0	0	0	0	0	0	0	0	0	0	12	5	5	0	22
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	64	56	73	0	193
Course failure in Math	0	0	0	0	0	0	0	0	0	0	65	65	94	0	224
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	63	87	75	0	225
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	64	76	64	0	204
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	118	128	140	0	386

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	0	0	0	0	99	107	116	0	322

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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	49%	51%					55%	56%
ELA Learning Gains	53%							53%	51%
ELA Lowest 25th Percentile	41%							40%	42%
Math Achievement	29%	36%	38%					43%	51%
Math Learning Gains	40%							49%	48%
Math Lowest 25th Percentile	48%							46%	45%
Science Achievement	54%	31%	40%					70%	68%
Social Studies Achievement	71%	43%	48%					73%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	34	36	12	50	62	37				
ELL	25	44	42	22	38	44	33	47			
ASN	77	67		46	67		73	87			
BLK	33	53	59	22	37	55	44	68			
HSP	36	47	39	24	37	43	43	63			
WHT	73	60		54	52		80	84			
FRL	40	49	39	25	34	54	47	73			
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

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%	0

Part III: Planning for Improvement

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 an initial review of the data, SWD and ELL data component has the greatest need for improvement in all grade levels.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

As a new school, last year's projections were determined based off of progress monitoring done at students' previous high school or middle school. Because of that, this year is the first year we have obtained data from students who attended our school. Data components having the greatest need appear to be ELA and Alg, and Geo.

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

As this is the first year the school has obtained data for students who actually attended, it should be noted that we have just begun to look for trends, etc. Based on the rough analysis we have begun, contributing factors appear to be teacher turnover and student attendance.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on data that was based off of progress monitoring from previous schools, ELA and Math both showed marked improvement.

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

Contributing factors were IMPACT training provided to the teachers by the district, a common plan period for the teachers and closely aligned curriculum.

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

The implementation of support by our instructional coaches will be supporting our Geometry and Algebra classes for teachers as well as small groups. Our CRT will support the Bio PLC and continue coaching teachers in all tested content areas. There will be reading classes for all Level 1 students. In addition, SWD student will have a case manager to closely track their accommodation usage and implementation of their IEP.

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

The district will provide IMPACT training for ELA and Math teachers. Teachers will be working one on one with the literacy coach as well as the CRT for curriculum guidance and standards based instruction support. The ESE staffing specialist and CCT will provide Professional Development for ESE teachers.

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

This year 6 Interventionist teachers will support students in areas of need in pulling out small groups to target instruction based on data collected on the standards. Teachers will be provided with multiple opportunities for professional development that will specifically target high performing strategies for ELL and SWD students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on projected data for 21-22 and actual data, there exists a need to increase student performance across all subgroups by focusing on standards based instruction and integrating SEL practices with students. Our goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Lake Buena Vista High School will increase the performance of all students in ELA from the current 41% to 48%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Assistant Principal supervising ELA and the Instructional Coach will monitor the progress of 9th and 10th grade English classes throughout the year. They will determine the effectiveness of instructional strategies and achievement of students based upon culminating tasks, for each unit of study. This will be accomplished through classroom walks and observations, participation in weekly PLC meetings, and analysis of student data as available.

Person responsible for monitoring outcome:

Guy Swenson (guy.swenson@ocps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence based strategy being implemented for this area of focus is the organizing students to practice and deepen new knowledge based upon the Art and Science of Teaching Framework by Robert Marzano.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

This strategy supports the OCPS 2025 strategic plan objective of high expectations for student learning. Organizing students to practice and deepen knowledge will allow students to cognitively engage in learning by interacting in and with other students to process and understand knowledge.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be provided professional development on organizing students to practice and deepen knowledge to guide their planning

Person Responsible Cassandra Santiago Alejandro (cassandra.santiagoalejandro@ocps.net)

The Literacy Coach will utilize coaching cycles, as needed, to assist teachers that need support with instructional strategies and provide targeted professional development. Teachers will have multiple opportunities to conduct peer observations.

Person Responsible Keyana Terry (keyana.terry@ocps.net)

The leadership team will conduct classroom walks and observations, provide teachers with constructive feedback on instructional strategies to ensure lessons are on a/the trajectory to reach the level of rigorous learning required by the standard.

Person Responsible Guy Swenson (guy.swenson@ocps.net)

Teachers will utilize common/collaborative planning time to develop lessons that include effective instructional strategies and assessments for all students.

Person Responsible Cassandra Santiago Alejandro (cassandra.santiagoalejandro@ocps.net)

PLC groups will review summative data at the end of each units well as data from the Progress Monitoring Assessments to monitor student mastery of standards and inform instructional practices moving forward.

Person Responsible Cassandra Santiago Alejandro (cassandra.santiagoalejandro@ocps.net)

The Assistant Principal supervising ELA and the Literacy Coach will conduct data chats throughout the school year with teachers. Teachers, coaches and/or administrators will conduct data chats throughout the school year.

Person Responsible Guy Swenson (guy.swenson@ocps.net)

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on a review of data from testing as well as enrollment, there is a larger percentage of students at the school who are considered to be ELL with over 30% of the campus identified as LY for 21-22 and 40% of the students so far this year. . Those students' learning gains are not on par with their students who are native speakers.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our expected outcome is the achievement level of our LEP students will increase at least 10% from the current level of 6%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Assistant Principal supervising ELA and the Instructional Coach will monitor the progress of 9th and 10th grade English classes throughout the year in addition to DLA-R classes. They will determine the effectiveness of instructional strategies and achievement of students based upon culminating tasks, for each unit of study. This will be accomplished through classroom walks and observations, participation in weekly PLC meetings, and analysis of student data as available.

Person responsible for monitoring outcome:

Melania Perez Ceden0 (melania.perezcedeno@ocps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence based strategy being implemented for this area of focus is the organizing students to practice and deepen new knowledge based upon the Art and Science of Teaching Framework by Robert Marzano.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

This strategy supports the OCPS 2025 strategic plan objective of high expectations for student learning. Organizing students to practice and deepen knowledge will allow students to cognitively engage in learning by interacting in and with other students to process and understand knowledge.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be provided professional development on organizing students to practice and deepen knowledge to guide their planning and how to utilize scaffolds provided to teach ELA to ELL students.

Person Responsible Cassandra Santiago Alejandro (cassandra.santiagoalejandro@ocps.net)

The leadership team will conduct classroom walks and observations, provide teachers with constructive feedback on instructional strategies to ensure lessons are on an appropriate trajectory to reach the level of rigorous learning required by the standard.

Person Responsible Guy Swenson (guy.swenson@ocps.net)

Teachers will receive staff development on the B.E.S.T standards and how best to meet the needs of students within their classes.

Person Responsible Cassandra Santiago Alejandro (cassandra.santiagoalejandro@ocps.net)

Teachers will use common/collaborative planning time to develop lessons that include effective instructional strategies and assessments for all students. They will collaborate to develop instruction that utilizes as many mediums as possible to convey information including oral, written, video and teacher and student demonstration.

Person Responsible Cassandra Santiago Alejandro (cassandra.santiagoalejandro@ocps.net)

PLC groups will review formative and summative data at the end of each unit as well as data from the Progress Monitoring Assessments to monitor student mastery of standards and inform instructional practices moving forward.

Person Responsible Cassandra Santiago Alejandro (cassandra.santiagoalejandro@ocps.net)

The Assistant Principal supervising ELA and the Literacy Coach will conduct data chats throughout the school year with teachers. Teachers, coaches and/or administrators will conduct data chats throughout the year.

Person Responsible Guy Swenson (guy.swenson@ocps.net)

Teachers will receive instruction on frontloading academic vocabulary and academic instruction on vocabulary that is central to the understanding of the text in Tier 1, Tier 2 and Tier 3 words.

Person Responsible Cassandra Santiago Alejandro (cassandra.santiagoalejandro@ocps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

As a new school that has just begun its second year with students, the main emphasis has been positive culture and climate. There has been an emphasis on ensuring that both students and staff have what they need in order to be successful each day. The feel on campus is one of mutual respect and trust. All cultures are appreciated as well as all languages and students and staff continually receive recognition and guidance. When concerns are brought to the attention of the administrative team, they are immediately addressed by all stakeholders and any needed adjustments are completed as soon as they are able to be done.

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

The administrative team, led by the principal, is the most responsible for promoting positive school culture and environment. The principal has emphasized empathy and caring as a core value and we all work to respect and assist our teachers and our students. As members of the admin team, each Assistant Principal is tasked with supporting teachers and staff and is expected to foster and develop lasting and meaningful relationships with students and adults. Instructional leaders in the CRT and Instructional Coach are tasked with onboarding new staff as well as supporting current staff and even fill in subbing in classrooms when needed and available. The campus has a supportive PTA as well as SAC and parents regularly meet with the principal to discuss concerns and find ways to help. As a group the FAC also meets regularly with the principal to find ways to best support the common goals of the school.