

Orange County Public Schools

# Winegard Elementary



## 2022-23 Schoolwide Improvement Plan

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# Winegard Elementary

7055 WINEGARD RD, Orlando, FL 32809

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

## Demographics

**Principal: Christina Howell**

Start Date for this Principal: 7/26/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (46%) 2018-19: C (47%) 2017-18: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Winegard Elementary

7055 WINEGARD RD, Orlando, FL 32809

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

### 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)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

### School Board Approval

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### SIP Authority

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<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 to 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
Howell, Christina	Principal	The Principal will provide the vision and direction for the school through shared leadership, discussions, and collaboration with our Professional Learning Communities. The Principal will communicate the school wide expectations for instruction in core subjects and support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, ensuring that MTSS is being implemented with fidelity consistently across grade levels ensuring the use of common language for implementing the effective leadership habits, and communicating with parents regarding school-based MTSS plans and activities.
McCready, Chasity	Instructional Coach	The Instructional Coach/Reading Coach will provide guidance of effective instructional strategies through professional developments (Close Reading, etc.), observing instructional delivery, providing actionable feedback and coaching to teachers. She will facilitate data collection, and assist with data analysis for Tier I, II, and III. She will assist in ensuring that MTSS is being implemented with fidelity consistently across grade levels. She will work directly with the lowest 25% students in intermediate grades during interventions.
Suchta, Emily	Staffing Specialist	The Staffing Specialist will provide guidance of effective ESE instructional strategies through professional developments, observing instructional delivery, providing actionable feedback, monitoring/implementation of the BPIE and coaching to teachers. She will assist in ensuring that MTSS is being implemented with fidelity consistently across grade levels and communicate with parents regarding school-based MTSS plans. She will facilitate data collection, and assist with data analysis for Tier I, II, III. She will work directly with our ESE students.
Hasnain, Zaidi	ELL Compliance Specialist	The ECS Support will provide guidance of effective ELL instructional strategies through professional developments, observing instructional delivery, providing actionable feedback, monitor compliance, and coaching to teachers. She will monitor the implementation of the MAO Culturally Responsive Plan. She will facilitate ELL data collection, and assist with data analysis for ELL students. She will work directly with our ELL students.
Koziara, Barbara	Other	<p>Supports the vision and mission of OCPS and the school principal</p> <ul style="list-style-type: none"> <li>- Provides support for healthy, emotional, and social development strategies and programs</li> <li>- Provides student discipline support to teachers</li> <li>- Supports students through intervention groups</li> <li>- Coordinates student recognition programs: Star Patriot</li> <li>- Collaborates with staff to ensure students' needs are being met and school improvement goals are addressed</li> </ul>



Name	Position Title	Job Duties and Responsibilities
Marti, Yolanda	School Counselor	The Guidance Counselor will provide support to students and staff concerning mental health issues. She will monitor the early warning signs of all students and assist with monthly meetings to discuss students at risk. She will communicate with parents of students on the EWS list to increase student attendance and encourage positive behaviors.
Register, Brittany	Curriculum Resource Teacher	Instructional Support will provide guidance of effective instructional strategies through professional developments, observing instructional delivery, providing actionable feedback and coaching to teachers. She will facilitate data collection, and assist with data analysis for Tier I, II, and III. She will work directly with the struggling students in intermediate grades during interventions.
Levy, Mary	Assistant Principal	The Assistant Principal will assist the Principal to provide the vision and direction for the school through shared leadership, discussions, and collaboration with our Professional Learning Communities. The Assistant Principal will assist the Principal to communicate the school wide expectations for instruction in core subjects and support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, ensuring that MTSS is being implemented with fidelity consistently across grade levels, ensuring the use of common language for implementing the effective leadership habits, and communicating with parents regarding school-based MTSS plans and activities.
McCarty, Elise	Math Coach	Math and Science Instructional Support will provide guidance of effective instructional strategies through professional developments, observing instructional delivery, providing actionable feedback and coaching to teachers. She will facilitate data collection, and assist with data analysis for Tier I, II, and III. She will work directly with the struggling students in intermediate grades during interventions.
Barrell, Samantha	Other	<p>MTSS and Lowest 25% Coach will ensuring that MTSS is being implemented with fidelity consistently across grade levels and communicate with parents regarding school-based MTSS plans. She will facilitate data collection, and assist with data analysis for Tier I, II, III. She will work directly with our lowest 25%, retainees and ESE students. Supports the vision and mission of OCPS and the school principal</p> <ul style="list-style-type: none"> <li>- Provides support for healthy, emotional, and social development strategies and programs</li> <li>- Provides student discipline support to teachers</li> <li>- Supports students through intervention groups</li> <li>- Coordinates student recognition programs: Star Patriot</li> <li>- Collaborates with staff to ensure students' needs are being met and school improvement goals are addressed</li> </ul>

## Demographic Information

### Principal start date

Tuesday 7/26/2022, Christina Howell

**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.*

0

**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.*

8

**Total number of teacher positions allocated to the school**

38

**Total number of students enrolled at the school**

602

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

18

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

15

### 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	86	104	93	131	88	90	0	0	0	0	0	0	0	592
Attendance below 90 percent	8	47	32	52	26	45	0	0	0	0	0	0	0	210
One or more suspensions	0	2	0	1	1	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	7	0	8	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	22	19	39	0	0	0	0	0	0	0	80
Level 1 on 2022 statewide FSA Math assessment	0	0	0	15	16	35	0	0	0	0	0	0	0	66
Number of students with a substantial reading deficiency	0	5	31	29	28	49	0	0	0	0	0	0	0	142

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	16	16	36	0	0	0	0	0	0	0	68

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	21	0	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/26/2022

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	25	96	110	108	118	103	0	0	0	0	0	0	0	560
Attendance below 90 percent	8	42	39	41	35	37	0	0	0	0	0	0	0	202
One or more suspensions	0	1	0	4	1	6	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	4	2	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	5	3	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
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	4	4	12	0	0	0	0	0	0	0	20

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	25	96	110	108	118	103	0	0	0	0	0	0	0	560
Attendance below 90 percent	8	42	39	41	35	37	0	0	0	0	0	0	0	202
One or more suspensions	0	1	0	4	1	6	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	4	2	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	5	3	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
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	4	4	12	0	0	0	0	0	0	0	20

**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	40%	56%	56%				46%	57%	57%
ELA Learning Gains	57%						53%	58%	58%
ELA Lowest 25th Percentile	33%						40%	52%	53%
Math Achievement	49%	46%	50%				49%	63%	63%
Math Learning Gains	64%						48%	61%	62%
Math Lowest 25th Percentile	44%						34%	48%	51%
Science Achievement	33%	61%	59%				58%	56%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	55%	-9%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	38%	57%	-19%	58%	-20%
Cohort Comparison		-46%				
05	2022					
	2019	47%	54%	-7%	56%	-9%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	62%	-12%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	45%	63%	-18%	64%	-19%
Cohort Comparison		-50%				
05	2022					
	2019	46%	57%	-11%	60%	-14%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	54%	54%	0%	53%	1%

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

### 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		27		5	27	27					
ELL	37	55	36	45	64	46	20				
BLK	48	62		50	64		53				
HSP	37	58	42	47	64	45	28				
WHT	56	27		63	64						
FRL	38	59	32	45	63	44	31				
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	5			15							
ELL	29	52	53	35	42	38	34				
BLK	40	36		38	57		46				
HSP	32	54	58	37	37	35	34				
WHT	47			47							
FRL	32	45	36	33	33	21	28				
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	6	19	30	11	31	33					
ELL	39	47	33	45	46	33	60				
BLK	53	60		38	37		47				
HSP	42	50	39	47	49	34	59				
WHT	71	82		81	55						
FRL	44	51	44	46	42	32	56				

### 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)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	55
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	49
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	53
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	47
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?

The ESE subgroup across all grade levels in ELA and Math show the most need with little to no evidences of growth.

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

The data components that demonstrate the greatest need based on iReady data, which is our progress monitoring tool, is ELA and Math scores for all grade levels.

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

During this unprecedented school year, COVID-19 has brought multiple contributing factors leading to the lack of academic growth. Another factor was forty-one percent or 210 out of 517 students had attendance below 90 percent for the 2021-2022 school year. These factors contributed to students missing academic instruction due to poor attendance and numerous technology hurdles as schools attempted to support families as they navigated at-home learning. Social distancing inhibited small group



learning and collaboration. Another major factor was the social and emotional impact created by the pandemic. We will continue to monitor attendance through Skyward, and address chronic attendance issues through child study meetings. In addition, students that are constantly absent and tardy are assigned mentors on campus to encourage the students to come to school on time.

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

Based on iReady progress monitoring data, 4th grade math increased from 14% proficiency to 55% proficiency during the school year.

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

The departmentalized model that 4th grade continued to implement allowed teachers to solely devote their focus on their area of instructional expertise.

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

Continuing to build a stronger foundation in small group instruction with consistent implementation in core subjects with appropriate scaffolding, fluid groupings, and data analysis based on student need.

**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.**

Winegard will provide professional development to build teacher capacity on Instructional Framework, Instructional Focus Calendars, Data Analysis to guide instruction, proper implementation of resources, ESE and ELL strategies for best practices to enhance student achievement, B.E.S.T. standards, SEL/SELL, and other PDs as needed based upon classroom walk data, teacher observations, and student performance.

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

Creating and monitoring strong systems and framework that support student and teacher needs.

**Areas of Focus**

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

:

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** On the most recent Federal Percent of Points Index, we scored a 30% and have been below 32% for the last two years.

**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Implementation of instructional learning strategies to increase student achievement with a focus on organizing information from a text or word problem to use when answering questions about an aligned task. Providing targeted professional developments will assist teachers in improving their instructional delivery to enable them to target specific student needs.

**Measurable****Outcome:**

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

The 2023 Federal Percent of Points Index will show an increase from 30% to 41%.

**Monitoring:**

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

Teacher observation with actionable student feedback.  
Student data reviews and tracking.  
iReady and common assessment progress monitoring.  
Admin/coach walk throughs with actionable teacher/grade level feedback.

**Person responsible for monitoring outcome:**

Samantha Barrell (samantha.barrell@ocps.net)

**Evidence-based Strategy:**

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

Increase our systematic approach to providing scaffolded supports - Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness.

**Rationale for Evidence-based Strategy:**

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

Due to the lack of learning gains across the grade levels in ESE, scaffolding will help ensure that student achievement gaps are narrowed.

**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.

1. As a school, we will implement professional development of learning strategies focused on scaffolding for ESE students during small group instruction. (Admin and Coaches- August/September 2022)
2. Teachers will receive embedded professional development in PLCs on how to use differentiated instruction in small group. (Teachers, Coaches/Admin- August 2022-May 2023)

3. During PLCs, teachers will analyze common assessment data at the conclusion of each unit of instruction to identify strengths, deficiencies and trends, and plans for re-teaching. (Teachers, Coaches - August 2022-May 2023)

**Person Responsible** Mary Levy (101875@ocps.net)

## #2. Instructional Practice specifically relating to B.E.S.T. Standards

**Area of Focus Description and Rationale:**  
Include a rationale that explains how it was identified as a critical need from the data reviewed.

On the most recent Florida Standards Assessment (FSA), data indicated that over 50% of students scored below a level 3 in English Language Arts (ELA) in at least one of the tested grade levels. The following percentages for ELA achievement are: Third Grade - 44%, Fourth Grade - 46%, Fifth Grade - 31%.

The Leadership Team will offer support and feedback on teaching strategies to implement best practices within the B.E.S.T. academic core instruction benchmarks and small group instruction. Coach teachers individually, based on needs through the coaching cycle and student achievement would yield positive academic gains.

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

The 2023 state assessment (F.A.S.T) will show an increase from 40% to 46% proficient in ELA.

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

Teacher observation with actionable student feedback.  
Student data reviews and tracking.  
iReady and common assessment progress monitoring.  
Admin/coach walk throughs with actionable teacher/grade level feedback.

**Person responsible for monitoring outcome:**

Christina Howell (christina.howell@ocps.net)

**Evidence-based Strategy:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

Leadership Team will coach teachers individually or through grade level PLCs, based on needs through the coaching cycle. After observations, actionable feedback will be provided by the Leadership Team to the teacher(s).

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Collaborative reflections will drive actionable feedback to help teachers continually implement strategies gained from ongoing professional developments.

### 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.

Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs. (Teachers, Coaches/Admin- August 2022-May 2023)  
Provide targeted ELA PD based on teacher needs including the a focus on B.E.S.T. standards. (Teachers, Coaches/Admin- August 2022-May 2023)

**Person Responsible** Chasity McCreedy (chasity.mccreedy@ocps.net)

**#3. Instructional Practice specifically relating to Small Group Instruction**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

On the most recent Florida Standards Assessment (FSA), data indicated that over 50% of students scored below a level 3 in English Language Arts (ELA) in at least one of the tested grade levels. The following percentages for ELA achievement are: Third Grade - 44%, Fourth Grade - 46%, Fifth Grade - 31%.

The Leadership Team will offer support and feedback on teaching strategies to implement best practices within the B.E.S.T benchmarks specific to small group instruction. Coach teachers individually, based on needs through the coaching cycle and student achievement would yield positive academic gains.

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

The 2023 state assessment (F.A.S.T) will show an increase from 40% to 46% proficient in ELA.

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

Teacher observation with actionable student feedback.  
 Specific small group lesson plans based on data.  
 Student data reviews and tracking.  
 iReady and common assessment progress monitoring.  
 Admin/coach walk throughs with actionable teacher/grade level feedback.

**Person responsible for monitoring outcome:**

Christina Howell (christina.howell@ocps.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Leadership Team will coach teachers individually or through grade level PLCs, based on needs through the coaching cycle. After observations, actionable feedback will be provided by the Leadership Team to the teacher(s).

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Collaborative reflections will drive actionable feedback to help teachers continually implement strategies gained from ongoing professional developments.

**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.

Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs. (Teachers, Coaches/Admin- August 2022-May 2023)  
 Provide targeted ELA PD based on teacher needs including the a focus on small group instruction using the B.E.S.T. standards. (Teachers, Coaches/Admin- August 2022-May 2023)

**Person Responsible**

Chasity McCreedy (chasity.mccreedy@ocps.net)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

The 2021 - 2022 iReady Reading Diagnostic data is as follows:

Kindergarten - BOY = 22% to EOY = 68%

First Grade - BOY = 12% to EOY = 44%

Second Grade - BOY = 17% to EOY = 34%

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The 2021 - 2022 iReady Reading Diagnostic data is as follows:

Third Grade - BOY = 33% to EOY = 56%

Fourth Grade - BOY = 18% to EOY = 38%

Fifth Grade - BOY = 18% to EOY = 27%

The 2021 - 2022 FSA ELA data is as follows:

Third Grade - 44% proficient

Fourth Grade - 46% proficient

Fifth Grade - 31% proficient

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

The 2023 Reading progress monitoring tool will show an increase for the following grade levels:

Kindergarten - will maintain it's EOY performance of over 50%

First Grade - 7 percentage points from 44% to 51%

Second Grade - 17 percentage points from 34% to 51%

**Grades 3-5: Measureable Outcome(s)**

The 2023 state assessment (F.A.S.T) will show an increase of an overall 40% to 51% proficient in ELA.

Grade level specific details are as follows:

Third Grade - 7 percentage points from 44% to 51%

Fourth Grade - 5 percentage points from 46% to 51%

Fifth Grade - 20 percentage points from 31% to 51%

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Teacher observation with actionable student feedback.

Specific small group lesson plans based on data.

Student data reviews and tracking.

iReady and common assessment progress monitoring.

Admin/coach walk throughs with actionable teacher/grade level feedback.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Howell, Christina, christina.howell@ocps.net

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Leadership Team will coach teachers individually or through grade level PLCs, based on needs through the coaching cycle. After observations, actionable feedback will be provided by the Leadership Team to the teacher(s).

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The Leadership Team will offer support and feedback on teaching strategies to implement best practices within the B.E.S.T academic core instruction benchmarks and small group instruction. Coach teachers individually, based on needs through the coaching cycle and student achievement would yield positive academic gains. Collaborative reflections will drive actionable feedback to help teachers continually implement strategies gained from ongoing professional developments.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning



Action Step	Person Responsible for Monitoring
Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs. (Teachers, Coaches/Admin- August 2022-May 2023)	McCready, Chasity, chasity.mccready@ocps.net
Provide targeted ELA PD based on teacher needs including the a focus on core instruction and small group instruction using the B.E.S.T. standards. (Teachers, Coaches/Admin- August 2022-May 2023)	Levy, Mary, 101875@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.

Building relationships is the key to building a positive school culture an environment. This encompasses students, staff, families and the community. Winegard strives to build an environment that is welcoming to all no matter the journey each individual is on. This year Winegard will implement strategies aligned to the Positive Behavior System (PBS) model.

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

Leadership leads the way with positivity, encouragement and recognizing the great work that is happening within our school building.

Teacher leaders model the kind behaviors (Patriot P.R.I.D.E) we expect from students and give value to everyone's contribution.

Student leaders practice positive habit building, respecting others, striving to do their best and make progress.

Families support their students by being fully present in their lives and cultivating growing dreams.

Community members partner with us through mentoring students, investing in our future, and modeling the benefits of a positive path.

Coming together for functions, celebrations, and times of learning. Together we are better!