Ocps Academic Center For Excellence

2022-23 Schoolwide Improvement Plan

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Ocps Academic Center For Excellence

701 W LIVINGSTON ST, Orlando, FL 32803

https://ocpsace.ocps.net/

Demographics

Principal: Natasha Pender

Start Date for this Principal: 6/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (41%) 2018-19: C (43%) 2017-18: D (33%)
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	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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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)
Combination School PK-8	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	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	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
Daub, Seth	Principal	To manage his/her school and its human and material resources to achieve district goals and produce evidence of effective teaching and all students learning. * Manifest a professional code of ethics and values. * Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * Manage all operations and functions of his/her school consistent with district goals. * Develop and administer policies that provide a safe and effective learning environment. * Is visible in his/her school community and recognized as the educational leader. * Serves as a member of the area superintendent's team and participates in the learning community's planning, development and evaluation. * Keeps the area superintendent informed of current school critical issues and incidents about which he/she should be aware. * Uses a variety of problem solving techniques and decision making skills to resolve problems. * Communicates and interacts effectively with all stakeholders in the community. * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by supervisor.
Albert, Erin	Assistant Principal	To manage his/her school and its human and material resources to achieve district priorities and produce evidence of effective teaching and all students learning. * Manifest a professional code of ethics and values. * Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.

Name	Position Title	Job Duties and Responsibilities
		* As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. * Administer policies that provide a safe and effective learning environment. * Communicate the school's vision, mission and priorities to the community * Serve as a member of the principal's leadership team and participates in the school's planning, development and evaluation. * Keep the Principal informed of current school critical issues and incidents about which he/she should be aware. * Make decisions in a timely fashion using the best available data * Communicate and interact effectively with all stakeholders in the community * Plan and schedule one's own and others' work so that priorities and goals can be met * As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. * As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS Comprehensive new Teacher Induction Program * Pursues improvement of personal professional development * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by principal.
Backherms, Cara	Assistant Principal	To manage his/her school and its human and material resources to achieve district priorities and produce

Name	Position Title	Job Duties and Responsibilities
		evidence of effective teaching and all students learning. * Manifest a professional code of ethics and values. * Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. * Administer policies that provide a safe and effective learning environment. * Communicate the school's vision, mission and priorities to the community * Serve as a member of the principal's leadership team and participates in the school's planning, development and evaluation. * Keep the Principal informed of current school critical issues and incidents about which he/she should be aware. * Make decisions in a timely fashion using the best available data * Communicate and interact effectively with all stakeholders in the community * Plan and schedule one's own and others' work so that priorities and goals can be met * As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. * As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS Comprehensive new Teacher Induction Program * Pursues improvement of personal professional development * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self-development and keeping up to date on current

Name	Position Title	Job Duties and Responsibilities
		research, trends and best practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by principal.
Jackson, Malomo	Assistant Principal	To manage his/her school and its human and material resources to achieve district priorities and produce evidence of effective teaching and all students learning. * Manifest a professional code of ethics and values. * Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. * Administer policies that provide a safe and effective learning environment. * Communicate the school's vision, mission and priorities to the community * Serve as a member of the principal's leadership team and participates in the school's planning, development and evaluation. * Keep the Principal informed of current school critical issues and incidents about which he/she should be aware. * Make decisions in a timely fashion using the best available data * Communicate and interact effectively with all stakeholders in the community * Plan and schedule one's own and others' work so that priorities and goals can be met * As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. * As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS Comprehensive new Teacher Induction Program * Pursues improvement of personal professional development * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level

Name	Position Title	Job Duties and Responsibilities
		in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by principal.
Lycett, Mia	Reading Coach	* Plan and implement system of support utilizing the professional development standards protocol for classroom teachers to increase the rigor within their instruction. * Plan and implement professional development opportunities that are based on analysis of student performance indicators, aligned with current research, and aligned with the School-wide Improvement Plan and the District's Strategic Plan. * Demonstrate and model best practices through large group, small group, or one-on-one activities, with a focus on 3rd-5th ELA classrooms. * Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. * Model effective instruction as defined by the elements of the teacher evaluation system. * Assist teachers in analyzing student data and developing action plans for differentiated instruction. * Stay current with research-based instructional best practices to improve achievement for all students with a focus to close the achievement gap. * Participate in Florida Department of Education required trainings and workshops. * Participate in district-sponsored activities that include professional development designed to enhance the coaching model and regular coaching meetings. * Utilize OCPS technology to promote digital curriculum. * Maintain a schedule and log of coaching activities that includes submission of coaching summaries to admin. * Produce Federal, State and District reports, as required. * Provide consultation to the Principal on the overall elements and operation of a successful, research-based program. * Communicate/collaborate with school-based leadership. * Perform other duties as assigned by the Principal.
Collins, Abby	Math Coach	* Plan and implement system of support utilizing the professional development standards protocol for classroom teachers to increase the rigor within their instruction. * Plan and implement professional development opportunities that are based on analysis of student performance indicators, aligned with current research, and aligned with the School-wide Improvement Plan and

Name	Position Title	Job Duties and Responsibilities
		the District's Strategic Plan. * Demonstrate and model best practices through large group, small group, or one-on-one activities, with a focus on K-5th Math classrooms. * Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. * Model effective instruction as defined by the elements of the teacher evaluation system. * Assist teachers in analyzing student data and developing action plans for differentiated instruction. * Stay current with research-based instructional best practices to improve achievement for all students with a focus to close the achievement gap. * Participate in Florida Department of Education required trainings and workshops. * Participate in district-sponsored activities that include professional development designed to enhance the coaching model and regular coaching meetings. * Utilize OCPS technology to promote digital curriculum. * Maintain a schedule and log of coaching activities that includes submission of coaching summaries to admin. * Produce Federal, State and District reports, as required. * Provide consultation to the Principal on the overall elements and operation of a successful, research-based program. * Communicate/collaborate with school-based leadership. * Perform other duties as assigned by the Principal.
Ickes, Rachel	Curriculum Resource Teacher	* Plan and implement system of support utilizing the professional development standards protocol for classroom teachers to increase the rigor within their instruction. * Assist the Principal by helping to coordinate the school's screening, diagnostic, progress monitoring, and outcome assessment program. * Research and recommend materials for purchase; train and assist with the implementation of instructional materials. * Provide training in the administration and interpretation of formal and informal diagnostic and evaluation instruments. * Plan and implement professional development opportunities that are based on analysis of student performance indicators, aligned with current research, and aligned with the School-wide Improvement Plan and the District's Strategic Plan. * Demonstrate and model best practices through large group, small group, or one-on-one activities. * Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. * Model effective instruction as defined by the elements of the teacher evaluation system. *Coordinates ALL school-wide testing

Name	Position Title	Job Duties and Responsibilities
		*Develops school-wide Testing Calendar in conjunction with Master Calendar *Facilitates, assists & plans Professional Development opportunities in partnership with Principal *Attends district-level Testing Coordinator & CRT Meetings/Trainings *Facilitates testing related Professional Development trainings *Maintains school-wide Professional Development points/agendas and submits in-service points to district Instructional Coach *Creates Center Templates *Create Instructional Focus Calendar in partnership with Principal *Observe, coach, MODEL & assists teachers with implementing various strategies and best practices in the classroom *Other duties as assigned by the Principal
Webb, Kenya	Staffing Specialist	*Organize student and parent support groups *Facilitate, organize and provide training to staff on ESE accommodations *Provide support & resources for ESE including intervention, accommodations, and strategies to match instructional needs of the student *Convenes and coordinates all Individual Education Plans (IEPs), Educational Plans (EPs), Individual Family Services Plans (IFSPs), Service Plans (SPs) and Education Planning Team (EPT) meetings in partnership with ESE Department *Serves as the designee of the Local Educational Agency (LEA) in ESE meetings when special education eligibility, placement, dismissal and program changes occur *Attends district-level ESE Meetings/Trainings *Provides and organizes ESE related Professional Development opportunities *ESE parent training in partnership with CT *Oversee 504 Plans *Other duties as assigned by the Principal
Stiles Williams, John	Dean	* Manifest a professional code of ethics and values. * Models the routine, intentional and effective use of technology in daily work, including communications, organization and managements tasks. * Make periodic tours of campus to ensure that school and school board policies are being enforced. * Counsel with students and parents where behavioral problems exist. * Work closely with the school resource officers, security and safety officers and local law enforcement agencies and make referrals as appropriate. * Assist with the supervision of organized student gatherings and makes sure resources and equipment is available. * Coordinate the student lunchroom and work duty assignments. * Coordinate school bus supervision before and after school. * Investigate problems of a disciplinary nature, document information and

Name	Position Title	Job Duties and Responsibilities
		report findings and decisions to appropriate individuals. * Research and make recommendations for educational technology improvements and enhancements. * Provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. * Assist with the supervision of students detained after school hours for disciplinary actions. * Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. * Responsible for timely and accurate information they maintain as part of their job responsibilities. * Performs other duties as assigned by the principal.
McGann, Akilah	Dean	* Manifest a professional code of ethics and values. * Models the routine, intentional and effective use of technology in daily work, including communications, organization and managements tasks. * Make periodic tours of campus to ensure that school and school board policies are being enforced. * Counsel with students and parents where behavioral problems exist. * Work closely with the school resource officers, security and safety officers and local law enforcement agencies and make referrals as appropriate. * Assist with the supervision of organized student gatherings and makes sure resources and equipment is available. * Coordinate the student lunchroom and work duty assignments. * Coordinate school bus supervision before and after school. * Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals. * Research and make recommendations for educational technology improvements and enhancements. * Provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. * Assist with the supervision of students detained after school hours for disciplinary actions. * Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. * Responsible for timely and accurate information they maintain as part of their job responsibilities. * Performs other duties as assigned by the principal.
Brookes-Romney, Merlyn	School Counselor	* Plans, implements, and evaluate programs/activities to continue school improvement. * Promotes character education concepts and serves as a positive role model. * Maintains high visibility throughout the building and grounds. * Collaborates closely with the school social worker, guidance counselor,

Name	Position Title	Job Duties and Responsibilities
		psychologist, and resource officer (SRO). * Coordinates program-related staff development for faculty and staff as indicated. * Monitors student behavior and develops interventions for improvement. * Makes classroom presentations on program-related topics in coordination with instructional staff. * Communicates effectively with students, parents, administration, and staff. * Involves parents and community as "on-site" advocates in the schools. * Shows sensitivity to students, parents and the community and promotes student self-esteem. * Serves on the Student Services Team and the School Crisis Team. * Assists the administrative staff with security concerns. * Attends scheduled Safe School Coordinators meetings as well as participates in professional growth opportunities. * Completes accountability reports as assigned in a timely manner. * Makes recommendations to school administration and staff utilizing needs assessment data and observations. * Utilizes technology and current research in instruction. * Evaluates students progress on a regular basis. * Demonstrates a commitment to continuous quality improvement * Supports and exhibits organizational core values of caring, respect, integrity, responsibility, high expectations, being customer driven, and valuing diversity. * Performs other duties and accepts responsibilities as assigned.
Roach, Pamela	School Counselor	* Provides personal and social growth counseling which includes individual and group counseling relating to academic success, understanding of self and others, communication skills, decision making, relationship skills, conflict resolution and goal setting. *Provides crisis intervention services, e. g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate. * Conducts individual conferences and group meetings with parents to effectively communicate with and involve parents in improving student performance. * Provides referrals for students and parents to appropriate specialists in keeping with district guidelines. * Maintains student guidance records and confidentiality. * Provides career counseling to students as assigned. * Makes recommendations to students for higher education and colleges for admission and scholarships. * Makes arrangements for alternative educational processes as needed. * Confers with teachers to provide possible interventions for classroom academic or behavior modifications. *Identifies and evaluates critical data such as grades, test scores, attendance, promotion rates, graduation and post secondary enrollment rate. * Uses data to develop strategies to positively impact students.

Name	Position Title	Job Duties and Responsibilities
		* Guides individuals and groups of students through the development of educational plans, career awareness and personal and social growth issues. * Assists the principal and staff in the evaluation of the guidance services being rendered and provides data which serves as the basis for recommending changes within the school program. * Identifies students that are at risk of leaving school and begins a program to improve their educational skills and increase their interest in school. * Develops and provides a variety of materials on education, career awareness and personal and social development for students, teachers and parents. * Participates in a multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations. * Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. * Responsible for timely and accurate information they maintain as part of their job responsibilities. * Performs other duties as assigned by the principal.
Outler, Shannan	Attendance/ Social Work	* Provides personal and social growth counseling which includes individual and group counseling relating to academic success, understanding of self and others, communication skills, decision making, relationship skills, conflict resolution and goal setting. *Provides crisis intervention services, e. g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate. * Conducts individual conferences and group meetings with parents to effectively communicate with and involve parents in improving student performance. * Provides referrals for students and parents to appropriate specialists in keeping with district guidelines. * Maintains student guidance records and confidentiality. * Provides career counseling to students as assigned. * Makes recommendations to students for higher education and colleges for admission and scholarships. * Makes arrangements for alternative educational processes as needed. * Confers with teachers to provide possible interventions for classroom academic or behavior modifications.* Identifies and evaluates critical data such as grades, test scores, attendance, promotion rates, graduation and post secondary enrollment rate. * Uses data to develop strategies to positively impact students. * Guides individuals and groups of students through the

Name	Position Title	Job Duties and Responsibilities
		development of educational plans, career awareness and personal and social growth issues. * Assists the principal and staff in the evaluation of the guidance services being rendered and provides data which serves as the basis for recommending changes within the school program. * Identifies students that are at risk of leaving school and begins a program to improve their educational skills and increase their interest in school. * Develops and provides a variety of materials on education, career awareness and personal and social development for students, teachers and parents. * Participates in a multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations. * Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. * Responsible for timely and accurate information they maintain as part of their job responsibilities. * Performs other duties as assigned by the principal.
Jefferson, Angela	Parent Engagement Liaison	*Responds to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. *Serves as a liaison between the school and its parents and families as it relates to parent and family engagement. *Seeks and receives guidance from the District Parent and Family Engagement team to improve professional knowledge and skills which support parent and family engagement. *Maintains open communication with principal, staff, parents and school-based community involvement coordinators on all planned parent engagement activities. *Investigates and answers questions pertaining to parent engagement. *Collaborates with school-based community involvement coordinators to identify community resources which support parents and families and communicates identified resources to parents and families using multiple means of communication such as: phone calls, mail, home visits, newsletters and meetings in order to encourage participation in school and district activities and events. *Collaborates with appropriate staff members to identify and inform parents and families experiencing challenges/crises of wraparound services such as, but not limited to, food banks and clothing banks. *Encourages parents and family members to serve as volunteers. Maintains a current list of organizations that provide critical resources to parents/families. *Must be familiar with current state laws, state board rules, and school board policies as they relate to programs. *Participates in creating school-level Title I Parent and Family Engagement Plan and supports the distribution of Title I district-level and school-level

Name	Position Title	Job Duties and Responsibilities
		Parent and Family Engagement Plans. *Hosts at least one Virtual Parent Academy in collaboration with the district Parent Academy team. *Coordinates parents and school staff to attend at least one district face-to-face Parent Academy event. *Schedules, organizes and provides monthly parent engagement workshops to parents and staff. *Attends SAC and PTA meetings as a member and/or guest to provide Parent Engagement Liaison updates. *Provides parent engagement content for school newsletter.
Cooke, Tanya	Reading Coach	* Plan and implement system of support utilizing the professional development standards protocol for classroom teachers to increase the rigor within their instruction. * Plan and implement professional development opportunities that are based on analysis of student performance indicators, aligned with current research, and aligned with the School-wide Improvement Plan and the District's Strategic Plan. * Demonstrate and model best practices through large group, small group, or one-on-one activities, with a focus on 6th-8th ELA classrooms. * Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. * Model effective instruction as defined by the elements of the teacher evaluation system. * Assist teachers in analyzing student data and developing action plans for differentiated instruction. * Stay current with research-based instructional best practices to improve achievement for all students with a focus to close the achievement gap. * Participate in Florida Department of Education required trainings and workshops. * Participate in district-sponsored activities that include professional development designed to enhance the coaching model and regular coaching meetings. * Utilize OCPS technology to promote digital curriculum. * Maintain a schedule and log of coaching activities that includes submission of coaching summaries to admin. * Produce Federal, State and District reports, as required. * Provide consultation to the Principal on the overall elements and operation of a successful, research-based program. * Communicate/collaborate with school-based leadership. * Perform other duties as assigned by the Principal.

Demographic Information

Principal start date

Tuesday 6/1/2021, Natasha Pender

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.*

17

Total number of teacher positions allocated to the school

106

Total number of students enrolled at the school

1,005

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

21

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

21

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	49	120	103	108	100	118	122	91	80	0	0	0	0	891
Attendance below 90 percent	30	54	43	64	50	50	49	19	36	0	0	0	0	395
One or more suspensions	0	5	2	10	8	13	25	19	11	0	0	0	0	93
Course failure in ELA	0	0	1	10	14	9	15	2	0	0	0	0	0	51
Course failure in Math	0	0	0	1	4	20	14	12	1	0	0	0	0	52
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	49	68	73	38	45	0	0	0	0	273
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	45	59	78	48	43	0	0	0	0	273
Number of students with a substantial reading deficiency	0	21	54	93	20	86	89	61	53	0	0	0	0	477

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	2	2	4	52	66	75	41	45	0	0	0	0	287

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	38	0	0	0	0	0	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	0	1	3	0	0	0	0	4

Date this data was collected or last updated

Wednesday 7/27/2022

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	32	98	127	110	130	143	118	104	117	0	0	0	0	979
Attendance below 90 percent	15	55	70	62	74	77	53	58	73	0	0	0	0	537
One or more suspensions	0	2	4	12	15	21	8	11	10	0	0	0	0	83
Course failure in ELA	0	0	0	0	26	34	21	28	35	0	0	0	0	144
Course failure in Math	0	0	0	0	27	24	9	19	22	0	0	0	0	101
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	22	26	35	48	0	0	0	0	131
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	14	23	29	49	0	0	0	0	115
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	2	2	8	34	52	37	49	69	0	0	0	0	253

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	1	7	5	0	0	0	0	14

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	32	98	127	110	130	143	118	104	117	0	0	0	0	979
Attendance below 90 percent	15	55	70	62	74	77	53	58	73	0	0	0	0	537
One or more suspensions	0	2	4	12	15	21	8	11	10	0	0	0	0	83
Course failure in ELA	0	0	0	0	26	34	21	28	35	0	0	0	0	144
Course failure in Math	0	0	0	0	27	24	9	19	22	0	0	0	0	101
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	22	26	35	48	0	0	0	0	131
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	14	23	29	49	0	0	0	0	115
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	2	2	8	34	52	37	49	69	0	0	0	0	253

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	1	7	5	0	0	0	0	14

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	23%	57%	55%				26%	62%	61%
ELA Learning Gains	42%						48%	60%	59%
ELA Lowest 25th Percentile	39%						42%	55%	54%
Math Achievement	21%	41%	42%				33%	61%	62%
Math Learning Gains	49%						58%	60%	59%
Math Lowest 25th Percentile	54%						59%	54%	52%
Science Achievement	19%	57%	54%				20%	56%	56%
Social Studies Achievement	47%	63%	59%				43%	74%	78%

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	27%	55%	-28%	58%	-31%
Cohort Comparison		0%				
04	2022					
	2019	31%	57%	-26%	58%	-27%
Cohort Comparison		-27%				
05	2022					
	2019	18%	54%	-36%	56%	-38%
Cohort Comparison		-31%				
06	2022					
	2019	33%	52%	-19%	54%	-21%
Cohort Comparison		-18%				
07	2022					
	2019	24%	48%	-24%	52%	-28%
Cohort Comparison		-33%				
08	2022					
	2019	23%	54%	-31%	56%	-33%
Cohort Comparison		-24%				

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	40%	62%	-22%	62%	-22%
Cohort Comparison		0%				
04	2022					
	2019	45%	63%	-18%	64%	-19%
Cohort Comparison		-40%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	19%	57%	-38%	60%	-41%
Cohort Comparison		-45%				
06	2022					
	2019	26%	43%	-17%	55%	-29%
Cohort Comparison		-19%				
07	2022					
	2019	18%	49%	-31%	54%	-36%
Cohort Comparison		-26%				
08	2022					
	2019	31%	36%	-5%	46%	-15%
Cohort Comparison		-18%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	23%	54%	-31%	53%	-30%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-23%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	8%	49%	-41%	48%	-40%
Cohort Comparison		0%				

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	43%	66%	-23%	71%	-28%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	63%	27%	61%	29%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	53%	-53%	57%	-57%

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	3	26	33	3	29	29		33			
ELL	27	50		21	50		22				
BLK	20	38	38	19	48	55	17	48	79		
HSP	32	54		22	51	50	23				
WHT	65	73		53	64						
FRL	22	41	38	19	49	55	18	47	71		

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	7	20	21	11	32	26		6			
ELL	26	41	30	30	32		13				
BLK	21	33	31	19	22	20	17	28	56		
HSP	31	43		27	28		9				
WHT	41	55		42	64						
FRL	22	34	32	19	23	21	17	22	47		

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	8	33	35	9	45	45		20			
ELL	28	53	50	28	50		7				
BLK	24	46	39	32	59	60	16	41	54		
HSP	31	58		34	54		29	45			
WHT	65	75		65	75						
FRL	25	47	45	33	58	61	19	47	50		

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	39
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	
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	41
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	64
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	42
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 subject area of ELA have less than 20% of our students showing proficiency on the 21-22 state assessments in 5th and 7th grades. The subject area of Math has less than 20% of our students showing proficiency on the 21-22 state assessments in grades 5 through 8. In addition, our subgroup areas of Students With Disabilities, English Language Learners & Black/African American students show less than 41% of those students showing
proficiency in all subject areas and grade levels of the 21-22 state assessments.

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

Based on the 2022 state assessments the following areas demonstrate the greatest area of need:
*5th Grade ELA 19% Proficient
*5th Grade Math 10% Proficient
*5th Grade Science 11% Proficient
*6th Grade Math 16% Proficient
*7th Grade ELA 16% Proficient
*7th Grade Math 15% Proficient
*8th Grade Math 12% Proficient
*Students with Disabilities subgroup: 3% proficient in ELA & Math

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

Factors that contributed to these areas of improvement include: students reading below grade level, insufficient parental support, low reading comprehension and insufficient math fact fluency.

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

The following 2022 state assessment data components showed the most improvement:
*ELA Learning Gains (+7%)
*ELA Lowest 25% (+8%)
*Math Learning Gains (+24%)
*Math Lowest 25% (+31%)
*Social Studies Achievement (+20%)

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

The following factors & new actions contributed to these improvements:
*before- & after-school tutoring opportunities
*additional adults in all classrooms serving as tutors
*additional certified teachers serving as Tier 1 support in all grade levels
*UCF Boots on the Ground volunteers
*intensive ELA courses for 6-8 students
*intensive Math courses for 6-8 students
*center rotations in all ELA & Math classrooms K-8
*weekly common planning sessions with school based academic coaches
*weekly data meetings analyzing newest data points & making instructional changes based on data

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

The following strategies will be implemented to accelerate learning:
*3rd Grade UCF Mentor Program
*campus walks by leadership team to determine grade-level/school-wide trends
*After-school Extended Learning Opportunities for grades 3 through 8 in all content areas will occur two days a week beginning in September 2022
*Group students in the lowest 25% category together for intensive instruction
*Weekly data meetings to monitor individual student progress monitoring data points

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 following professional development opportunities will be provided to support teachers and leaders:
*utilization and strategies to use additional adults in classrooms effectively
*small group instruction and practices
*analyzing data and instructional decisions based on data analysis
*academic discourse
*student monitoring
*classroom management

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

To ensure sustainability of improvement, professional development opportunities will be offered multiple times per month to all teachers and leaders. A focus on analyzing data and using that analysis to make instructional decisions will increase teacher capacity. The consistent use of additional adults in the classroom will help to maintain improvement in the future.

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: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Multiple grade levels and subject areas show that the SWD subgroups have 0% of students performing at proficiency level, which identifies this as an area of critical need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To achieve a school grade of "B" for the 2022-2023 school year the following outcomes will be achieved: ELA proficiency 38% & Math proficiency 38%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored through the analysis of the following data points for the students within the SWD subgroup: *iReady Diagnostics *FAST Assessments *OCPS Common Assessments *Oral Reading Fluency *Math Fact Fluency
Person responsible for monitoring outcome:	Seth Daub (seth.daub@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Build up our system of interpretation and communication of assessment information that is shared between stakeholders to collaboratively design and implement educational programs.
Rationale for Evidence-based Strategy: Explain the rationale for	Teachers interpret assessment information for stakeholders (i.e., other professionals, families, students) and involve them in the assessment, goal development and goal implementation process. Special educators must understand each assessment's purpose, help key stakeholders understand how culture and language influence interpretation of data, and use data to collaboratively develop and implement individualized education and transition plans. These plans will include goals that are

selecting this specific strategy.	
Describe the resources/ criteria used for selecting this strategy.	standards-based, appropriate accommodations and modifications, and fair grading practices and transition goals that are aligned with student needs.

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.

Students in the lowest 25% will be grouped into cohort classes together.

Person Responsible	Seth Daub (seth.daub@ocps.net)

Content area coaches will be assigned to each grade level to facilitate common planning. Facilitators and administrators will attend PLC meetings to assist in standards-based planning and analyzing data to differentiate targeted needs students.

Person Responsible	Seth Daub (seth.daub@ocps.net)

#2. 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.	On the 2022 ELA FSA, data indicates that 77% of students scored below proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The 2023 FAST ELA assessment will show an increase of 15%, from 23% proficient to 38% proficient.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored using the following data points: *iReady Diagnostics *FAST Progress Monitoring *Classroom Walkthroughs *District Standards Based Unit Assessments
Person responsible for monitoring outcome:	Seth Daub (seth.daub@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teach students to decode words, analyze word parts, and write and recognize words.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	This selected instructional practice has a strong level of evidence, as noted in the IES Guide for Foundational Skills to Support Reading for Understanding.

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.	

Strengthen the common planning process by using the district-created Common Planning Resources to guide the agenda and discussions.

Person Responsible	Mia Lycett (mia.lycett@ocps.net)

Classroom walkthroughs are conducted regularly and ELA feedback is provided with needed adjustments being addressed in common planning.

Person Responsible	Seth Daub (seth.daub@ocps.net)

Ensure the 90-minute reading block contains the following requirements:
*6 components of Reading
*Daily inclusion of on-level whole group instruction and differentiated small group instruction

Person Responsible	Mia Lycett (mia.lycett@ocps.net)

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

Person Responsible	Mia Lycett (mia.lycett@ocps.net)

#3. Instructional Practice specifically relating to Math	
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 2022 Math FSA, data indicates that 79% of students scored below proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The 2023 FAST Math assessment will show an increase of at least 17 percentage points from 21% proficient to 38% proficient.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This Area of Focus will be monitored using the following data points: *iReady Diagnostics *FAST Progress Monitoring *Classroom Walkthroughs *District Standards Based Unit Assessments
Person responsible for monitoring outcome:	Seth Daub (seth.daub@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Fact & Computational Fluency
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Fact & Computational Fluence is an evidence-based strategy shown when students are able to display computational fluency, show flexibility in their methods and are able to explain their thoughts & processes.

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.

Strengthen the common planning process by using the district created Common Planning Resources to guide the agenda and discussions.

Person Responsible	Abby Collins (abby.collins@ocps.net)

Classroom walkthroughs are conducted regularly and Math feedback is provided with needed adjustments being addressed in common planning.

Person Responsible	Seth Daub (seth.daub@ocps.net)

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

Person Responsible	Abby Collins (abby.collins@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

On the 21-22 ELA EOY iReady Diagnostic data indicates the following:
*28% of students in Kindergarten were performing one grade level below.
*71% of students in 1st grade were performing one or more grade levels below.
*79% of students in 2nd grade were performing one or more grade levels below.

On the 22-23 ELA BOY iReady Diagnostic data indicates the following:
*88% of students in Kindergarten are performing one grade level below.
*89% of students in 1st grade performing one or more grade levels below.
*93% of students in 2nd grade are performing one or more grade levels below.

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

On the 2022 ELA FSA data indicates the following:
*77% of students in grades 3rd-5th scored below a level 3.
*78% of students in 3rd grade scored below a level 3.
*76% of students in 4th grade scored below a level 3.
*81% of students in 5th grade scored below a level 3.

On the 22-23 ELA BOY iReady Diagnostic data indicates the following:
*85% of students in 3rd grade are performing one or more grade levels below.
*84% of students in 4th grade are performing one or more grade levels below.
*93% of students in 5th grade are performing one or more grade levels below.

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)

On the 2023 FAST ELA EOY assessment the data will show:
*75% of students in Kindergarten will perform on grade level.
*50% of students in 1st grade will perform on grade level.
*50% of students in 2nd grade will perform on grade level.

Grades 3-5: Measureable Outcome(s)

On the 2023 FAST ELA EOY assessment the data will show:
*40% of students in 3rd grade will perform on grade level.
*40% of students in 4th grade will perform on grade level.
*25% of students in 5th grade will perform on grade level.

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.

This Area of Focus will be monitored using the following data points:
*iReady Diagnostics
*FAST Progress Monitoring
*Classroom Walkthroughs
*District Standards Based Unit Assessments

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Daub, Seth, seth.daub@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?

OCPS ACE will utilize the following practices/programs to support our areas of focus:
*SIPPS
*iReady
*LLI
*Common planning supported by reading coaches
*MTSS
*90 minute ELA block
*Weekly feedback to all teachers based upon classroom walthroughs

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?

Each chosen practice and program show evidence of success.

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
Strengthen the common planning process by using the district created Common Planning Resources to guide the agenda and discussions.	Lycett, Mia, mia.lycett@ocps.net
Classroom walkthroughs are conducted regularly and ELA feedback is provided with needed adjustments being addressed in common planning.	Daub, Seth, seth.daub@ocps.net
Ensure the 90 minutes reading block contains the following requirements: *6 components of Reading *Daily inclusion of on-level whole group instruction and differentiated small group instruction.	Lycett, Mia, mia.lycett@ocps.net
Ensure multiple data points is used to organize students for intervention support and Tier II & III services	Gibson , Tiffany , tiffany.gibson@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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

Seth Daub - Principal; SELL Team Member
Cara Backherms - Assistant Principal; SELL Team Member
Shannan Outler - Social Worker; SELL Team Member
Rhonda Williams - 2nd Grade Teacher; SELL Team Member
JaMia Weaver - 5th Grade Teacher; SELL Team Member
Chad Howell - 6th-8th PE Teacher; SELL Team Member
Members to be determined - School Advisory Council