Union Park Elementary

2021-22 Schoolwide Improvement Plan

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Union Park Elementary

1600 N DEAN RD, Orlando, FL 32825

https://unionparkes.ocps.net/

Demographics

Principal: Ashlynn Ram IR Ez

Start Date for this Principal: 6/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (39%) 2017-18: C (42%) 2016-17: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Orange County School Board on 2/8/2022.

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)	**2020-21 Title I School**	**2020-21 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	86%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Ramirez, Ashlynn	Principal	Digital Administrator, School-Based Budget, Supervise- Progress Monitoring (All Content), Evaluates Secretary, Registrar, All Lead Team Members, Grades 3-5, Parent Engagement/Involvement, Accountability Corrections, Staff Morale, Student Morale, Teacher Retention, Professional Learning Communities, Oversees Schoolwide Data Tracker, Monitors School-Wide Communication, Community Connection, Oversees PLC/PD
Hamann, Jacqueline	Assistant Principal	Digital Administrator , School-Based Budget, Supervise- Progress Monitoring (All Content), Evaluates Secretary, Registrar, All Lead Team Members, Grades 3-5, Parent Engagement/Involvement, Accountability Corrections. Staff Morale, Student Morale,Teacher Retention, Professional Learning Communities, Oversees Schoolwide Data Tracker, Monitors School-Wide Communication, Community Connection, DPLC, Oversees PLC/PD
Vales, Cristina	Instructional Coach	CRT - Intervention/MTSS Lead, Parent Meetings for MTSS, UPE Tracker, Digital Roll Out, FSA Testing (Plan/Schedule), WIDA Testing Lead, Social Media/Website Manager, Community Liaison, Master Calendar, Five Star, Summer School Lead New Teachers Lead, iReady Lead, iReady Testing, Committee Organizer
Nguyen, Le	Instructional Coach	Math/Science Coach - MAO, Saturday School, Digital Implementation, Bottom Quartile Data Analysis for Math & Science, Feeder Middle School Connections, Report Card/ Progress Reports Grade Tracker, Report Card Awards 1, Attendance Interventionist Spring Break Camp Lead, PLC Schedules, After School Tutoring, Math Bootcamps (Pre-FSA), IReady Math PLC Facilitator: 4th Grade - Math & Science, 5th Grade - Math & Science
King, Mary	School Counselor	Title 1, Positive Behavior, Social Skill Groups, Restorative Justice Circles, Threat Assessments, Mental Health Support, MVP, Safety Patrol Support, Zones of Regulation
VidalLlado, Michelle	ELL Compliance Specialist	Dual Language and Instructional Coach - Dual Language Compliance, Schedules Dual Language Testing, Analyzes data for dual language, Brands dual language program, Hosts and organizes DL events, Community Outreach, Progress monitor DL students, Report Card Awards 2, Student Morale , PTA/SAC, Field Trips, PLC Facilitator: 1st, 3rd, & Dual Language Common Planning

Name	Position Title	Job Duties and Responsibilities
Ayala, Lauren	Reading Coach	HOUSE System Lead, Interventions/MTSS Lead, Parent Meetings for MTSS Resources for Students, DPLC Lead, Data Analysis for ELA, PD Schedules, Inservice Points, Read to Succeed, Teacher Retention, Staff Morale Mentoring for Students, Student Clubs, Reading Bootcamp (PreFSA), Writing Bootcamp (Pre-FSA), IReady ELA, PLC Facilitator: 2nd Grade - all subject areas, 4th & 5th Grade ELA
Gonzalez - Rodriguez, Sonia	Instructional Media	Media Specialist - Digital Lead, Student Morale, Textbook Inventory, Textbook Manager Digital Inventory, News Crew, Community Outreach, Book Club, Book Fair, Enrichment
McGovern, Kimberly	Other	Interventionist - Provide specific instruction to the identified lowest 30% quartile students in grades 2-5
McNamara, Samantha	Other	Behavior Support Teacher- Title 1, Positive Behavior, Social Skill Groups, Restorative Justice Circles, Zones of Regulation
Shank, Melanie	Staffing Specialist	Staffing Specialist - Compliance, MTSS Tracking, 504, IEP's, Parent Meetings, ESE Testing Liaison (FSAA, Accommodations), ESOL

Demographic Information

Principal start date
Tuesday 6/11/2019, Ashlynn Ram IR Ez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Total number of teacher positions allocated to the school
44

Total number of students enrolled at the school
515

Identify the number of instructional staff who left the school during the 2020-21 school year.
10

Identify the number of instructional staff who joined the school during the 2021-22 school year.
20

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	83	91	69	79	84	76	0	0	0	0	0	0	0	482
Attendance below 90 percent	25	17	22	20	23	0	0	0	0	0	0	0	0	107
One or more suspensions	4	2	0	1	1	0	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	7	1	0	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	7	2	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	31	31	24	0	0	0	0	0	0	0	86
Level 1 on 2019 statewide FSA Math assessment	0	0	0	31	41	20	0	0	0	0	0	0	0	92
Number of students with a substantial reading deficiency	0	10	15	18	12	10	0	0	0	0	0	0	0	65

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	2	2	0	7	5	0	0	0	0	0	0	0	0	16

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	1	0	0	1	0	0	0	0	0	0	0	0	0	2
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
Friday 7/30/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	93	77	79	87	73	0	0	0	0	0	0	0	483
Attendance below 90 percent	3	8	2	7	5	4	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	17	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	20	0	0	0	0	0	0	0	20

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	5	0	4	10	0	0	0	0	0	0	0	21

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	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	93	77	79	87	73	0	0	0	0	0	0	0	483
Attendance below 90 percent	3	8	2	7	5	4	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	17	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	20	0	0	0	0	0	0	0	20

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	5	0	4	10	0	0	0	0	0	0	0	21

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	57%	57%	47%	56%	56%
ELA Learning Gains				54%	58%	58%	51%	55%	55%
ELA Lowest 25th Percentile				28%	52%	53%	35%	48%	48%
Math Achievement				48%	63%	63%	49%	63%	62%
Math Learning Gains				42%	61%	62%	40%	57%	59%
Math Lowest 25th Percentile				22%	48%	51%	28%	46%	47%
Science Achievement				27%	56%	53%	47%	55%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	55%	1%	58%	-2%
Cohort Comparison						
04	2021					
	2019	55%	57%	-2%	58%	-3%
Cohort Comparison		-56%				
05	2021					
	2019	41%	54%	-13%	56%	-15%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	62%	-9%	62%	-9%
Cohort Comparison						
04	2021					
	2019	58%	63%	-5%	64%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-53%				
05	2021					
	2019	26%	57%	-31%	60%	-34%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	28%	54%	-26%	53%	-25%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

We used:
1-5th- iReady diagnostic tests for Fall, Winter, Spring,
5th- PMA-Fall, Winter, Spring

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	28	46
	Economically Disadvantaged	11	25	43
	Students With Disabilities	0	0	25
	English Language Learners	4	8	32
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15	20	45
	Economically Disadvantaged	9	13	38
	Students With Disabilities	0	0	25
	English Language Learners	4	8	40

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13	24	37
	Economically Disadvantaged	12	20	31
	Students With Disabilities	0	20	20
	English Language Learners	10	13	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3	19	30
	Economically Disadvantaged	0	11	18
	Students With Disabilities	0	40	40
	English Language Learners	3	10	21

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	39	45
	Economically Disadvantaged	8	31	37
	Students With Disabilities	0	0	11
	English Language Learners	16	28	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	6	35
	Economically Disadvantaged	2	4	19
	Students With Disabilities	0	10	22
	English Language Learners	0	6	31

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9	21	24
	Economically Disadvantaged	6	18	19
	Students With Disabilities	0	0	0
	English Language Learners	3	10	9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	7	15
	Economically Disadvantaged	0	5	9
	Students With Disabilities	0	0	0
	English Language Learners	0	3	6

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11	12	21
	Economically Disadvantaged	14	13	19
	Students With Disabilities	0	0	0
	English Language Learners	10	10	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	7	20
	Economically Disadvantaged	4	8	17
	Students With Disabilities	0	0	8
	English Language Learners	5	5	5
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	68	51	53
	Economically Disadvantaged	64	48	48
	Students With Disabilities	25	9	8
	English Language Learners	35	10	19

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD		15		7	30						
ELL	27	40	40	29	59		16				
BLK	28			24							
HSP	41	47	40	36	57	46	41				
WHT	53			59			80				
FRL	31	37	33	31	45	33	44				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	21	21	12	14	15					
ELL	39	50	32	37	37	25	23				
BLK	57	63		51	50		8				
HSP	48	53	29	44	41	23	30				
WHT	57	48		54	35		36				
FRL	43	49	28	40	38	18	25				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	8	31	30	31	47	29	14				
ELL	40	54	48	45	35	39	35				
BLK	52	42		41	26						
HSP	45	54	43	49	41	31	46				
WHT	46	41		57	53						
FRL	43	48	32	47	37	25	45				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

The data component that showed the lowest performance was Math Proficiency from 48% in 2018-2019 FSA to 40% in 2020-2021 FSA state-wide test. (An 8% decline). A contributing factor was an inconsistent transfer of best practices for differentiation and small group instruction and adequate monitoring of student progress. The trends for Math have been inconsistent across Proficiency, Learning Gains, and Lowest 25%.

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

The data components that showed the greatest decline from the prior year was Math Proficiency from 48% in 2018-2019 FSA to 40% in 2020-2021 FSA state-wide test. (An 8% decline) and Math Learning Gains for the Lowest 25% from 42% in 2018-2019 FSA to 6% on 2020-2021 FSA state-wide test. (An 36% decline).

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

A contributing factor was an inconsistent transfer of best practices for differentiation and small group instruction and adequate monitoring of student progress. Another factor was that we were in year one of the implementation of Math interventions and making data decisions as needed.

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

The data component that showed the most improvement was Science Achievement from 27% in 2018-2019 FSA to 47% in 2020-2021 NGSS Science assessment (20% gain).

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

The new actions of implementing fluid interventions and literacy strategies allowed for students to have a purpose for reading and provide strategies to comprehend the text.
Another new action is that the leadership team had weekly walkthroughs with actionable feedback for grades 2-5 to move problem to practice.
Additional science academies were added for student participation to review science standards.

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

-Frontloading of academic vocabulary
-Activate/build background knowledge
-Close Reading- Five Core skills
-Collaborative group structures and learning
-Scaffolding ELA and Math Standards
-Build our culture of collaboration between professionals (ESE and non-ESE) to increase student success
-Build up our system of how we analyze data, analyze instructional practices, and make necessary adjustments that improve student outcomes
-Develop and implement the user flexible grouping. Increase our systematic approach to providing scaffolded supports
-Increase our systematic use of explicit instruction when learning new materials, anticipate common misconceptions, highlight essential content, and remove distracting information
-Model and scaffold steps or processes needed to understand content and concepts, apply skills and complete tasks successfully and independently

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.

Continuous Improvement Model PD
Close Reading PD
Culturally Responsive Teaching PD
High Yield Strategies for ESE/ELL

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

School Year PD Master calendar - live document to be updated as new needs are identified through the CIM

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	The Math Proficiency declined from 48% in 2018-2019 FSA to 40% in 2020-2021 school-wide FSA test data (8% decline). The Science Proficiency increased from 27% in 2018-2019 FSA to 47% in 2020-2021 NGSS Science test data (20% increase). These areas have been identified as critical needs. We will incorporate differentiation strategies to support all students making progress towards proficiency, with a focus on our ESSA subgroups (ELL, SWD, and Economically Disadvantaged). By focusing on differentiation, we will ensure that we are adequately monitoring teacher performance with meaningful feedback as well as monitoring student performance throughout the academic school year.
Measurable Outcome:	Based on the Math Proficiency data of 48% in 2018 - 2019 FSA results and 40% Proficiency in 2020-2021 school-wide FSA math data, the school plans to increase Math Proficiency to 53% on the FSA Math State assessment. Based on Science Proficiency data of 27% in 2018-2019 State Science Assessment and 47% in 2020-2021 data results, the school plans to increase 5th-grade Science Proficiency to 54% on the State Science Assessment.
Monitoring:	We will monitor through BOY, MOY, EOY school-wide iReady diagnostic tests, and quarterly science PMA assessments.
Person responsible for monitoring outcome:	Ashlynn Ramirez (ashlynn.ramirez@ocps.net)
Evidence-based Strategy:	In order to continue to adequately monitor and analyze data, we will utilize our item analysis sheet to determine the greatest deficits based upon standards, have data-driven discussions within PLCs, analyze instructional practices by providing coaching cycles for identified teachers with consistent monitoring and feedback, and make necessary adjustments that improve outcomes. Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features, and enhance instructional decision making. Effective teachers retain, reuse, and extend practices that improve student learning. Coaches will work with teachers to incorporate differentiated small group instruction, including vocabulary and hands-on instruction, to meet the needs of the students and prepare them to answer and analyze scientific questions. Teachers, will be provided with resources to support the identified ESSA subgroups (ELL, SWD, and Economically Disadvantaged).
Rationale for Evidence-based Strategy:	The rationale for selecting this strategy is to have teachers engage in the continuous improvement model. When teachers are intentional and analyze their instructional practices they will present instruction based on proven instructional practices to improve student proficiency. Teachers will use data from common assessments to drive instruction of the standards that were at a deficit. The coaches and teachers will use the data analysis to determine which standards will be incorporated for differentiated small group instruction, intervention, and tutoring programs. This will ensure that instruction is being implemented based upon the data from assessments. This allows for teachers to provide the necessary support needed to lessen the deficits of particular standards.

Action Steps to Implement

1. Planning: Pre-planning HOT questions and collegial conversations to share/explain best practices through common planning and the support of coaches.
2. Monitoring: Observe instruction weekly based upon the implementation of the CRM.
3. Provide teacher feedback: Meaningful and actionable feedback on a bi-weekly basis
4. Provide teachers with additional resources to support our ELL,

SWD, and Economically Disadvantaged students.
5. Students identified in the ELL, SWD, and Economically Disadvantaged subgroups will be
invited to attend tutoring programs.

**Person
Responsible**   Le Nguyen (le.nguyen@ocps.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Based on the Math Learning Gains of 25% school-wide 2020-2021 FSA Math data results this past year of 6%, there was a 16% decrease from 22% on the 2018 - 2019 FSA results. Based on the ELA Learning Gains of 45% school-wide 2020-2021 FSA ELA data results, there was a 9% decrease from 54% on the 2018 - 2019 FSA results. The structures that were put in place for the 2019 - 2020 school year yielded trends that were indicating growth, however due to changes in the way to deliver instruction this past year, we need growth in this critical area. This area of focus is to provide the instructional support to all students but specifically to the lowest 25% subgroup.
Measurable Outcome:	The school plans to increase Math Learning Gains from 55% in 2020-2021 FSA to 58% on the FSA Math Assessment, and increase ELA Learning Gains from 45% in 2020-2021 FSA to 48% on the FSA ELA Assessment.
Monitoring:	We will be monitoring using BOY, MOY, and EOY iReady diagnostic testing throughout the school year and make adjustments as necessary.
Person responsible for monitoring outcome:	Ashlynn Ramirez (ashlynn.ramirez@ocps.net)
Evidence-based Strategy:	In order to build our culture of collaboration between professionals to increase student success, we will increase our systematic use of explicit instruction by setting an expectation of maximizing instructional time. Teachers will meet once a week with a coach and administrator to discuss standards-based instruction, implementation of instruction, and data analysis of common assessments. Instructional coaches will communicate support and monitor these strategies during weekly PLCs with teachers. Teachers will identify the students that are in ESSA subgroups (ELL, SWD, and Economically Disadvantaged) and collaboratively plan specific standard aligned questions to guide their instruction. Teachers will be provided with resources to support students and students will receive intervention weekly. Teachers will progress monitor students using research-based resources and make data-driven decisions as needed.
Rationale for Evidence-based Strategy:	In reviewing the 2020-2021 FSA data for Math Learning Gains of 55% and ELA Learning Gains of 45%, the rationale for selecting these strategies are to develop teacher capacity to make data-driven instructional decisions based upon common assessments results. These strategies were selected to ensure that teachers learn and systematically implement explicit instruction for the identified Lowest 25%, as well as all other students.

Action Steps to Implement

1. Systematically identify the Lowest 25% of students in ELA and Math, including Tier 2 and/
or Tier 3 interventions, that are being provided.
2. Provide research based monthly PD to teachers on how to support students with
disabilities, including topics such as accommodations and monitoring.
3. Hire tutors to work in each classroom that have students with disabilities.
4. Create standards based intervention groups based upon data and progress monitor on a weekly basis.
5. Implementation of strategies that will increase comprehension.
6. Students identified in the ELL and Economically Disadvantaged subgroups will be invited
to attend the Before and After School Tutoring program.

**Person
Responsible** Lauren Ayala (lauren.ayala@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Description: Integrate and monitor resources and strategies that strengthen a culture to grow every student academically, socially, and emotionally Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: (Schools should list related needs as indicated by their Part II Needs Assessment/ Analysis.) (Schools MUST specifically address parent and family engagement needs related to strengthening a culture for social and emotional learning.)
Measurable Outcome:	Early Warning Systems indicator data SESIR data Panorama survey data-Cognia Recommend to consider the following areas: Student Survey - School Climate, Sense of Belonging Teachers and Staff - School Climate, School Leadership, Professional Learning About SEL Family Members - Barriers to Engagement, School Climate Culture & Climate Continuum data
Monitoring:	Culture & Climate Continuum data Classroom Walkthrough trend data Evaluative instructional and leadership practice observational data Qualitative data from students, staff, and families
Person responsible for monitoring outcome:	Ashlynn Ramirez (ashlynn.ramirez@ocps.net)
Evidence-based Strategy:	Evidence-based Strategy: Use distributive leadership to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families. Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.
Rationale for Evidence-based Strategy:	Rationale for Strategy Selection: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Resources/Criteria: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

1. Selected staff members will participate in Social Emotional Learning and Leadership (SELL) district initiatives to determine relevant strategies to strengthen team dynamics and collaboration across our school
2. The SELL team will examine the current school climate and culture and will work towards creating a culture of social and emotional learning at our school with adults and students
3. Our SELL team will work to learn how social and emotional learning impacts the students learning with a focus on student attendance and proficiency
4. Our SELL team will monitor the implementation of strategies for social and emotional learning with adults and students to positively impact school climate, culture, and student achievement.

Person Responsible Mary King (mary.king@ocps.net)

Integrating Aligned Instructional and SEL Strategies
1. Identify student social and emotional learning needs to prepare for academic instruction
2. Determine cognitive and conative strategies that align with the standard
3. Interpret standards and student needs to intentionally integrate aligned instructional strategies

Person Responsible Cristina Vales (cristina.vales@ocps.net)

Monitor, Measure, and Modify
1. Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices
2. Implement a continuous improvement plan for social and emotional learning & leadership that uses cycles of professional learning
3. Evaluate the impact of cycles of professional learning on improvement efforts
4. Monitor, measure, and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture

Person Responsible Ashlynn Ramirez (ashlynn.ramirez@ocps.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on ELA Achievement of 43% school-wide 2020-2021 FSA ELA data results, there was a 7% decrease from 50% on the 2018 - 2019 FSA results. The structures that were put in place for the 2019 - 2020 school year yielded trends that were indicating growth, however due to changes in the way to deliver instruction this past year, we need growth in this critical area. This area of focus is to provide the instructional support to all students, specifically to the lowest 25% subgroup.
Measurable Outcome:	The school plans to increase ELA Achievement from 46% in 2020-2021 FSA to 54% on the FSA ELA Assessment.
Monitoring:	-We will be monitoring using BOY, MOY, and EOY iReady diagnostic testing throughout the school year and make adjustments as necessary. -Support in weekly PLCs-grades 3, 4,5-weekly -Review agendas and debrief in lead meetings for possible added supports-weekly -Formative/Summative assessment analysis-weekly -Intentional Small Groups + Centers planning-weekly
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	In order to build our culture of collaboration between professionals to increase student success, we will increase our systematic use of explicit instruction by setting an expectation of maximizing instructional time. Teachers will meet once a week with a coach and administrator to discuss standards-based instruction, implementation of instruction, and data analysis of common assessments. Instructional coaches will communicate support and monitor these strategies during weekly PLCs with teachers. Teachers will identify the students that are in ESSA subgroups (ELL, SWD, and Economically Disadvantaged) and collaboratively plan specific standard aligned questions to guide their instruction. Teachers will be provided with resources to support students and students will receive intervention weekly. Teachers will progress monitor students using research-based resources and make data-driven decisions as needed.
Rationale for Evidence-based Strategy:	In reviewing the 2020-2021 FSA data for ELA Achievement of 43% and ELA Learning Gains of 45%, the rationale for selecting these strategies are to develop administrators and teacher capacity to make data-driven instructional decisions based upon common assessments results. These strategies were selected to ensure that administrators and teachers learn and systematically implement explicit instruction for the identified Lowest 25%, as well as all other students.

Action Steps to Implement

1. Systematically identify the Lowest 25% of students in ELA, including Tier 2 and/
or Tier 3 interventions, that are being provided.
2. Administrators and Reading Coach will receive trainings on evidence-based strategies to support
professional growth and inform performance evaluations of instructional personnel.
3. Provide research based monthly PD to teachers on how to support students with
disabilities, including topics such as accommodations and monitoring.
4. Create standards based intervention groups based upon data and progress monitor on a weekly basis.
5. Implementation of strategies that will increase comprehension.
6. Students identified in the ELL and Economically Disadvantaged subgroups will be invited
to attend the Before and After School Tutoring program.

Person Responsible   Ashlynn Ramirez (ashlynn.ramirez@ocps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Other school wide improvement priorities include implementing our Culturally Responsive School Plan and SELL strategies. Due to our student population being 100% free lunch and 98% minority, we will implement practices to support our students and families to be successful. Implementation of the district-wide instructional strategies will aid in facilitation of improving instructional practices across all content areas. We will also strategically monitor and track those teachers and students who are not
attending school regularly. The school will include a tutoring program to support our Lowest 25% in Math and implement various strategies such as an acceleration initiative in order to pre-expose standards to this group. Another area of focus is for our school to partner with our feeder schools and the MAO initiative, Latinos in Action, to utilize these students as mentors for the Lowest 25% and students with disabilities.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional developing 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 culture and environment at the school.

PTA -SEL for parents and community members
SAC -SEL for parents and community members
FAC -SEL for teachers and staff
Students -SEL and Zones of Regulations
Leadership Team -SEL, Trauma-informed, Zones of Regulations
Instructional Staff -SEL, Trauma-informed, Zones of Regulations
Classified Staff -SEL, Trauma-informed, Zones of Regulations
PIEs -SEL, Trauma-informed
Community Members -SEL, Trauma-informed
PEL -SEL, Trauma-informed, Zones of Regulations

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$217,459.50
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0431 - Union Park Elementary	UniSIG	0.88	$48,092.00
			Notes: Supplemental Resource teacher for intervention in the classroom supporting all grade levels during Reading.			
	5100	160-Other Support Personnel	0431 - Union Park Elementary	UniSIG	2.0	$42,002.52
			Notes: 2 Program Assistants to support supplemental instruction in the classroom. One will support K-2 and the other will support 3-5 for Math intervention.			
	5100	210-Retirement	0431 - Union Park Elementary	UniSIG		$5,203.55
			Notes: Retirement benefits for a Resource teacher for intervention in the classroom			
	5100	210-Retirement	0431 - Union Park Elementary	UniSIG		$4,544.67
			Notes: Retirement benefits for 2 Program Assistants to support supplement instruction in the classroom			
	5100	220-Social Security	0431 - Union Park Elementary	UniSIG		$3.68
			Notes: Social Security benefits for a Resource teacher for intervention in the classroom			
	5100	220-Social Security	0431 - Union Park Elementary	UniSIG		$3,213.19

			Notes: Social Security benefits for 2 Program Assistants to support supplement instruction in the classroom			
	5100	231-Health and Hospitalization	0431 - Union Park Elementary	UniSIG		$18,577.20
			Notes: Health Insurance benefits for 2 Program Assistants to support supplement instruction in the classroom			
	5100	231-Health and Hospitalization	0431 - Union Park Elementary	UniSIG		$9,288.60
			Notes: Health Insurance benefits for a Resource teacher for intervention in the classroom			
	5100	232-Life Insurance	0431 - Union Park Elementary	UniSIG		$33.95
			Notes: Life Insurance benefits for a Resource teacher for intervention in the classroom			
	5100	232-Life Insurance	0431 - Union Park Elementary	UniSIG		$29.65
			Notes: Life Insurance benefits for 2 Program Assistants to support supplement instruction in the classroom			
	5100	240-Workers Compensation	0431 - Union Park Elementary	UniSIG		$168.32
			Notes: Workers Compensation benefits for a Resource teacher for intervention in the classroom			
	5100	240-Workers Compensation	0431 - Union Park Elementary	UniSIG		$147.00
			Notes: Workers Compensation benefits for 2 Program Assistants to support supplement instruction in the classroom			
	5100	250-Unemployment Compensation	0431 - Union Park Elementary	UniSIG		$6.25
			Notes: Unemployment benefits for a Resource teacher for intervention in the classroom			
	5100	250-Unemployment Compensation	0431 - Union Park Elementary	UniSIG		$5.46
			Notes: Unemployment Compensation benefits for 2 Program Assistants to support supplement instruction in the classroom			
	5100	290-Other Employee Benefits	0431 - Union Park Elementary	UniSIG		$1,159.97
			Notes: Other Employee benefits for a Resource teacher for intervention in the classroom			
	5100	290-Other Employee Benefits	0431 - Union Park Elementary	UniSIG		$1,013.10
			Notes: Other Employee benefits for 2 Program Assistants to support supplement instruction in the classroom			
	5100	510-Supplies	0431 - Union Park Elementary	UniSIG		$5,162.72
			Notes: Allowable 5% Supplies not to exceed $10,873.00.			
	5200	120-Classroom Teachers	0431 - Union Park Elementary	UniSIG	1.0	$50,840.10
			Notes: Additional ESE teacher to support the Lowest 25% student population, in the standard classroom and providing ESE services.			
	5200	210-Retirement	0431 - Union Park Elementary	UniSIG		$5,500.89

			Notes: Retirement benefits for an Additional ESE teacher to support the Lowest 25% student population, in the standard classroom and providing ESE services.			
	5200	220-Social Security	0431 - Union Park Elementary	UniSIG		$3,889.27
			Notes: Social Security benefits for an Additional ESE teacher to support the Lowest 25% student population, in the standard classroom and providing ESE services.			
	5200	231-Health and Hospitalization	0431 - Union Park Elementary	UniSIG		$9,288.60
			Notes: Health Insurance benefits for an Additional ESE teacher to support the Lowest 25% student population, in the standard classroom and providing ESE services.			
	5200	232-Life Insurance	0431 - Union Park Elementary	UniSIG		$35.89
			Notes: Life Insurance benefits for an Additional ESE teacher to support the Lowest 25% student population, in the standard classroom and providing ESE services.			
	5200	240-Workers Compensation	0431 - Union Park Elementary	UniSIG		$177.94
			Notes: Workers Compensation benefits for an Additional ESE teacher to support the Lowest 25% student population, in the standard classroom and providing ESE services.			
	5200	250-Unemployment Compensation	0431 - Union Park Elementary	UniSIG		$6.60
			Notes: Unemployment Compensation benefits for an Additional ESE teacher to support the Lowest 25% student population, in the standard classroom and providing ESE services.			
	5200	290-Other Employee Benefits	0431 - Union Park Elementary	UniSIG		$1,226.26
			Notes: Other Employee benefits for an Additional ESE teacher to support the Lowest 25% student population, in the standard classroom and providing ESE services.			
	5900	120-Classroom Teachers	0431 - Union Park Elementary	UniSIG	0.27	$6,600.00
			Notes: 1 tutor for 4 hours per day X 100 days @ 16.50 Per hour			
	5900	210-Retirement	0431 - Union Park Elementary	UniSIG		$714.12
			Notes: Retirement benefits for 1 tutor for 4 hours per day X 100 days @ 16.50 Per hour			
	5900	220-Social Security	0431 - Union Park Elementary	UniSIG		$504.90
			Notes: Social Security benefits for1 tutor for 4 hours per day X 100 days @ 16.50 Per hour			
	5900	240-Workers Compensation	0431 - Union Park Elementary	UniSIG		$23.10
			Notes: Workers Compensation benefits for 1 tutor for 4 hours per day X 100 days @ 16.50 Per hour			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
					Total:	$217,459.50