

Orange County Public Schools

# Metrowest Elementary



## 2022-23 Schoolwide Improvement Plan

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## Metrowest Elementary

1801 LAKE VILMA DR, Orlando, FL 32835

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

### Demographics

**Principal: Sherry Donaldson**

Start Date for this Principal: 7/11/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	88%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (49%) 2018-19: C (49%) 2017-18: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Metrowest Elementary

1801 LAKE VILMA DR, Orlando, FL 32835

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

### School Grades History

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

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### SIP Authority

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### 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.**

To ensure every student has a promising and successful future

**Provide the school's vision statement.**

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

### 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
Gjini, Xhuljeta	Principal	<ul style="list-style-type: none"> <li>-Provides a common vision for the use of data-based decision making, collaborative lesson planning, and effective instructional practices and interventions in collaboration with the Instructional Coach</li> <li>-Assists in data analysis to identify trends and challenges to adjust instruction based on findings of progress monitoring</li> <li>-Implements the processes for academic instruction and monitoring for ESE and ELL student groups as part of the ESSA and the identification as a school of Targeted Support and Improvement</li> <li>--Oversees high-quality, ongoing professional development to ensure teacher growth and student achievement.</li> <li>-Manages school resources, including but not limited to: facilities, budget, personnel, materials, and supplies that are designed to support the areas of focus for school improvement</li> <li>-Maintains communication with all stakeholder groups</li> </ul>
McGhee, Adriane	ELL Compliance Specialist	<ul style="list-style-type: none"> <li>- Provides support and assistance to teachers on ELL strategies and compliance</li> <li>-Progress monitor data to identify systematic patterns of student needs with teachers to incorporate appropriate and evidence-based intervention strategies for ELLs</li> <li>-Coordinates with district personnel to provide professional development on scaffolding instructional strategies for teachers who are working with ELLs</li> <li>-Testing Coordinator</li> </ul>
Delgado, Chamaris	Instructional Coach	<ul style="list-style-type: none"> <li>-The instructional coach will provide guidance, support, mentoring, and modeling of rigorous K-5 instruction aligned to the depth of knowledge of the Florida Standards in ELA, Math, and Science.</li> <li>-Facilitate grade level PLCs focusing on collection and analysis of progress monitoring data to drive instructional decisions to improve student learning through intervention and enrichment.</li> <li>-Provide professional development on ELA, Math, and Science content and strategies.</li> <li>-The coach will also work with new teachers in the county and in the profession to provide individualized coaching and mentoring.</li> </ul>
Ventura, Christine	School Counselor	<p>Stephanie Ventura is our Social Worker</p> <ul style="list-style-type: none"> <li>-Mentors and check-ins with the student population to counsel, support, monitor, and guide students using social skills and emotional learning programs</li> <li>-Teaches life skills lessons in classrooms, in small groups, and with individual students</li> <li>-Supports teachers and students who may need assistance with self-management and facilitate support groups.</li> <li>- Provides staff with professional development related to working with students on social skills</li> <li>-Collaborates with district staff members and assigned agencies to provide</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		counseling services to students --Provides resources and support to parents to bridge the collaboration between school and community -Holds Threat Assessment meetings.
	Other	Stephanie Antoine -Provides professional development on effective classroom management and behavior strategies and implementation of intervention support and documentation. -Supports and coaches teachers and students who may need assistance with behavioral structures in the classroom and common areas -Intervention Groups for Students who struggle with behavior -Discipline Contact -Provides resources and support to parents to bridge the collaboration between school and community

## Demographic Information

### Principal start date

Thursday 7/11/2019, Sherry Donaldson

**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.*

0

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

36

### Total number of students enrolled at the school

595

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

14

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

14

### 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	7	84	89	118	78	82	0	0	0	0	0	0	0	458
Attendance below 90 percent	2	30	37	45	13	17	0	0	0	0	0	0	0	144
One or more suspensions	0	0	3	9	3	4	0	0	0	0	0	0	0	19
Course failure in ELA	0	0	0	2	2	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	1	0	3	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	20	24	0	0	0	0	0	0	0	59
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	17	31	0	0	0	0	0	0	0	62
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	14	16	22	0	0	0	0	0	0	0	55

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

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

Date this data was collected or last updated

Thursday 6/30/2022

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	13	84	105	105	81	101	0	0	0	0	0	0	0	489
Attendance below 90 percent	6	28	25	23	17	21	0	0	0	0	0	0	0	120
One or more suspensions	0	2	2	2	1	1	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	2	3	16	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	2	2	17	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
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	1	1	1	3	19	0	0	0	0	0	0	0	25

**The number of students identified as retainees:**

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	13	84	105	105	81	101	0	0	0	0	0	0	0	489
Attendance below 90 percent	6	28	25	23	17	21	0	0	0	0	0	0	0	120
One or more suspensions	0	2	2	2	1	1	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	2	3	16	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	2	2	17	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
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	1	1	1	3	19	0	0	0	0	0	0	0	25

#### The number of students identified as retainees:

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

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	56%	56%				53%	57%	57%
ELA Learning Gains	55%						58%	58%	58%
ELA Lowest 25th Percentile	41%						47%	52%	53%
Math Achievement	48%	46%	50%				51%	63%	63%
Math Learning Gains	56%						51%	61%	62%
Math Lowest 25th Percentile	54%						36%	48%	51%
Science Achievement	44%	61%	59%				48%	56%	53%

### Grade Level Data Review - State Assessments

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	41%	55%	-14%	58%	-17%
Cohort Comparison		0%				
04	2022					
	2019	53%	57%	-4%	58%	-5%
Cohort Comparison		-41%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	49%	54%	-5%	56%	-7%
Cohort Comparison		-53%				

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	38%	62%	-24%	62%	-24%
Cohort Comparison		0%				
04	2022					
	2019	58%	63%	-5%	64%	-6%
Cohort Comparison		-38%				
05	2022					
	2019	42%	57%	-15%	60%	-18%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	54%	-12%	53%	-11%
Cohort Comparison						

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	9	33	36	17	32	45	22				
ELL	48	68	58	48	63	69	62				
ASN	55			82							
BLK	37	43	33	40	47	38	23				
HSP	53	63	50	48	65	71	63				
WHT	61	79		62	55		71				
FRL	37	53	46	38	48	42	35				

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	16	72		20	33						
ELL	40	78		43	45		38				
ASN	55			67							
BLK	30	34		27	25	30	12				
HSP	46	70		45	46		43				
WHT	59	67		66	87		64				
FRL	29	38	70	35	34	10	31				
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	13	42		21	31						
ELL	46	53	45	49	52	30	50				
ASN	87			73							
BLK	48	57	53	41	45	33	32				
HSP	53	53	43	49	49	31	62				
WHT	60	57		64	64		59				
FRL	49	56	46	45	48	36	43				

### 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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
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	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

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

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

FSA data shows an increase in six out of seven components tested. There is a need to improve the academic growth of the Lowest 25% in ELA. Our Students with Disabilities have been performing below 41% for three years and below 32% for three years. Black/African American students have been performing below 41% for one year.

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

The data component demonstrates that the greatest need for improvement is ELA Learning Gains of the Lowest 25%, the academic proficiency of our SLD and Black/African American subgroups.

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

Instructional practices needed to strengthen and be differentiated to meet the academic needs of all subgroups.

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

The Math data component showed the most improvement. On the 2022 state assessments, the Math Achievement increased from 41% in 2021 to 48% in 2022, Math Learning Gains increased from 43% to 56% in 2022, and the Lowest 25% increased from 40% in 2021 to 54% in 2022.

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

The compartmentalization of grades 4 and 5, coaching support, teacher efficacy on content, and differentiated interventions. Teachers monitored data to make instructional decisions to reteach skills not mastered, small groups and intervention groups were fluid.

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

Our focus is to build teacher efficacy in understanding the content of B.E.S.T of both ELA and Math standards. In addition, we will focus on strengthening teacher efficacy in the scaffolding of instructional strategies during small group instruction and student cognitive engagement. We will continue to focus on progress monitoring school data, the use of rigorous resources, and interventions. Intervention groupings will be based on collected data from the i-Ready Diagnostic Assessment, and SIPPS/Heggerty Placement Assessments.

After School Tutoring will be offered and the strategies that will be implemented include the incorporation of the MAO acceleration model. We will continue with the "Read to Success" program targeting Kg students needing additional support during the school day.

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

Professional development will be focused on strengthening instructional practices related to differentiation and student engagement. We will hold monthly mentoring sessions with newer staff. We will also hold monthly staff development sessions focused on small differentiated group instruction, scaffolding, and progress monitoring.

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

The additional services that will be implemented to ensure the sustainability of improvement will be adding two Tier 1 Core Interventionists to help support the needs of our students.

### **Areas of Focus**

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

:

**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

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

The data component demonstrating the greatest need for improvement was the ELA Learning Gains of the Lowest 25%, the Students with Disabilities subgroup, and the African American subgroup. Based on state assessment data, the Learning Gains of 25% in ELA decreased from 83% in 2021 to 41% in 2022. Our Students with Disabilities performed 27%. This subgroup has been performing below 41% for three years and below 32% for three years. The Black/African American subgroups performed below 41% (two years).

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

We will expect to see Students with Disabilities perform at 41% proficiency and Black/African American students perform at 48% proficiency on the Progress Monitoring Diagnostic State Assessment.

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

- Monthly Progress Monitoring
- PLCs
- Walkthroughs
- A fluid grouping of students for Tier 2 and Tier 3 intervention

**Person responsible for monitoring outcome:**

Xhuljeta Gjini (xhuljeta.gjini@ocps.net)

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

Our focus is to build teacher efficacy in understanding the content of B.E.S.T of both ELA and Math standards. In addition, we will focus on strengthening teacher efficacy in the scaffolding of instructional strategies during small group instruction and student cognitive engagement.

1. We will build and monitor a culture of collaboration through common planning where teachers will work with the Instructional Coach on instructional strategies to provide differentiated small group instruction and intervention groups.
2. Progress Monitoring after each common assessment and diagnostic assessment, as well as walkthroughs and classroom observation with actionable feedback.
3. Teachers will identify the students that are in our ESSA subgroups (Students with Disabilities, Black/African American, English Language Learners) and collaboratively plan based on data-driven decisions.

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for

In reviewing the 2021-2022 Progress Monitoring data for ELA and Math, the rationale for selecting these strategies are to provide teachers with effective strategies to make data-driven instructional decisions about student academic achievement.

We will use small group differentiated instruction during the ELA and Math blocks.

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

Small groups will be ability grouped, based on student data. The Instructional Coach and teachers will use the data analysis to determine which standards, foundational skills, and spiral standards will be incorporated for differentiated small group instruction, intervention, and tutoring programs.

These strategies will target student achievement by providing scaffolded support aligned with individualized academic 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.

1. Systematically identify the Lowest 30% of students in ELA and Math.
2. Provide research-based PD to teachers on how to support students with a focus on differentiation.
3. Create standards-based intervention groups based on identified areas of need and progress monitor.
4. Provide teachers with additional resources to support our ESSA subgroup (Students with Disabilities & English Language Learners)
5. Students identified in our ESSA subgroup (Students with Disabilities & English Language Learners) will be invited to attend tutoring programs.
6. Leadership Team will monitor PLCs monthly focused on scaffolded support for our lowest quartile, data discussions, monitoring of small group instruction through walkthroughs and observations, and coaching cycle.

**Person Responsible**

Xhuljeta Gjini (xhuljeta.gjini@ocps.net)

**#2. Positive Culture and Environment specifically relating to**

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

Description: Build and establish a culture for social and emotional learning at our school with adults and students.  
 Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections with their peers, teachers, and the subject material. Through a distributive leadership model, we will use social and emotional learning to strengthen team dynamics and collaboration to build academic expertise that will be delivered to students. In order to establish a positive school culture and climate, we will engage in ongoing professional learning on building student-staff-parents relationships and community connections to build a common language, and connect cognitive and conative strategies to support student success.  
 By strengthening our school's culture for social and emotional learning, we will address the following school needs:  
 -Building Student-Staff-Parents Relationships  
 -Student Self Management

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

By providing a clear vision of improving instructional practices through collaborative work among all teachers, and establishing clear and measurable goals, we will aim for an increase of 5% in student achievement

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

Our school will monitor and measure the impact of our implementation of professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

**Person responsible for monitoring outcome:**

[no one identified]

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

Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan professional learning to provide training, opportunities for safe practice, and examination of impact data. In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building.

**Rationale for Evidence-**

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity

based

**Strategy:**

**Explain the rationale for selecting this specific strategy.**

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

of a school relationship building, including its families as collective collaboration and ownership are necessary.

We will use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement professional learning to provide training, opportunities for safe practice, and examination of impact data.

### **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.

-Evaluate the climate and culture for social and self-management to implement necessary restorative practices.

-Establish a common language to support a culture of social and emotional learning at your school with adults and students

-We will implement practices to support our school and families to be successful by way of a culturally responsive school plan. The school plan will include a mentoring program to support our students and provide strategies on how to handle various situations.

**Person**

**Responsible**

Christine Ventura (christine.ventura@ocps.net)

## **RAISE**

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

### **Area of Focus Description and Rationale**

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

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

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

The following percentage of students did not meet proficiency based on the End-of-Year i-Ready Diagnostic for the 2021-2022 school year.

19% of the Kindergarten students

61% of students in 1st grade

59% of students in 2nd grade

We will focus on teaching students to decode words, analyze word parts, and write and recognize words.

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

The following percentage of students did not meet proficiency based on the 2022 ELA FSA for the 2021-2022 school year.

-64% of students in 3rd grade

- 57% of students in 4th grade

- 58% of students in 5th grade

Grade 3: We will teach students to decode words, analyze word parts, and write and recognize words.

Grades 4 and 5: We will focus on building students' decoding skills so they can read complex multisyllabic words.

### **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)**

In 2022, 46% of our students in K-2 did not meet proficiency in ELA as assessed by the end-of-year ELA i-Ready Diagnostic. By May 2023, as assessed by the statewide progress monitoring, 51% of students in K-2 will meet proficiency level 3.

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

In 2022, 64% of our students in 3 through 5 grades did not reach proficiency or a level 3 on ELA FSA. By May 2023, as assessed by the statewide FAST, 51% of third-grade students will meet level 3 proficiency.

### **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.

Leadership team members will conduct weekly walkthroughs through reading and intervention instruction using the classroom walkthrough tool to determine data trends to guide decision-making related to professional development and classroom support.

The Leadership Team and teachers will analyze the academic performance on common assessments, i-Ready Diagnostic assessments, and FAST Progress Monitoring for standard skill mastery. Data Analysis

will provide insights about skills to reteach and adjust instructional practices that are not aligned with students academic needs.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Gjini, Xhuljeta, xhuljeta.gjini@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?

For students in grades K-3, developing awareness of the segments of sounds in speech and how they link to letters and teaching students to decode words, analyze word parts, and write and recognize words meet Florida's strong level of evidence-based requirements as documented in the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. The above practices also align with the OCPs's K-12 Comprehensive Evidence-based Reading Plan and the B.E.S.T. foundational reading benchmarks.

For students in grades 4 and 5, building students' decoding skills so they can read complex multisyllabic words meet Florida's strong level of evidence-based requirements as outlined in the Providing Reading Interventions for Students in Grades 4-9. Providing this intervention to identified students is in alignment with OCPs's K-12 Comprehensive Evidence-based Reading Plan. Having the ability to decode multisyllabic supports B.E.S.T. reading and writing standards.

**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?

Heggerty will be used in K-2 classrooms to develop an awareness of the segments of sounds in speech and how they link to letters.

The SIPPS program will be used as an intervention for identified students to teach students to decode words, analyze word parts, and write and recognize words.

**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**

-Literacy Coaching: Coaching cycle, modeling lessons, walkthrough observations, constructive feedback, data analysis  
 -Assessment (ELA assessments provided monitoring reading)  
 -Professional Learning related to ELA Instruction and Intervention  
 o School-based: Kagan Training  
 o District-provided -Teachers will be attending IMPACT sessions

Delgado, Chamaris,  
 chamaris.delgadobaerga@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, our school will engage in ongoing professional learning on investing in building relationships, strengthening our school-home partnership, social skills, and self-management as well as leadership for student success. Through a distributive leadership model, the school will focus on strengthening team dynamics, and collaboration in order to build academic expertise in all students and provide resources to our families. Through professional learning, community-building activities, and events, we will use it as a common language to support a positive culture of support, collaboration, community connection, and student-staff-parent relationship building, life social skills, and self-management with a focus on student success as a whole individual.

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

Teacher leaders, resource team members, and mental health designee will attend this district-wide professional learning throughout the year. The resource team will work with teacher leaders who will be in charge of 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 the next steps. The 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 of authentic family engagement in school staff.