

Orange County Public Schools

# Independence Elementary



2022-23 Schoolwide Improvement Plan

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# Independence Elementary

6255 NEW INDEPENDENCE PKWY, Winter Garden, FL 34787

<https://independences.oeps.net/>

## Demographics

**Principal: Jeffrey Peters**

Start Date for this Principal: 1/22/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-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)	24%
<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 Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (78%) 2018-19: A (81%) 2017-18: A (74%)
<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>	N/A
* 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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Independence Elementary

6255 NEW INDEPENDENCE PKWY, Winter Garden, FL 34787

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p><b>2021-22 Title I School</b></p> <p style="font-size: 1.2em;">No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="font-size: 1.2em;">24%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="font-size: 1.2em;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">54%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	A	A	A	A

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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 to lead our students to success.

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

To ensure every student has a promising and successful future.

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Peters, Jeffrey	Principal	Mr. Peters provides guidance for the leadership team and ensures all aspects of the school are functioning as effectively as possible. Through his leadership, the team is able to make decisions about students and then determine and implement best practices based on the needs of the students. Mr. Peters ensures that the team is implementing common planning effectively. Mr. Peters also provides opportunities for professional development. Additionally, Mr. Peters conducts classroom walkthroughs daily. Mr. Peters will lead the school's SELL team.
Travis, Tricia	Assistant Principal	Dr. Travis works to support the vision and mission of Independence Elementary. She provides guidance for the leadership team and ensures all aspects of the school are functioning as effectively as possible. Through her leadership, the team is able to make decisions about students and then determine and implement best practices based on the needs of the students. She monitors the safety and security of the school environment for students, staff, and the community.
Hammond, Diana	Other	Ms. Hammond teaches information literacy skills, promotes reading motivation and strategies in the Media Center. She also works with teachers during common planning to help with standards-based instruction. She works with coaches and teachers to help build on reading resources available to the students and teachers. Additionally, Ms. Hammond is our school's ADDitions Coordinator. She is a team member of the administrative leadership team. She provides input and feedback on other subject content areas and school functions that impacts student achievement school wide.
Bromby, Shauna	Other	Ms. Bromby coordinates the referral, placement, testing, and reevaluation process for students within the school. He is a team member of the administrative leadership team. He analyzes data and provides input and feedback on science and other content areas that impact student achievement school wide.
Kelley, Shaun	Math Coach	Mr. Shaun Kelley, Math Coach: Mr. Kelley plans and provides instructional support and coaching to teachers in the area of math across grade levels. He educates students on the core concepts of math. He fulfills the role of an Intervention specialist. He regularly pulls small groups of students or push in classrooms to teach small groups for remediation of gap skills and reteach of grade level standards. He is a team member of the administrative leadership team. He analyzes data and provides input and feedback on math and other content areas that impact student achievement school wide.
Kneebone, Caitlin	Staffing Specialist	Ms. Kneebone assists teachers in the development of Individual Education Plans (IEPs). She meets with teachers and family members to ensure the needs of every child are aligned with the services they receive and communicate this information to all concerned parties. She is a team



Name	Position Title	Job Duties and Responsibilities
		<p>member of the administrative leadership team. She provides input and feedback on other subject content areas and school functions that impacts student achievement school wide.</p>
<p>Badger, Aaron</p>	<p>Science Coach</p>	<p>Mr. Badger plans and provides instructional support and coaching to teachers in the area of science across grade levels. He educates students on the core concepts of science. He fulfills the role of an Intervention specialist. He regularly pulls small groups of students or push in classrooms to teach small groups for remediation of gap skills and reteach of grade level standards. He is a team member of the administrative leadership team. He analyzes data and provides input and feedback on science and other content areas that impact student achievement school wide.</p>
<p>McGuinness, Deborah</p>	<p>Other</p>	<p>Ms. McGuinness is the MTSS coordinator. She develops appropriate intervention plans based on available student data. She ensures that progress monitoring is conducted on a regular basis in all content areas. She collaborates with teachers to provide academic support directly to students in the form of intervention and remediation with the intention of increasing student achievement. She is a team member of the administrative leadership team. She provides input and feedback on other subject content areas and school functions that impacts student achievement school wide. She is a team member of the administrative leadership team. She provides input and feedback on other subject content areas and school functions that impacts student achievement school wide.</p>
<p>Hwang, Yoo Jin</p>	<p>Reading Coach</p>	<p>Ms. Hwang provides research-based suggestions for intervention and instruction while modeling lessons for teachers. Ms. Hwang provides guidance on curriculum and intervention programs. Ms. Hwang also supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Additionally, Ms. Hwang oversees and participates in common planning. She is a team member of the administrative leadership team. She provides input and feedback on other subject content areas and school functions that impacts student achievement school wide.</p>
<p>Korth, Emily</p>	<p>Curriculum Resource Teacher</p>	<p>Ms. Korth provides various resources to the staff and parents. She also analyzes data with teachers and researches scientifically-based curriculum and intervention programs. She collaborates with the reading coach to assess students early and ensure that interventions are in place. She also ensures that teachers have the necessary data to make informed decisions about students. She is a team member of the administrative leadership team. She provides input and feedback on other subject content areas and school functions that impacts student achievement school wide.</p>

**Demographic Information**

**Principal start date**

Saturday 1/22/2022, Jeffrey Peters

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

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

62

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

836

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

16

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

23

**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	144	133	148	136	134	155	0	0	0	0	0	0	0	850
Attendance below 90 percent	4	32	21	27	25	18	0	0	0	0	0	0	0	127
One or more suspensions	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	6	1	0	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	2	3	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	20	20	19	0	0	0	0	0	0	0	59
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	15	15	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	11	6	0	0	0	0	0	0	0	17

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

Date this data was collected or last updated

Thursday 7/21/2022

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	128	114	126	124	117	134	0	0	0	0	0	0	0	743
Attendance below 90 percent	2	8	8	5	6	7	0	0	0	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	1	7	6	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

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

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	1	1	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	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	128	114	126	124	117	134	0	0	0	0	0	0	0	743
Attendance below 90 percent	2	8	8	5	6	7	0	0	0	0	0	0	0	36
One or more suspensions	0	0	0	0	2	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	1	7	6	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	20	19	0	0	0	0	0	0	0	59
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	15	15	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

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

**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	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	83%	56%	56%				87%	57%	57%
ELA Learning Gains	75%						74%	58%	58%
ELA Lowest 25th Percentile	61%						72%	52%	53%
Math Achievement	88%	46%	50%				90%	63%	63%
Math Learning Gains	78%						82%	61%	62%
Math Lowest 25th Percentile	73%						82%	48%	51%
Science Achievement	85%	61%	59%				80%	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	81%	55%	26%	58%	23%
Cohort Comparison		0%				
04	2022					
	2019	81%	57%	24%	58%	23%
Cohort Comparison		-81%				
05	2022					
	2019	81%	54%	27%	56%	25%
Cohort Comparison		-81%				

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	88%	62%	26%	62%	26%
Cohort Comparison		0%				
04	2022					
	2019	88%	63%	25%	64%	24%
Cohort Comparison		-88%				
05	2022					
	2019	84%	57%	27%	60%	24%
Cohort Comparison		-88%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	76%	54%	22%	53%	23%
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	42	58	33	51	65	50	55				
ELL	80	75	72	87	76	75	90				
ASN	86	88		94	88						
BLK	57			57							
HSP	79	72	61	86	76	75	86				
MUL	100			92							
WHT	86	78	67	90	77	72	85				
FRL	71	64	50	78	78	73	76				
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	56			57			50				
ELL	76	95	100	87	85	100	84				
ASN	90			95							
BLK	64			64							
HSP	82	89	100	84	76	69	89				
WHT	87	78		84	60		83				
FRL	77	78		76	66		86				
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	34	29	35	60	76	72	13				
ELL	85	78	76	88	89	93	66				
ASN	95	90		95	95		92				
BLK	77	67	80	74	63		77				
HSP	85	77	79	88	84	88	72				
MUL	95	75		95	92						
WHT	88	72	63	91	80	85	82				
FRL	79	70	73	81	78	82	69				

**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)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	87
Total Points Earned for the Federal Index	630

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	80
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	77
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	96
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	82
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	71
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?

Trends that have emerged based on the 2022 FSA ELA show at least 78% proficiency (81% proficiency in the 2020 - 2021 school year) across the grade levels, at least 42% proficiency (56% proficiency in the 2020 - 2021 school year) for ESE students, and at least 80% proficiency (76% proficiency in the 2020 - 2021 school year) for ELL students across the grade levels in 3rd, 4th, and 5th. Trends that have emerged based on 2022 FSA Math show at least 83% proficiency (82% proficiency in the 2020 - 2021 school year) across the grade levels, at least 51% proficiency (57% proficiency in the 2020 - 2021 school year) for ESE students, and at least 87% proficiency (87% proficiency in the 2020 - 2021 school year) for ELL students across the grade levels in 3rd, 4th, and 5th.

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

According to the i-Ready report, IES overall showed the greatest need for improvement in vocabulary. Even though IES improved from 47% proficiency to 78% proficiency as a school, the data still shows this is the greatest area in need of improvement. According to the Spring ELA FSA results, IES showed the greatest needs in the cluster of key ideas and details. According to the i-Ready report, IES overall showed the greatest need for improvement in geometry. Even though IES improved from 35% proficiency to 80% proficiency as a school, the data still shows this is the greatest area in need of improvement. According to the Spring Math FSA results, IES showed the greatest need for improvement in measurement, data, and geometry.



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

Contributing factors for this need for improvement is differentiating instruction to meet the needs of the increased number of English Language Learners. IES will be more strategic in providing small group instruction for targeted needs based on individual data of students, providing more opportunities for students to collaborate, providing targeted professional development, and providing opportunities for teachers to collaborate, model, and converse with each other about different pedagogical strategies.

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

According to i-Ready report, IES showed the most improvement in comprehension for informational texts. IES improved from 49% proficiency in the beginning of school year to 75% proficiency at the end of the school year. According to the Spring ELA FSA results, IES showed the most proficiency in the cluster of craft and structures. According to the Spring Math FSA results, IES showed the most proficiency in numbers and operations in base ten.

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

Coaches and paraprofessionals pushed in to classrooms to work with small groups daily. Small groups provided opportunities for teachers to be fluid in targeting the specific needs or all students. IES also implemented supplemental resources (Reading Plus, i-Ready, and CAPIT) with fidelity.

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

IES will continue to provide opportunities for teachers to collaborate through PLCs. Teachers will discuss and clarify misconceptions for the benchmarks, model what the lesson will look like, and collaborate on different teaching strategies and small group supports they will provide to close the opportunity gap. Teachers will plan for small group and center rotations that are strategic and differentiated for student needs, especially for ESE and ELL students.

**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.**

IES will provide professional development on B.E.S.T standards, targeted small group supports, center rotations to target different strands, vocabulary support, and learning opportunities and strategies for ELL and ESE students.

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

IES leadership team will conduct continuous walkthroughs to provide timely and ongoing feedback and support for teachers. When the professional development is provided, IES leadership team will plan for the follow-up walkthrough to monitor the progress and the implementation of the learning with fidelity.

**Areas of Focus**

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

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**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus**

**Description and**

**Rationale:**

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

Student achievement will increase by continuing to focus on our students in the lowest 25%. In 2021 - 2022, 71% of our students in our lowest 25% made learning gains.

**Measurable**

**Outcome:**

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

In 2022 - 2023, the achievement for students in the lowest 25% will increase by at least 3%.

**Monitoring:**

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

IES will monitor student progress through multiple sources of data individualized for each student. This data is then graphed and instruction is adjusted to meet each student's ongoing learning needs. Also, walkthroughs will occur daily to ensure teachers are differentiating their instruction to meet the needs of all students. Data will also be analyzed by the administration and teachers to target the specific needs of each student.

**Person responsible for monitoring outcome:**

Jeffrey Peters (jeffrey.peters@ocps.net)

**Evidence-based**

**Strategy:**

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

The MTSS Instructional Support Resource Teacher will conduct MTSS meetings, conduct data chats with teachers, and collect all MTSS graphs. Teachers will be provided with focused professional development in providing small groups based on data and supporting the lowest 25% achievement students through interventions.

**Rationale for Evidence-based**

**Strategy:**

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

By targeting the specific needs of our students, overall student achievement will increase, as well as student achievement for our lowest 25%. In order for all students to succeed, instruction often needs to be differentiated to target specific needs. Also, by focusing on the MTSS process, we will target all learners in order to meet their specific needs. Students' achievement gaps will be targeted to ensure they are receiving high-quality instruction.

**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.

In August, the MTSS Instructional Support Resource Teacher will provide an MTSS overview and expectations for the year to all instructional staff.

**Person Responsible** Deborah McGuiness (deborah.mcguiness.@ocps.net)

Plan for and develop MTSS professional development and in response to ESSA outcomes regarding students with disabilities, discuss specific strategies for targeting the needs of all learners.

**Person Responsible** Deborah McGuiness (deborah.mcguiness.@ocps.net)

Provide ongoing MTSS professional development based on the needs of students and staff.

**Person Responsible** Deborah McGuiness (deborah.mcguiness.@ocps.net)

Provide support for differentiated instruction for teachers through the coaching cycle (Administration).

**Person Responsible** Jeffrey Peters (jeffrey.peters@ocps.net)

**#2. Positive Culture and Environment specifically relating to Social Emotional Learning**

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

Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By strengthening our school’s culture for social and emotional learning, we will address the following school needs: School climate (students), Feedback and coaching (staff), and School fit (parents and families).

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

The Panorama survey was completed by students, staff, and parents/ families. According to the data, the greatest areas of need are:  
 School Climate (student): 67%  
 Feedback and Coaching (teacher): 67%  
 School Fit (parents and families): 73%  
 The 2023 Panorama survey results for the 3 areas of need will increase by 3% from the 2022 data.

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

By the end of the school year, our goal is to increase by 3% in each of these areas. Our school counselor will monitor these goals. The school counselor will create a survey in the middle of the school year to monitor the desired outcome. She will also participate in common planning with teachers, as well as participate in classroom walkthroughs.

**Person responsible for monitoring outcome:**

Jeffrey Peters (jeffrey.peters@ocps.net)

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

Independence will use distributive leadership and social and emotional learning 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.

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

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.

**selecting this strategy.**

**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.

Independence will implement a school-wide SEL curriculum (Second Step) using the distributive leadership model so that all necessary stakeholders can assist in implementing the curriculum. This will include individual, small group, and whole group professional development sessions to improve adult social and emotional learning as well as best practices for classroom implementation.

**Person Responsible** Tricia Travis (tricia.travis@ocps.net)

Independence staff will integrate aligned instructional and SEL strategies throughout the school day, across subject areas, including the Second Step curriculum and CASEL. The SELL team will assist in integrating instructional and SEL strategies.

**Person Responsible** Tricia Travis (tricia.travis@ocps.net)

Independence will integrate deliberate school SEL supports for families by intentionally building a sense of community and family. This includes creating a welcoming environment where family culture and languages are recognized and respected as well as quarterly events for families to improve their understanding of SEL and weekly newsletters.

**Person Responsible** Tricia Travis (tricia.travis@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 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 the 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 the needed professional development throughout the year. It is important to create a family culture and bring everyone together. Below are some strategies being implemented by our SEL team:

- Student and staff recognition to be incorporated each month

- Include monthly team-building days
- Incorporate staff development opportunities on cultural diversity
- Monthly core values and social skills to help build a school culture
- Utilize diverse children's books and multimedia materials to increase the representation of underserved populations

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

School Administration will establish school wide initiatives that establish and celebrate an expectation of positive and supportive interactions within our school community.

Teachers will implement and maintain class activities that support a positive class culture and learning environment.

Staff will assist in monitoring student interactions in effort to support positive student interactions within our school community.