Westpointe Elementary

2022-23 Schoolwide Improvement Plan

Table of Contents

Westpointe Elementary

7525 WESTPOINTE BLVD, Orlando, FL 32835

https://westpointees.ocps.net/

Demographics

Principal: Atresa Grubbs Holmes

Start Date for this Principal: 7/12/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: B (58%) 2017-18: A (63%)
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	ATSI
* 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 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.

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.

Table of Contents

Westpointe Elementary

7525 WESTPOINTE BLVD, Orlando, FL 32835

https://westpointees.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 KG-5	No	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Grubbs-Holmes, Atresa	Principal	Dr. Grubbs provides guidance for the school to use standards-based instruction and data-driven decisions and ensures that the school-based team is implementing the MTSS process with fidelity. She monitors the leadership team and ensures that all aspects of school functions are running efficiently and effectively. Through her leadership, the team is able to make decisions about students to determine and implement best practices based on students' needs. Furthermore, Dr. Grubbs ensures that the team implements common planning effectively. She provides professional development opportunities at Westpointe Elementary as well as at other Orange County Public Schools locations. Dr. Grubbs continuously works on improving standards-based instruction and classroom management by conducting daily classroom walk-throughs and providing actionable feedback to staff to improve instructional best practices.
Shaw, Susan	Assistant Principal	Ms. Shaw assists the principal in the implementation of the common vision and ensures that the staff is implementing standards-based instruction by providing guidance and leadership to the staff. Through her leadership, the team is able to make informed decisions in implementing best practices. Ms. Shaw facilitates weekly core team meetings to review and discuss school data. She meets weekly to discuss the intensity of Tier 1 and Tier 2 intervention and enrichment to students, as needed. She also supervises and evaluates personnel in terms of their performances and responsibilities to support the school-wide goals.
Mauvais, Jeanine	School Counselor	Ms. Mauvais coordinates with Westpointe staff, district staffing specialist, itinerant teachers, evaluators, service providers, families, and parent representatives to convene Individual Educational Plans (IEPs), MTSS Tier 3 Educational Planning Team, matrix and audits. She schedules and facilitates 504 meetings with the school psychologists and the MTSS coach to identify specific student needs. Ms. Mauvais assists with the development of IEP's for students, conducts initial gifted screenings, develops health plans, and coordinates social worker referrals. She provides social skills lessons and ensures that students receive mental support, as needed. She is also the Threat Assessment lead and the DCF contact.
Smith, Carol	Instructional Coach	Ms. Smith oversees the implementation of the MTSS process at Westpointe. She works closely with the staffing coordinator, school psychologist, and teachers by collecting and analyzing student data so they can make informed decisions. She provides research-based intervention strategies and instruction. Ms. Smith participates in common planning, provides guidance in the reading curriculum, and collaborates with classroom teachers to deliver the appropriate interventions based on students' needs. Ms. Smith facilitates the MTSS process by meeting with the MTSS team to collaborate on student data to ensure the tiered intervention and support

Name	Position Title	Job Duties and Responsibilities
		system is being implemented with fidelity. Ms. Smith monitors the implementation of interventions through classroom observations, team meetings and data chats. She provides professional development on the MTSS process for the entire staff including the staffing specialist.
Oakley, Deborah	Science Coach	Ms. Oakley provides instructional coaching and supports fourth and fifth-grade teachers with science instruction in the science lab. Her responsibilities include analyzing mini and unit formative assessments, progress monitoring assessments, and facilitating PLCs. She provides instruction to teachers and students daily on the science standards, in the science lab and in classrooms.
Pagan, Agnes	Instructional Coach	As the ESOL Curriculum Compliance Teacher (CCT), Ms. Pagan's responsibilities include coordinating with school staff and the district compliance specialist to monitor programs and services to students classified as English Language Learners (ELLs). She completes documentation for ELL compliance. Ms. Pagan provides research-based recommendations, intervention, and instruction to ELL teachers.
Wesolowski, Rebecca	Instructional Media	Ms. Wesolowski provides support to staff and students on District Curriculum Technology Learning. She leads media instruction with students and is the School News coordinator. She conducts property inventory and coordinates the wellness program. Ms. Wesolowski coordinates the Battle of the Books and Girls On The Run programs. She is the Sky Cap alternative for Westpointe Elementary.

Demographic Information

Principal start date
Friday 7/12/2019, Atresa Grubbs Holmes

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.*
3

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.*
5

Total number of teacher positions allocated to the school
40

Total number of students enrolled at the school
727

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

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	124	123	102	124	137	116	0	0	0	0	0	0	0	726
Attendance below 90 percent	4	43	27	32	42	22	0	0	0	0	0	0	0	170
One or more suspensions	0	3	0	1	4	0	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	12	1	1	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	2	6	12	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	23	24	0	0	0	0	0	0	0	50
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	24	25	0	0	0	0	0	0	0	53
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	2	0	3	22	19	0	0	0	0	0	0	0	46

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	1	0	0	3	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	

Date this data was collected or last updated
Thursday 8/18/2022

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	11	92	110	129	99	118	0	0	0	0	0	0	0	559
Attendance below 90 percent	4	19	24	23	13	22	0	0	0	0	0	0	0	105
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	7	7	7	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	5	5	7	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	1	8	33	19	27	0	0	0	0	0	0	0	88
	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	6	5	9	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	15	0	0	0	0	0	0	0	0	0	15
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	11	92	110	129	99	118	0	0	0	0	0	0	0	559
Attendance below 90 percent	4	19	24	23	13	22	0	0	0	0	0	0	0	105
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	7	7	7	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	5	5	7	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	0	1	8	33	19	27	0	0	0	0	0	0	0	88
	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	6	5	9	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	15	0	0	0	0	0	0	0	0	0	15
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	68%	56%	56%				67%	57%	57%
ELA Learning Gains	69%						65%	58%	58%
ELA Lowest 25th Percentile	50%						58%	52%	53%
Math Achievement	67%	46%	50%				70%	63%	63%
Math Learning Gains	72%						54%	61%	62%
Math Lowest 25th Percentile	59%						37%	48%	51%
Science Achievement	54%	61%	59%				54%	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	53%	55%	-2%	58%	-5%
Cohort Comparison		0%				
04	2022					
	2019	62%	57%	5%	58%	4%
Cohort Comparison		-53%				
05	2022					
	2019	54%	54%	0%	56%	-2%
Cohort Comparison		-62%				

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	67%	62%	5%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	60%	63%	-3%	64%	-4%
Cohort Comparison		-67%				
05	2022					
	2019	60%	57%	3%	60%	0%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	54%	-3%	53%	-2%

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

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	25			38							
ELL	69	69	55	69	78	76	51				
BLK	62	68	54	60	68	44	52				
HSP	71	69	48	71	74	72	54				
WHT	65	67		65	67		47				
FRL	63	59	35	59	64	50	51				
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	8			31							
ELL	59	65	81	63	75	83	57				
BLK	50	63		48	32		52				
HSP	61	70	85	63	72	93	57				
WHT	61	40		65	67		71				
FRL	55	62	80	56	60	67	56				
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	15			15							
ELL	60	72	66	74	57	36	45				
ASN	83			83							
BLK	57	41		69	49		55				
HSP	64	70	58	66	50	36	49				
WHT	83	70		83	67		69				
FRL	64	66	55	66	52	35	46				

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)	ATSI
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	512
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
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	65
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	56
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?

Based on 2022 FSA data, overall ELA and Math proficiency rose by 3%.

Third-grade Math scores saw the most significant gains in Math, with an 11% from 2021. Fourth-grade Math saw a 1% increase, with only fifth-grade losing 2%.

Third and fourth grades rose 4% in ELA, with the fifth grade gaining 2%.

Fifth grade Science scores dropped 8% from 53% in 2021 to 45% in 2022. This was the lowest of the three core content scores.

Learning Gains increased by 6% in ELA and 10% in Math on the 2022 FSAs.
The Lowest 25% Learning Gains dropped this year by 33% in ELA and 15% in Math.

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

Fifth-grade Science data demonstrate a need for improvement, with a drop of 8% in 2022 - from 53% in 2021 to 45%. This is compared to a district percentage of 52 and a state percentage of 48.

A second component that demonstrates a need for improvement is the Learning Gains for the lowest quartile of students. Both ELA and Math dropped significantly - ELA 83% to 50% and Math 74% to 59%.

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

In 2021/22, the Science coach returned to a classroom position due to a shortage of teachers. Opportunities for hands-on experiments and comprehensive science instruction decreased. This year, the Science coach will return to the STEM/Science Lab to provide lessons and practice to fourth and fifth-grade students. She will also progress monitor students and analyze data for weaknesses to be addressed. Weekly meetings with classroom teachers will enable gaps in instruction to be met both in the classroom and in the Lab.

One factor contributing to the decline in Learning Gains of the lowest quartile is the inconsistency in providing small-group differentiated instruction to support and meet individual students' needs. Flexible, differentiated groupings based on individual needs will be initiated to support low-performing students. The intensive tiered intervention will also be provided to the lowest 25% of students by adding two Intervention Teachers.

Another factor contributing to the performance decline is continued attendance, tardiness, and early dismissal rate. Communication with parents about school attendance policies and careful monitoring will assist with this problem.

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

Third-grade Math scores showed the most improvement - 55% in 2021 to 66% in 2022.

Overall, ELA FSA scores increased by 9% and Math FSA scores increased by 7%.

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

Professional Development in the McCarthy Math Academy program was provided to all teachers and used with fidelity. Third-grade teachers, in particular, embraced the program, and the students were excited to learn.

Data were monitored frequently in PLCs with reteaching lessons and extra practice planned, as needed.

Professional Development targeting student engagement through a book study of "The Wild Card" by Hope and Wade King was held with third grade focusing on this area for their Deliberate Practice. Engaging, targeted skill lessons were met with student enthusiasm.

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

Flexible, differentiated learning groups will be created in each classroom and grade level using relevant, timely data. Teachers will be monitored for consistent use of small groups, and data will be reviewed weekly at PLCs. Intervention Teachers and Science teachers will also be included in PLCs to assist with monitoring and planning.

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.

Teachers new to the school will be provided Professional Development targeting student engagement through creative instructional strategies with "The Wild Card" book study.

Sarah McCarthy of McCarthy Math Academy will again provide Professional Development, which will incorporate the new BEST Standards.

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

The principal will facilitate data meetings and support teachers through extra planning days to analyze data to create small groups to differentiate instruction for all students, focusing on the lowest quartile. The tiered intervention will ensure these students are kept in small groups to accelerate learning.

The MTSS Coach will work with the two Intervention Teachers and monitor school-wide interventions. They will assist teachers with identifying deficit skills to target for intervention and provide resources to conduct the tiered instruction.

The Social Worker will monitor absenteeism and tardies and support families as needed. Families will be connected with appropriate resources.

The Curriculum Compliance Teacher will work with teachers and supervise ELL paras to use strategies that support ELL learners.

The Staffing Specialist/LEA will monitor compliance with accommodations for students with IEPs and 504 plans. She will work with teachers to provide training and assistance in using Universal Design for Learning strategies in planning for instruction to support our SWD.

A team comprised of school leaders and teachers will focus on promoting a positive school culture through a school-wide positive behavior recognition program for all 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. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our fifth-grade Statewide Science score fell from 53% to 45%. Having guided support in the area of science will assist in the lesson planning process and implementation of standards-based science lessons, which will cause an increase in student achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of students scoring at Level 3 or above on the Statewide Science assessment will increase from 45% to 60%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring data will be analyzed by classroom teachers, the Science coach, resource teachers, and administration. Lesson plans will be reviewed and classroom and lab walk-throughs will be conducted to ensure standards-based instruction and provide feedback.
Person responsible for monitoring outcome:	Atresa Grubbs-Holmes (atresa.grubbs-holmes@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	A science coach will implement a science coaching model to support classroom instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The science coach will model and implement standards-based lesson planning with clearly defined learning goals to allow teachers and students to understand what they are to know and do at the end of each lesson. Teachers will stay focused on the desired target of the lesson.

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.

Implement a science lab rotation that will allow students to participate in hands-on experiments and standards review of prior grade-level content that is assessed on the Statewide Science Assessment.

Person Responsible	Atresa Grubbs-Holmes (atresa.grubbs-holmes@ocps.net)

Provide instructional coaching to support science instruction in the classrooms. Classroom teachers will provide students with standards-based instruction, as well as strategies to aid students in the development of critical thinking skills to the extent they will be capable of generating and testing hypotheses in the classroom and lab environments.

Person Responsible	Deborah Oakley (deborah.oakley@ocps.net)

Participate in grade level common planning to ensure standards-based lesson planning for the classroom is at a high level of rigor and academic science vocabulary is presented and reviewed.

Person Responsible	Deborah Oakley (deborah.oakley@ocps.net)

#2. 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.**	We will develop and implement the use of flexible grouping in the classroom and on the grade levels with targeted, differentiated instruction based on students' needs. Two Intervention teachers will be assigned to work with students based on data. When the 21/22 Statewide Assessment data was reviewed, a critical need was determined to be the lowest quartile of students dropped in both ELA and Math learning gains in 2022. ELA dropped from 83% to 50% and Math dropped from 74% to 59%. The majority of our SWD are reflected in this lowest quartile of students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will see an increase in learning gains in our lowest quartile of students on the statewide assessments. With the new FAST assessments being administered in the 22/23 school year, the gains will not be comparable to the FSA assessments in 21/22. Instead, we will achieve an increase in learning gains of 65% from the first to the third assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Leadership will attend weekly grade-level PLCs to review data and lesson planning. Data will be analyzed by classroom and intervention teachers and specific, targeted lessons will be planned to provide needed differentiation in both ELA and math.
Person responsible for monitoring outcome:	Atresa Grubbs-Holmes (atresa.grubbs-holmes@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Small group differentiated instruction will be implemented during the Reading block and Intervention time. ESE students will receive instruction/facilitation services with the ESE teacher according to their IEPs. Classroom observations and student assessment data will be used to determine the effectiveness of this strategy.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Grouping students to focus on their specific standard deficiencies will help teachers (classroom and intervention) work with students in their areas of need. Teachers will assign students to groups based on explicit learning goals, monitor peer interactions, and provide positive and corrective feedback to support productive learning. Teachers will use small learning groups to accommodate learning differences, promote in-depth academic-related interactions and teach students to work collaboratively.

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.

The lowest quartile students will be identified according to statewide assessment data. Specific areas of need will be identified.

Person Responsible   Carol Smith (carol.smith@ocps.net)

Monitor differentiated instruction during classroom and intervention observation and provide actionable feedback as needed.

Person Responsible   Atresa Grubbs-Holmes (atresa.grubbs-holmes@ocps.net)

Use PLCs to collaboratively plan for small group instruction that is data-driven.

Person Responsible   Atresa Grubbs-Holmes (atresa.grubbs-holmes@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.

Westpointe Elementary will continue to support strategies learned through the implementation of the CASEL Core Competencies. This previous training provided a common language to support strategies for student success and positive school culture and environment.
All stakeholders, staff, students, parents, and the community have a role in promoting a positive school culture and environment. The staff works with parents outside of the classroom at school events and through community partnerships.

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

School leadership teams collaborate with stakeholders through interaction with the School Advisory Council and PTA to reflect on school processes and determine the next steps to promote a positive learning environment and culture.
Westpointe Elementary utilizes staff such as the ESOL Compliance Teacher to bridge the community and school culture. Ms. Pagan is familiar with all ELL families and encourages frequent communication between home and school, providing in-person translation whenever possible and utilizing OCPS translation services when needed. She also coordinates a Family Cultural Night when families are encouraged to bring traditional food, dress, and other cultural items from their countries to share.
The school social worker will continue to provide social skills lessons. Mrs. Mauvais has also coordinated a Kindness Club for students that meets once a week to encourage students and staff through special projects and events. She promotes other safe and healthy programs throughout the year such as Red

Ribbon Week, Start with Hello, and Unity Day.
We will continue to implement our positive behavior recognition program for students throughout the year. Students will be recognized for positive behavior, grades and/or effort at each Progress Report and Report Card period. Recognizing positive behavior through frequent celebrations promotes an environment conducive to learning.
A Cheer Committee provides positive celebrations and interactions for staff members throughout the year. The development of positive culture and environment is further enhanced through district programs such as the Parent Academy.