

Orange County Public Schools

# Kelly Park School



## 2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Kelly Park School

4700 JASON DWELLEY PARKWAY, Apopka, FL 32712

[ no web address on file ]

### Demographics

Principal: Kelly Steinke

Start Date for this Principal: 1/2/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<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)	52%
<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* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
<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>	

\* 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](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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Kelly Park School

4700 JASON DWELLEY PARKWAY, Apopka, FL 32712

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

### School Grades History

Year

Grade

### School Board Approval

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

### SIP Authority

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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 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
Steinke, Kelly	Principal	The principal serves as an instructional leader at Kelly Park School. She assists and observes teachers with data-based decision-making skills to ensure all students are meeting or exceeding expectations. She meets with teachers to discuss progress monitoring of students in Tier II as well as Tier III. The Principal also supports teachers with changing/enhancing instructional strategies based on data to meet the needs of each student.
Higgs, Crystal	Assistant Principal	The Assistant Principal serves with the Principal as an instructional leader at Kelly Park School. She assists and observes teachers with data-based decision-making skills to ensure all students are meeting or exceeding expectations. She meets with teachers to discuss progress monitoring of students in Tier II as well as Tier III. The Assistant Principal also supports teachers with changing/enhancing instructional strategies based on data to meet the needs of each student.
Earnest, Jennifer	Curriculum Resource Teacher	The Curriculum Resource Teacher provides and leads professional development for core curriculum areas. She identifies systematic patterns of student and teacher needs and coaches teachers on instruction best practices. The CRT participates in data collection, progress monitoring, as well as data meetings to monitor student assessment results.
Brooke, Nicole	Instructional Coach	The resource teacher and instructional coach supports the Curriculum Resource teacher in supporting and coaching teachers with instructional best practices. She also participates in data collection, progress monitoring, and data meetings to monitor student assessment results. She will provide activities and administer intervention instruction to groups of students who have been identified through data analysis.

## Demographic Information

### Principal start date

Sunday 1/2/2022, Kelly Steinke

**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.*

**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.*

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

36

### Total number of students enrolled at the school

776

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

0

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

36

### 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	63	68	71	110	76	105	103	93	67	0	0	0	0	756
Attendance below 90 percent	0	15	11	15	14	19	18	14	12	0	0	0	0	118
One or more suspensions	0	0	1	0	0	0	3	4	8	0	0	0	0	16
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	9	23	19	24	25	0	0	0	0	110
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	6	21	22	14	17	0	0	0	0	86
Number of students with a substantial reading deficiency	0	0	0	10	9	23	19	24	25	0	0	0	0	110
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	6	5	18	15	15	19	0	0	0	0	78

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 7/28/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	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	
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	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		57%	55%					62%	61%
ELA Learning Gains								60%	59%
ELA Lowest 25th Percentile								55%	54%
Math Achievement		41%	42%					61%	62%
Math Learning Gains								60%	59%
Math Lowest 25th Percentile								54%	52%
Science Achievement		57%	54%					56%	56%
Social Studies Achievement		63%	59%					74%	78%

### Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

### 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
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
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

### 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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

## Part III: Planning for Improvement

### Areas of Focus

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

:

**#1. Positive Culture and Environment specifically relating to Student and Staff Community Building**

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

A positive school culture and environment will reflect a supportive environment, learning conditions that meet the needs of all students and includes people who are positive about their roles and relationships in student learning. A school culture of respect, high expectations, and trust will allow our new school to thrive and set the tone for a positive and successful school year.

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

In order to measure the effectiveness of community building to ensure positive culture and environment within our school, the school will engage in ongoing, professional learning on leveraging social and emotional learning as well as leadership for student success. The social and emotional learning taking place with students and staff will strengthen team dynamics and collaboration to build academic growth and sustained proficiency.

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

To monitor this Area of Focus, the Leadership Team and Behavior Leadership team will review discipline data every 6-8 weeks and will also conduct classroom walkthroughs to ensure that the environment within classrooms, grade levels, and teacher teams are on track to achieving a positive culture and environment. Staff will also use surveys to express thoughts and ideas on how the school culture and environment are being perceived throughout the school year. The Leadership and Behavior teams can make adjustments to meet the social and emotional needs of students and staff.

**Person responsible for monitoring outcome:**

Kelly Steinke (kelly.steinke@ocps.net)

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

Our school will plan and implement professional learning to provide training, opportunities for safe practice, and examination of impact to strengthen the culture and school environment collectively as a team. We will measure the impact of our professional learning through classroom observation, school environment observations, and implementation surveys. The plan will be modified as indicated through data collected based on student, staff, and family needs.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific**

It is necessary to invest in the capacity of all stakeholders, including families to develop a strong culture and environment in our first year as a school To build and sustain this school culture and environment, we will strengthen the integration of instructional strategies and school supports that are necessary for sustainability and change if needed.

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

We will ensure the whole school community receives the expectations and mindsets necessary for achieving a positive school culture and environment.

**Person  
Responsible** Kelly Steinke (kelly.steinke@ocps.net)

We will provide professional development sessions that create opportunities for growth and sustainability in the school culture and environment. These sessions will include SEL instructional strategies.

**Person  
Responsible** Jennifer Earnest (jennifer.earnest@ocps.net)

We will create surveys and checklists for school-wide "checks" to monitor the culture and environment of the school. These can be used after professional learning takes place and during classroom observations. In addition, we will utilize the data received from Panorama from families, students, and faculty to ensure that our actions are supporting a positive school environment.

**Person  
Responsible** Nicole Brooke (nicole.brooke@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.**

Based on the data of the ESSA subgroups within our school population, many of our students will need differentiated instruction to be successful, especially our English Language Learners. Campus-wide differentiated instruction and strategies must be implemented in order to reach the needs of our subgroup students and other students with learning gaps. By differentiating instruction, students will be given the support necessary to meet their specific needs.

**Measurable****Outcome:**

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

By differentiating our instructional practices, we expect to see growth in our school, district, and state assessments from the beginning of the year to the end. We also anticipate seeing improvement in computer-based progress monitoring assessment scores (iReady, Symphony Math, Reading Plus).

**Monitoring:**

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

We will monitor data as it becomes available and analyze it accordingly to make sure instruction is differentiated to address the needs of the learners, especially those of our subgroup population. The F.A.S.T. assessment will be monitored for each round (BOY, MOY, and EOY) to make sure differentiation is being used and implemented effectively with the B.E.S.T standards.

**Person**

**responsible for monitoring outcome:**

Crystal Higgs (crystal.higgs@ocps.net)

**Evidence-based Strategy:**

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

Teachers and staff will participate in differentiation-focused professional learning during our school PDs throughout the year. Data-driven discussions during PLCs will provide insight into instructional strategies needed in upcoming lessons. Coaching discussions, coaching cycles, and actionable feedback will be offered to teachers to support implementation within the daily lessons. Coaches will collaborate with teachers to incorporate differentiation within small-group and whole-group instruction.

**Rationale for Evidence-based Strategy:**

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

All school staff will focus on providing differentiated instruction to ensure students demonstrate growth. Teachers will use data from common, district, and state assessments, as well as classroom observations, to determine which differentiated instructional practices need to be implemented.

**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.

During common planning, coaches will facilitate collaborative conversations to help teachers address student misconceptions and areas that might need differentiation to meet the needs of each learner. Coaches will provide support in best practices to help differentiate the lessons as needed.

**Person Responsible** Nicole Brooke (nicole.brooke@ocps.net)

Assessment data will be regularly monitored throughout the year. This will allow us to analyze the data to determine if our students, particularly our subgroup students, are demonstrating growth and ensuring that effective differentiation is taking place in the classroom.

**Person Responsible** Jennifer Earnest (jennifer.earnest@ocps.net)

Data will be collected through classroom observations and walkthroughs. Feedback will then be given to teachers during PLCs, coaching conversations, and coaching cycles as teachers implement best practices for differentiation and use resources to ensure differentiation is implemented with intention and fidelity.

**Person Responsible** Nicole Brooke (nicole.brooke@ocps.net)

**#3. Instructional Practice specifically relating to B.E.S.T. Standards****Area of Focus**

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

Most data collected this year will be based on our newly adopted B.E.S.T. standards. Although K-2 started B.E.S.T. ELA standards last year, our current year will include all grades implementing instruction based on the B.E.S.T standards for ELA and Mathematics. To show proficiency on our state F.A.S.T. assessments, teachers will need to have ongoing support for best practices and resources when teaching the B.E.S.T. standards. Our school will focus on using the district-provided CRMs and resources to make sure we reach the intent of the benchmarks and standards in each grade level for the B.E.S.T. standards in ELA and Mathematics. We will also provide instructional support to teachers so we can address the needs of all learners as they engage in the new standards within their daily lessons.

**Measurable Outcome:****State the specific measurable outcome the school plans to achieve.**

**This should be a data based, objective outcome.**

We plan to show increases in scores throughout the year with our F.A.S.T. BOY, MOY, and EOY data. Based on our data from this year, we hope to maintain proficiency and show growth from the students who were proficient on FSA last year. We also want to show growth and learning gains with students who were below proficiency on FSA last year.

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

Data from common assessments in ELA and Mathematics will be monitored consistently throughout the school year. We will closely monitor data from the BOY and MOY F.A.S.T. assessments to target needs within classrooms, subgroups, and teachers. We will make data-based decisions to adjust instruction within classrooms as well as how much we support the teachers. The data-based analysis will also determine if professional learning needs to take place with the staff.

**Person responsible for monitoring outcome:**

Kelly Steinke (kelly.steinke@ocps.net)

**Evidence-based Strategy:****Describe the evidence-based strategy being**

During PLCs, teachers will become familiar with standards being addressed in upcoming lessons. Misconceptions will be addressed using the B.E.S.T. standards handbook, looking at the vertical alignment of the benchmarks and what is specifically needed to meet the benchmark for each grade level. Coaches and administrators within PLCs will provide support to teachers while discussing the implementation of instruction, data analysis, and misconceptions. Based on data and teacher needs, professional learning sessions can take place to make sure implementation of the B.E.S.T. standards is effective and reflective within our school data.

**implemented  
for this Area  
of Focus.**

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

Developing teacher capacity in strong understanding of the B.E.S.T. standards will increase student learning, student growth, and teacher understanding of what is most critical when teaching their lessons. This will ensure that teachers learn and systematically implement explicit instruction for all students and address all their 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.

We will provide research-based professional development for teachers on best practices for teaching the B.E.S.T. standards in ELA and Mathematics.

**Person  
Responsible** Nicole Brooke (nicole.brooke@ocps.net)

We will analyze data from computer-based programs, common assessments, and state assessments to create standards-based intervention groups. These groups will be progress monitored on a weekly basis.

**Person  
Responsible** Jennifer Earnest (jennifer.earnest@ocps.net)

We will provide assistance, coaching, and actionable feedback during PLCs to ensure that teachers will effectively meet the rigor of the grade-level benchmarks. These collaborative conversations will also help prepare students for the F.A.S.T. assessments.

**Person  
Responsible** Crystal Higgs (crystal.higgs@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 our inaugural year, Kelly Park School will strive to build a positive, supportive, and inclusive learning environment to meet both the educational and social-emotional needs of our students. We will collaborate with all stakeholders, including our faculty and staff, parents, PTSO, School Advisory Committee (SAC), and community members to create strategies that lead our students to success. We will also invite our families to volunteer on campus through our ADDitions volunteer program.

We will utilize the Second Steps program in order to teach our students about making good decisions and managing their emotions. These programs help to contribute to a positive school environment. We are also a Cambridge School and will be implementing the Cambridge Learner Attributes which will contribute to a positive school culture.

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

School staff, SAC members, PTSO members, parents, students, and community members are all stakeholders responsible for promoting a positive culture and environment at Kelly Park School. School staff will implement SEL best practices for themselves and their students. They will have supportive and positive relationships with all families and community members, set high expectations for school-wide behavior, and have relationships with students built on trust and understanding. They will provide safe and inclusive environments that promote all learning.

Parents are considered our educational partners, and their involvement is always welcome. We will provide families with academic and social-emotional resources to utilize in the home setting.

Students are encouraged to meet high expectations for school-wide behavior, learn and implement self-regulation strategies, and make proactive decisions regarding their academic and social-emotional growth and development.

Community partners will help provide incentives for upholding expectations and consistently promote the same goals for a positive culture and environment within our school community.