

Orange County Public Schools

# Northlake Park Community Elementary



2022-23 Schoolwide Improvement Plan

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# Northlake Park Community Elementary

9055 NORTHLAKE PKWY, Orlando, FL 32827

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

## Demographics

**Principal: Emily Archie**

Start Date for this Principal: 5/29/2022

<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)	30%
<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 (74%) 2018-19: A (66%) 2017-18: B (61%)
<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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# Northlake Park Community Elementary

9055 NORTHLAKE PKWY, Orlando, FL 32827

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	No	30%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

## School Grades History

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

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<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 exciting and diverse pathways to lead our students to success.

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

To ensure that every student has a promising and successful future.

#### Objectives:

- High Expectations for Student Learning
- Student Social and Emotional Well-Being
- Dedicated and High-Quality Team
- Positive Climate and Safe Environment
- Efficient Operations
- Engaged and Invested Community

### 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
Archie, Emily	Principal	The job duties and responsibilities of the principal are to ensure all areas of the school improvement plan are implemented with fidelity. Oversee all school operations, assist with discipline, evaluations/observations, support teachers for lesson planning, progress monitoring and assessment. Develop with the school team our school improvement plan and Safe School plan. Attend PLC's and support common planning for grade level teams. Ensure the budget and funding resources are appropriately allocated to support the areas of focus and action steps within the action plan items.
Fulbright, Kathleen	Assistant Principal	The job duties of responsibilities of the assistant principal include supporting the principal to ensure that all areas of the School Improvement Plan are implemented in a timely manner. In addition, the assistant principal ensures that the right progress monitoring tools are in place and functioning so teachers have the information needed to drive instruction and impact student achievement.
Hanrahan, Melissa	Curriculum Resource Teacher	The job duties and responsibility for Mrs. Hanrahan include the Curriculum Resource Teacher, Testing Coordinator, PD Points, Textbook Coordinator. She will support teachers during PLC meetings and common planning,
Caballero, Janet	ELL Compliance Specialist	The job duties and responsibilities include assisting teachers with meeting the needs of our ELL students. The ELL Compliance Specialist collects ELL specific data. This teacher holds ELL Parent/Teacher Meetings and and Multilingual Parent Leadership Council Meetings. The ELL Compliance Specialist serves as the IPT and WIDA contact and test administrator. She also assists teachers with collecting and reviewing MTSS data and providing teacher support as needed.
Miski, Elia	School Counselor	The Guidance Counselor assists with the Character Education and Social Emotional Support (SEL). The Guidance Counselor serves as the Threat Assessment Contact, provides small group interventions, and assists with individual student behavior plans.
Tomlinson, Jennifer	Dean	Mrs. Tomlinson helps with behavior support for all students. She is also our Title IX coordinator. She works with teachers within PLC's.

### Demographic Information

**Principal start date**

Sunday 5/29/2022, Emily Archie

**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.*

2



**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.*

10

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

47

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

653

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

9

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

9

**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	76	100	110	115	119	130	0	0	0	0	0	0	0	650
Attendance below 90 percent	0	17	13	18	17	20	0	0	0	0	0	0	0	85
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	3	2	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	13	20	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	12	7	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	0	0	0	13	20	0	0	0	0	0	0	0	33

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	9	8	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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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**

Friday 7/29/2022

**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	4	102	108	108	130	132	0	0	0	0	0	0	0	584
Attendance below 90 percent	0	6	8	11	9	8	0	0	0	0	0	0	0	42
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	2	1	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	2	2	0	0	0	0	0	0	0	4

**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	2	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	

**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	4	102	108	108	130	132	0	0	0	0	0	0	0	584
Attendance below 90 percent	0	6	8	11	9	8	0	0	0	0	0	0	0	42
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	2	1	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
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	2	2	0	0	0	0	0	0	0	4

**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	2	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	

**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	77%	56%	56%				72%	57%	57%
ELA Learning Gains	69%						67%	58%	58%
ELA Lowest 25th Percentile	56%						57%	52%	53%
Math Achievement	85%	46%	50%				73%	63%	63%
Math Learning Gains	81%						73%	61%	62%
Math Lowest 25th Percentile	70%						54%	48%	51%
Science Achievement	80%	61%	59%				66%	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	63%	55%	8%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	68%	57%	11%	58%	10%
Cohort Comparison		-63%				
05	2022					
	2019	70%	54%	16%	56%	14%
Cohort Comparison		-68%				

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	65%	62%	3%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	76%	63%	13%	64%	12%
Cohort Comparison		-65%				
05	2022					
	2019	65%	57%	8%	60%	5%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	54%	8%	53%	9%
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	31	44	29	45	67	67					
ELL	59	60	45	72	85	83	67				
ASN	87	89		95	89						
BLK	67	73		81	82						
HSP	67	66	56	78	78	73	75				
WHT	91	70	62	92	83	73	85				
FRL	65	68	55	79	82	74	71				
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	32			44							
ELL	60	62	65	62	31	36	23				
ASN	92			96							
BLK	86			79							
HSP	69	62	60	70	44	25	43				
WHT	85	56		86	67		68				
FRL	65	55	62	65	43	28	33				
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	21	46	46	29	53	50	19				
ELL	52	59	64	56	73	62	48				
ASN	79	64		89	86						
BLK	58	67	30	29	43	33	27				
HSP	65	66	59	66	72	54	59				
WHT	84	67		89	80		84				
FRL	55	58	56	54	65	50	45				

**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	74
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	76
Total Points Earned for the Federal Index	594
Total Components for the Federal Index	8
Percent Tested	100%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	47
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	68
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	90
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	76
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	71
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	79
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?**

Looking at school wide data through the lens of the ESSA subgroups, we met and exceeded the minimum proficiency required to show improvement and close the achievement gap. Our Economically Disadvantaged had the largest gains - 17% moving from 54% to 71%. Our Black students percentage decreased from 83% to 76% which is a drop of 7%. Looking at our schoolwide achievement data, our ELA data remained static and our Math data showed huge improvement. Our lowest 25% in Math made the largest gains. Our students moved from 32% to 70%. That was an increase of 38%. School wide our Math data showed the largest gains.

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

The data components that demonstrate the greatest need for improvement is the performance of our Lowest 25% in ELA who decreased in proficiency from 63% to 56%, a decrease of 7 points. A second area of needed improvement is ESE proficiency. The ESSA ESE subgroup increased from 38% to 47%. While this is an increase, this level remains below the other subgroups that are tracked.

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

Personnel changes deeply affected the performance of our students. Teachers left midyear and these classes unfortunately suffered from having long-term subs. We are beginning to feel the effects of the current teacher shortage. A lot of attention was devoted to building Math skills with students.

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

Math lowest 25% increased from 32% to 70% which represents an increase of 38%. Math learning gains increased from 53% to 81% which represents an increase of 28%. Finally, Science scores increased from 56% to 80% which represents an increase of 24%.

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

There was an intense focus on content area, vocabulary and integration of Science and Math in the ELA block. Within fifth grade, they did a lot of reading about Science in the ELA block which afforded more time to work on Science within the Science labs.

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

Strategies we will need to implement and/or continue are: Continuing our 4th year of Cambridge Academy in grades 2-5 and usage of the program for all grade levels and teachers. We will use the Global Perspectives aspect of the program school-wide. We will support students Social Emotional Learning by implementing the CASEL Core Competencies as a common language. We will begin our focus on learning the B.E.S.T. standards for our district. This will now be implemented throughout our school. We will provide the necessary professional development and support to our staff.

**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.**

This year, the school has budgeted for an instructional coach who will provide classroom coaching opportunities, mentorship and professional development as dictated by school trends. All teachers have been or will be trained on the Cambridge competencies and these will be taught to all students and emphasized in all instruction. The intervention block will include time for enrichment and intervention for all students. During our intervention block, we have changed the name to Acceleration. This time will be used to meet the needs of focusing on foundational skills needed for learning standards. Time will be given for enrichment for students who have mastered standards. Teachers will be trained on how to support each group.

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

The instructional Coach position was created and filled to help teachers understand the new standards, model lessons and provide coaching as needed based on individual and school wide trends. We also will have two Intervention teachers who will help to hone in on Tier 3 students. They will help support teachers and students within the classroom with SEL support as well as behavioral support. Some of our incoming kindergarten students have severe behavioral needs. We are quickly moving into MTSS support for academic as well as behavioral concerns.

**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 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.**

Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following needs:  
 Learning gains in ELA for our bottom 25%  
 Increasing performance proficiency in ELA for our Students with Disabilities  
 Build family and home relationships by strengthening a culture for social and emotional learning.

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

By focusing on this area, we would like to see a correlation from the implementation of SEL work impact our ELA and Math proficiency scores as measured on the FAST. Our goal is to see the scores increase by three to five percentile points. In addition to our school wide FAST scores increasing, we would like to also see our bottom 25 percentile make learning gains in ELA and our SWD students increase three to five percentile points in order to put them on a trajectory to match other subgroups..

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

We will continue utilizing the DPLC process and move from literacy focus (close reading) to Social and Emotional Learning. In addition, we will focus on the goal, plan and implement intentionally structured opportunities for adults to integrate and monitor resources and strategies to grow every student academically, socially and emotionally. We will begin the process by collecting baseline data on student SEL needs and determine program resources and implement a plan for continuous school improvement. In addition to collecting SEL baseline data, we will collect academic baseline data and develop an understanding of the 2021-2022 school year data. Data chats, PLC meetings and SELL sessions 1-3 and Action Planning Document forms will be completed as our monitoring tool through the school year. The progress monitoring form includes trend data from classroom walkthroughs, culture & climate data and qualitative data from stakeholders.

**Person responsible for monitoring outcome:**

Emily Archie (emily.archie@ocps.net)

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

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.

Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice and examination of impact data. Our school will monitor and

**being implemented for this Area of Focus.**

measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs and family needs.

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

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. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional and academic development of every student.

**Action Steps to Implement**

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.

Global Perspectives: This will be reviewed by each grade level. Selections will be made for the year for the activity that will be completed each quarter. Parents will be notified of the work being done in the classrooms. Students will work and present to the class.

**Person Responsible** Jennifer Tomlinson (jennifer.tomlinson@ocps.net)

School-wide: Our guidance counselor will have small groups as needed to support students as we work on developing our SEL component. Teachers will identify students and report to our guidance counselor.

**Person Responsible** Elia Miski (elia.miski@ocps.net)

We will increase communication with our families and the community. The Principal will address and meet with PTA and SAC and other families as needed to spread the message of what we are doing in our school. Working with parents in partnership will help with school operations and help with student learning.

**Person Responsible** Emily Archie (emily.archie@ocps.net)

**#2. 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.**

Beginning in the 2019-2020 school year, NLP instituted a Cambridge Academy for targeted 4th and 5th grade students. This is an accelerated type of program using academic standards created by the University of Cambridge. During the 2020-2021 school year, it was expanded to a 3rd grade class as well. We are exploring different approaches. This year we will be implementing a project based learning program called Global Perspectives as well as teaching all students about the Cambridge Learner Attributes. We will focus on creating and increasing enrichment type opportunities for students (with increased focus on enrichment vs. acceleration). Deepening student understanding and thinking processes will be at the forefront of the effort.

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

By exposing students to higher levels of thinking and focusing in "real world" applications of knowledge, we would like to see our FAST achievement and learning gains scores eventually increase by 3 to 5 percentage points respectively.

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

It is expected for grade levels to complete up to four Global Perspective challenges this school year. We will introduce the CAPE Digital Tools learning to our 4th and 5th grade students. This will provide enrichment and students will be able to gain certifications that could be on their official transcripts that will help them in their higher learning. The principal and assistant principal will monitor the implementation of these challenges.

**Person responsible for monitoring outcome:**

Kathleen Fulbright (kathleen.fulbright@ocps.net)

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

Cambridge Global Perspectives is a unique, transformational program that helps students at every stage of school education develop outstanding transferable skills, including critical thinking and research and collaboration.

This innovative and stimulating skills-based program places academic study in a practical, real-world context. The program develops the skills of research, analysis, evaluation, reflection, collaboration and communication.

**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.**

Cambridge Primary Global Perspectives is taught through a series of Challenges. Each challenge encourages learners to become independent, active and lifelong learners. They include activities that require learners to make decisions about where to find information and how to present the information. They also include guidance on how to encourage learners to consider and connect personal, local and global.

**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.

Teachers will select the challenges that they will do quarterly for Global Perspectives. Materials will be distributed to each grade level. Teachers will be provided professional development for implementation of this process.

**Person Responsible** Jennifer Tomlinson (jennifer.tomlinson@ocps.net)

Teachers will be distributed the Cambridge textbooks. They will be able to use the textbooks to help support student learning in ELA. This is our first year with the entire school using the BEST standards., Our teachers will be focusing on learning and implementing with fidelity the standards and the resources given by the state. Our district has created assessments that will be used in order to monitor student progress. SBUA's: Student based unit assessments will be used.

**Person Responsible** Emily Archie (emily.archie@ocps.net)

Our SWD's will be a primary focus as we move through this school year. We will monitor their assessments and additional support that will be needed throughout the year for their academic success. Teachers will be provided training and support of how to differentiate in the classrooms in order meet the various needs of students.

**Person Responsible** Kathleen Fulbright (kathleen.fulbright@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, ongoing engagement in district-wide professional learning on leveraging social and emotional learning as well as leadership for student success will be implemented. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. School leadership teams collaborate with students, staff and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources and build a culture for authentic family engagement in school staff.

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

The stakeholders in promoting a positive culture and environment at the school includes: parents, students and community members. This core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families based on school and community needs. School leadership teams collaborate with students, staff and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources and build a culture for authentic family engagement in school staff. In addition to SAC, information is shared via school events such as Open House, Curriculum, PTA meetings and ELL Parent Leadership Council Meetings. This year we are forging a greater partnership between the HOA association, the YMCA and NLP. The three organizations are working to create a more collaborative relationship that will support each entity as we are expected to work together as one.