Westbrooke Elementary

2022-23 Schoolwide Improvement Plan

Table of Contents

Westbrooke Elementary

500 TOMYN BLVD, Ocoee, FL 34761

https://westbrookees.ocps.net/

Demographics

Principal: Vidal Reyes   Start Date for this Principal: 6/1/2018

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)	50%
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 Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2018-19: B (57%) 2017-18: A (62%)
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

Westbrooke Elementary

500 TOMYN BLVD, Ocoee, FL 34761

https://westbrookees.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	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

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
Reyes, Vidal	Principal	
Lemieux, Jacqueline	Instructional Coach	• Administrative designee when principal is off campus • Building Level Assessment Test Coordinator: FAST, i-Ready, FLKRS, CFE, etc. • MTSS Coordinator: Facilitate the MTSS process with teachers to identify at-risk or low performing students, monitor their progress, complete all appropriate tracking of data, communicate with all stakeholders to address student needs • Admin team members, attending weekly Admin Team Meetings, reporting on student monitoring data • Positively support and promote school initiatives with all staff members and stakeholders. • Addresses concerns proactively and in support of school goals • Serves as CRT • Textbook Manager (backed up by Media Clerk) Responsible for: - Maintaining inventory, - Check out system, - Organization and availability of all instructional and state adopted materials • Responsible for student intern placements • Responsible for beginning teacher program • Responsible for inventory and ordering of all curriculum materials • ADDitions Coordinator: Assists with field trip and volunteer applications • Serve as Co-Literacy/Reading Coaches backup • Serve as Academic Coaches • Conduct informal observations as scheduled by the principal • Teach daily intervention group(s) of students, tracking data and collaborating with classroom teachers to address student needs • Provide Principal with analysis of available data • Complete individual gifted screenings for identified students, reporting findings to Staffing Coordinator • Complete a monthly submission for the school wide newsletter • Assist with student supervision during specified duty times • Completes other duties as assigned by the principal
Medina Piazza, Rosana	School Counselor	•Attends weekly Admin Team Meetings, reporting on student behavior, progress, character education updates and social services initiatives • Teach daily intervention group(s) of students, tracking data and collaborating with classroom teachers to address student needs • Collaborates with registrar to identify FRL and at risk students • Institutes progressive discipline following school and district procedures - Early Warning Signs - Walk n' Talks • Organize and implement Bully Prevention and Character Education Programs for school • Collaborates with teachers and Staffing Coordinator when designing plans for students with general

Name	Position Title	Job Duties and Responsibilities
		behavior problems (MTSS Process) including development of Develop BASP and BIPS for students as needed (includes ESE teacher) • School-based coordinator for the Social Security/Disability forms, Homeless and Foster Care (share information with appropriate school staff, have primary responsibility for coordinating/monitoring the support and educational interventions for the homeless/foster care student(s); will also communicate with caseworkers and/or foster parents/residential facility directors.) • Coordinates collection and distribution of items to families in need • Coordinate S.T.A.R. Back pack program (if available) • Homeless liaison • Helping Hands/PTO liaison • Social Skills/ Character Development session • 504 Coordinator • Mentor Coordinator • Mental Health designee • Completes other duties as assigned by the principal
Rumeau, Whitney	Staffing Specialist	• Attends weekly Admin Team Meetings • Positively supports and promotes school initiatives with all staff members and stakeholders. • Addresses concerns proactively and in support of school goals • Serves as LEA representative for all mandated documents for ESE students • Responsible for the scheduling and execution of gifted screenings for identified students • Responsible for timely and accurate compliance of district, state and/or federal required documentation for ESE students (accommodations, modifications, IEP plans, testing schedule, etc.) • Responsible to schedule and monitor all ESE, MTSS, and ESOL related programs and responsibilities (including SLD, ASD, EBD, S/L, Gifted, 504s, MTSS, ESOL), participate in meetings as needed, and ensures compliance with district, state and federal mandates. • Along with MTSS Coach, keeps track of all MTSS documentation, including data gathered by the teachers as well as data generated from intervention work with the child • Responsible to serve as school point of contact with ESE and ESOL district personnel and as liaison between school administrators and district personnel • Coordinates all attendance and student intervention meetings with registrar and school social worker • Assists CRT with standardized testing to ensure proper modifications and accommodations for ESE and ESOL students • Collaborates with teachers when scheduling and providing appropriate interventions for students in the ESE program, in compliance with IEPs • Responsible for all compliance and district required documentation for ESOL students (monitoring forms, accommodations, modifications, LEP plans, testing schedule, etc) • Assist with registration and ESOL identification of new students/ with

Name	Position Title	Job Duties and Responsibilities
		registrar • Coordinates all ESOL staffings with registrar • CELLA testing Coordinator • Assists with student supervision during specified duty times • Alternative Assessment Coordinator (if necessary) • Coordinates Teach-In • Completes other duties as assigned by the principal

Demographic Information

Principal start date

Friday 6/1/2018, Vidal Reyes

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

0

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

7

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

520

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

4

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

3

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	62	71	94	84	107	111	0	0	0	0	0	0	0	529
Attendance below 90 percent	7	11	12	17	15	14	0	0	0	0	0	0	0	76
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	9	17	0	0	0	0	0	0	0	27
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	9	12	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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	1	8	12	0	0	0	0	0	0	0	21

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

Monday 6/20/2022

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	16	68	98	91	100	108	0	0	0	0	0	0	0	481
Attendance below 90 percent	1	8	8	14	4	5	0	0	0	0	0	0	0	40
One or more suspensions	0	0	1	1	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	3	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	1	0	4	0	0	0	0	0	0	0	5

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	16	68	98	91	100	108	0	0	0	0	0	0	0	481
Attendance below 90 percent	1	8	8	14	4	5	0	0	0	0	0	0	0	40
One or more suspensions	0	0	1	1	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	3	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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	1	0	4	0	0	0	0	0	0	0	5

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	72%	56%	56%				76%	57%	57%
ELA Learning Gains	64%						55%	58%	58%
ELA Lowest 25th Percentile	49%						38%	52%	53%
Math Achievement	83%	46%	50%				75%	63%	63%
Math Learning Gains	86%						55%	61%	62%
Math Lowest 25th Percentile	76%						29%	48%	51%
Science Achievement	75%	61%	59%				69%	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	78%	55%	23%	58%	20%
Cohort Comparison		0%				
04	2022					
	2019	70%	57%	13%	58%	12%
Cohort Comparison		-78%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	68%	54%	14%	56%	12%
Cohort Comparison		-70%				

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	84%	62%	22%	62%	22%
Cohort Comparison		0%				
04	2022					
	2019	77%	63%	14%	64%	13%
Cohort Comparison		-84%				
05	2022					
	2019	61%	57%	4%	60%	1%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	54%	11%	53%	12%
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	22	29	10	35	71	67	40				
ELL	65	69	67	79	87	60	53				
ASN	88	82		88	91						
BLK	65	56	36	75	87	83	78				
HSP	63	48	42	79	79	67	55				
WHT	80	76	69	89	90	80	86				
FRL	61	47	38	75	84	74	48				

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	35	42		38	50		40				
ELL	62			59							
ASN	100			75							
BLK	63	57		59	52		67				
HSP	60	50	40	70	42		65				
MUL	82			73							
WHT	72	52		79	74		80				
FRL	53	51	36	58	49	38	59				
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	50	43	40	54	50	36	55				
ELL	59	47	36	69	64	44					
ASN	87	85		87	69						
BLK	64	44	33	61	40	12	48				
HSP	73	52	47	78	62	45	71				
WHT	82	58	27	80	56	25	75				
FRL	67	46	32	66	51	35	62				

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	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	88
Total Points Earned for the Federal Index	593
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	71
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	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	69
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	64
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	81
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	61
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?

All student groups increased in progress monitoring assessments and State assessments. The lowest-achieving subgroup is SWD with a federal index of 39.

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

Fourth, and fifth-grade ELA learning gains showed a 6% increase. The subgroup SWD index needs to increase to 41.

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

The level of differentiation did not address all learners' needs for improvement at a higher level. Focus on differentiation and MTSS will be in place with additional training provided for all teachers.

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

Third, fourth, and fifth grade Math proficiency and learning gains showed the most improvement. ELA proficiency showed 72%, Learning gains 64%, and Lowest 25 49%. Math proficiency showed 83%, Learning gains 85%, and Lowest 25 73%.

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

Increased focus on Math practice with the additional support of after-school tutoring showed great progress. The school will seek funding from District to provide after-school tutoring.

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

Continuous training on differentiation and focus on MTSS to ensure Tier 1, Tier 2, and Tier 3 students are provided necessary tools for learning.

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.

The additional training will consist of training on the B.E.S.T. new benchmarks provided by the State along with differentiation tools like SIPPS, i-Ready toolbox, and State approved materials.

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

Teachers will be trained on B.E.S.T., MTSS, Social Skills, and differentiation.

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 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.**	The new benchmarks are taking place of the prior standards. The teachers need to become proficient in the necessary processes in order to achieve student mastery for ELA and Math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	100% of the teachers will receive professional development in B.E.S.T for ELA and Math application. Professional development sessions will provide an overview, application, practice, and assessment of the B.E.S.T. standards.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The professional development sign-in sheets during weekly PLC time and Wednesday P.D. will provide evidence of attendance. Classroom walkthroughs will provide evidence of application while the assessments will provide evidence of instructional practice.
Person responsible for monitoring outcome:	Vidal Reyes (vidal.reyes@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Classroom observations in the form of walkthrough, informal, and formal observations will provide evidence of application. Assessment will yield actionable data to improve students' mastery of the standards.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The teachers will implement B.E.S.T. in the classroom and the student outcomes will be evidenced through common assessments and daily tasks.

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.

Professional Development calendar will be shared and sign in sheets monitored.

Person Responsible	Jacqueline Lemieux (16439@ocps.net)

#2. Positive Culture and Environment specifically relating to Students, teachers, and community	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The school survey showed areas of opportunities for all students and teachers to feel safe and supported in school. School climate is at 69% favorable.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Professional development will be provided with safety measures and emergency drills will be further explained to the students. School climate includes behavior concerns which distract learning opportunities. The current score is at 34% favorable which would need to increase to 50%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Sign in sheets for PD will be monitored for attendance and monthly inspections will take place to ensure safety measures are in place. Character trait monthly presentations and materials will be shared with the teachers and students.
Person responsible for monitoring outcome:	Vidal Reyes (vidal.reyes@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Safety and positive cultural measures will be in place to provide the school population to feel safe and reach out when necessary changes need to take place. A focus group will be formed to evaluate how to improve on the staff survey portion specifically on new initiatives implementation and optimism on future school improvement.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	School survey showed the need for increased training and latest emergency events have affected the safety.

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.	

Safety and security training will be provided to improve on the application and sense of safety. The focus group sessions will aid on further understanding opinions to clear misconceptions.

Person Responsible	Vidal Reyes (vidal.reyes@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.

Principal, Instructional Coach, and School Counselor will provide support to teachers and students to ensure positive culture is observed. The monthly character trait as it relates to behavior and collaboration will be reinforced in order to increase understanding and practice in the classroom and around the school. Daily presentation through the morning news. A mentoring program for fifth grade students will be in place. The program will provide an opportunity for students to learn how to improve their emotional, social, and academic skills. Principal and teachers will work with students to engage in conversations related to addressing concerns and topics that youths face daily.

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

Principal - will work with teachers on moving to a positive culture and environment.
Instructional Coach - will work with teachers and student on training and monitoring positive culture and environment.
School Counselor - will work with teachers, students, and families on providing assistance and follow up for positive culture and environment.