

Orange County Public Schools

Keenes Crossing Elementary



2022-23 Schoolwide Improvement Plan

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Keenes Crossing Elementary

5240 KEENES PHEASANT DR, Windermere, FL 34786

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

Demographics

Principal: Tracy Webley

Start Date for this Principal: 3/12/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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)	25%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (69%) 2018-19: A (69%) 2017-18: A (71%)
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.

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Keenes Crossing Elementary

5240 KEENES PHEASANT DR, Windermere, FL 34786

<https://keenescrossinges.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 PK-5	No	25%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Donaldson, Sherry	Principal	<p>Creates an environment based on the professional code of ethics and values.</p> <ul style="list-style-type: none"> * Respond to all stakeholders in a timely, accurate, courteous, and empathetic manner. * Maintains, safe, healthy, and inclusive learning and working environment. * Manages all operations and functions of the school consistent with district mission and vision. * Develops and administers policies that provide a safe and effective learning environment. * Develops and monitors dedicated and high-quality teams. * Visible in the school community and recognized as the instructional leader. * Uses a variety of problem-solving techniques and decision-making skills to resolve problems. * Communicates and interacts effectively with all stakeholders in the community. * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self-development and keeping up to date on current research, trends, and evidence-based practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by supervisor. * Deliver high-quality education by maximizing resources to support school needs.
Jagarnath, Mohamed	ELL Compliance Specialist	<p>Ensures and manages all testing from the state, district, and school levels.</p> <ul style="list-style-type: none"> * Supports teachers in managing data using a school-wide monitoring system. * Supports 3rd-5th grade with science instruction and support. * Responsible for STEM throughout the school by supporting teachers and students during instructional time. * Supports ELL students through class visits and monitoring instructional practices. Maintains updated plans to ensure adequate support in the classroom, including paraprofessional support.

Name	Position Title	Job Duties and Responsibilities
Piontek, Samantha	Instructional Coach	<p>Conducts observations and provides appropriate coaching, modeling, and feedback on the implementation of instruction that meets school and district-wide expectations.</p> <ul style="list-style-type: none"> * Supports instructional staff with the gathering, examination, and analysis of formative and summative assessment data to identify learning concerns for individual students and groups of students through Professional Learning Communities. * Provides instructional support that is responsive to the identified needs of students. * Attends district professional development on related curriculum or instructional strategies * Assists in providing professional development for instructional staff to meet the needs of the students and build capacity in our teachers. * Keeps current on researched-based instructional strategies and best practices with an emphasis on student engagement and learning. * Participates in MTSS process for students. * Provides interventions for students performing below grade-level expectations. * Leads new teacher and new to Keene's Crossing Elementary onboarding and mentoring program.
Stribling, Joy	Assistant Principal	<ul style="list-style-type: none"> * Demonstrates qualities of the professional code of ethics and values. * Respond to all stakeholders in a timely, accurate, courteous, and empathetic manner. * Models the routine, intentional and effective use of technology in daily work, including communications, organization, and management tasks. * As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. * Administers and monitors policies that provide a safe and effective learning environment. * Communicates the school's vision, mission, and priorities to the community. * Serves as a member of the principal's leadership team and participates in the school's planning, development, and evaluation. * Supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. (Grades K,1, and Special Area) * Pursues improvement of personal professional development * Models the routine, intentional and effective use of technology in daily work, including communications, organization, and management tasks. * In the absence of the principal, assumes responsibility for the total

Name	Position Title	Job Duties and Responsibilities
		<p>operation of the school and the welfare of the teachers, staff, and students</p> <ul style="list-style-type: none"> * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district attends training to ensure skill level in various technologies is at the level required to perform in the current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self-development and keeping up to date on current research, trends and evidence-based practices relevant to the area of responsibility. * Monitors student achievement and progress monitoring for assigned grade levels. * Participates in regular PLCs. * Professional development for the content areas of Reading and Writing. * Manages custodial crew to maintain a safe and clean working and learning environment. * Develops a safety plan for a response during an emergency.
McCroy, Gerri	Behavior Specialist	<p>To establish, coordinate and monitor functional behavior assessments and behavior intervention plans for students with disabilities.</p> <ul style="list-style-type: none"> * Coaching and directing teachers in best learning practices and supporting school behavior-related progress monitoring. * Provides input during IEP and MTSS meetings to support students' needs. * Provided administration with regular updates. * Monitors and reports behavior and progress monitoring data. * Monitors functional behavior assessments and behavior interventions. * Conducts one-on-one social skills lessons with ESE students. * Collaborate with faculty and staff to plan, implement and evaluate school-wide ESE programs. * Provides insight into the appropriate strategies to use in resolving student behavior problems. * Promotes a positive, inclusive, and productive learning environment. * Manages sensory room.
Hammer, Amber	Student intervention	

Demographic Information

Principal start date

Saturday 3/12/2011, Tracy Webley

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.*

4

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

14

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

908

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.

5

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	157	171	152	179	158	200	0	0	0	0	0	0	0	1017
Attendance below 90 percent	0	1	0	2	1	1	0	0	0	0	0	0	0	5
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	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 2022 statewide FSA ELA assessment	0	0	0	9	12	13	0	0	0	0	0	0	0	34
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	13	26	0	0	0	0	0	0	0	46
Number of students with a substantial reading deficiency	0	2	9	8	8	22	0	0	0	0	0	0	0	49

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	0	0	0	0	0	0	0	0	0	

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	5	0	0	0	0	0	0	0	0	0	5
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 8/1/2022

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	28	151	155	169	148	196	0	0	0	0	0	0	0	847
Attendance below 90 percent	6	3	5	9	4	13	0	0	0	0	0	0	0	40
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	1	2	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	1	0	0	0	0	0	0	0	1
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	1	1	0	0	0	0	0	0	0	2
	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	1	1	0	0	0	0	0	0	0	2

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	

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	28	151	155	169	148	196	0	0	0	0	0	0	0	847
Attendance below 90 percent	6	3	5	9	4	13	0	0	0	0	0	0	0	40
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	1	2	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	1	0	0	0	0	0	0	0	1
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	1	1	0	0	0	0	0	0	0	2
	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	1	1	0	0	0	0	0	0	0	2

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	80%	56%	56%				80%	57%	57%
ELA Learning Gains	64%						67%	58%	58%
ELA Lowest 25th Percentile	56%						61%	52%	53%
Math Achievement	77%	46%	50%				80%	63%	63%
Math Learning Gains	68%						69%	61%	62%
Math Lowest 25th Percentile	62%						52%	48%	51%
Science Achievement	75%	61%	59%				75%	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	79%	55%	24%	58%	21%
Cohort Comparison		0%				
04	2022					
	2019	76%	57%	19%	58%	18%
Cohort Comparison		-79%				
05	2022					
	2019	71%	54%	17%	56%	15%
Cohort Comparison		-76%				

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	78%	62%	16%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	80%	63%	17%	64%	16%
Cohort Comparison		-78%				
05	2022					
	2019	73%	57%	16%	60%	13%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	71%	54%	17%	53%	18%

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

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	46	31	28	42	47	47	28				
ELL	73	66	57	78	65	69	43				
ASN	90	88		96	92		83				
BLK	81	75		57	50		70				
HSP	78	58	54	73	64	60	65				
MUL	79			79							
WHT	79	63	51	77	68	62	78				
FRL	59	52	48	51	52	41	47				
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	54	50		55	88		47				
ELL	67	70	62	69	67	75	63				
ASN	82	67		82	62		69				
BLK	78			75							
HSP	75	71	62	71	68	60	71				
WHT	85	77	70	82	80	87	88				
FRL	74	69	60	66	62	55	69				
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	45	50	55	48	45	55	43				
ELL	60	70	75	62	67	52	60				
ASN	91	79		93	85		79				
BLK	85	64		90	68		73				
HSP	70	64	57	71	63	49	69				
WHT	83	68	62	81	70	48	76				
FRL	68	56	55	66	62	50	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

ESSA Federal Index	
OVERALL Federal Index – All Students	70
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	76
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	66
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	90
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	67
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	70
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends indicate lower performance data for students in 5th grade within the 2022 state assessment data.

Progress monitoring data and state assessment data trends in core content areas (reading, math, and science) indicate our lowest performance is with the students with disabilities (SWD) subgroup and the lowest 25 percent.

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

Based on progress monitoring for the 2021-2022 school year and 2019 state assessment, the data components that demonstrate the greatest need for improvement:

* Learning gains for the lowest 25 percent in Math was our lowest-performing with 62 percent of students showed

learning gains in the 2021-2022 school year.

* Student proficiency for the subgroup of students with disabilities (SWD) was our lowest-performing ESSA subgroup with 49 percent meeting federal index standard in 2022, 67 percent met grade-level (5th) proficiency in math as assessed by district-wide progress monitoring assessment.

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 contributing factors were: systematic implementation of the standards/curriculum with fidelity.

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

The overall ELA achievement was higher for 2022 for all grade levels.

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

The contributing factors to this improvement were extensive professional learning also played a role. Professional learning was mainly led by classroom teachers and expert teachers on campus for targeted topics aligned with the data.

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

Scheduled math labs and hands-on for all students but, specifically for 5th-grade students that require hands-on engagement. Embed STEM as an enrichment component to increase rigor for mid and high-performing students that align with multiple standards. Continue to focus on comprehension skills in math as well as writing skills to respond to math-type text.

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.

PD includes BEST standards, vertical alignment, reading and writing in math, hands-on labs for teachers, and progress monitoring of the implementation of new resources/curriculum for these areas.

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

The additional services will include teacher support within the classroom and math labs using leadership team members to participate in student small groups and with teaching concepts during math lab alongside the teacher, and supporting weekly/monthly set up of needed resources for the lab aligned with the intervention and enrichment segments of the lesson.

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 Math

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

The focus area is to increase the learning gains in Math for all students from BOY to EOY Instructional practice specifically related to B.E.S.T standards-aligned instruction is foundational to student learning. The rationale in selecting this focus is that teachers will be implementing new standards aligned with the new curriculum Another component is the use of differentiated instruction to support meeting the needs of our lowest-performing area's students in the lowest 25%, mid-level, and high-performing students.

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

For the 2023-2024 school year, the percent of students will make gains from BOY to EOY in Math. The goals are to achieve 83 percent in ELA for K to 5 and to achieve at least 81 percent proficiency in Math for K to 5. Additionally, there will be a focus on student growth from the Beginning of the Year to the end of the year for at least 70 percent of all students make growth in K to 5 in both ELA and Math. The goal is to achieve at least 78 percent in Science.

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

Leadership team members will attend PLCs and monitor student data, specifically ESSA subgroups, and conduct school chats with teachers, students, and parents. Leadership team members will monitor for differentiated instruction during classroom walkthroughs and observations and provide teachers with actionable feedback.

Person responsible for monitoring outcome:

Sherry Donaldson (sherry.donaldson@ocps.net)

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

To see an increase in learning gains, we will need to implement differentiated standards-aligned instruction in a small group setting which includes scaffolding and manipulatives.

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

The small-group differentiated instructional model allows teachers to focus on specific standards and instructional needs of the students in their classroom. Teachers can maximize their students' growth and individual success by differentiating instruction for each student and therefore allow them to scaffold the content appropriately.

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.

School-wide review of data from the previous year (FSA). Grade level PLCs will use previous statewide assessment (FSA) and progress monitoring (i-Ready) data to determine the needs of each student and

identify specific learning targets not only in the lowest 25% but all students in Math to differentiate instruction.

Person Responsible Sherry Donaldson (sherry.donaldson@ocps.net)

Provide professional development opportunities related to differentiated small group instruction, use of manipulatives, scaffolding, and strategies for students with disabilities based on needs identified in the data.

Person Responsible Samantha Piontek (samantha.piontek@ocps.net)

A weekly schedule of instructional walkthroughs will be created based to monitor differentiated instruction in the classroom. Coaches and administrators will participate in walkthroughs and debrief on the differentiated instruction viewed using the OCPS instructional framework.

Person Responsible Samantha Piontek (samantha.piontek@ocps.net)

Coaches will guide grade-level PLCs in identifying trends in the data among the lowest 25% and SWD subgroups and support them through a tiered support system using actionable feedback and support or the coaching cycle.

Person Responsible Amber Hammer (amber.hammer@ocps.net)

Creating a math lab schedule with daily push in support using lessons align B.E,S.T standards and hands-on manipulative as intervention and enrichment. .

Person Responsible Amber Hammer (amber.hammer@ocps.net)

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

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

Description: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally

Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: inclusion of our ESE students, conflict resolution strategies to help students feel safe at school, and creating a safe space for students to ask for help from school adults.

Based on Panoramic School Survey Data, only 65% of our families felt their child was comfortable in asking for help from an adult. The data also indicated that 65% of students feel that people are disrespectful to others at school and 48% of students worry about violence at school.

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

By May of 2023, we expect to see an increase of 5% of favorable outcomes on the Panorama Survey student and family data in the following areas:

- * How often people are disrespectful to others at our school (student data)
- * How often our students worry about violence at school (student data)
- * How comfortable students are in asking for help from school adults. (family data)

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

Keene's Crossing will use weekly classroom walkthrough trend data, discipline, and behavior data, and tracking classroom conflict resolution sessions through our guidance counselor.

Person responsible for monitoring outcome:

Joy Stribling (joy.stribling@ocps.net)

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

Evidence-based Strategy: Use distributive leadership and social and emotional learning to continue to implement our improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies and deliberate school support for families. Description of Monitoring: 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 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:

Rationale for Strategy Selection: 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

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

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.
Resources/Criteria: 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.

Emotional Learning & Leadership professional learning through ongoing district and school professional development opportunities.

Person Responsible Joy Stribling (joy.stribling@ocps.net)

Interpret standards and student needs to intentionally integrate aligned instructional strategies to meet the needs of the students.

Person Responsible Joy Stribling (joy.stribling@ocps.net)

Identify strategies to support family engagement based on Panorama Family Members Survey. Create and facilitate opportunities to welcome families and introduce key staff that supports our students.

Person Responsible Joy Stribling (joy.stribling@ocps.net)

Monitor discipline data, classroom walkthrough data, and Panorama survey data at weekly leadership meetings, weekly grade level professional learning communities, and monthly SAC meetings.

Person Responsible Joy Stribling (joy.stribling@ocps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

NA

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.

To establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning and leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration to build academic expertise in all students. The core team works with a broader school team and is charged with personalizing and implementing professional learning based on school and community needs for school stakeholders. School leadership teams collaborate with stakeholders and determine the next steps. District programs like the Parent Academy further enhance positive culture and environment development.

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

Principal and Assistant Principals - As leaders in schools, principals have an integral role in developing the culture of the school. Student academic success and staff growth in instructional practice can be determined by the culture that is developed by the school administrators. Providing instructional staff with resources and support throughout the school year. Communicating the school's vision and involving all stakeholders promotes trust in one's leadership. Using social and emotional coping strategies and resources to reduce school-related stress. Provide time for staff members to connect and build trust.

School Counselor - will support the teachers' use of the Second Step curriculum and focuses on competencies, which include perspective-taking, empathy, processing emotions, understanding and resolving conflicts, and building positive relationships.

Staff Members - Staff members interact with students and their families and they play a very important role in establishing a safe, supportive learning environment. Positive adult-student relationships have long-lasting positive effects on the social, emotional, and academic well-being and academic success of students.

Students - Students that believe and understand they play an important role in building a positive learning environment will be more engaged in the process. Students are a stakeholder in creating a sense of belonging and inclusion, which helps all students with social and emotional skills and achieve academic success.

Families, PTO, and SAC - Making families feel welcome and engaged in their child's education to promote a positive culture and environment. Providing and teaching families how to become engaged parents will support the child as they transition from the school building into the home environment.