

Orange County Public Schools

# Village Park Elementary



2022-23 Schoolwide Improvement Plan

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# Village Park Elementary

12253 LAKE NONA GATEWAY RD, Orlando, FL 32827

[ no web address on file ]

## Demographics

**Principal: James Morosetti**

Start Date for this Principal: 7/1/2021

<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)	44%
<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 White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (68%) 2018-19: No Grade 2017-18: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* 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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# Village Park Elementary

12253 LAKE NONA GATEWAY RD, Orlando, FL 32827

[ no web address on file ]

## 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	44%
<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	80%

## School Grades History

Year	2021-22	2020-21
Grade	A	

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## SIP Authority

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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 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
Vazquez Santiago, Aleli	Principal	The principal will be responsible for cultivating, shaping, and ensuring rigorous academic goals for all staff and students. She will problem solve, coach, and build capacity in the team to create a positive and influential school culture. The principal will identify and monitor gaps in instructional practices and provide support to ensure the school's mission and vision are achieved. The principal will also monitor data to provide needed adjustments to close the achievement gap, assure building safety, and maintain and deepen current educational best practices to support the positive and influential school climate.
Freiberger, Randolyn Brooke	Curriculum Resource Teacher	As the Curriculum Resource Teacher (CRT), Mrs. Freiberger will provide materials and content knowledge to ensure equity among all students and classrooms. She will support the math instructional coach in monitoring the teacher and student's use of curriculum and access to culturally responsive texts. As the ELA instructional Coach, Mrs. Freiberger will maintain knowledge of curriculum and instruction to develop staff and build capacity. As the MTSS coach, Mrs. Freiberger will manage, monitor, and ensure the fidelity of the MTSS system throughout the school. She will plan and organize teacher and student data to allow students to be successful in all academic areas and be a resource for all teachers on various instructional strategies to meet the needs of all student learners.
Pancorbo Guzman, Anabelle	Instructional Coach	The Math and Science Coach will assist in data collection for MTSS student eligibility. They will monitor the implementation of mathematics Florida BEST Standards and coach teachers in instructional practices that facilitate the instructional shifts in mathematics. They will provide instructional guidance during Professional Learning Communities (PLCs) to ensure planning is rigorous and targeted to each tier of students. She will also facilitate the new teacher induction program and provide coaching and guidance to ensure their success during their first years as classroom teachers.
Rivera, Johanny	School Counselor	The Guidance Counselor will maintain an understanding of all communication skills, decision making, relationship skills, conflict resolution, and goal setting to ensure students receive support and reduce all barriers to academic success. The Guidance Counselor will confer with teachers to provide interventions, preventions, and behavior modifications that will allow all students to succeed and participate in rigorous instruction.

**Demographic Information**

**Principal start date**

Thursday 7/1/2021, James Morosetti



**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**

41

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

638

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

14

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

19

**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	3	97	115	92	76	100	0	0	0	0	0	0	0	483
Attendance below 90 percent	1	32	31	15	14	15	0	0	0	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	11	24	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	8	9	0	0	0	0	0	0	0	17
Number of students with a substantial reading deficiency	0	0	0	2	0	0	0	0	0	0	0	0	0	2

**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	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	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	0

**Date this data was collected or last updated**  
Thursday 8/4/2022

**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	8	99	88	77	86	105	0	0	0	0	0	0	0	463
Attendance below 90 percent	4	17	12	11	3	9	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	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	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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	8	99	88	77	86	105	0	0	0	0	0	0	0	463
Attendance below 90 percent	4	17	12	11	3	9	0	0	0	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
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	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	0	0	0	0	0	0	0	0	0	0	

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

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%	56%	56%					57%	57%
ELA Learning Gains	66%							58%	58%
ELA Lowest 25th Percentile	50%							52%	53%
Math Achievement	76%	46%	50%					63%	63%
Math Learning Gains	82%							61%	62%
Math Lowest 25th Percentile	74%							48%	51%
Science Achievement	63%	61%	59%					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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
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	10	38	40	20	54	58					
ELL	58	63	43	71	84	75	52				
ASN	94	70		100	80						
BLK	70	92		70	91						
HSP	60	62	46	72	80	74	62				
WHT	79	65		90	95		73				
FRL	58	64	50	61	79	73	42				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	68
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	68
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	64
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	86
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	81
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	65
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	80
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	60
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?**

The trend that emerges across grade levels, fourth and fifth, is the need to address the gaps in Reading. While our students achieved high proficiency in Math and made significant learning gains, we are showing that ELA has plenty of room for growth and that different tiers of instruction, especially tier i, need to be addressed. Our English language learners and the lowest 25 percentile present significant reading comprehension and vocabulary gaps.

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

ELA lowest 25th percentile performed the lowest at 50%. Reading comprehension and writing will be a focus area in the 2022-2023 school year. ELA overall needs improvement. ELA scored 67% proficiency compared to Math 76%. The leadership team analyzed our lowest 30%, and language is one of the main barriers for these students. Additional evidence can support this in the students scoring a Level 1 on the 4th and 5th Grade FSA Reading. At the same time, all other performance levels in Mathematics were high.

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

Students transitioning to a new school and returning to school after two odd years due to a pandemic are contributing factors to this need for improvement. We also have a significant number of students that came from out of the country and enrolled in schools in the United States in the middle of the pandemic. These students did not get two years of regular school experience for language acquisition. Many of our lowest 25% of students are English language learners and are still in the language acquisition process. There are significant gaps in reading comprehension and vocabulary.

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

Mathematics proficiency and learning gains showed the most improvement compared to our EOY and MOY data. Our proficiency went from 44% to 76%, learning gains from 20% to 84%, and learning gains lowest 25% from 15% to 67%. This is based on comparing middle school year data to FSA scores.

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

One contributing factor to this improvement is a strong focus on building fluency skills. Our school implemented various ways for students to feel motivated to practice fluency. We also continuously monitored data and individualized instruction for subgroups. We did multiple academic activities to close the gaps from previous school years.

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

The strategies that we will use to accelerate learning are to continue with our monitoring systems and interventions. We will also continue differentiating and personalizing instruction for specific subgroups to meet students at their level and continue accelerating them. During interventions, we will provide tasks for students to continue accelerating their skills and different domains.

**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.**

Professional development in student engagement, vocabulary, the science of reading, differentiation of content, acceleration of content, small group instruction, and co-teaching will need to be planned and implemented during this second school year.

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

Additional services we will provide to ensure the sustainability of improvement will be tutoring in Math and Reading, skills labs for acceleration, STEAM for Gifted students, and engaging lessons for students to accelerate the momentum. For our teachers and staff, we will continue facilitating professional development opportunities and workshops based on teacher feedback and needs improvement trends identified by the leadership team during classroom walkthroughs and observations.

**Areas of Focus**

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

:



**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus**  
**Description and Rationale:** Narrow Achievement Gaps  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Providing teachers and paraprofessionals with strategic and specific instructional development will ensure equitable learning for all students, increase teacher and paraprofessional knowledge, and ensure that teachers and staff analyze data to improve achievement for all subgroups, specifically our exceptional student education student population.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** The achievement gap between all subgroups will remain closed, and the exceptional students' education students will achieve the same proficiency as their other subgroup peers. We aim to increase our ESSA ESE component from 36% to 41%.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.** The ESE Resource teacher, MTSS Coach, and Staffing Specialist will report weekly to the principal on the outcomes of weekly instruction for our ESE students. The principal will be responsible for conducting discussions with the classroom teachers regarding ESE instruction, how students are receiving specific accommodations if needed, and how they monitor student progress.

**Person responsible for monitoring outcome:** Aleli Vazquez Santiago (aleli.vazquezsantiago@ocps.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.** ESE and Tier III teachers will collaborate with general education teachers, paraprofessionals, and support staff to direct students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings. Collaboration with individuals or teams requires effective collaboration, including sharing ideas, active listening, questioning, planning, problem-solving, and negotiating to develop and adjust instructional or behavioral plans based on student data and coordinating expectations, responsibilities, and resources to maximize student learning. These strategies are essential to analyze student work across subgroups to improve culturally responsive practices and ensure equity for all learners.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this** Our subgroup gap is small; we need to continue the instructional practices we have implemented and have led to growth while improving our communication with all stakeholders. Last year, we did not have a particular position for ESE Resource and Staffing Specialist, nor did we have interventionists. This year we will have these positions, and a common planning time will be allocated for collaboration and data

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

analysis. Improved data-based communication between all stakeholders will lead to continued improvement in this subgroup.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- The leadership team will focus on Tier I instruction and the tiered systems of support provided to all students. (August 2022, weekly - Vazquez)
- The administration will structure Professional Developments (PDs) to provide teachers with differentiated coaching and support for standards-based instruction. (August 2022, monthly - Vazquez)
- Teachers will use culturally relevant content to increase student proficiency in all subject areas. (August 2022, weekly - Freiburger and Pancorbo)
- Teachers will provide differentiated instruction for intervention and enrichment. (August 2022, weekly - Freiburger)
- Teachers will analyze summative and formative data in all academic areas to adjust instruction to match student needs. (August 2022, monthly- Vazquez)

**Person Responsible** Aleli Vazquez Santiago (aleli.vazquezsantiago@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.**

The leadership team will invest in continuous improvement by using strategies for building and sustaining high-performing teams to support a culture of literacy across all content areas and to build capacity with sustainable teacher leadership as we introduce our teachers to B.E.S.T. standards. We will continue to provide our teachers with various opportunities to learn innovative teaching strategies and increase student engagement. Our survey results indicate that our community stakeholders value the investment in staff and know that this investment leads to increased student achievement and the achievement of our school's strong culture and climate.

**Measurable Outcome:**

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

All teachers will demonstrate strategies for developing students as writers. Teachers will use text-dependent questions and structured academic discourse to facilitate rigorous learning. ELA proficiency will increase from 67% to 75%, and math proficiency will increase from 76% to 80%. Teachers will utilize B.E.S.T. standards to drive instruction and will continuously assess best practices to modify teaching and increase understanding of these new standards as needed.

**Monitoring:**

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

The instructional coaches will report weekly to the principal on the outcomes of weekly instruction for our students and the coaching cycles provided to teachers. The principal will be responsible for discussing best practices with the classroom teachers and how they monitor and increase student engagement in their classrooms as they teach for BEST standards.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

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

The principal, coaches, and grade level teams will meet to research and share strategies related to B.E.S.T. standards to guide our common planning and delivery of instruction. These meetings will happen twice a week, and data analysis will be held twice a month.

**Rationale for Evidence-based Strategy: Explain the rationale for**

Through data-based Professional Learning Community (PLC) conversations, the leadership team identified that tasks required of students were recall level. To align tasks more closely to the depth of knowledge of the standards, students need to analyze and synthesize content. Text-dependent writing and academic discourse are required components for the extension of learning.

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

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will provide professional development that expands knowledge and practices for B.E.S.T standards. (September 2022, bimonthly- Freiberger and Pancorbo)

The leadership team will provide culturally responsive resources. (August 2022, completed- Vazquez)

The exceptional student education (E.S.E.) team will mentor the general education colleagues to provide inclusive models of instruction and resources to support our E.S.E. students. (August 2022, weekly- Vazquez and Freiberger)

The leadership team will provide professional development for new teachers on the previously learned content regarding close reading and text-dependent questions. (August 2022, bimonthly- Vazquez)

The leadership team will provide intensive support to new teachers to ensure equitable classrooms. (August 2022, weekly- Pancorbo)

**Person Responsible** [no one identified]

**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.**

Our principal's purpose as an instructional leader has always been; to build capacity, inspire and influence others to do what is best for all children, and leave a legacy of innovative educators and scholars.

This is why our school invests in the adults on campus by building capacity, teaching them how to practice mindfulness, and creating an influential culture of relationships and connections between educators, students, and the community. We model and inspire teachers to try new things, take risks, and be creative and dynamic. We encourage teachers to design the most magical, innovative, and challenging learning experiences for kids, rich in content and engaging. That is what all students deserve. While building a culture where teachers and staff continually push themselves to learn and grow, the principal ensures they know when to seek help and practice self-care. We have high expectations, and one of them is for teachers to motivate each other to strive for greatness.

Our students deserve the very best, and we are committed to advocating for every one of them. We believe that every child has unlimited potential, which is the most critical part of our school building. This is why we have created a school culture where they feel connected, confident in their abilities, loved, and safe. Students are welcomed in the mornings with music, dancing, high fives, hugs, and secret handshakes. We listen to their stories and follow up with them to make them feel heard and valued. Once the school day begins, we ensure that students are provided with educational opportunities that will challenge them to aim for excellence and increased achievement.

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

Modeling is key to understanding anything in school buildings. School leadership and staff are the ones that lead by example. We set the tone for our school building by showing and modeling how we want our students to behave and react to situations daily.

Every stakeholder from administration, teachers, staff, students, parents, and the community is responsible for ensuring that our school traditions and expectations are followed—these guide our culture, climate, and vision of what we want our school to become.