

Orange County Public Schools

Dommerich Elementary



2022-23 Schoolwide Improvement Plan

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Dommerich Elementary

601 N THISTLE LN, Maitland, FL 32751

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

Demographics

Principal: Laura Permenter

Start Date for this Principal: 6/8/2021

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)	21%
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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (83%) 2018-19: A (67%) 2017-18: A (67%)
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	N/A
* 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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<https://dommeriches.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	21%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

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

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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
Permenter, Laura	Principal	<ul style="list-style-type: none"> -Provides a common vision for the use of data-based decision making, collaborative lesson planning, and effective instructional practices and intervention. -Manages resources, including facilities, budget, staff, materials, and supplies, that are designed to support the areas of focus for school improvement. -Facilitates high-quality, ongoing professional development to ensure teacher growth and student achievement. -Maintains communication with all stakeholders -Conducts classroom walkthroughs and observations providing actionable feedback -Monitors schoolwide data and School Improvement Plan area of focus -Monitors and guides school leadership team
Martin, Janet	Assistant Principal	<ul style="list-style-type: none"> -Monitors schoolwide data and School Improvement Plan areas of focus -Monitors design and implementation of SEL framework support -Monitors design and implementation of tutoring and school enrichment programs -Manages student services support needed, including behavior, discipline, resources, and interventions. -Serves as partner and liaison with stakeholders -Conducts classroom walkthroughs and observations providing actionable feedback
Swank, Carolina	Curriculum Resource Teacher	<ul style="list-style-type: none"> -Facilitates district and state assessments -Provides instructional resources and support to teachers -Participates and guides common planning sessions to the vision of OCPS -Develops professional development for staff -Serves as an expert on K/1 district resources and standards -Monitors Lowest 25% -Tracks Multi-Tiered Systems of Support data -Supports MTSS small groups -Member of Social Emotional Learning Leadership team
Braxton, Eva	Instructional Coach	<ul style="list-style-type: none"> -Develops professional development for staff -Supports and reviews common assessments -Facilitates Deliberate Practice PLC -Participates in and guides common planning sessions to the vision of OCPS -Serves as an expert on district resources and standards
Seyler, Lisa	Staffing Specialist	<ul style="list-style-type: none"> -Provide information to the staff on ESE strategies and accommodations -Collaborate with teachers, students, parents, and other stakeholders to write IEPs that provide appropriate services to meet the individual needs of the students -Involved in the various decisions regarding the ESE population such as curriculum and safety

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Communicate with team members and help resolve issues and clarify information on an as-needed basis -Interface with the principal and other members of leadership to work towards the vision of high-quality teaching and learning -Guides the math department in the implementation of standards-based and data-driven instruction -Facilitate the analysis and use of interim and state assessment data to inform instructional and grouping practices
Fratik, Jessica	Other	<ul style="list-style-type: none"> - Ensures social emotional support is in place through curriculum and programs - Facilitator of Social Emotional Learning Leadership team - Educate families on resources for academic and social development - Create a culture of college and career readiness for all students - Serves as guidance role according to OCPS
Clem, Sarah	Teacher, ESE	<ul style="list-style-type: none"> -Provides specialized instruction to help exceptional students meet their IEP goals -Monitors progress for ESSA subgroup - Students with Disabilities -Collaborates with classroom teachers and team to ensure students' unique needs are met
Aydt, Marcy	Instructional Media	<ul style="list-style-type: none"> - Designs and implements monitoring system for digital devices - Provides training and support for digital materials - Supports social emotional learning and positive school culture through news show and other media programs - Collaborates with teachers to supplement and extend the curriculum with resources and support - Teaches students how to conduct research and assess validity and reliability of information they find

Demographic Information

Principal start date

Tuesday 6/8/2021, Laura Permenter

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

2

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

5

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

603

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

5

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

6

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	90	103	94	119	83	110	0	0	0	0	0	0	0	599
Attendance below 90 percent	0	0	0	1	0	0	0	0	0	0	0	0	0	1
One or more suspensions	0	1	0	0	0	0	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	2	4	5	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	4	6	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	0	0	0	1	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	2	2	3	0	0	0	0	0	0	0	7

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/27/2022

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	1	78	112	80	105	101	0	0	0	0	0	0	0	477
Attendance below 90 percent	0	1	2	3	7	6	0	0	0	0	0	0	0	19
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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	1	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	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	77	111	81	114	107	118	0	0	0	0	0	0	0	608
Attendance below 90 percent	0	4	1	3	2	5	0	0	0	0	0	0	0	15
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	6	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	0	0	3	0	0	0	0	0	0	0	0	0	3

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	1	0	0	3	4	0	0	0	0	0	0	0	8

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	89%	56%	56%				82%	57%	57%
ELA Learning Gains	70%						60%	58%	58%
ELA Lowest 25th Percentile	73%						57%	52%	53%
Math Achievement	93%	46%	50%				82%	63%	63%
Math Learning Gains	85%						68%	61%	62%
Math Lowest 25th Percentile	81%						44%	48%	51%
Science Achievement	92%	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	83%	57%	26%	58%	25%
Cohort Comparison		-79%				
05	2022					
	2019	77%	54%	23%	56%	21%
Cohort Comparison		-83%				

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	81%	62%	19%	62%	19%
Cohort Comparison		0%				
04	2022					
	2019	89%	63%	26%	64%	25%
Cohort Comparison		-81%				
05	2022					
	2019	73%	57%	16%	60%	13%
Cohort Comparison		-89%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	73%	54%	19%	53%	20%
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	56	61	62	64	44		40				
BLK	45			64	50						
HSP	80	75	87	88	89	86	86				
WHT	92	71	73	95	86	83	98				
FRL	69	67	69	78	84	88	70				
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	41			71							
ELL	67			73							
BLK	30			35							
HSP	80	57		78	71		64				
WHT	94	74		96	94	92	97				
FRL	67	58	57	67	65	55	61				
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	32	24	20	52	48	25	42				
ELL	57			79							
BLK	41	33		38	33	14					
HSP	70	53		78	59		57				
MUL	91			82							
WHT	88	64	65	88	72	53	79				
FRL	54	43	41	56	46	30	42				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	83
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	583
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
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	84
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	85
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	75
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?

Based on our FSA data for 2021-22, we have increased in all three content areas.

In analyzing the seven components, we grew in six of the seven components. From 2021 to 2022, ELA increased by 1 point, ELA learning gains among our lowest quartile increased by 14 points, Math increased by four points, math learning gains among our lowest quartile increased by one point, and science increased by six points.

Proficiency by grades for ELA and math are listed below:

Grade Subject Score Subject Score

3 ELA 89% Math 93%

4 ELA 83% Math 91%

5 ELA 86% Math 89%

Our ESSA subgroups of Blacks and Students With Disabilities (SWD) were below the Federal Index of 41% for 2021-2022. Currently, there are no ESSA groups below the Federal index.

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

The greatest need for improvement is in the area of ELA Learning Gains. A review of data trended from 2021 to the present, shows that we have remained constant with an achievement of 70% for 2021 and 70% for 2022.

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 to this need for improvement include focusing more on the lower quartile students and not giving enough targeted differentiated enrichment for students already at proficiency who needed to show a year's worth of growth.

New actions to address the need for improvement in this area include targeted differentiated instruction

for proficient students and monitoring the progress of each student. The support of our Tier I teacher will also be a valuable resource for our students.

MTSS support, Prime Time classroom instruction provided by the teacher, and small group pull-out sessions with the ESE teacher will continue to maintain improvement among our lowest quartile.

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

Based on the FSA data from 2021-2022, ELA Learning Gains in the Bottom 25% showed the most improvement. Trended data shows a 15-point increase from 2019 (58%) to 2022 (73%) and a 14-point increase from 2021 (59%) to 2022 (73%).

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

Actions that supported this growth included a focused approach to intervention and multi-tiered systems of support, using ability grouping to meet individual student needs, as well as monitoring intervention data to adjust

groupings as needed. An intense focus was placed on students in various subgroups such as Blacks, Hispanics, and SWD. The PLC and individual teachers also had data chats with the admin. Members of the leadership team (instructional coach and MTSS coach) also conducted small intervention groups. In addition, students received support from a tutor daily. The ESE model was also changed. A new ESE teacher was identified who provided innovative and engaging lessons for students.

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

Small group instruction is effective as it focuses precisely on what students need to learn to move forward. Teachers will plan, teach, assess, and reteach. During this cycle, teachers will find skill gaps and adjust instruction as needed.

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.

Coaches will provide professional development on resources created by OCPS to address new ELA BEST standards. Also, professional development for teachers to learn technology, digital tools, and content to strengthen a student's learning experience. Coaches will guide team conversations about vertical alignment between grade levels on standards missed at the start of the 2022-2023 school year. Coaches will work with teams to develop ways to monitor all students during lessons.

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

We will implement Principal & Student Round Table meetings and Lunch with the Admin, giving students the opportunity to share their concerns directly with the principal and assistant principal where possible. This will facilitate the school admin and students working together to resolve concerns thus leading to sustained improvement in learning, especially among the lowest percentile learners. This will also help to maintain our students' sense of belonging as identified by 80% of students in the 2021-2022 Panorama data.

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 ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the review of the 2021-2022 FSA data, the data shows that we remain at 70% for ELA learning gains for 2021 and 2022. This is an area of no growth.

Measurable Outcome:

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

Increase ELA Learning Gains from 70% to 75% on the comprehensive assessments 2022-2023.

Monitoring:

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

This area of focus will be monitored through weekly PLC meetings to plan and analyze data, classroom observations, and attendance to professional development training. Specific attention will be placed on monitoring the progress of students who are already proficient, to ensure their learning is rigorous.

Person responsible for monitoring outcome:

Laura Permenter (laura.permenter@ocps.net)

Evidence-based Strategy:

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

The evidence-based strategy being implemented for this area of focus is targeted instruction in small groups for English Language Arts

Rationale for Evidence-based Strategy:

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

Small group instruction is effective as it focuses precisely on what students need to learn to move forward. Teachers will plan, teach, assess, and reteach. Teachers will focus on the new Florida BEST standards by implementing a rotational learning process so that students who are already proficient can be challenged.

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.

Facilitate professional development for teachers to learn the new BEST standards and ways to improve literacy development and foundational skills to support reading.

Person Responsible

Laura Permenter (laura.permenter@ocps.net)

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one
identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Differentiation**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increase Math Learning Gains from 85% to 88%.

Lowest quartile students continue to have significant gaps in learning.

Additionally, it is possible that students who are already proficient are not being challenged. Staff will need to use innovative strategies to address and monitor these learning differences. Research has shown that students who are engaged in the work of learning show improvement in learning.

Measurable Outcome:

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

Increase math Learning Gains from 85% to 88% on the comprehensive assessments 2022-2023.

Monitoring:

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

This area of focus will be monitored through weekly PLC meetings to plan and analyze data, classroom observations, and attendance to professional development training.

Person responsible for monitoring outcome:

Laura Permenter (laura.permenter@ocps.net)

Evidence-based**Strategy:**

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

The evidence-based strategy being implemented for this area of focus is targeted instruction in small groups for math using manipulatives as recommended for the new Florida BEST math standards.

Rationale for Evidence-based Strategy:

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

Small group instruction is effective as it focuses precisely on what students need to learn to move forward. Teachers will plan, teach, assess, and reteach. During this cycle, teachers will find skill gaps and adjust instruction as needed.

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.

Facilitate professional development for teachers to learn the new BEST standards and ways to improve math learning gains through the use of manipulatives..

Person Responsible

Laura Permenter (laura.permenter@ocps.net)

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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.

No action steps were entered for this area of focus

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.

Positive school culture and environment reflect 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. We maintain a positive school culture and the environment by keeping a focus on the social and emotional well-being of students and staff. Teachers check in with students each morning and in the new school year admin will check in with staff on a weekly basis. We have a model of the responsive classroom, maintain close relationships with families, and school leadership develops relationships with students to support and encourage good behavior.

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

The stakeholders who have a role in promoting a positive school culture and environment are teachers, students, families, volunteers, and school board members. Broad stakeholder groups include enrichment

providers, early childhood providers, community colleges and universities, social services, and business partners. All stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.