

Orange County Public Schools

Andover Elementary



2022-23 Schoolwide Improvement Plan

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Andover Elementary

3100 SANCTUARY POINT BLVD, Orlando, FL 32825

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

Demographics

Principal: Kevin Duncan J

Start Date for this Principal: 2/18/2020

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)	79%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: A (64%) 2017-18: A (63%)
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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Andover Elementary

3100 SANCTUARY POINT BLVD, Orlando, FL 32825

<https://andoveres.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	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create 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
Duncan, Kevin	Principal	<p>The principal facilitates instructional resource team meetings to discuss instructional practices across campus. The principal also meets weekly with the entire resource team and the school's Parent Engagement Liaison to discuss issues that impact the school as a whole and to discuss Family Engagement Activities.</p> <p>The Principal collaborates with the instructional resource team as well as grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes. Classroom walk-throughs are conducted to ensure instructional practices are aligned to the Florida standards.</p>
Salmons, Blair	Instructional Coach	<p>The instructional coach works closely with new teachers. He collaborates with grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes. The instructional coach collects the weekly data from each teacher on their common assessments.</p> <p>He assists them with understanding the district's Curriculum Resource Materials (CRMs) and any other resources available to them for their common planning.</p>
Koza, Kimberly	Instructional Coach	<p>The instructional coach works closely with new teachers. She collaborates with grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes.</p> <p>The instructional coach collects the weekly data from each teacher on their common assessments. She assists them with understanding the district's Curriculum Resource Materials (CRMs) and any other resources available to them for their common planning. She provides resources and testing for Reading and ESOL compliance.</p>
Goodheim Borjas, Goldie	School Counselor	<p>The guidance counselor collaborates with the behavior specialist, and MTSS coach to work together to support scholars with their behaviors as well as academics in most instances. They not only support the scholars but also work closely with teachers by providing them guidance and support on effective strategies and interventions they can implement to support their scholars.</p> <p>She also monitors our students who are eligible for services through the McKinney-Vento Program (MVP) and provides resources or support for these families identified as homeless. Some of these services include transportation, gas cards, food, clothing, school supplies and resources for shelter.</p>

Name	Position Title	Job Duties and Responsibilities
Tapie, Roseanne	Staffing Specialist	The staffing specialist monitors the accommodations provided to the ESE students and ensures their IEP plans are up to date and followed.
Schwartz, Andrew	Assistant Principal	<p>The assistant principal collaborates with the instructional resource team identify and monitor instructional practices across campus. Weekly, she meets with teams during math PLCs to ensure instruction is aligned to the standards and best practices are utilized.</p> <p>The assistant principal conducts classroom walkthroughs and provides actionable feedback to individual teachers to monitor student progress and make recommendations for instructional changes.</p>

Demographic Information

Principal start date

Tuesday 2/18/2020, Kevin Duncan J

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.*

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.*

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

706

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

4

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

1

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	86	111	117	118	123	114	0	0	0	0	0	0	0	669
Attendance below 90 percent	0	2	0	0	11	8	0	0	0	0	0	0	0	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	8	5	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	11	8	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	0	0	0	8	5	0	0	0	0	0	0	0	13

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	2	0	1	8	8	8	0	0	0	0	0	0	0	27

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 7/28/2022

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	90	127	120	124	132	119	0	0	0	0	0	0	0	712
Attendance below 90 percent	4	15	13	13	14	13	0	0	0	0	0	0	0	72
One or more suspensions	0	0	0	1	1	4	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	5	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	3	1	0	0	0	0	0	0	0	4
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	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	3	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	1	1	0	0	0	0	0	0	0	0	3
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	90	127	120	124	132	119	0	0	0	0	0	0	0	712
Attendance below 90 percent	4	15	13	13	14	13	0	0	0	0	0	0	0	72
One or more suspensions	0	0	0	1	1	4	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	5	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	3	1	0	0	0	0	0	0	0	4
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	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	3	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	1	1	0	0	0	0	0	0	0	0	3
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	60%	56%	56%				67%	57%	57%
ELA Learning Gains	67%						61%	58%	58%
ELA Lowest 25th Percentile	58%						41%	52%	53%
Math Achievement	66%	46%	50%				75%	63%	63%
Math Learning Gains	80%						77%	61%	62%
Math Lowest 25th Percentile	78%						59%	48%	51%
Science Achievement	64%	61%	59%				68%	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	72%	55%	17%	58%	14%
Cohort Comparison		0%				
04	2022					
	2019	54%	57%	-3%	58%	-4%
Cohort Comparison		-72%				
05	2022					

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

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	80%	62%	18%	62%	18%
Cohort Comparison		0%				
04	2022					
	2019	68%	63%	5%	64%	4%
Cohort Comparison		-80%				
05	2022					
	2019	74%	57%	17%	60%	14%
Cohort Comparison		-68%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	54%	11%	53%	12%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	20	39	42	23	57	80	21				
ELL	43	56	52	52	68	71	42				
ASN	74	78		70	89						
BLK	39	59		41	69		56				
HSP	56	63	56	64	80	79	61				
WHT	80	81		84	83		76				
FRL	50	61	50	55	75	70	46				

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	17			24							
ELL	48	54	36	52	42	30	58				
ASN	73	64		73	82		82				
BLK	43			45							
HSP	58	55	43	56	46	42	58				
WHT	74	69		72	77		93				
FRL	57	55	40	57	58	50	65				
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	24	50	43	37	64	55	35				
ELL	55	67	48	65	71	56	61				
ASN	87	83		92	88		94				
BLK	44	43	20	67	71	50	50				
HSP	63	59	38	71	76	57	62				
WHT	83	69		89	86		89				
FRL	58	56	36	67	74	54	57				

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	65
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	46
Total Points Earned for the Federal Index	519
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	54
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	78
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	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	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	81
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
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 off of recent FSA data, a common trend can both be found across the school and within specific grade levels regarding a need for key ideas and details as linked to the Florida Standards for ELA. With regards to Math proficiency, the trends show a need for overall improvement in numbers and operations with an enhanced focus on fractions. Additional support to struggling readers will help them pick out relevant information for word problems.

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

The data component with the greatest gap when compared to the state average is the lowest 25th percentile for ELA which is 12 percentage points below that of the state. The data point that displays the greatest need for improvement when looking at the 2019 state assessments and progress monitoring data would be key ideas and details.

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

Contributing factors continue to include the need to strengthen fluency and basic reading comprehension but now appears to display an additional need for students to enhance their ability to support main ideas through evidences with the text.

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

Performance in each component of Math exceeded those of the English Language Arts. The data component that showed the most improvement was in math learning gains, which increased by seven points, from 70% to 77%. The percentage of students in third grade who achieved a level 3 or above increased by 23 percentage points, from 57% to 80%.

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

Actions taken at the school level included targeted tutoring groups, intentional focus on mid-range students with iReady math lessons, and a systematic collaborative planning effort addressing lesson content and unit assessments.

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

Through the use of task cards, focused and strategic planning, as well as accelerated practices for instruction will take place. The use of high yield instructional strategies will be monitored through classroom walk-throughs and observations. We anticipate observing a noted improvement in the areas of need.

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.

Through the PLC process, we will provide professional development regarding ways to accelerate student learning; therefore, limit the need for remediation. School leaders will continue to receive professional development through district and learning community supported initiatives. Leaders will be afforded professional development opportunities based on observed needs within the school.

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

Intervention teachers will be used to assist classrooms teachers with utilizing small group instruction. Instructional coaches will provide support to students in core content areas as determined by on-going assessments. Before and after school tutoring will be offered to all students. Informal peer to peer collaboration will allow Andover's content expert teachers to share relevant information and best practices with their colleagues to ensure effective instruction throughout our school.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Focus: Increase engagement and reading comprehension of all learners through the use of academic discourse as a means to help students process content to generate conclusions. Rationale: In order for effective student construction of meaning to occur, learners must be actively engaged in processing information. Academic discourse is a teaching and learning process that involves an interaction among the teacher, students, and the content while providing the structures for instructors to model and train students in ways to maintain focus, be respectful, and have thoughtful conversations around narrative and informational text. Academic discourse supports students at all levels and across all content areas.
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Measurable**Outcome:**

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

Measurable outcomes include a four percentage point increase in ELA proficiency from 60% to 64%, a three percentage point increase in ELA learning gains from 67% to 70%, and a two percentage point increase in the ELA learning gains of the lowest quartile from 58% to 60%. Math proficiency will increase two percentage points from 66% to 68%. Math learning gains will increase two percentage points from 80% to 82%. Math learning gains of the lowest quartile will increase from 78% to 80%.

Monitoring:

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

The area of focus will be monitored through formative assessments and progress monitoring as well as classroom walk-through and collaborative planning.

Person responsible for monitoring outcome:

Blair Salmons (blair.salmons@ocps.net)

Evidence-based Strategy:

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

The evidence based strategy that will be used is student academic discourse for language development and support in writing across content areas.

Rationale for Evidence-based Strategy:

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

Research shows that students need to engage in classroom talk which includes: language and literacy, thinking skills and content learning. Research published in the book "Academic Conversations" by Jeff Zwiers and Marie Crawford indicate that students who are engaged in academic talk are more likely able to evaluate facts, use those facts for meaningful problem solving as well have the ability to use critical thinking skills to build complex ideas.

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.

1. Provide training and modeling to teachers using the five core skills of academic discourse based on the action plan developed and implemented by the school site team. (Principal, Coaches, DPLC Site Team).
2. Engage teachers in Academic Conversations book study. (Instructional Coach, Team Leaders)
3. Collaborative planning for the use strategies and structures to facilitate students identifying and paraphrasing text-based evidence to write in response to TDQs. (Teachers, Coaches, Weekly)
4. Instructional walks to monitor implementation of strategies used to facilitate student discourse and writing in response to text dependent questions. (School Team)
5. Implement common assessments to progress monitor student mastery of standards. (Teachers)
6. Provide MTSS tiered support and targeted tutoring for students in the lowest quartile. (Beginning September).
7. Progress Monitoring Sessions to monitor student growth, plan and implement intervention/enrichment activities.

Person

Responsible

Kimberly Koza (kimberly.koza@ocps.net)

#2. Positive Culture and Environment specifically relating to SEL

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Focus: Support Life Skills and Learning using "Collaborative Classroom" for education so that students develop tools to uplift emotional and relational wellbeing creating a safe and positive learning environment and enhance student ability to succeed in school, career, and life.</p> <p>Rationale: In order to nurture and develop all learners in academic as well as life skill needs, and to increase student achievement; teachers and staff need to understand the values and strengths of the culturally diverse population at Andover Elementary School.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Students will engage in social and emotional learning experiences at least three times per month, which will be documented by a school wide instructional plan and classroom observations.</p> <p>Additional Measures will include observable improvements in the Early Warning System, Panorama Survey results, Cognia Survey results, and "Collaborative Classroom" Culture and Climate Survey results. 21 out of 669 students or 3% had attendance below 90 percent for the 2021-2022 school year. Through the child study team and communication with parents, there will be a reduction in the percent of students who may have attendance below 90 percent from 3% to 2%.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Through the monitoring of early warning indicators, we will ensure that students have the necessary resources and training in Life Skills to be successful which will lead to increased academic success.</p>
Person responsible for monitoring outcome:	<p>Kevin Duncan (kevin.duncan@ocps.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Implement Year Five Strategies of "Collaborative Classroom" process to encourage the development of strong and supportive environments. Teachers will support students in developing their unique strengths and talents through the use of Franklin Covey's "Seven Habits of Highly Effective People." The seven habits include: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand Then to be Understood, Synergize, and Sharpen the Saw.</p>

**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.**

Students are more likely to benefit when Life Skills are embedded in everyday interactions and school cultures, as reflected by collaborative efforts among adults and attention to places beyond the classroom. (The Aspen Institute, 2017). "Collaborative Classroom" empowers students with the Life Skills they need to thrive in the 21st century. The process also supports the development of strong relationships. When children feel comfortable with their teachers and peers, they are more willing to grapple with challenging material and persist at difficult learning tasks (The Aspen Institute, 2017). This supports our school wide efforts to implement Best Practices in Inclusive Education to facilitate positive, interdependent relationships, and social responsibility among all students, with and without disabilities, across all general education contexts.

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.

1. Principal, Leadership Team, and Team Leaders will participate in annual training and an annual planning virtual meeting with the school's designated Instructional Coach's.
2. Team Leaders, Principal and Assistant Principal will participate in annual coaching training in Franklin Covey's 7 Habits and best practices in "Collaborative Classroom" process.
3. Support home-school connection through regular communications and training in Franklin Covey's 7 Habits principles. (Principal, Lighthouse Team)
4. Provide quarterly meetings to give support for family communication through structured All Pro Dad and iMom morning meetings, as well as parent training meetings. (Monthly, All Pro Dad and iMom Committee)
5. Provide student and teacher resources to support social and emotional lessons. Team Leaders will facilitate the development of a school-wide instructional focus calendar to provide a framework for this instruction across all grade levels.

Person Responsible Kevin Duncan (kevin.duncan@ocps.net)

6. Conduct a leadership day where students take a leadership role demonstrating how they are implementing principles of "Collaborative Classroom" process at home and at school.
7. Support students in setting personal and academic goals as a foundation for engaging in student-led conferences. (Quarterly, Classroom Teachers)
8. Incorporate opportunities where students can demonstrate leadership roles in school events and in classrooms. (Classroom Teachers)

Person Responsible Kevin Duncan (kevin.duncan@ocps.net)

9. Establish a Student Leadership Team to provide an avenue for students' voices to be heard and give opportunities for student leadership. Students will conduct monthly meetings, beginning October.
10. Leadership Team members will include Coordinators and members from instructional, classified, and administrative staff. This comprehensive team will support the principal in leading in the work of establishing and monitoring school wide leadership, culture and academic goals. (Coordinators during 1st Quarter)
11. School, grade, and classroom scoreboards will be used to track and celebrate progress on goals and will be updated quarterly. (Classroom Teacher, Coaches, Students)

Person Responsible Kevin Duncan (kevin.duncan@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.

We seek opportunities to actively engage the community and support positive relationships. In collaboration with our PTA, SAC, Partners in Education, and families, we host a variety of activities to regularly engage the community. We host All Pro Dad and iMom meetings monthly to help students and families connect within the school setting. Our SAC and PTA are actively involved and provide multiple perspectives while we work together to plan community events and obtain feedback throughout the school year. Ongoing communication is provided using a variety of means to support the home-school connection. We use curriculum from the Leader In Me SEL program and have a school wide system of support embedding curriculum from FranklinCovey for Social Emotional Learning teaching the 7 habits of the program. Additionally, we complete a Parental Involvement Plan (PFEP), which is available at the school site.

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

Kevin Duncan-Principal
 Andrew Schwartz-Assistant Principal
 Nancy Rivera-Collaborative Classroom/Team Member
 Lordus Machado-Collaborative Classroom/Team Member