

Orange County Public Schools

Orange Center Elementary



2019-20 Schoolwide Improvement Plan

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Orange Center Elementary

621 S TEXAS AVE, Orlando, FL 32805

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

Demographics

Principal: Fredrick Brooks

Start Date for this Principal: 7/22/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities
School Grades History	2018-19: D (40%) 2017-18: C (47%) 2016-17: C (47%) 2015-16: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	TIER 1
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Orange County School Board.

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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School Demographics

School Type and Grades Served (per MSID File)

Elementary School
PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)

100%

Primary Service Type (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate (Reported as Non-white on Survey 2)

97%

School Grades History

Year Grade	2018-19	2017-18	2016-17	2015-16
	D	C	C	A

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Purpose and Outline of the SIP

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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.

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement.

To be the top producers of successful students in the nation.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Johnson, La Donna	Principal	The principal's primary duties/responsibilities are to promote and maintain the highest level of academic, social and emotional achievement for all students by providing curricular and instructional leadership, maintaining overall school site operations; receiving, distributing and communicating information to enforce school, District and State policies; maintaining a safe school environment; coordinating site activities and communicating information to staff, students, parents and community members. Responsible for interviewing, hiring and supervising school employees to ensure highest performance standards.
Watts, Forrester	Assistant Principal	The assistant principal (AP) supports the principal in the overall administrative operations of the school. The AP assist the principal in providing instructional leadership to staff including curriculum planning, review and implementation; as well as professional development. The role also includes helping to ensure the overall safety and well-being of students, staff and school visitors; supports in school discipline and enforces school, district and state policies.
Slee, Anne	Instructional Coach	The ELA coach is a reading and writing resource for our teachers and provides support in a nonjudgemental way. Most of the coach's time is spent working directly with teachers. When working with teachers the ELA coach is focused on assisting with the interpretation of assessment data, planning, instruction, demonstration, collaboration, observation and peer feedback.
Reynolds, Maureen	Attendance/ Social Work	School social workers wear many hats including truancy officer, case manager, student and parent advocate, student mediator, distributor of resources and some counseling. Concerns addressed by the school social workers include advocacy, attendance, bullying, need for community resources, coordinating homebound education, homelessness, home visits, suicidality, special populations, students with disabilities, and any other issues that may impede or inhibit students' academic success.
Franklin, Speshal	Guidance Counselor	
Loeding, Rita	Instructional Coach	
Harris, Felix	Dean	
Cruz, Madeline	Other	

Early Warning Systems

Current Year

The number of students by 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	59	53	65	79	38	56	0	0	0	0	0	0	0	350
Attendance below 90 percent	19	10	8	30	6	7	0	0	0	0	0	0	0	80
One or more suspensions	0	5	6	17	4	5	0	0	0	0	0	0	0	37
Course failure in ELA or Math	0	2	6	19	2	8	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	31	17	27	0	0	0	0	0	0	0	75

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	2	3	28	5	15	0	0	0	0	0	0	0	53

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	6	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	2	3	1	0	0	0	0	0	0	0	6

FTE units allocated to school (total number of teacher units)

26

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - As Reported

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
Attendance below 90 percent	12	13	21	10	14	12	0	0	0	0	0	0	0	82
One or more suspensions	6	6	2	6	7	2	0	0	0	0	0	0	0	29
Course failure in ELA or Math	0	2	3	1	0	4	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	22	23	13	0	0	0	0	0	0	0	58

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	2	4	2	9	11	9	0	0	0	0	0	0	0	37

Prior Year - Updated

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
Attendance below 90 percent	12	13	21	10	14	12	0	0	0	0	0	0	0	82
One or more suspensions	6	6	2	6	7	2	0	0	0	0	0	0	0	29
Course failure in ELA or Math	0	2	3	1	0	4	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	22	23	13	0	0	0	0	0	0	0	58

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	2	4	2	9	11	9	0	0	0	0	0	0	0	37

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	39%	57%	57%	46%	54%	55%
ELA Learning Gains	43%	58%	58%	40%	58%	57%
ELA Lowest 25th Percentile	46%	52%	53%	54%	53%	52%
Math Achievement	39%	63%	63%	50%	61%	61%
Math Learning Gains	41%	61%	62%	41%	64%	61%
Math Lowest 25th Percentile	27%	48%	51%	48%	54%	51%
Science Achievement	45%	56%	53%	47%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	59 (0)	53 (0)	65 (0)	79 (0)	38 (0)	56 (0)	350 (0)
Attendance below 90 percent	19 (12)	10 (13)	8 (21)	30 (10)	6 (14)	7 (12)	80 (82)
One or more suspensions	0 (6)	5 (6)	6 (2)	17 (6)	4 (7)	5 (2)	37 (29)
Course failure in ELA or Math	0 (0)	2 (2)	6 (3)	19 (1)	2 (0)	8 (4)	37 (10)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	31 (22)	17 (23)	27 (13)	75 (58)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	38%	55%	-17%	58%	-20%
	2018	47%	55%	-8%	57%	-10%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	41%	57%	-16%	58%	-17%
	2018	51%	54%	-3%	56%	-5%
Same Grade Comparison		-10%				
Cohort Comparison		-6%				
05	2019	36%	54%	-18%	56%	-20%
	2018	48%	55%	-7%	55%	-7%
Same Grade Comparison		-12%				
Cohort Comparison		-15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	62%	-18%	62%	-18%
	2018	50%	61%	-11%	62%	-12%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	33%	63%	-30%	64%	-31%
	2018	52%	62%	-10%	62%	-10%
Same Grade Comparison		-19%				
Cohort Comparison		-17%				
05	2019	39%	57%	-18%	60%	-21%
	2018	48%	59%	-11%	61%	-13%
Same Grade Comparison		-9%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	43%	54%	-11%	53%	-10%
	2018	46%	53%	-7%	55%	-9%
Same Grade Comparison		-3%				
Cohort Comparison						

Subgroup Data

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		10		8							
ELL	7			21							
BLK	39	43	52	40	40	26	48				
HSP	41	38		34	38						
FRL	38	44	55	38	40	29	46				
2018 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 2016-17	C & C Accel 2016-17
SWD	21	30		7	30						
ELL	50			40							
BLK	47	46	35	47	52	48	41				
HSP	71			62							
FRL	49	47	41	50	52	43	43				
2017 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 2015-16	C & C Accel 2015-16
SWD	22	50		17	42						
ELL	33	42		53	45						
BLK	46	41	54	48	40	50	44				
HSP	41	23		59	54		50				
FRL	43	35	45	48	38	43	46				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	344
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	6

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	41
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	43
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
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
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends.

The Math data for the lowest 25% of students is the lowest performance area with 46% of students showing proficiency in 2018 and 27% of students showing proficiency in 2019. Some of the contributing factors to the decline of 19% was the school's inability to find a structured intervention program with a continuum that guides teachers in their instructional practice for struggling students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The math data for the lowest 25% of students shows the greatest decline from the prior year, with a 19% decline. Monitoring of lowest 25% in master of math standards and monitoring of data on reteaching of deficit in standards were two contributing factors to the greatest decline from 2018 school data.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

There was a two data components with the same gap in achievement when the school average is compared to the state average. Overall math achievement and the lowest 25% in math both had a difference of 24%. Factors that contributed to overall deficit of math proficiency of standards would include restructuring of instructional focus calendar based on deficits in mastery of standards, monitoring of data from reteaching efforts of deficit math skills and focused interventions and monitoring of students with mathematical deficits.

Which data component showed the most improvement? What new actions did your school take in this area?

The ELA lowest 25% data shows the greatest improvement with an 8% increase from the prior year. During the 2018 school year, intervention groups were developed based on

student abilities and were fluid based on students success with the interventions. Specific interventions were prescribed for specific student needs. Teachers received training on each intervention material/program that was used. The lowest 25% in ELA were closely monitored bi-weekly as well as data chats with intervention teachers on identified students progress in the intervention program.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Reflecting on the EWS data, student attendance and the number of students in 3rd, 4th and 5th grade scoring a level 1 on the FSA are two areas of noted concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Overall Student Proficiency (reading and math)
2. Learning Gains in Lowest 25%
3. Learning Gains in ESE
4. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To increase learning gains in Reading and Math.
Rationale	<p>According to the 2018 FSA student data components in reading and math, students learning gains dropped significantly from the 2017 student scores. Instructional staff will need for instructional support by the leadership team in reviewing and analyzing multiple sources of student data to guide instructional decisions and meet students' needs. Regularly scheduled professional learning community and data meetings will take place during a structured time set on the master calendar and/or as student data becomes available.</p>
State the measurable outcome the school plans to achieve	<p>In 2019, 43% of students made learning gains in ELA. The goal for the 2020 school year is for 48% or more students to make learning gains in ELA. In 2019, 46% of students in the lowest quartile made learning gains. In 2020, the goal is for 51% or more students in the lowest quartile to make measurable learning gains.</p> <p>In 2019, 41% of students made learning gains on the Math FSA. The goal for 2020 is for 46% or more students to make learning gains on the math FSA. In 2019, 27% of students in the lowest percentile made learning gains on the FSA Math Assessment. In 2020, the goal is for 35% or more students in the lowest quartile to make measurable learning gains on the 2020 Math FSA assessment.</p>
Person responsible for monitoring outcome	La Donna Johnson (ladonna.johnson@ocps.net)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Leadership team will analyze appropriate intervention and enrichment materials to target student needs. Leadership team will progress monitor student progress in intervention and enrichment progress to ensure that students have been assigned to programs that meet their specific needs. 2. iReady Diagnostic and growth monitoring data as well as formative and summative assessments will be analyzed to determine next steps for instruction and professional development opportunities for teachers. 3. Leadership team will attend and monitor all planning meeting participation and structure professional learning community meetings, common planning meetings, and professional development based on student achievement.
Rationale for Evidence-based Strategy	<p>There is not a single assessment that can tell teachers all they need to know to make well-informed instructional decisions, so the use of multiple data sources is important to help in pinpointing specific areas of academic deficits and strengths. But when it comes to improving teaching instruction and student learning, the use of multiple data sources can give teachers valuable insights in what students do and do not know. This data-use support includes helping teachers use assessment results and student work samples to identify and address learning difficulties and academic needs. Analyzing data will also help in teacher training on specific approaches such as gradual release model and professional teaching and learning cycle to help school staff identify areas for improvement and modify practices.</p>
Action Step	

Description

1. Teachers and leadership team members will attend professional development for maximizing use of intervention and enrichment tools during Foundational Basic Skills and Tiger Time.
2. Teachers and leadership team members will attend weekly collaborative planning meetings using a guided agenda that will deconstruct the standard and help teachers with the delivery of instruction.
3. PLC agendas and Common Planning forms will be used to monitor and guide teacher interactions and discussions which are based on student outcomes.
4. Leadership team will conduct regular lesson plan checks and classroom observations to verify lessons taught during academic block time, Tiger Time, intervention, and enrichment and the extra hour block consistently align with the progression that leads to mastery of the standards monitored through data analysis from 9/23/19 - 5/17/20 and provide targeted feedback to increase effectiveness of instruction.
5. Data will be reviewed during team planning meetings and intervention and enrichment groups will be modified at least every quarter or as needed based on student achievement.
6. Leadership team members will attend appropriate subject area planning meetings to monitor progress toward differentiated instruction for Tier I, Tier II and Tier III students in the Multi-Tiered Systems of Support.
7. Intervention groups will be formed based on student deficit needs with a program that was developed for that specific need.
8. District Professional Learning Communities Meetings will be provided to tailor the focus on Literacy in ELA, Math and Writing.
9. Professional development will be tailored to the needs of teachers based on instructional practices and deliveries. This will be based on coaching observations from instructional/subject area coaches and administration. Teachers will be tiered based on instructional practice and a coaching monitoring sheet will be used to monitor instructional support and administration coaching observation to follow-up after completed coaching cycle.
10. The principal will act as administrative lead to oversee and monitor MAO Initiatives which will be defined for frontloading math content for 5th graders.
11. Teachers will choose culturally diverse texts and deliberate questioning techniques when planning standards aligned lessons and units.
12. Provide BPIE ratings for the 34 indicators to the staff and specifically focus on the lowest two indicators.
13. Utilize multiple means of researched based needs assessment data for students, teachers and leadership to prioritize areas in need of improvement for two specific subgroups that will have intense focus will be students with disabilities [below the 41%] and students who speak English as a second language [below 41%] ESSA.
14. Reconstruct instructional framework to include small group instruction in ELA with a 30/30/30 rotation, Math with a 20/20/20 rotation and extra hour reading with a 20/20/20 rotation. Including monitoring of physical layout, anchor charts, learning targets for small groups.
15. Teachers will be provided with leveled independent group materials for reading and math.
16. A data monitoring system will be established that will include data meeting agenda and provide next steps for instruction based on student trend data.

**Person
Responsible**

La Donna Johnson (ladonna.johnson@ocps.net)

#2

Title To increase student achievement in Reading and Math.

Rationale According to 2017 and 2018 FSA Assessments, student proficiency scores decreased from 50% of students mastering grade level content in both Reading and Math in 2017 to 39% of students in 2018 in both Reading and Math. The importance of raising proficiency scores across all grades, specifically in 3rd, 4th and 5th grade in Reading and Math ,ensures that students have the basic skills they will need in order to be academically successful in the next grade level in a future year. Student achievement will increase with an instructional framework that is clear, concise and adaptable based on student data analysis.

State the measureable outcome the school plans to achieve In 2019, 39% of students were proficient in ELA. The goal for the 2020 school year is for 45% or more students to achieve proficiency in ELA. In 2019, 39% of students were proficient in Math. In 2020, the goal will be for 45% or more students to achieve proficiency in Math.

FSA ELA Achievement Overall: 45%
 FSA Math Overall: 45%
 FCAT Science: 50%

Person responsible for monitoring outcome La Donna Johnson (ladonna.johnson@ocps.net)

Evidence-based Strategy 1. Leadership team members will attend, monitor, provide feedback and professional development for core instructional planning meetings based on participation, lesson planning structures, and classroom observations.

2. The leadership team will conduct classroom observations and provide non-evaluative coaching feedback to teachers

3. Leadership and teachers will review and analyze iReady Diagnostic and growth monitoring data, formative and summative assessments and teacher observation data to determine next steps of instruction.

Rationale for Evidence-based Strategy Student achievement will increase when students receive structured instruction that is standards focused with carefully planning. Planning that includes grade level appropriate texts, the inclusion of the gradual release strategy during instruction and daily formative assessments to assist teachers in analyzing student needs for instruction. Core instruction is when the majority of students are learning critical content in class. When core instruction is planned well, with specific targeted strategies infused within the lesson planning, students are more successful with grasping subject area content.

Action Step

Description 1. Provide teachers with professional development that covers lesson planning, resources, instructional delivery and opportunities to observe model classrooms or model instruction.

2. Provide teachers with opportunities to participate in peer observations and reflect on instructional practices as it relates to instruction.

3. Provide teachers with opportunities to participate in instructional rounds to observe instructional strategies and student response to those strategies to determine best practices
4. Teachers will also view instructional videos to determine the rigor of the instruction and if the lesson is on the trajectory for the state standard(s)
5. Participate in weekly planning days that leadership members and grade level teams analyze and adjust the rigor of activities to match the rigor of the standard.
5. Instructional coaches will conduct the coaching cycle with teachers as necessary based on student assessment data and/or instructional observation data.
6. Provide professional development opportunities in the areas of content, instructional strategies, instructional delivery and material usage through on and off site trainings.
7. Leadership team meetings held bi-weekly on Tuesdays. Agendas will be generated monitoring of common walk through data, common assessment data and coaching cycle implementation.
8. Restructure common planning to separate common planning for teacher and tutor instruction in small group instructional framework and monitoring with instructional rounds.

Person Responsible

La Donna Johnson (ladonna.johnson@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The mission of Orange Center Elementary School is to lead our students to success with the support and engagement of families and the community.

Orange Center Elementary School aims to enact sustainable and purposeful family

engagement that will increase student success academically, socially and behaviorally as measured by school developed quarterly progress reports during the 2019-2020 school year.

We are committed to working jointly with parents and families to develop a plan for activities and workshops that support high quality instruction needed for all learners to be successful. We will host multiple curriculum nights aligned to grade level standards to model instructional strategies for home and school.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our school has a VPK program. Parents are encouraged to enroll their pre-kindergarten students in the program. Early childhood registration for Pre-k and kindergarten during early bird registration sessions are available.

The Pre-school teacher will work with students throughout the year developing reading, social, and independence skills. At Orange Center Elementary, all kindergarten students will be assessed once they enter school. Screening tools such as ECHOS/FLKRS, and FAIR PMRN will be used throughout the year to determine early readiness information, areas of need, and student growth.

Vertical articulation occurs with the feeder middle school to help students prepare and register for middle school classes.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Data meetings are held weekly or biweekly by the administrative team. The meetings are dependent on the need(s) of the grade level to discuss assessments, pacing, and the support systems needed to implement quality data-driven instruction in the primary and intermediate grades. The reading and math coaches support teachers and peer support groups through PLCs, coaching, and side-by-side coaching to help provide the necessary academic resources to impact student achievement. Input from the Marzano framework data and support from OCPs Corrective Programs help drive the levels of support given to teachers to ensure student success. Support via after-school tutoring is provided for 2nd - 5th grades by classroom teachers and funded through the school budget.

The school will utilize Title I funds to provide instructional resource materials, support personnel and the implementation of staff development. Title I funds also fund the VPK program. The school will use Title I funds to tutor identified students reading below grade level in grades 2-5.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

AVID Elementary is embedded into our daily instruction and school culture. AVID is a college-readiness tool that teaches students how to be organized and behaviors that will help them succeed in a rigorous academic environment. Teach-In, STEM Vocational Introductions, and Veterans Day are also events that provide exposure to the world of colleges and careers. Students will also be engaged in field trip opportunities to local colleges and provide interactions with mentors from college groups that support and foster the career and college culture. Orange Center is a STEM Magnet and will provide opportunities in STEM for collaboration with local college students, speakers, and STEM curriculum. The digital curriculum will also give students the opportunity to explore careers and colleges and offer engaging interactions with professionals from around the world.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Community and business partners are encouraged to take part in activities and workshops that open new avenues of ideas in both college and career opportunities. These opportunities would take place during Teach-In, mentoring, and Career Day workshops specifically in the fields of Science, Technology, Engineering and Mathematics. Students will also have opportunities to meet volunteering community members who participate in the Soldiers to Scholars program through the University of Central Florida.

Part V: Budget

1	III.A.	Areas of Focus: To increase learning gains in Reading and Math.				\$9,331.18
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	1331 - Orange Center Elementary	UniSIG	0.0	\$9,331.18
<i>Notes: Intervention Materials for Math and Reading</i>						
2	III.A.	Areas of Focus: To increase student achievement in Reading and Math.				\$161,431.04
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	1331 - Orange Center Elementary	UniSIG	0.33	\$8,100.00
<i>Notes: ELA, Math and Science planning days: Reading and Writing Planning Day for 2nd, 3rd, 4th and 5th Grade teachers. The day will be spent on reviewing standards and planning small group/center instruction for student's academic needs. 15 teachers for 3 days - 6 hours per day - average \$30 per hour</i>						
	6400	210-Retirement	1331 - Orange Center Elementary	UniSIG	0.0	\$619.65
<i>Notes: Retirement benefits for teacher planning days</i>						

	6400	220-Social Security	1331 - Orange Center Elementary	UniSIG	0.0	\$669.06
			<i>Notes: Social Security benefits for teacher planning days</i>			
	5100	130-Other Certified Instructional Personnel	1331 - Orange Center Elementary	UniSIG	0.88	\$43,500.00
			<i>Notes: Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i>			
	5100	210-Retirement	1331 - Orange Center Elementary	UniSIG	0.0	\$3,593.00
			<i>Notes: Retirement benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i>			
	5100	220-Social Security	1331 - Orange Center Elementary	UniSIG	0.0	\$3,328.00
			<i>Notes: Social Security benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i>			
	5100	231-Health and Hospitalization	1331 - Orange Center Elementary	UniSIG	0.0	\$9,161.00
			<i>Notes: Health insurance benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i>			
	5100	232-Life Insurance	1331 - Orange Center Elementary	UniSIG	0.0	\$31.00
			<i>Notes: Life insurance benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i>			
	5100	240-Workers Compensation	1331 - Orange Center Elementary	UniSIG	0.0	\$143.00
			<i>Notes: Workers Comp benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i>			
	5100	250-Unemployment Compensation	1331 - Orange Center Elementary	UniSIG	0.0	\$12.00
			<i>Notes: Unemployment Comp benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i>			
	5100	290-Other Employee Benefits	1331 - Orange Center Elementary	UniSIG	0.0	\$930.00
			<i>Notes: Other Employee benefits for Other Certified Instruction to provide a Resource Teacher for intervention in the classroom</i>			
	5100	510-Supplies	1331 - Orange Center Elementary	UniSIG	0.0	\$9,770.75
			<i>Notes: Allowable 5% for supplies such as paper, ink, post-its, folders, pens, pencils and markers. Minimum is \$9,770.75</i>			
	5900	120-Classroom Teachers	1331 - Orange Center Elementary	UniSIG	0.12	\$5,687.50
			<i>Notes: Pay teachers to support Spring Break Camp (5 teachers for 5 days- 6.5 hours per day at \$35 per hour)</i>			
	5900	210-Retirement	1331 - Orange Center Elementary	UniSIG	0.0	\$435.09
			<i>Notes: Retirement benefits for Spring Break Camp</i>			
	5900	220-Social Security	1331 - Orange Center Elementary	UniSIG	0.0	\$469.79

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			<i>Notes: Social Security benefits for Spring Break Camp</i>			
5900	240-Workers Compensation	1331 - Orange Center Elementary	UniSIG	0.0	\$115.46	
			<i>Notes: Workers Comp benefits for Spring Break Camp</i>			
5900	120-Classroom Teachers	1331 - Orange Center Elementary	UniSIG	0.08	\$4,320.00	
			<i>Notes: Pay tutor for Saturday boot camp (4 teachers for 9 Saturdays- 4 hours per day at \$30 per hour)</i>			
5900	210-Retirement	1331 - Orange Center Elementary	UniSIG	0.0	\$330.48	
			<i>Notes: Retirement benefits for Saturday boot camp</i>			
5900	220-Social Security	1331 - Orange Center Elementary	UniSIG	0.0	\$356.83	
			<i>Notes: Social Security benefits for Saturday boot camp</i>			
5900	240-Workers Compensation	1331 - Orange Center Elementary	UniSIG	0.0	\$87.70	
			<i>Notes: Workers Comp benefits for Saturday boot camp</i>			
6400	240-Workers Compensation	1331 - Orange Center Elementary	UniSIG	0.0	\$26.73	
			<i>Notes: Workers Comp benefits for teacher planning days</i>			
5900	120-Classroom Teachers	1331 - Orange Center Elementary	UniSIG	1.22	\$60,000.00	
			<i>Notes: ten tutors to provide additional support to students 100 days, two hours per day at \$30 per hour.</i>			
5900	210-Retirement	1331 - Orange Center Elementary	UniSIG	0.0	\$4,590.00	
			<i>Notes: Retirement benefits for tutors</i>			
5900	220-Social Security	1331 - Orange Center Elementary	UniSIG	0.0	\$4,956.00	
			<i>Notes: Social Security benefits for tutors</i>			
5900	240-Workers Compensation	1331 - Orange Center Elementary	UniSIG	0.0	\$198.00	
			<i>Notes: Workers Compensation benefits for tutors</i>			
				Total:	\$179,380.02	