

Orange County Public Schools

Orange Center Elementary



2020-21 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: 6/17/2020

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
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.

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

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Brooks, Fredrick	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 nonjudgmental 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 the standards, 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, special populations, students with disabilities, and any other issues that may impede or inhibit students' academic success.
Franklin, Speshal	Guidance Counselor	To provide assistance and developmentally appropriate lessons for students regarding their social, emotional, and intellectual growth that are interfering with their educational or personal growth.
Loeding, Rita	Instructional Coach	The Instructional Coach, having both content and instructional expertise, will work with classroom teachers to support student learning and teacher practice. The Instructional Coach will focus on individual and group professional learning that will expand and

Name	Title	Job Duties and Responsibilities
		refine the understanding about researched-base effective instruction for teachers. In order to meet this purpose, the Instructional Coach will also provide personalized, 1:1 support based on the goals and identified needs of individual teachers as deemed necessary.
	Dean	The Dean develops and administers disciplinary procedures in accordance with district policies and state laws; receives and processes referrals and communicates with administration, students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints as they relate to discipline.
Cruz, Madeline	Other	As the principal's designee, the School Staffing Specialist is responsible for coordinating the student staffing and educational planning process.

Demographic Information

Principal start date

Wednesday 6/17/2020, Fredrick Brooks

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 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.*

2

Total number of teacher positions allocated to the school

22

Demographic Data

2020-21 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
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ESSA Status	CS&I
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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	23	56	44	59	54	50	0	0	0	0	0	0	0	286
Attendance below 90 percent	4	21	10	8	14	17	0	0	0	0	0	0	0	74
One or more suspensions	0	3	3	6	8	14	0	0	0	0	0	0	0	34
Course failure in ELA	0	0	0	7	13	3	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	6	10	6	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	11	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	12	0	0	0	0	0	0	0	16

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	0	8	15	17	0	0	0	0	0	0	0	42

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	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 6/4/2020

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	
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

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
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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
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

ESSA Federal Index	
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 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	
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 were a two data components with the same gap in achievement when the school average was 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 student 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 by way of necessary interventions, data collection and data analysis. Then, teachers conducted data chats with individual students based on the student's response to the intervention program implemented and made necessary adjustments.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The ABS's (attendance, behavior and course performance) of Orange Center Elementary's early warning indicator data advises that interventions be put in place for attendance and suspension rates that indicate 26% of the students have missed more than 10% of the school year, and 12% of students have been suspended one time or more respectively. In essence, both early warning system concerns relate to how often students miss school. Research has long shown a strong relationship between how often a student misses school and his or her probability of graduating on schedule. Most students who do not attend school regularly fall behind in their coursework and consequently see their grades suffer. Poor attendance can also indicate that a student is struggling with health, family, or other issues that are distracting them from their studies. At the elementary level we must identify these problems and possible solutions early to get students on the right track to success.

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 Overall
4. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: According to the 2018 FSA student data components in reading and math, students learning gains dropped significantly in comparison to the 2018 student scores.

Measurable Outcome: In 2019, 43% of students made learning gains in ELA. The goal for the 2021 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 2021, the goal is for 51% or more students in the lowest quartile to make measurable learning gains.

In 2019, 41% of students made learning gains on the Math FSA. The goal for 2021 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 2021, the goal is for 35% or more students in the lowest quartile to make measurable learning gains on the 2021 Math FSA assessment.

Person responsible for monitoring outcome: Fredrick Brooks (fredrick.brooks@ocps.net)

Evidence-based Strategy: Planning for small group data-driven instruction will allow teachers an opportunity to provide more targeted and differentiated instruction.

Rationale for Evidence-based Strategy: The use of multiple data sources is important to assist in identifying specific areas of academic deficits and/or strengths. 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 includes helping teachers use assessment results and student work samples to identify and address learning difficulties and academic needs. Analyzing data will also help determine teacher trainings needed to improve and modify instructional practices.

Action Steps to Implement

1. Teachers and leadership team members will attend professional development for maximizing use of intervention and enrichment materials during Foundational Basic Skills and Tiger Time Intervention.

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

Teachers and leadership team members will attend regularly scheduled common planning meetings for small group instruction utilizing a guided PLC agenda.

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

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 9/21/20 - 5/14/21 and provide targeted feedback to increase effectiveness of instruction.

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

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.

Person Responsible Anne Slee (anne.slee@ocps.net)

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.

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

Intervention groups will be formed based on student deficiencies determined from a district approved diagnostic program developed to identify students's specific needs.

Person Responsible Anne Slee (anne.slee@ocps.net)

District Professional Learning Communities meetings will be provided to tailor the focus for SEL and will be used to complement small group academic instruction as it relates to specific topics, skills and competencies.

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

The principal will act as administrative lead to oversee and monitor MAO Initiatives which will be used for frontloading reading and math content for 2nd and 3rd graders.

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

12. Provide BPIE ratings for the 34 indicators to the staff and specifically focus on the lowest two indicators.

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

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.

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

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.

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

Teachers will be provided with leveled independent group materials for reading and math.

Person Responsible Anne Slee (anne.slee@ocps.net)

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 Fredrick Brooks (fredrick.brooks@ocps.net)

Instructional staff will need instructional support from the leadership team in reviewing and analyzing multiple sources of student data to guide instructional decisions and meet students' needs.

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

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.

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Increase student achievement in Reading and Math

Area of Focus Description and 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 skills they will need in order to be academically successful in the next grade level school year(s) based on the appropriate grade level and subject area standards.

Measureable Outcome:

In 2019, 39% of students were proficient in ELA. The goal for the 2021 school year is for 45% or more students to achieve proficiency in ELA. In 2019, 39% of students were proficient in Math. In 2021, 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:

Fredrick Brooks (fredrick.brooks@ocps.net)

Evidence-based Strategy:

Student achievement will increase with a standard-based instructional framework that is clear, concise and adaptable.

Rationale for Evidence-based Strategy:

Student achievement will increase when students receive standard-based instruction at the required levels of rigor. Based on state and district assessment data analyzed, teachers and students must develop a clear understanding of the standard-based subject areas being assessed and the level of rigor. Developing an understanding of standards-based instruction and learning will help to ensure better accountability that holds students to a base-line expectation and hold educators responsible for the teaching and learning that needs to occur to meet the expectation.

Action Steps to Implement

1. Provide teachers with professional development to enhance there standards-based lesson planning, instructional delivery, data analysis and data decision-making.

Person Responsible

Fredrick Brooks (fredrick.brooks@ocps.net)

2. Teachers will participate in weekly grade level PLC meetings to plan standard-based lessons with instructional coaches and administration.

Person Responsible

Fredrick Brooks (fredrick.brooks@ocps.net)

3. Provide teachers with opportunities to participate in instructional rounds to observe standard-based instructional strategies and student response to those strategies to determine best practices.

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

4. Teachers along with instructional coaches will also view standard-based instructional videos to discuss and determine if the lesson is appropriately addresses the state standard(s) and if so the level of rigor.

Person Responsible Anne Slee (anne.slee@ocps.net)

5. Instructional coaches will conduct the coaching cycle with teachers as necessary based on classroom walkthroughs, teacher's instructional feedback and student assessment data.

Person Responsible Anne Slee (anne.slee@ocps.net)

6. Provide professional development opportunities at the school and district level specific to subject area content, instructional strategies, instructional delivery and curriculum material usage.

Person Responsible [no one identified]

7. Collaborative common planning will be conducted for standard-based lessons for whole group and small group instruction.

Person Responsible [no one identified]

8. Leadership team meetings will be held bi-weekly. Leadership meeting agendas will be generated to include common walkthrough data trends, common assessment data and coaching cycle implementations.

Person Responsible Anne Slee (anne.slee@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Description: Build and establish a culture for social and emotional learning at our school with adults and students.

Area of Focus Description and Rationale:

Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs:

- Increase overall academic achievement in reading and math
- Increase positive social interactions
- Increase positive attitude towards school
- Improve school attendance
- Reduce misconduct and risk-taking behaviors

Measureable Outcome:

- Improvement in Early Warning Systems indicator data
- Panorama survey data
- Cognia survey data
- Anticipated impact of a culture and climate on student achievement

Person responsible for monitoring outcome:

Fredrick Brooks (fredrick.brooks@ocps.net)

Evidence-based Strategy: Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.

Evidence-based Strategy:

Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

Rationale for Evidence-based Strategy:

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational

Action Steps to Implement

Identify how social and emotional learning are connected to instructional strategies

Person Responsible

Fredrick Brooks (fredrick.brooks@ocps.net)

Establish a common language to support a culture of social and emotional learning at your school with adults and students

Person Responsible

Fredrick Brooks (fredrick.brooks@ocps.net)

Examine the current school climate and culture
Culture/Climate Surveys
Check-ins
Hospitality Committees
Team building activities

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

Determine relevant strategies to strengthen team dynamics and collaboration across the school based on data/input from stakeholders

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture

- 1) Develop clear norms, values, and expectations for students and staff members
- 2) Start the day with a social/emotional check-in.
- 3) Use story time for teachable moments.
- 4) Work in collaboration with partnerships or small groups.
- 5) Nurture a culture of kindness.
- 6) Give them kind new words to say.
- 7) Set up a Peace Place.

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

Use cycles of professional learning that integrate academics and social and emotional learning

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

Monitor, measure, and modify cycles of professional learning that support data-based instructional decisions that enhance school improvement efforts

More positive attitudes toward oneself, others, and tasks
More positive social behaviors and relationships with peers and adults
Reduce conduct problems and risk-taking behavior
Decrease emotional distress
Improve test scores, grades, and attendance

Measures:

Individual daily behavior log
Discipline logged data
Behavior Intervention Plan
Attendance
School grades and test scores

Person Responsible Fredrick Brooks (fredrick.brooks@ocps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Further areas of focus identified in 2.E. of the Needs Assessment/Analysis are student attendance and suspension rates. Attendance improves when a school community offers a warm and welcoming environment that emphasizes building relationships with families and stresses the importance of coming to school every day whether face to face or LaunchEd. The key is developing a school-wide school culture that promotes a sense of safety, respect and personal responsibility, where students feel connected and know that someone notices, in a caring manner, when they miss school.

The leadership team will review the most current Early Warning System data to begin early caring outreach to families and students who missed more than 10% of the school year last year.

We will identify students with trending chronic absences this school year whether face to face or LaunchED by utilizing school data already being collected daily in Skyward. This data will also be used to monitor trends over time by grade levels and subgroups.

We will work to identify barriers to attendance such as hunger, access to health care, homelessness, internet access, transportation or other challenges — and the supports or resources that would help improve attendance.

We will review suspension data to see if there are trends with attendance and as it relates to teaching/learning.

After identifying students with attendance concerns we will assign leadership team members/mentors to check in with the students weekly to recognize and incentivize attendance improvements great or small with certificates, extra recess, computer time and other interest related means. We will connect with students/families to provide other resources as deemed necessary based on barriers identified.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

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.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Positive school culture and environment begins with relationships. Building a supportive and fulfilling environment from the front office, to individual classrooms within our school and throughout the community is a matter of cultivating and maintaining positive relationships. It takes commitment and consistency from the whole team—administrators, teachers, support staff, students, parents and community stakeholders are all vested.

Together as stakeholders, we will create a shared vision of our school; including developing consistent school rules and ways of defining and maintaining student behavior. Motivation, success, and feeling valued are what drives individuals at any level and in any profession. In the school setting, it is critically important that we recognize and celebrate the outstanding things that our school community accomplishes, both inside and out of our school. Daily school announcements, weekly staff, student and parent previews and messaging are just a few ways to publicly recognize and incentivize accomplishments. 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. Teachers will also continue to unpack the state standards with understand that multiple objectives/standards can be taught at the same time and how. Title II funds will be used to further unpack the standards and implement the District Professional Learning Community initiatives, through in house professional learning communities, staff development and additional planning days.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget						
1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$110,390.30
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	130-Other Certified Instructional Personnel	1331 - Orange Center Elementary	UniSIG	0.88	\$40,700.00
			<i>Notes: Resource teacher for intervention in the classroom</i>			
	5100	210-Retirement	1331 - Orange Center Elementary	UniSIG		\$4,070.00
			<i>Notes: Retirement benefits for a Resource teacher for intervention in the classroom</i>			
	5100	220-Social Security	1331 - Orange Center Elementary	UniSIG		\$3,113.55
			<i>Notes: Social Security benefits for a Resource teacher for intervention in the classroom</i>			
	5100	231-Health and Hospitalization	1331 - Orange Center Elementary	UniSIG		\$9,288.60
			<i>Notes: Health Insurance benefits for a Resource teacher for intervention in the classroom</i>			
	5100	232-Life Insurance	1331 - Orange Center Elementary	UniSIG		\$28.73
			<i>Notes: Life Insurance benefits for a Resource teacher for intervention in the classroom</i>			

	5100	240-Workers Compensation	1331 - Orange Center Elementary	UniSIG		\$134.31
			<i>Notes: Workers Compensation benefits for a Resource teacher for intervention in the classroom</i>			
	5100	250-Unemployment Compensation	1331 - Orange Center Elementary	UniSIG		\$10.99
			<i>Notes: Unemployment benefits for a Resource teacher for intervention in the classroom</i>			
	5100	290-Other Employee Benefits	1331 - Orange Center Elementary	UniSIG		\$870.57
			<i>Notes: Other Employee benefits for a Resource teacher for intervention in the classroom</i>			
	5100	510-Supplies	1331 - Orange Center Elementary	UniSIG		\$6,655.94
			<i>Notes: 5% allowable classroom supplies</i>			
	5100	160-Other Support Personnel	1331 - Orange Center Elementary	UniSIG	1.0	\$23,280.00
			<i>Notes: 1 Program Assistant to provide extra support in the classroom 186 days/7 hours per day.</i>			
	5100	210-Retirement	1331 - Orange Center Elementary	UniSIG		\$2,328.00
			<i>Notes: Retirement benefits for 1 Program Assistant to provide extra support in the classroom 186 days/7 hours per day.</i>			
	5100	220-Social Security	1331 - Orange Center Elementary	UniSIG		\$1,780.92
			<i>Notes: Social Security benefits for 1 Program Assistant to provide extra support in the classroom 186 days/7 hours per day.</i>			
	5100	231-Health and Hospitalization	1331 - Orange Center Elementary	UniSIG		\$9,288.60
			<i>Notes: Health insurance benefits for 1 Program Assistant to provide extra support in the classroom 186 days/7 hours per day.</i>			
	5100	232-Life Insurance	1331 - Orange Center Elementary	UniSIG		\$16.44
			<i>Notes: Life insurance benefits for 1 Program Assistant to provide extra support in the classroom 186 days/7 hours per day.</i>			
	5100	240-Workers Compensation	1331 - Orange Center Elementary	UniSIG		\$76.82
			<i>Notes: Workers Compensation benefits for 1 Program Assistant to provide extra support in the classroom 186 days/7 hours per day.</i>			
	5100	250-Unemployment Compensation	1331 - Orange Center Elementary	UniSIG		\$6.29
			<i>Notes: Unemployment Compensation benefits for 1 Program Assistant to provide extra support in the classroom 186 days/7 hours per day.</i>			
	5100	290-Other Employee Benefits	1331 - Orange Center Elementary	UniSIG		\$497.96
			<i>Notes: Other Employee benefits for 1 Program Assistant to provide extra support in the classroom 186 days/7 hours per day.</i>			
	5100	510-Supplies	1331 - Orange Center Elementary	UniSIG		\$8,242.58

						<i>Notes: Intervention materials grades 3, 4 and 5</i>
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$15,084.53
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6300	130-Other Certified Instructional Personnel	1331 - Orange Center Elementary	UniSIG	0.26	\$12,600.00
						<i>Notes: Curriculum Writing for 24 teachers, 7 hours a day for 3 days X \$25/hr.</i>
	6300	210-Retirement	1331 - Orange Center Elementary	UniSIG		\$1,260.00
						<i>Notes: Retirement benefits for Curriculum Writing for 24 teachers, 6 hours a day for 3 days</i>
	6300	220-Social Security	1331 - Orange Center Elementary	UniSIG		\$964.44
						<i>Notes: Social Security benefits for Curriculum Writing for 24 teachers, 6 hours a day for 3 days</i>
	6300	240-Workers Compensation	1331 - Orange Center Elementary	UniSIG		\$260.09
						<i>Notes: Workers Compensation benefits for Curriculum Writing for 24 teachers, 6 hours a day for 3 days</i>
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
					Total:	\$132,476.88