

Orange County Public Schools

Riverdale Elementary



2020-21 Schoolwide Improvement Plan

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Riverdale Elementary

11301 LOKANOTOSA TRL, Orlando, FL 32817

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

Demographics

Principal: William Charlton

Start Date for this Principal: 7/30/2014

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)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: B (58%) 2017-18: C (43%) 2016-17: B (54%) 2015-16: C (42%)
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	TS&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
Charlton, William	Principal	<p>Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing and addressing goals and targets in the SIP, conducts assessment of skills of school staff, ensures implementation of intervention support and documentation and ensures adequate professional development is offered. Ultimately responsible for monitoring of all progress monitoring data (iReady data, intervention data, summative data and other important data such as attendance data). Meets regularly with leadership and teachers to monitor data and make course-corrections as needed to achieve goals. Communicates with parents regarding school based plans and activities, designates members of the Leadership Team as grade level liaisons, and meets as a member of the Leadership Team for collaboration.</p>
Ragley, Margaret	Instructional Coach	<p>Provides guidance with K-12 Reading and Math Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning and instruction, supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP, provides professional development and model lessons on high yield strategies and best practices for instruction, facilitates PLC meetings that address lesson planning, instructional strategies and data analysis, and conducts informal observations and walk-throughs to aid in the coaching process. Responsible for monitoring teacher walk-through data to ensure high yield strategies and best practices for instruction presented at professional development are implemented as expected along with actionable feedback given through observation and walk-throughs. Meets as a member of the Leadership Team for collaboration.</p>
Faircloth, Amber	Other	<p>Testing Coordinator, provides guidance with K-5 math and science instruction, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers in regards to data-based instructional planning, supports the implementation of Tier I, Tier II, and Tier III intervention plans that address goals identified in the SIP, facilitates the reading and math tutoring programs, supports professional development on high yield strategies and best practices in the areas of math and science, facilitates PLC meetings that address lesson planning, instructional practices and data analysis, develops documents necessary to manage and display data that addresses goals and targets which are identified in the SIP, may conduct some coaching observations and walk-throughs to aid in the coaching process, coordinates</p>

Name	Title	Job Duties and Responsibilities
		community volunteers program used to provide small group instruction and remediation in the classroom, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration.
Greifenstein, Virginia	Instructional Media	Provides support with the K-12 Reading Plan, facilitates school-wide reading initiatives and monitors and reports Accelerated Reader (AR) and Math Facts data, supports the implementation of Tier I, Tier II and Tier III intervention plans that address goals identified in the SIP, provides resources for staff members on high yield strategies and best practices in the area of reading, manages textbook and fixed asset inventories, serves as a grade level liaison, and meets as a member of the Leadership Team for collaboration. Manages student Ipad and laptop inventory and coaches teachers in effective digital learning strategies.
Reller, Kerry	Other	Team leader for ASD units at Riverdale Elementary. Supports the staff teaching these units by providing academic resources to support the curriculum as well as behavior support. Behavior support includes crisis intervention, student observation, data collection on targeted behaviors, creation of behavior plans, and analyzing data to create behavior plans. Monitors behavior data of students in ESE at Riverdale along with needs in the general student population. Meets as a member of the Leadership Team for collaboration.
Miller Bechor, Sheryl	Assistant Principal	Supports the common vision for the use of data-based decision-making, supports the school based team is implementing and addressing goals and targets in the SIP, conducts assessment of skills of school staff, supports implementation of intervention support and documentation and supports the implementation of adequate professional development. Meets regularly with leadership and teachers to monitor data and make course-corrections as needed to achieve goals. Meets as a member of the Leadership Team for collaboration.
Holt, Chantelle	Other	MTSS Coach/Tier 3. Provides support for MTSS in school. Has administrative responsibilities for completion of MTSS paperwork. Supports MTSS testing. Supports MTSS curriculum. Provides coaching for teachers. Supports students in Tier 3 instruction.
Karpy, Mallorie	Other	CCT Role/Tier 3 - Provides support for ELL students and tier 3 instruction. Supervises and plans for testing of ELL students. Supports teachers with ELL strategies. Handles administrative

Name	Title	Job Duties and Responsibilities
		duties for paperwork with ELL students. Supports tier 3 instruction with students.
Moran, Brittany	Guidance Counselor	Provides support for healthy emotional and social development strategies and programs, provides training for instructional staff on the specific social and emotional needs of subgroups in the student body. Oversees Positive Behavior Support and monitors behavior data and school-wide recognition efforts, participates in MTSS meetings where needed and provides follow-up to ensure student success, monitors attendance data and follows up with the required attendance warning letters and processes for compliance serves as a grade level liaison, meets as a member of the Leadership Team, Threat Assessment Team and SELL team. Counsels students one on one and in student groups.
Lawrence, Jeanie	Other	Parent Engagement Liaison or (PEL) works alongside key instructional personnel to design parent workshops that allow families to learn a new academic skill or concept, engage in a practice opportunity and receive feedback.. Additionally, Parent Engagement Liaisons ensure resources and opportunities are accessible to all families. The PEL helps with family nights, supports SAC, writes the Parent and Family Engagement Plan and works to support SEL. The PEL also serves as a member of the leadership team to assist with in school activities and events.

Demographic Information

Principal start date

Wednesday 7/30/2014, William Charlton

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.*

1

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.*

13

Total number of teacher positions allocated to the school

49

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)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: B (58%) 2017-18: C (43%) 2016-17: B (54%) 2015-16: C (42%)
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	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	33	95	104	85	92	95	0	0	0	0	0	0	0	504
Attendance below 90 percent	8	8	12	14	17	11	0	0	0	0	0	0	0	70
One or more suspensions	0	1	1	0	1	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	7	10	1	0	0	0	0	0	0	0	18
Course failure in Math	0	0	0	2	20	4	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	20	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	26	0	0	0	0	0	0	0	27
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	1	5	14	16	0	0	0	0	0	0	0	36

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	2	0	1	0	0	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	

Date this data was collected or last updated

Thursday 7/16/2020

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	115	103	102	123	97	121	0	0	0	0	0	0	0	661
Attendance below 90 percent	19	18	20	20	23	23	0	0	0	0	0	0	0	123
One or more suspensions	0	0	2	2	0	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	1	4	5	2	10	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	39	30	10	0	0	0	0	0	0	0	79

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	1	0	1	13	8	12	0	0	0	0	0	0	0	35

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	115	103	102	123	97	121	0	0	0	0	0	0	0	661
Attendance below 90 percent	19	18	20	20	23	23	0	0	0	0	0	0	0	123
One or more suspensions	0	0	2	2	0	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	1	4	5	2	10	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	39	30	10	0	0	0	0	0	0	0	79

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	1	0	1	13	8	12	0	0	0	0	0	0	0	35

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	53%	57%	57%	53%	54%	55%
ELA Learning Gains	62%	58%	58%	63%	58%	57%
ELA Lowest 25th Percentile	56%	52%	53%	46%	53%	52%
Math Achievement	55%	63%	63%	56%	61%	61%
Math Learning Gains	67%	61%	62%	60%	64%	61%
Math Lowest 25th Percentile	55%	48%	51%	46%	54%	51%
Science Achievement	56%	56%	53%	54%	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	52%	55%	-3%	58%	-6%
	2018	55%	55%	0%	57%	-2%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	46%	57%	-11%	58%	-12%
	2018	43%	54%	-11%	56%	-13%
Same Grade Comparison		3%				
Cohort Comparison		-9%				
05	2019	53%	54%	-1%	56%	-3%
	2018	44%	55%	-11%	55%	-11%
Same Grade Comparison		9%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	54%	62%	-8%	62%	-8%
	2018	57%	61%	-4%	62%	-5%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	60%	63%	-3%	64%	-4%
	2018	45%	62%	-17%	62%	-17%
Same Grade Comparison		15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		3%				
05	2019	41%	57%	-16%	60%	-19%
	2018	43%	59%	-16%	61%	-18%
Same Grade Comparison		-2%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	53%	54%	-1%	53%	0%
	2018	46%	53%	-7%	55%	-9%
Same Grade Comparison		7%				
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	9	38	33	12	46	47					
ELL	43	59	53	53	70	63	53				
ASN	77			85							
BLK	48	57		49	62		45				
HSP	45	58	63	51	68	62	54				
WHT	67	71		63	69		63				
FRL	47	57	57	46	59	54	49				
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	9	27	24	13	15	16	5				
ELL	30	40	42	31	37	23	6				
ASN	88	83		88	83						
BLK	47	47		53	34		44				
HSP	39	45	42	43	45	29	33				
WHT	64	40		61	48		61				
FRL	47	44	40	48	44	21	36				
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	13	45	35	13	39	30	20				
ELL	33	44	32	43	68	55	47				
ASN	80	73		93	91						

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
BLK	48	65		52	38		31				
HSP	50	59	37	52	62	43	59				
WHT	54	68	70	59	64	67	52				
FRL	53	63	46	56	60	46	54				

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)	TS&I
OVERALL Federal Index - All Students	57
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	49
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	81
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	52

Black/African American Students	
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	56
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	64
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	52
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.

ELA achievement data was predicted at 53% for iReady this year which was consistent with our 53% achievement on the FSA ELA testing in 2019. The school saw growth last year, but our students are still not reaching proficiency levels. ELA teachers are working on their ability to provide for small group differentiated instruction. This data is based on the MOY and it is hard to judge where our students would have truly ended academically without the interruption of the school year by Covid-19.

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

If you compare the iReady MOY to last year's FSA, the biggest decline appeared to be in Math learning gains, which decreased from 67% from the 2019 FSA to 59% based on the iReady MOY. This comparison data was from December. Several months were to occur before the end of the year test. In our school we need the full year to be able to target data and prepare students for testing. We develop a tight push-in and review schedule based on the MOY data and work up until test date with tutoring and Saturday school as well. Scores were low because students lost many weeks of instructional time, due to Covid-19 and we were unable to have our in-person instruction that was planned for them. In addition, the comparison data was only after 6 months of instruction.

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.

In lieu of having end of year state data, iReady MOY data was used for comparison purposes. Based on the FSA year 2018/2019, math achievement (proficiency) was 55%, 7 percentage points lower than the state average of 62%. There is less instructional time devoted to math. The state does not have a required or uninterrupted time block for this subject to be taught. Small group instruction was inconsistent and curriculum was not adjusted to student need as often as needed. Since, many of our students struggle with reading, this translates to difficulties while taking the math assessments, i.e. word problems.

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

Overall, ELA learning gains were predicted to be 6% higher (based on the iReady MOY) than they were in 2019 FSA (rising from 62-68%.) Our school worked on adding guided reading groups and differentiated skill groups and differentiated centers in reading which allowed teachers an opportunity to meet the needs of students at their level and provide for the teaching of reading strategies and the reteaching of skills.

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

Math achievement may be an issue for upcoming 5th graders. This is based on 20 students receiving course failures from 4th grade. In addition, studies have shown that the slide from missing school due to Covid-19 is biggest in math and has higher gaps in the upper grades, so our 5th graders will be behind academically.

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

1. Increase Math Proficiency
2. Increase learning gains of the lowest 25% in math, especially for ESE students.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: Our focus is to build and establish a culture for social and emotional learning at our school with adults and students. 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:

1. Improving math proficiency
2. Improving learning gains of the lowest 25%, especially with ESE students.

Measureable Outcome: Anticipated impact an improved culture and climate should help raise FSA scores in math for 27% of the students, according to the article written by Durlak and Mahoney, as featured in the Administrator Overview for SELL.

Person responsible for monitoring outcome: William Charlton (william.charlton@ocps.net)

Evidence-based Strategy: Our school will use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration, in order to build academic expertise with all students. 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 team. 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 improvement and change.

Action Steps to Implement

Establish a common language to support a culture o of socisl snd emotional learning at our school with adults and students.

Person Responsible William Charlton (william.charlton@ocps.net)

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

Person Responsible William Charlton (william.charlton@ocps.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The area of focus that was chosen was the increase of math proficiency and math learning gains. Overall math learning gains were down 7%. While math achievement levels were up overall , our 5th graders were down 8%, according to the FSA 2019 data. In addition, our ESE students are only at 12% achievement level.

Measureable Outcome: We will use our 2021 math FSA data to measure achievement levels and learning gains.
 Math Proficiency will increase from 55% to 57%.
 Math Learning Gains will increase from 67% to 70% for all students, including our ESE population.

Person responsible for monitoring outcome: Sheryl Miller Bechor (sheryl.millerbechor@ocps.net)

Evidence-based Strategy: 1. Math small group/differentiated instruction will be used to fill in gaps.
 2. Number talks will be used to develop number sense in the classroom.
 3. Math fluency will allow our students to help build math skills.

Rationale for Evidence-based Strategy: These strategies will help improve fluency and understanding in mathematics.

Action Steps to Implement

Coaching and feedback on small group and differentiated math instruction.

Person Responsible Sheryl Miller Bechor (sheryl.millerbechor@ocps.net)

Professional Development on Number talks, coaching and feedback.

Person Responsible Amber Faircloth (amber.faircloth@ocps.net)

Students utilize reflex math along with math timed testing and Math recognition for mastering different levels of math fluency.

Person Responsible Sheryl Miller Bechor (sheryl.millerbechor@ocps.net)

Additional Schoolwide Improvement Priorities

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

Our leadership will support the current goals by building and establish a culture for social and emotional learning at our school with adults and students. 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, it will help increase our math learning gains and achievement. According to Hattie, there is an effect size of .62 on increasing academic achievement when teachers teach social and emotional skills.

The leadership team will be supporting teachers by facilitating instruction on how to teach social and emotional skills, leading book studies on working with students in poverty, providing behavior interventions, supporting small social skills groups, and working to support students and teachers who have emotional needs that need to be met due to Covid -19.

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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and connotative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Schools utilize staff such as Parent Engagement Liaison to bridge the community and school culture.

In addition, our guidance counselor and behavior specialist will be meeting with student groups to help with social skills. The Zones of Regulation and Second Step programs are being implemented at our school to support student self regulation. The Assistant Principal will also be conducting a book study on Engaging Students in Poverty to help teachers understand how to create a positive environment for students who live in poverty.

Families will be engaged through our PEL to help engage in and support instruction in Social and Emotional Learning through workshops and presentations on content. In addition, she will be helping to improve communication with families on school topics and helping parents feel safer at school.

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: Culture & Environment: Social Emotional Learning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00