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Ocps Academic Center For Excellence

701 W LIVINGSTON ST, Orlando, FL 32803

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

Demographics

Principal: Seth Daub

Start Date for this Principal: 6/9/2021

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School PK-8 |
| 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) | Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students |
| School Grades History | 2018-19: C (43%) 2017-18: D (33%) 2016-17: No Grade 2015-16: No Grade |
| 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 | [not available] |
| * 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 |
|------------|-----------|---|
| Daub, Seth | Principal | <p>To manage his/her school and its human and material resources to achieve district goals and produce evidence of effective teaching and all students learning.</p> <ul style="list-style-type: none"> * Manifest a professional code of ethics and values. * Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * Manage all operations and functions of his/her school consistent with district goals. * Develop and administer policies that provide a safe and effective learning environment. * Is visible in his/her school community and recognized as the educational leader. * Serves as a member of the area superintendent's team and participates in the learning community's planning, development and evaluation. * Keeps the area superintendent informed of current school critical issues and incidents about which he/she should be aware. * Uses a variety of problem solving techniques and decision making skills to resolve problems. * Communicates and interacts effectively with all stakeholders in the community. * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by supervisor. |

| Name | Title | Job Duties and Responsibilities |
|--------------|---------------------|--|
| Albert, Erin | Assistant Principal | <p>To manage his/her school and its human and material resources to achieve district priorities and produce evidence of effective teaching and all students learning.</p> <ul style="list-style-type: none"> * Manifest a professional code of ethics and values. * Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. * Administer policies that provide a safe and effective learning environment. * Communicate the school's vision, mission and priorities to the community * Serve as a member of the principal's leadership team and participates in the school's planning, development and evaluation. * Keep the Principal informed of current school critical issues and incidents about which he/she should be aware. * Make decisions in a timely fashion using the best available data * Communicate and interact effectively with all stakeholders in the community * Plan and schedule one's own and others' work so that priorities and goals can be met * As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. * As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS Comprehensive new Teacher Induction Program * Pursues improvement of personal professional development * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's |

| Name | Title | Job Duties and Responsibilities |
|--------------------------------|--------------------------------|--|
| | | <p>charter guidelines.</p> <ul style="list-style-type: none"> * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by principal. |
| <p>Thompson, Vaughnsha</p> | <p>Assistant Principal</p> | <p>To manage his/her school and its human and material resources to achieve district priorities and produce evidence of effective teaching and all students learning.</p> <ul style="list-style-type: none"> * Manifest a professional code of ethics and values. * Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. * Administer policies that provide a safe and effective learning environment. * Communicate the school's vision, mission and priorities to the community * Serve as a member of the principal's leadership team and participates in the school's planning, development and evaluation. * Keep the Principal informed of current school critical issues and incidents about which he/she should be aware. * Make decisions in a timely fashion using the best available data * Communicate and interact effectively with all stakeholders in the community * Plan and schedule one's own and others' work so that priorities and goals can be met * As designated by the principal, supervises and |

| Name | Title | Job Duties and Responsibilities |
|------------------------|----------------------------|---|
| | | <p>assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities.</p> <ul style="list-style-type: none"> * As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS Comprehensive new Teacher Induction Program * Pursues improvement of personal professional development * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by principal. |
| <p>Backherms, Cara</p> | <p>Assistant Principal</p> | <p>To manage his/her school and its human and material resources to achieve district priorities and produce evidence of effective teaching and all students learning.</p> <ul style="list-style-type: none"> * Manifest a professional code of ethics and values. * Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * As delegated by the principal, manages the daily operations and functions of the school consistent with |

| Name | Title | Job Duties and Responsibilities |
|------|-------|--|
| | | <p>district policy and district priorities.</p> <ul style="list-style-type: none"> * Administer policies that provide a safe and effective learning environment. * Communicate the school's vision, mission and priorities to the community * Serve as a member of the principal's leadership team and participates in the school's planning, development and evaluation. * Keep the Principal informed of current school critical issues and incidents about which he/she should be aware. * Make decisions in a timely fashion using the best available data * Communicate and interact effectively with all stakeholders in the community * Plan and schedule one's own and others' work so that priorities and goals can be met * As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. * As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS Comprehensive new Teacher Induction Program * Pursues improvement of personal professional development * Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. * In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. * Follow the district's policies and procedures as related to fixed assets. * Develop leadership in subordinates. * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. * Responsible for self-development and keeping up to |

| Name | Title | Job Duties and Responsibilities |
|-----------------------------|--------------------------|--|
| | | <p>date on current research, trends and best practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by principal.</p> |
| <p>Gibson , Tiffany</p> | <p>Reading Coach</p> | <ul style="list-style-type: none"> * Plan and implement system of support utilizing the professional development standards protocol for classroom teachers to increase the rigor within their instruction. * Plan and implement professional development opportunities that are based on analysis of student performance indicators, aligned with current research, and aligned with the School-wide Improvement Plan and the District’s Strategic Plan. * Demonstrate and model best practices through large group, small group, or one-on-one activities, with a focus on K-2nd ELA classrooms. * Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. * Model effective instruction as defined by the elements of the teacher evaluation system. * Assist teachers in analyzing student data and developing action plans for differentiated instruction. * Stay current with research-based instructional best practices to improve achievement for all students with a focus to close the achievement gap. * Participate in Florida Department of Education required trainings and workshops. * Participate in district-sponsored activities that include professional development designed to enhance the coaching model and regular coaching meetings. * Utilize OCPS technology to promote digital curriculum. * Maintain a schedule and log of coaching activities that includes submission of coaching summaries to admin. * Produce Federal, State and District reports, as required. * Provide consultation to the Principal on the overall elements and operation of a successful, research-based program. * Communicate/collaborate with school-based leadership. * Perform other duties as assigned by the Principal. |
| <p>Lycett, Mia</p> | <p>Reading Coach</p> | <ul style="list-style-type: none"> * Plan and implement system of support utilizing the professional development standards protocol for classroom teachers to increase the rigor within their instruction. * Plan and implement professional development |

| Name | Title | Job Duties and Responsibilities |
|------|-------|---|
| | | <p>opportunities that are based on analysis of student performance indicators, aligned with current research, and aligned with the School-wide Improvement Plan and the District’s Strategic Plan.</p> <ul style="list-style-type: none"> * Demonstrate and model best practices through large group, small group, or one-on-one activities, with a focus on 3rd-5th ELA classrooms. * Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. * Model effective instruction as defined by the elements of the teacher evaluation system. * Assist teachers in analyzing student data and developing action plans for differentiated instruction. * Stay current with research-based instructional best practices to improve achievement for all students with a focus to close the achievement gap. * Participate in Florida Department of Education required trainings and workshops. * Participate in district-sponsored activities that include professional development designed to enhance the coaching model and regular coaching meetings. * Utilize OCPS technology to promote digital curriculum. * Maintain a schedule and log of coaching activities that includes submission of coaching summaries to admin. * Produce Federal, State and District reports, as required. * Provide consultation to the Principal on the overall elements and operation of a successful, research-based program. * Communicate/collaborate with school-based leadership. * Perform other duties as assigned by the Principal. |

| | | |
|--------------|------------|---|
| Smith, Tanya | Math Coach | <ul style="list-style-type: none"> * Plan and implement system of support utilizing the professional development standards protocol for classroom teachers to increase the rigor within their instruction. * Plan and implement professional development opportunities that are based on analysis of student performance indicators, aligned with current research, and aligned with the School-wide Improvement Plan and the District’s Strategic Plan. * Demonstrate and model best practices through large group, small group, or one-on-one activities, with a focus on K-5th Math classrooms. * Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. * Model effective instruction as defined by the elements |
|--------------|------------|---|

| Name | Title | Job Duties and Responsibilities |
|--------------------------|--------------------------|--|
| | | <p>of the teacher evaluation system.</p> <ul style="list-style-type: none"> * Assist teachers in analyzing student data and developing action plans for differentiated instruction. * Stay current with research-based instructional best practices to improve achievement for all students with a focus to close the achievement gap. * Participate in Florida Department of Education required trainings and workshops. * Participate in district-sponsored activities that include professional development designed to enhance the coaching model and regular coaching meetings. * Utilize OCPS technology to promote digital curriculum. * Maintain a schedule and log of coaching activities that includes submission of coaching summaries to admin. * Produce Federal, State and District reports, as required. * Provide consultation to the Principal on the overall elements and operation of a successful, research-based program. * Communicate/collaborate with school-based leadership. * Perform other duties as assigned by the Principal. |
| <p>Collins, Abby</p> | <p>Science Coach</p> | <ul style="list-style-type: none"> * Plan and implement system of support utilizing the professional development standards protocol for classroom teachers to increase the rigor within their instruction. * Plan and implement professional development opportunities that are based on analysis of student performance indicators, aligned with current research, and aligned with the School-wide Improvement Plan and the District's Strategic Plan. * Demonstrate and model best practices through large group, small group, or one-on-one activities, with a focus on K-8th Science and 6th-8th Math classrooms. * Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. * Model effective instruction as defined by the elements of the teacher evaluation system. * Assist teachers in analyzing student data and developing action plans for differentiated instruction. * Stay current with research-based instructional best practices to improve achievement for all students with a focus to close the achievement gap. * Participate in Florida Department of Education required trainings and workshops. * Participate in district-sponsored activities that include professional development designed to enhance the |

| Name | Title | Job Duties and Responsibilities |
|------------------|-----------------------------------|---|
| | | <ul style="list-style-type: none"> coaching model and regular coaching meetings. * Utilize OCPS technology to promote digital curriculum. * Maintain a schedule and log of coaching activities that includes submission of coaching summaries to admin. * Produce Federal, State and District reports, as required. * Provide consultation to the Principal on the overall elements and operation of a successful, research-based program. * Communicate/collaborate with school-based leadership. * Perform other duties as assigned by the Principal. |
| Dolan, Meagan | Curriculum Resource Teacher | <ul style="list-style-type: none"> * Plan and implement system of support utilizing the professional development standards protocol for classroom teachers to increase the rigor within their instruction. * Assist the Principal by helping to coordinate the school's screening, diagnostic, progress monitoring, and outcome assessment program. * Research and recommend materials for purchase; train and assist with the implementation of instructional materials. * Provide training in the administration and interpretation of formal and informal diagnostic and evaluation instruments. * Plan and implement professional development opportunities that are based on analysis of student performance indicators, aligned with current research, and aligned with the School-wide Improvement Plan and the District's Strategic Plan. * Demonstrate and model best practices through large group, small group, or one-on-one activities. * Co-teach and debrief lessons while examining student learning through a gradual release of responsibility. * Model effective instruction as defined by the elements of the teacher evaluation system. *Coordinates ALL school-wide testing *Develops school-wide Testing Calendar in conjunction with Master Calendar *Facilitates, assists & plans Professional Development opportunities in partnership with Principal *Attends district-level Testing Coordinator & CRT Meetings/Trainings *Facilitates testing related Professional Development trainings *Maintains school-wide Professional Development points/agendas and submits in-service points to district |

| Name | Title | Job Duties and Responsibilities |
|-----------------|---------------------|---|
| | | <p>Instructional Coach</p> <ul style="list-style-type: none"> *Creates Center Templates *Create Instructional Focus Calendar in partnership with Principal *Observe, coach, MODEL & assists teachers with implementing various strategies and best practices in the classroom *Other duties as assigned by the Principal |
| Webb, Kenya | Staffing Specialist | <ul style="list-style-type: none"> *Organize student and parent support groups *Facilitate, organize and provide training to staff on ESE accommodations *Provide support & resources for ESE including intervention, accommodations, and strategies to match instructional needs of the student *Convenes and coordinates all Individual Education Plans (IEPs), Educational Plans (EPs), Individual Family Services Plans (IFSPs), Service Plans (SPs) and Education Planning Team (EPT) meetings in partnership with ESE Department *Serves as the designee of the Local Educational Agency (LEA) in ESE meetings when special education eligibility, placement, dismissal and program changes occur *Attends district-level ESE Meetings/Trainings *Provides and organizes ESE related Professional Development opportunities *ESE parent training in partnership with CT *Oversee 504 Plans *Other duties as assigned by the Principal |
| Clarke, Delbert | Dean | <ul style="list-style-type: none"> * Manifest a professional code of ethics and values. * Models the routine, intentional and effective use of technology in daily work, including communications, organization and managements tasks. * Make periodic tours of campus to ensure that school and school board policies are being enforced. * Counsel with students and parents where behavioral problems exist. * Work closely with the school resource officers, security and safety officers and local law enforcement agencies and make referrals as appropriate. * Assist with the supervision of organized student gatherings and makes sure resources and equipment is available. * Coordinate the student lunchroom and work duty assignments. * Coordinate school bus supervision before and after |

| Name | Title | Job Duties and Responsibilities |
|---------------------------|-------------|--|
| | | <p>school.</p> <ul style="list-style-type: none"> * Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals. * Research and make recommendations for educational technology improvements and enhancements. * Provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. * Assist with the supervision of students detained after school hours for disciplinary actions. * Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. * Responsible for timely and accurate information they maintain as part of their job responsibilities. * Performs other duties as assigned by the principal. |
| <p>Stringer, Kimberly</p> | <p>Dean</p> | <ul style="list-style-type: none"> * Manifest a professional code of ethics and values. * Models the routine, intentional and effective use of technology in daily work, including communications, organization and managements tasks. * Make periodic tours of campus to ensure that school and school board policies are being enforced. * Counsel with students and parents where behavioral problems exist. * Work closely with the school resource officers, security and safety officers and local law enforcement agencies and make referrals as appropriate. * Assist with the supervision of organized student gatherings and makes sure resources and equipment is available. * Coordinate the student lunchroom and work duty assignments. * Coordinate school bus supervision before and after school. * Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals. * Research and make recommendations for educational technology improvements and enhancements. * Provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. * Assist with the supervision of students detained after school hours for disciplinary actions. * Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. * Responsible for timely and accurate information they |

| Name | Title | Job Duties and Responsibilities |
|-----------------|--------------------|--|
| | | <p>maintain as part of their job responsibilities. * Performs other duties as assigned by the principal.</p> |
| Harris, Jeffrey | Guidance Counselor | <ul style="list-style-type: none"> * Plans, implements, and evaluate programs/activities to continue school improvement. * Promotes character education concepts and serves as a positive role model. * Maintains high visibility throughout the building and grounds. * Collaborates closely with the school social worker, guidance counselor, psychologist, and resource officer (SRO). * Coordinates program-related staff development for faculty and staff as indicated. * Monitors student behavior and develops interventions for improvement. * Makes classroom presentations on program-related topics in coordination with instructional staff. * Communicates effectively with students, parents, administration, and staff. * Involves parents and community as “on-site” advocates in the schools. * Shows sensitivity to students, parents and the community and promotes student self-esteem. * Serves on the Student Services Team and the School Crisis Team. * Assists the administrative staff with security concerns. * Attends scheduled Safe School Coordinators meetings as well as participates in professional growth opportunities. * Completes accountability reports as assigned in a timely manner. * Makes recommendations to school administration and staff utilizing needs assessment data and observations. * Utilizes technology and current research in instruction. * Evaluates students progress on a regular basis. * Demonstrates a commitment to continuous quality improvement * Supports and exhibits organizational core values of caring, respect, integrity, responsibility, high expectations, being customer driven, and valuing diversity. * Performs other duties and accepts responsibilities as assigned. |
| Lawson, David | Guidance Counselor | <ul style="list-style-type: none"> * Provides personal and social growth counseling which includes individual and group counseling relating to academic success, understanding of self and others, |

| Name | Title | Job Duties and Responsibilities |
|------|-------|---|
| | | <p>communication skills, decision making, relationship skills, conflict resolution and goal setting.</p> <ul style="list-style-type: none"> *Provides crisis intervention services, e. g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate. * Conducts individual conferences and group meetings with parents to effectively communicate with and involve parents in improving student performance. * Provides referrals for students and parents to appropriate specialists in keeping with district guidelines. * Maintains student guidance records and confidentiality. * Provides career counseling to students as assigned. * Makes recommendations to students for higher education and colleges for admission and scholarships. * Makes arrangements for alternative educational processes as needed. * Confers with teachers to provide possible interventions for classroom academic or behavior modifications.* Identifies and evaluates critical data such as grades, test scores, attendance, promotion rates, graduation and post secondary enrollment rate. * Uses data to develop strategies to positively impact students. * Guides individuals and groups of students through the development of educational plans, career awareness and personal and social growth issues. * Assists the principal and staff in the evaluation of the guidance services being rendered and provides data which serves as the basis for recommending changes within the school program. * Identifies students that are at risk of leaving school and begins a program to improve their educational skills and increase their interest in school. * Develops and provides a variety of materials on education, career awareness and personal and social development for students, teachers and parents. * Participates in a multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations. * Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. * Responsible for timely and accurate information they maintain as part of their job responsibilities. * Performs other duties as assigned by the principal. |

Outler,
Shannan Attendance/
Social Work

* Provides personal and social growth counseling which includes individual and group counseling relating to

| Name | Title | Job Duties and Responsibilities |
|------|-------|---|
| | | <p>academic success, understanding of self and others, communication skills, decision making, relationship skills, conflict resolution and goal setting.</p> <ul style="list-style-type: none"> * Provides crisis intervention services, e. g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate. * Conducts individual conferences and group meetings with parents to effectively communicate with and involve parents in improving student performance. * Provides referrals for students and parents to appropriate specialists in keeping with district guidelines. * Maintains student guidance records and confidentiality. * Provides career counseling to students as assigned. * Makes recommendations to students for higher education and colleges for admission and scholarships. * Makes arrangements for alternative educational processes as needed. * Confers with teachers to provide possible interventions for classroom academic or behavior modifications.* <p>Identifies and evaluates critical data such as grades, test scores, attendance, promotion rates, graduation and post secondary enrollment rate.</p> <ul style="list-style-type: none"> * Uses data to develop strategies to positively impact students. * Guides individuals and groups of students through the development of educational plans, career awareness and personal and social growth issues. * Assists the principal and staff in the evaluation of the guidance services being rendered and provides data which serves as the basis for recommending changes within the school program. * Identifies students that are at risk of leaving school and begins a program to improve their educational skills and increase their interest in school. * Develops and provides a variety of materials on education, career awareness and personal and social development for students, teachers and parents. * Participates in a multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations. * Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. * Responsible for timely and accurate information they maintain as part of their job responsibilities. * Performs other duties as assigned by the principal. |

| Name | Title | Job Duties and Responsibilities |
|-------------------|---------------------------|---|
| Stephens, Darlene | Parent Engagement Liaison | <ul style="list-style-type: none"> *Responds to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. *Serves as a liaison between the school and its parents and families as it relates to parent and family engagement. *Seeks and receives guidance from the District Parent and Family Engagement team to improve professional knowledge and skills which support parent and family engagement. *Maintains open communication with principal, staff, parents and school-based community involvement coordinators on all planned parent engagement activities. *Investigates and answers questions pertaining to parent engagement. *Collaborates with school-based community involvement coordinators to identify community resources which support parents and families and communicates identified resources to parents and families using multiple means of communication such as: phone calls, mail, home visits, newsletters and meetings in order to encourage participation in school and district activities and events. *Collaborates with appropriate staff members to identify and inform parents and families experiencing challenges/crises of wraparound services such as, but not limited to, food banks and clothing banks. *Encourages parents and family members to serve as volunteers. Maintains a current list of organizations that provide critical resources to parents/families. *Must be familiar with current state laws, state board rules, and school board policies as they relate to programs. *Participates in creating school-level Title I Parent and Family Engagement Plan and supports the distribution of Title I district-level and school-level Parent and Family Engagement Plans. *Hosts at least one Virtual Parent Academy in collaboration with the district Parent Academy team. *Coordinates parents and school staff to attend at least one district face-to-face Parent Academy event. *Schedules, organizes and provides monthly parent engagement workshops to parents and staff. *Attends SAC and PTA meetings as a member and/or guest to provide Parent Engagement Liaison updates. *Provides parent engagement content for school newsletter. |

| Name | Title | Job Duties and Responsibilities |
|------|-------|--|
| | | *Attends Parent Engagement Liaison meetings established on the district calendar. * Performs other duties as assigned by the principal. |

Demographic Information

Principal start date

Wednesday 6/9/2021, Seth Daub

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.*

14

Total number of teacher positions allocated to the school

108

Total number of students enrolled at the school

1,042

Identify the number of instructional staff who left the school during the 2020-21 school year.

23

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

27

Demographic Data

Early Warning Systems

2021-22

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 | 32 | 98 | 127 | 110 | 130 | 143 | 118 | 104 | 117 | 0 | 0 | 0 | 0 | 979 |
| Attendance below 90 percent | 15 | 55 | 70 | 62 | 74 | 77 | 53 | 58 | 73 | 0 | 0 | 0 | 0 | 537 |
| One or more suspensions | 0 | 2 | 4 | 12 | 15 | 21 | 8 | 11 | 10 | 0 | 0 | 0 | 0 | 83 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 26 | 34 | 21 | 28 | 35 | 0 | 0 | 0 | 0 | 144 |
| Course failure in Math | 0 | 0 | 0 | 0 | 27 | 24 | 9 | 19 | 22 | 0 | 0 | 0 | 0 | 101 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 22 | 26 | 35 | 48 | 0 | 0 | 0 | 0 | 131 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 14 | 23 | 29 | 49 | 0 | 0 | 0 | 0 | 115 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|----|----|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 2 | 2 | 8 | 34 | 52 | 37 | 49 | 69 | 0 | 0 | 0 | 0 | 253 |

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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 7 | 5 | 0 | 0 | 0 | 0 | 14 |

Date this data was collected or last updated

Thursday 7/29/2021

2020-21 - 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 | 56 | 132 | 125 | 137 | 152 | 104 | 101 | 132 | 104 | 0 | 0 | 0 | 0 | 1043 |
| Attendance below 90 percent | 11 | 52 | 51 | 49 | 67 | 44 | 61 | 30 | 18 | 0 | 0 | 0 | 0 | 383 |
| One or more suspensions | 0 | 0 | 5 | 3 | 4 | 2 | 4 | 6 | 9 | 0 | 0 | 0 | 0 | 33 |
| Course failure in ELA | 0 | 0 | 0 | 30 | 35 | 23 | 32 | 44 | 17 | 0 | 0 | 0 | 0 | 181 |
| Course failure in Math | 0 | 0 | 0 | 31 | 26 | 17 | 19 | 25 | 16 | 0 | 0 | 0 | 0 | 134 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 26 | 22 | 41 | 57 | 40 | 0 | 0 | 0 | 0 | 186 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 16 | 17 | 30 | 57 | 37 | 0 | 0 | 0 | 0 | 157 |

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 | 2 | 31 | 50 | 37 | 54 | 69 | 41 | 0 | 0 | 0 | 0 | 284 |

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 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 3 | 4 | 1 | 6 | 9 | 4 | 0 | 0 | 0 | 0 | 27 |

2020-21 - 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 | 56 | 132 | 125 | 137 | 152 | 104 | 101 | 132 | 104 | 0 | 0 | 0 | 0 | 1043 |
| Attendance below 90 percent | 11 | 52 | 51 | 49 | 67 | 44 | 61 | 30 | 18 | 0 | 0 | 0 | 0 | 383 |
| One or more suspensions | 0 | 0 | 5 | 3 | 4 | 2 | 4 | 6 | 9 | 0 | 0 | 0 | 0 | 33 |
| Course failure in ELA | 0 | 0 | 0 | 30 | 35 | 23 | 32 | 44 | 17 | 0 | 0 | 0 | 0 | 181 |
| Course failure in Math | 0 | 0 | 0 | 31 | 26 | 17 | 19 | 25 | 16 | 0 | 0 | 0 | 0 | 134 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 26 | 22 | 41 | 57 | 40 | 0 | 0 | 0 | 0 | 186 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 16 | 17 | 30 | 57 | 37 | 0 | 0 | 0 | 0 | 157 |

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 | 2 | 31 | 50 | 37 | 54 | 69 | 41 | 0 | 0 | 0 | 0 | 284 |

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 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 3 | 4 | 1 | 6 | 9 | 4 | 0 | 0 | 0 | 0 | 27 |

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

Grade Level Data Review - State Assessments**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 27% | 55% | -28% | 58% | -31% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 31% | 57% | -26% | 58% | -27% |
| Cohort Comparison | | -27% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 18% | 54% | -36% | 56% | -38% |
| Cohort Comparison | | -31% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 33% | 52% | -19% | 54% | -21% |
| Cohort Comparison | | -18% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 24% | 48% | -24% | 52% | -28% |
| Cohort Comparison | | -33% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 23% | 54% | -31% | 56% | -33% |
| Cohort Comparison | | -24% | | | | |

| MATH | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 40% | 62% | -22% | 62% | -22% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 45% | 63% | -18% | 64% | -19% |
| Cohort Comparison | | -40% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 19% | 57% | -38% | 60% | -41% |
| Cohort Comparison | | -45% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 26% | 43% | -17% | 55% | -29% |
| Cohort Comparison | | -19% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 18% | 49% | -31% | 54% | -36% |
| Cohort Comparison | | -26% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 31% | 36% | -5% | 46% | -15% |
| Cohort Comparison | | -18% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 23% | 54% | -31% | 53% | -30% |
| Cohort Comparison | | | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 8% | 49% | -41% | 48% | -40% |
| Cohort Comparison | | -23% | | | | |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 43% | 66% | -23% | 71% | -28% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 90% | 63% | 27% | 61% | 29% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 53% | -53% | 57% | -57% |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

- Grade 1 - iReady ELA & iReady Math
- Grade 2 - iReady ELA & iReady Math
- Grade 3 - iReady ELA & iReady Math
- Grade 4 - iReady ELA & iReady Math

Grade 5 - iReady ELA, iReady Math, PMA Science

Grade 6 - iReady ELA & iReady Math

Grade 7 - iReady ELA, iReady Math, PMA Civics

Grade 8 - iReady ELA, iReady Math, PMA Science

| Grade 1 | | | | |
|-----------------------|----------------------------|------------|------------|-------------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 9/105 = 9% | 9/110 = 8% | 16/111=14% |
| | Economically Disadvantaged | 9/99 = 9% | 9/104 = 9% | 16/105=15% |
| | Students With Disabilities | 1/6 = 17% | 1/5 = 20% | 2/6 = 33% |
| | English Language Learners | 0/7 = 0% | 0/8 = 0% | 1/8 = 13% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 7/107 = 7% | 6/109 = 6% | 11/105=10% |
| | Economically Disadvantaged | 7/102 = 7% | 5/103 = 5% | 11/100=11% |
| | Students With Disabilities | 1/6 = 17% | 1/5 = 20% | 1/5 = 20% |
| | English Language Learners | 0/8 = 0% | 0/8 = 0% | 0/8 = 0% |
| Grade 2 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 3/96 = 3% | 6/99 = 6% | 16/100=16% |
| | Economically Disadvantaged | 3/89 = 3% | 6/92 = 7% | 14/93 = 15% |
| | Students With Disabilities | 0/8 = 0% | 0/8 = 0% | 0/8 = 0% |
| | English Language Learners | 0/6 = 0% | 0/7 = 0% | 0/7 = 0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 5/96 = 5% | 7/97 = 7% | 12/99 = 12% |
| | Economically Disadvantaged | 3/89 = 3% | 6/90 = 7% | 11/92 = 12% |
| | Students With Disabilities | 0/8 = 0% | 0/8 = 0% | 0/8 = 0% |
| | English Language Learners | 1/6 = 17% | 0/7 = 0% | 0/7 = 0% |

| Grade 3 | | | | |
|-----------------------|----------------------------|------------|-------------|------------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 1/118 = 1% | 10/118 = 8% | 8/116 = 7% |
| | Economically Disadvantaged | 1/112 = 1% | 10/112 = 9% | 8/11 = 7% |
| | Students With Disabilities | 0/7 = 0% | 1/8 = 13% | 1/8 = 13% |
| | English Language Learners | 0/6 = 0% | 0/6 = 0% | 1/6 = 17% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 1/117 = 1% | 3/114 = 3% | 12/109=11% |
| | Economically Disadvantaged | 1/111 = 1% | 3/109 = 3% | 12/104=12% |
| | Students With Disabilities | 0/7 = 0% | 1/8 = 13% | 1/8 = 13% |
| | English Language Learners | 0/6 = 0% | 0/6 = 0% | 1/6 = 17% |
| Grade 4 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 1/124 = 1% | 6/129 = 5% | 8/122 = 7% |
| | Economically Disadvantaged | 1/112 = 1% | 5/118 = 4% | 8/11 = 7% |
| | Students With Disabilities | 0/18 = 0% | 0/20 = 0% | 0/20 = 0% |
| | English Language Learners | 1/20 = 5% | 1/20 = 5% | 2/19 = 11% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 1/126 = 1% | 2/130 = 2% | 9/117 = 8% |
| | Economically Disadvantaged | 1/115 = 1% | 1/119 = 1% | 7/107 = 7% |
| | Students With Disabilities | 0/18 = 0% | 0/20 = 0% | 0/18 = 0% |
| | English Language Learners | 1/20 = 5% | 1/20 = 5% | 3/20 = 15% |

| Grade 5 | | | | |
|-----------------------|----------------------------|-------------|-------------|-------------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 2/96 = 2% | 6/98 = 6% | 7/101 = 7% |
| | Economically Disadvantaged | 2/81 = 2% | 5/83 = 6% | 7/86 = 8% |
| | Students With Disabilities | 0/7 = 0% | 0/9 = 0% | 0/9 = 0% |
| | English Language Learners | 0/9 = 0% | 0/11 = 0% | 0/11 = 0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 1/96 = 1% | 3/98 = 3% | 12/100=12% |
| | Economically Disadvantaged | 1/81 = 1% | 3/83 = 4% | 10/85 = 12% |
| | Students With Disabilities | 0/7 = 0% | 0/9 = 0% | 0/9 = 0% |
| | English Language Learners | 0/10 = 0% | 1/11 = 9% | 1/11 = 9% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 28/81 = 35% | 23/83 = 28% | 21/87 = 24% |
| | Economically Disadvantaged | 22/67 = 33% | 21/71 = 30% | 19/73 = 26% |
| | Students With Disabilities | 2/8 = 25% | 1/7 = 14% | 1/6 = 17% |
| | English Language Learners | 2/8 = 25% | 1/10 = 10% | 2/11 = 18% |

| Grade 6 | | | | |
|-----------------------|----------------------------|------------|-----------|-------------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 8/87 = 9% | 5/98 = 5% | 10/90 = 11% |
| | Economically Disadvantaged | 6/81 = 7% | 4/91 = 4% | 8/83 = 10% |
| | Students With Disabilities | 0/16 = 0% | 0/17 = 0% | 0/17 = 0% |
| | English Language Learners | 2/12 = 17% | 1/12 = 8% | 1/10 = 10% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 1/92 = 1% | 2/99 = 2% | 3/87 = 3% |
| | Economically Disadvantaged | 1/86 = 1% | 2/93 = 2% | 3/80 = 4% |
| | Students With Disabilities | 0/17 = 0% | 0/18 = 0% | 0/16 = 0% |
| | English Language Learners | 0/13 = 0% | 0/14 = 0% | 1/10 = 1% |

| Grade 7 | | | | |
|-----------------------|----------------------------|-------------|-------------|-------------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 4/90 = 4% | 4/93 = 4% | 8/87 = 9% |
| | Economically Disadvantaged | 3/83 = 4% | 2/84 = 2% | 7/80 = 9% |
| | Students With Disabilities | 1/18 = 6% | 0/19 = 0% | 1/16 = 6% |
| | English Language Learners | 0/4 = 0% | 0/3 = 0% | 0/1 = 0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 0/88 = 0% | 0/89 = 0% | 3/88 = 3% |
| | Economically Disadvantaged | 0/81 = 0% | 0/80 = 0% | 2/81 = 2% |
| | Students With Disabilities | 0/18 = 0% | 0/19 = 0% | 0/17 = 0% |
| | English Language Learners | 0/3 = 0% | 0/2 = 0% | 0/1 = 0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Civics | All Students | 29/82 = 35% | 32/83 = 39% | 30/68 = 44% |
| | Economically Disadvantaged | 25/72 = 35% | 27/70 = 39% | 24/56 = 43% |
| | Students With Disabilities | 4/16 = 25% | 5/16 = 31% | 2/14 = 14% |
| | English Language Learners | 1/4 = 25% | 1/4 = 25% | N/A |

| Grade 8 | | | | |
|-----------------------|----------------------------|-------------|-------------|-------------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 4/85 = 5% | 9/89 = 10% | 12/86 = 14% |
| | Economically Disadvantaged | 4/71 = 6% | 8/75 = 11% | 10/72 = 14% |
| | Students With Disabilities | 0/12 = 0% | 0/13 = 0% | 1/13 = 8% |
| | English Language Learners | 0/9 = 0% | 0/10 = 0% | 0/8 = 0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 0/57 = 0% | 1/68 = 1% | 2/38 = 3% |
| | Economically Disadvantaged | 0/48 = 0% | 1/56 = 2% | 1/48 = 2% |
| | Students With Disabilities | 0/10 = 0% | 0/11 = 0% | 1/10 = 10% |
| | English Language Learners | 0/8 = 0% | 0/10 = 0% | 0/8 = 0% |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 10/70 = 14% | 19/69 = 28% | 15/71 = 21% |
| | Economically Disadvantaged | 8/57 = 14% | 15/55 = 27% | 13/55 = 24% |
| | Students With Disabilities | 0/10 = 0% | 0/9 = 0% | 0/9 = 0% |
| | English Language Learners | 0/7 = 0% | 1/10 = 10% | 0/8 = 0% |
| | Number/% Proficiency | Fall | Winter | Spring |

Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 7 | 20 | 21 | 11 | 32 | 26 | | 6 | | | |
| ELL | 26 | 41 | 30 | 30 | 32 | | 13 | | | | |
| BLK | 21 | 33 | 31 | 19 | 22 | 20 | 17 | 28 | 56 | | |
| HSP | 31 | 43 | | 27 | 28 | | 9 | | | | |
| WHT | 41 | 55 | | 42 | 64 | | | | | | |
| FRL | 22 | 34 | 32 | 19 | 23 | 21 | 17 | 22 | 47 | | |
| 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 | 8 | 33 | 35 | 9 | 45 | 45 | | 20 | | | |
| ELL | 28 | 53 | 50 | 28 | 50 | | 7 | | | | |
| BLK | 24 | 46 | 39 | 32 | 59 | 60 | 16 | 41 | 54 | | |
| HSP | 31 | 58 | | 34 | 54 | | 29 | 45 | | | |

| 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 |
| WHT | 65 | 75 | | 65 | 75 | | | | | | |
| FRL | 25 | 47 | 45 | 33 | 58 | 61 | 19 | 47 | 50 | | |
| 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 | 2 | 21 | 33 | 8 | 43 | 36 | | 17 | | | |
| ELL | 6 | 41 | 45 | 11 | 29 | | | | | | |
| BLK | 16 | 32 | 38 | 24 | 38 | 38 | 16 | 36 | 50 | | |
| HSP | 18 | 29 | 40 | 33 | 39 | | 20 | | | | |
| WHT | 40 | | | 50 | | | | | | | |
| FRL | 17 | 32 | 40 | 26 | 37 | 33 | 17 | 38 | 55 | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----------------|
| ESSA Category (TS&I or CS&I) | [not available] |
| OVERALL Federal Index – All Students | 29 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | 27 |
| Total Points Earned for the Federal Index | 285 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 88% |

Subgroup Data

Students With Disabilities

| | |
|---|-----|
| Federal Index - Students With Disabilities | 15 |
| 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 | 28 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |

| Asian Students | |
|--|-----|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 27 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 26 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| 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 | 51 |
| 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 | 27 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The subject areas of ELA & Math for grades 1st-8th all have less than 20% of our students showing proficiency on the 20-21 school based progress monitoring data. In addition, our subgroup areas of Students With Disabilities & English Language Learners show less than 10% of all students showing proficiency in all subject areas and grade levels of the 20-21 school based progress monitoring data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2019 state assessments the following areas demonstrate the greatest area of need.

- *5th Grade ELA 18% Proficient
- *5th Grade Math 19% Proficient
- *7th Grade Math 18% Proficient
- *8th Grade Science 8% Proficient
- *Geometry EOC 0% Proficient

Based on the 2021 Progress Monitoring assessments the following areas demonstrate the greatest area of need.

- *1st Grade Math ELL Subgroup 0% Proficient
- *2nd Grade ELA & Math SWD & ELL Subgroups 0% Proficient
- *3rd Grade ELA 7% Proficient
- *4th Grade ELA & Math SWD & ELL Subgroups 0% Proficient
- *5th Grade ELA & Math SWD Subgroup 0% Proficient
- *6th Grade ELA & Math SWD Subgroup 0% Proficient
- *7th Grade ELA & Math ELL Subgroup 0% Proficient
- *8th Grade ELA, Math & Science ELL Subgroup 0% Proficient

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

Factors that contributed to these areas of improvement include: multiple students attending school via the LaunchED@Home model during the 20-21 school year, students reading below grade level, insufficient parental support, low reading comprehension and insufficient math fact fluency.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The following progress monitoring data components showed the most improvement:

- *Algebra EOC 90% Proficient

The following 2019 state assessment data components showed the most improvement:

- *Math Learning Gains (+20%)
- *Math Learning Gains Lowest 25% (+24%)
- *ELA Learning Gains (+18%)

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

The following factors & new actions contributed to these improvements:

- *before & afterschool tutoring opportunities
- *additional adults in all classrooms serving as tutors
- *UCF Boots on the Ground volunteers
- *intensive math courses for 6-8 students
- *center rotations in all math classrooms K-8

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

The following strategies will be implemented to accelerate learning:

- *3rd Grade UCF Mentor Program
- *Afterschool Extended Learning Opportunities for grades 3rd-8th in all content areas will occur two days a week beginning on September 14, 2021
- *Group students in the lowest 25% category together for intensive instruction
- *Weekly data meetings to monitor individual student progress monitoring data points

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The following professional development opportunities will be provided to support teachers and leaders:

- *utilization and strategies to use additional adults in classrooms effectively
- *small group instruction and practices
- *analyzing data and instructional decisions based on data analysis
- *academic discourse
- *student monitoring

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

To ensure sustainability of improvement, professional development opportunities will be offered multiple times a month to all teachers and leaders. A focus on analyzing data and using that analysis to make instructional decisions will increase teacher capacity. The consistent use of additional adults in the classroom will help to maintain improvement in the future.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs:
 *Student Sense of Belonging
 *Student Self Management
 *Family & school staff will regularly interact to build relationships and collaborate to support students' social, emotional, and academic development.

Measureable Outcome: Based on 2022 Panorama survey data, the following areas will show an increase from 2021 Panorama data.
 *Student Sense of Belonging 3rd-5th - 60%
 *Student Sense of Belonging 6th-8th - 50%
 *Student Self Management 3rd-5th - 60%
 *Student Self Management 6th-8th - 65%

Monitoring: Our Area of Focus will be monitored using Culture & Climate Continuum data & Classroom Walkthrough trend data.

Person responsible for monitoring outcome: David Lawson (david.lawson@ocps.net)

Evidence-based Strategy: Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families. 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 the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family 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, including its families. To strengthen a culture of social and emotional learning with families, staff, 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 integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Implement a school-side SEL curriculum.

Person Responsible David Lawson (david.lawson@ocps.net)

Integrate Aligned Instructional & SEL Strategies - Identify student SEL needs to prepare for academic instruction.

Person Responsible David Lawson (david.lawson@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Many grade levels and subject areas show that the SWD subgroup have 0% of students performing at the proficiency level, which identifies this as an area of critical need.

Measureable Outcome: To achieve a school grade of "A" for the 2021-2022 school year the following outcomes will be achieved: ELA & Math Learning Gains of the Lowest 25% - 70% (ELA 28% increase/ Math 11% increase).

Monitoring: This Area of Focus will be monitored through the analysis of the following data points for the students within the SWD subgroup:
 *iReady Diagnostics
 *iReady Growth Monitoring
 *OCPS Common Assessments
 *Oral Reading Fluency
 *Math Fact Fluency

Person responsible for monitoring outcome: Seth Daub (seth.daub@ocps.net)

Evidence-based Strategy: Build up our system of interpretation and communication of assessment information that is shared between stakeholders to collaboratively design and implement educational programs.

Rationale for Evidence-based Strategy: Teachers interpret assessment information for stakeholders (i.e., other professionals, families, students) and involve them in the assessment, goal development and goal implementation process. Special educators must understand each assessment's purpose, help key stakeholders understand how culture and language influence interpretation of data generated, and use data to collaboratively develop and implement individualized education and transition plans that include goals that are standards-based, appropriate accommodations and modifications, and fair grading practices and transition goals that are aligned with student needs.

Action Steps to Implement

Students in the lowest 25% will be grouped into cohort classes together.

Person Responsible Seth Daub (seth.daub@ocps.net)

Content area coaches will be assigned to each grade level to facilitate common planning. Facilitators and administrators will attend PLC meetings to assist in standards-based planning and analyzing data to differentiate targeted needs students.

Person Responsible Seth Daub (seth.daub@ocps.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: On the most recent Florida Standards Assessment (FSA), data indicated that 77% of students scored below a level 3 in English Language Arts (ELA). (Data Resource - Accountability Monitoring Outcomes 20-21 to 18-19 Comparison)

Measureable Outcome: The 2022 ELA FSA will show an increase of at least 20 percentage points from 23% percent proficient to 43% proficient.

This Area of Focus will be monitored using the following data points:

- *iReady Diagnostics
- *iReady Growth Monitoring
- *Classroom Walkthroughs
- *District Standards Based Unit Assessments

Person responsible for monitoring outcome: Seth Daub (seth.daub@ocps.net)

Evidence-based Strategy: Teach students to decode words, analyze word parts, and write and recognize words. This instructional practice has a strong level of evidence.

Rationale for Evidence-based Strategy: This selected instructional practice has a strong level of evidence, as noted in this link for the IES Guide for Foundational Skills to Support Reading for Understanding.

Action Steps to Implement

Strengthen the common planning process by using the district created Common Planning Resources to guide the agenda and discussions.

Person Responsible: Mia Lycett (mia.lycett@ocps.net)

Classroom walkthroughs are conducted regularly and ELA feedback is provided with needed adjustments being addressed in common planning.

Person Responsible: Seth Daub (seth.daub@ocps.net)

Ensure the 90 minutes reading block contains the following requirements:

- *6 components of Reading
- *Daily inclusion of on-level whole group instruction and differentiated small group instruction.

Person Responsible: Mia Lycett (mia.lycett@ocps.net)

Standards Based Unit Assessment Data is used to plan small group instruction and differentiation opportunities.

Person Responsible: Mia Lycett (mia.lycett@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

For the 2019-2020 school year, OCPS Academic Center for Excellence had a total of 234 suspension, with 196 in-school suspensions and 38 out of school suspensions. This creates a rank of 296 out of 313 schools statewide. The violent incident rate for OCPS Academic Center for Excellence is 13.24, with a total of 146 violent incidents with the majority coded as a physical attack. This rating ranks OCPS ACE as 311 out of 313 schools statewide. The drug/public order incidents rate for OCPS ACE is 0.54, with a total of 6 incidents with the majority coded as weapons possession. This rating ranks OCPS ACE as 241 out of 313 schools statewide. The primary area of concern is the need for an increase in social & emotional learning opportunities. With the support of the SELL site team, teachers will plan for an use developmentally appropriate lessons to engage students in the various SELL competencies: Self-Awareness, Social Awareness, Self-Management & Relationship Skills.

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.

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 conative 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 staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, 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 school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

Seth Daub - Principal; SELL Team Member
 Cara Backherms - Assistant Principal; SELL Team Member
 Shannan Outler - Social Worker; SELL Team Member
 Rhonda Williams - 2nd Grade Teacher; SELL Team Member
 JaMia Weaver - 4th Grade Teacher; SELL Team Member
 Chad Howell - 6th-8th Computer Education Teacher; SELL Team Member
 Members to be determined - School Advisory Council

Part V: Budget

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|---------------|--------|--|---------------|
| 1 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | \$0.00 |
| 2 | III.A. | Areas of Focus: ESSA Subgroup: Students with Disabilities | \$0.00 |
| 3 | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| Total: | | | \$0.00 |