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Ocps Academic Center For Excellence

701 W LIVINGSTON ST, Orlando, FL 32803

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

Demographics

Principal: Wendy Ivory

Start Date for this Principal: 6/15/2020

| | |
|--|---|
| 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) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities 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 | Diane Leinenbach |
| 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 |
|-----------------|-----------|---|
| Ivory, Wendy | 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 |
|--|-------|--|
| Thompson, Assistant Vaughnsha 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 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 |

| Name | Title | Job Duties and Responsibilities |
|-------------------------|--------------------------------|--|
| | | <p>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.</p> <ul style="list-style-type: none"> * 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. |
| <p>Albert, Erin</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 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 |

| Name | Title | Job Duties and Responsibilities |
|----------------|---------------------|--|
| | | <ul style="list-style-type: none"> * 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 date on current research, trends and best practices relevant to the area of responsibility. * Perform other duties and responsibilities as assigned by supervisor. |
| Briggs, Rachel | Instructional 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. * 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 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. * Assist teachers in analyzing student data and developing action plans for differentiated instruction. * Stay current with research-based instructional best practices |

| Name | Title | Job Duties and Responsibilities |
|-------------------------------|--------------------------------|--|
| | | <p>to improve achievement for all students with a focus to close the achievement gap.</p> <ul style="list-style-type: none"> * 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>McMillion, Vanessa</p> | <p>Instructional 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. * 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 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. * 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. |

| Name | Title | Job Duties and Responsibilities |
|---------------|---------------------|--|
| | | <ul style="list-style-type: none"> * 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. |
| Beasley, Gale | Instructional Coach | <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, communication skills, decision making, relationship skills, conflict resolution and goal setting. * Provides crisis intervention services, e. g. suicide prevention, child abuse, health concerns, substance abuse and follow-up |

| Name | Title | Job Duties and Responsibilities |
|--------------------|-------|--|
| | | <p>services as appropriate.</p> <ul style="list-style-type: none"> * 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 postsecondary 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. |
| Stringer, Kimberly | 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 |

| Name | Title | Job Duties and Responsibilities |
|---------------|---------------------|--|
| | | <p>and makes sure resources and equipment is available.</p> <ul style="list-style-type: none"> * 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 maintain as part of their job responsibilities. * Performs other duties as assigned by the principal. |
| Weiss, Kristi | 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 |

| Name | Title | Job Duties and Responsibilities |
|------------------------|---------------------------------|---|
| | | <p>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 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. |
| <p>Sermons, Amanda</p> | <p>Instructional Technology</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. * 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 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 |

| Name | Title | Job Duties and Responsibilities |
|--------------|---------------------|---|
| | | <p>assist with the implementation of instructional materials.</p> <ul style="list-style-type: none"> * Provide training in the administration and interpretation of formal and informal diagnostic and evaluation instruments. * 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 | Instructional 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. * 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 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. * 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. |

| Name | Title | Job Duties and Responsibilities |
|------|-------|---------------------------------|
|------|-------|---------------------------------|

- * 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.

Demographic Information

Principal start date

Monday 6/15/2020, Wendy Ivory

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.*

2

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

80

Demographic Data

| | |
|--|---|
| 2020-21 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) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Black/African American Students Economically Disadvantaged Students English Language Learners |

| | |
|--|--|
| | Hispanic Students Students With Disabilities 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 | Diane Leinenbach |
| 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 | 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 | |
| Students retained two or more times | | | | 0 | 0 | 0 | 3 | 4 | 1 | 6 | 9 | 4 | 0 | 0 | 0 | 0 | 27 |

Date this data was collected or last updated

Monday 7/20/2020

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 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 | 124 | 129 | 120 | 155 | 112 | 125 | 85 | 97 | 76 | 0 | 0 | 0 | 0 | 1023 |
| Attendance below 90 percent | 10 | 12 | 7 | 9 | 2 | 7 | 1 | 4 | 9 | 0 | 0 | 0 | 0 | 61 |
| One or more suspensions | 17 | 24 | 25 | 27 | 19 | 19 | 18 | 18 | 11 | 0 | 0 | 0 | 0 | 178 |
| Course failure in ELA or Math | 20 | 11 | 28 | 50 | 18 | 54 | 24 | 34 | 28 | 0 | 0 | 0 | 0 | 267 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 73 | 42 | 81 | 40 | 57 | 42 | 0 | 0 | 0 | 0 | 335 |

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 | 6 | 6 | 10 | 59 | 20 | 56 | 24 | 35 | 27 | 0 | 0 | 0 | 0 | 243 |

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

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 | 26% | 62% | 61% | 17% | 60% | 60% |
| ELA Learning Gains | 48% | 60% | 59% | 32% | 57% | 57% |
| ELA Lowest 25th Percentile | 42% | 55% | 54% | 39% | 54% | 52% |
| Math Achievement | 33% | 61% | 62% | 26% | 60% | 61% |
| Math Learning Gains | 58% | 60% | 59% | 38% | 60% | 58% |
| Math Lowest 25th Percentile | 59% | 54% | 52% | 35% | 55% | 52% |
| Science Achievement | 20% | 56% | 56% | 16% | 56% | 57% |
| Social Studies Achievement | 43% | 74% | 78% | 38% | 74% | 77% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | | Total |
|-----------|-----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | (0) | (0) | (0) | (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 | 27% | 55% | -28% | 58% | -31% |
| | 2018 | 20% | 55% | -35% | 57% | -37% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 31% | 57% | -26% | 58% | -27% |
| | 2018 | 10% | 54% | -44% | 56% | -46% |
| Same Grade Comparison | | 21% | | | | |
| Cohort Comparison | | 11% | | | | |
| 05 | 2019 | 18% | 54% | -36% | 56% | -38% |
| | 2018 | 20% | 55% | -35% | 55% | -35% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | 8% | | | | |
| 06 | 2019 | 33% | 52% | -19% | 54% | -21% |
| | 2018 | 17% | 48% | -31% | 52% | -35% |
| Same Grade Comparison | | 16% | | | | |
| Cohort Comparison | | 13% | | | | |
| 07 | 2019 | 24% | 48% | -24% | 52% | -28% |
| | 2018 | 10% | 48% | -38% | 51% | -41% |
| Same Grade Comparison | | 14% | | | | |
| Cohort Comparison | | 7% | | | | |

| ELA | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2019 | 23% | 54% | -31% | 56% | -33% |
| | 2018 | 16% | 55% | -39% | 58% | -42% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | 13% | | | | |

| MATH | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 40% | 62% | -22% | 62% | -22% |
| | 2018 | 29% | 61% | -32% | 62% | -33% |
| Same Grade Comparison | | 11% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 45% | 63% | -18% | 64% | -19% |
| | 2018 | 18% | 62% | -44% | 62% | -44% |
| Same Grade Comparison | | 27% | | | | |
| Cohort Comparison | | 16% | | | | |
| 05 | 2019 | 19% | 57% | -38% | 60% | -41% |
| | 2018 | 29% | 59% | -30% | 61% | -32% |
| Same Grade Comparison | | -10% | | | | |
| Cohort Comparison | | 1% | | | | |
| 06 | 2019 | 26% | 43% | -17% | 55% | -29% |
| | 2018 | 24% | 35% | -11% | 52% | -28% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | -3% | | | | |
| 07 | 2019 | 18% | 49% | -31% | 54% | -36% |
| | 2018 | 22% | 51% | -29% | 54% | -32% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | -6% | | | | |
| 08 | 2019 | 31% | 36% | -5% | 46% | -15% |
| | 2018 | 13% | 32% | -19% | 45% | -32% |
| Same Grade Comparison | | 18% | | | | |
| Cohort Comparison | | 9% | | | | |

| SCIENCE | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 23% | 54% | -31% | 53% | -30% |
| | 2018 | 15% | 53% | -38% | 55% | -40% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2019 | 8% | 49% | -41% | 48% | -40% |
| | 2018 | 15% | 49% | -34% | 50% | -35% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | -7% | | | | |

| BIOLOGY EOC | | | | | |
|---------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 43% | 66% | -23% | 71% | -28% |
| 2018 | 38% | 66% | -28% | 71% | -33% |
| Compare | | 5% | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 90% | 63% | 27% | 61% | 29% |
| 2018 | 57% | 61% | -4% | 62% | -5% |
| Compare | | 33% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 53% | -53% | 57% | -57% |
| 2018 | | | | | |

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 2016-17 | C & C Accel 2016-17 |
| 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 | | | |
| 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 2015-16 | C & C Accel 2015-16 |
| 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

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 | 46 |
| 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 | 76 |
| Total Points Earned for the Federal Index | 461 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 100% |

Subgroup Data

Students With Disabilities

| | |
|---|-----|
| Federal Index - Students With Disabilities | 24 |
| 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 | 42 |
| 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 | |
| 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 | 44 |
| 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 | 46 |
| 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 | 70 |
| 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 | 46 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Analysis

Data Reflection

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

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

The data component that showed the lowest performance is in the area of science. The science component increased by 4% (from 16% to 20%). The data indicates that there needs to be a focus on increasing proficiency within the tested grade-levels for science. 6 out of 70 8th grade students and 27 out of 119 5th grade students were proficient on the 2018-2019 Science FCAT. Factors that contributed to the minimal increase within this component is students reading below grade-level, gaps in scientific knowledge and understanding, and lack of focus on science content in earlier grades.

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

OCPS ACE did not have any data components that declined. All nine component areas increased.

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

The data components that had the greatest gap when compared to the state average are fifth grade ELA (-38%) and Math (-41%). Factors that contributed to the gap in this specific grade level are medical leave greater than 30 days, a teacher vacancy that was not filled until January, and teacher changes within the grade level after the first nine weeks based on common assessment results.

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

The data component that showed the most improvement was in math learning gains with the lowest 25 percentile. OCPS ACE increased by 24% within this area. During the 2018-2019 school year, a school-based math coach was hired to collaborate with teachers and facilitate the coaching cycle to build teacher capacity within the area of math. Students also received intense math intervention based on data that was collected after each common assessment. Teachers in grades K-8 implemented centers/rotations during math instruction and tutoring was provided to students two days a week. Secondary students were also scheduled in an intensive math course.

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

Two potential areas of concern are:

- The number of level one students on statewide assessment for grades 3-7
- The number of students with two or more early warning indicators

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

1. Increase student proficiency
2. Narrow the achievement gap
3. Social-emotional learning and trauma-informed teaching.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: In order to increase proficiency and narrow the achievement gap, OCPS Academic Center for Excellence teachers will implement, deliver and monitor standards-based instruction across all content areas with a focus on small group instruction using effective literacy strategies to deepen understanding of content.

Based on school wide data, from the 18-19 FSA and 19-20 iReady assessment, narrowing the achievement gap for ESSA subgroups, specifically for African American and Hispanic students, is an area of continued growth. Teachers will use literacy strategies during small group instruction in order for students to have a deeper understanding of standards and ability to apply the content.

Measurable Outcome: To achieve a school grade of "A" for the 2020-2021 school year the following outcomes will be achieved: 2021 FSA: ELA Achievement (3 and higher) - 40% (14% increase), Math Achievement (3 and higher) - 40% (7% increase), Science Achievement (3 and higher)- 30% (10% increase), Civics Achievement (3 and higher)- 60% (17% increase), and Acceleration- 65% (9% increase).

Person responsible for monitoring outcome: Wendy Ivory (wendy.ivory@ocps.net)

Evidence-based Strategy: Teachers will plan and use literacy strategies in small group across content areas to ensure the understanding of the content presented.

Rationale for Evidence-based Strategy: Using this strategy will allow students to develop the ability to use of these strategies when working independently across content areas.

Action Steps to Implement

1. Agendas, data, and upcoming standards will be provided to teachers prior to the scheduled common planning days. Teachers will be required to bring additional activities and strategies to the PLC meeting to share with the team.

Person Responsible Erin Albert (erin.albert@ocps.net)

2. Grade-level facilitators 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 Erin Albert (erin.albert@ocps.net)

3. Differentiated support will be provided to teachers utilizing the coaching cycle. Administrative team will create a monitoring schedule to provide feedback regarding effective implementation of standards-based instruction. Classroom observation of coaching cycle with weekly actionable feedback provided by leadership team, coaching logs, utilizing Google forms and iObservation will be used in order to determine trends in classroom walkthrough data and next steps.

Person Responsible Wendy Ivory (wendy.ivory@ocps.net)

4. Teachers will complete peer to peer observations in order to learn new strategies as well as continue their understanding of how to implement the strategy within a small groups etting.

Person Responsible Wendy Ivory (wendy.ivory@ocps.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus OCPS Academic Center for Excellence teachers will narrow the academic and behavioral achievement gap through effective utilization and implementation of the MTSS framework with fidelity.

Description and Rationale: Learning gain data from both the 18-19 FSA and 19-20 iReady assessments shows a need for the effective utilization and implementation of the MTSS framework with fidelity. Teachers will use social/emotional training, PBIS book studies and digital content data sheets to drive instruction and the use of the MTSS framework.

Measureable Outcome: To achieve a school grade of "A" for the 2020-2021 school year the following outcomes will be achieved: 2021 FSA: ELA Achievement (3 and higher) - 40% (14% increase), Math Achievement (3 and higher) - 40% (7% increase), Science Achievement (3 and higher)- 30% (10% increase), Civics Achievement (3 and higher)- 60% (17% increase), and Acceleration- 65% (9% increase).

Person responsible for monitoring outcome: Wendy Ivory (wendy.ivory@ocps.net)

Evidence-based Strategy: Teachers must create a classroom where all students' needs are met and continued intervention is taking place. Teachers must adapt to the differentiated needs of students. Teachers will both identify and target needs and use strategies to help close both academic and behavioral achievement gaps.

Rationale for Evidence-based Strategy: Teachers need support in following the MTSS framework with fidelity along with collecting appropriate data to guide students through the process.

Action Steps to Implement

1. Develop a MTSS team among the leadership team to support teachers through the framework.

Person Responsible Wendy Ivory (wendy.ivory@ocps.net)

2. Professional Development will be scheduled to support ongoing training in culturally responsive strategies and the MTSS framework.

Person Responsible Erin Albert (erin.albert@ocps.net)

3. Create data room and conduct weekly and bi-weekly data meetings to review Tier 1, Tier 2, and Tier 3 data.

Person Responsible Erin Albert (erin.albert@ocps.net)

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

Area of Focus Description and Rationale: OCPS Academic Center for Excellence teachers will foster a positive culture and environment by deliberately implementing research based social/emotional learning initiatives. Teachers will implement 20-21 DPLC strategies and the OCPS health curriculum to ensure students' social/emotional needs are being met while standards-based content is being taught. Teachers will also ensure that they use trauma informed instructional strategies, while working with students throughout the day.

Measureable Outcome: Based on our 282 level three and 11 level four referrals during the 19-20 school year, we are showing a clear need for more social/emotional learning initiatives.

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

Evidence-based Strategy: The teachers will plan for and use developmentally appropriate lessons to engage students in the use of DPLC and trauma informed strategies.

Rationale for Evidence-based Strategy: Teachers need more understanding of how to meet the needs of the whole child when working with students with a high number of adverse childhood experiences. (ACEs)

Action Steps to Implement

1. A DPLC site team member will be assigned to each grade-level/content area to provide year 1-3 refresher. DPLC site team members will also provide with common planning resources during the planning process that include, but not limited to research-based strategies, articles, videos, apps, etc.

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

2. DPLC site team members will facilitate the growth and development of teachers through professional development on research-based instructional strategies will be based upon areas of need that are a result of feedback and observation during PLC.

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

3. Teachers will be provided with Trauma Informed training through UCF to better understand the needs our students come to school with each day.

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

Additional Schoolwide Improvement Priorities

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

Due to the number of level one and two students, we will have a monitoring system and use this system to lead our discussion in data meetings. The students who fall into those categories will be recommended for tutoring as well as begin/continue the MTSS process to close gaps. Leadership team members will be present in PLC and data meetings as well as pull small groups containing those students. This will allow us to monitor those students and the achievement they are making.

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.

As a community partnership school, we have the honor to include many of our on campus and off campus stakeholders in decisions daily. We have numerous meetings throughout the year such as our operational meetings, University meetings, volunteer meetings, Parramore community engagement meetings and Parramore Education and Innovation District meetings to name a few. These meetings allow the staff of OCPS ACE, the students, the community and our partners to all hold an important piece of the puzzle.

Working together to ensure all members of our community play a key role allows us to create a culture of family. The sense of family ensures each and every stakeholder knows and understands our goals as well as how we need support from them to continuously reach for bigger and better opportunities for our students.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

| | | | |
|----------|---------------|---|---------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Small Group Instruction | \$0.00 |
| 2 | III.A. | Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups | \$0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | \$0.00 |

| | |
|--|----------------------|
| | Total: \$0.00 |
|--|----------------------|