

Orange County Public Schools

Beta



2020-21 Schoolwide Improvement Plan

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Beta

4680 LAKE UNDERHILL RD, Orlando, FL 32807

www.ocps.net/lc/district/sae

Demographics

Principal: William Tovine

Start Date for this Principal: 8/15/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
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)	
School Grades History	2018-19: No Grade 2017-18: No Grade 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	
* 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
Tovine, William	Principal	<p>The principal is the head of the administrative team within a school and is responsible for overseeing the daily operations of the institution. The responsibilities of the principal include: coordinate staff schedules, oversee the development of curriculum and enforce school policies relating to discipline, safety and mental health. The principal also coordinates staff training days and works directly with students who need help meeting or setting goals. The principal also serves as the direct liaison between the school and the school board and is responsible for ensuring that the school operates according to school board protocols.</p>
Lebron, Maribel	Assistant Principal	<p>The role of the assistant principal is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. The responsibilities include: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing discipline, safety, mental health and budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.</p>
McCray, Ima	Assistant Principal	<p>The role of the assistant principal is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. The responsibilities include: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing discipline, safety, mental health and budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.</p>
Merchant, Daniel	Assistant Principal	<p>The role of the assistant principal is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. The responsibilities include: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing discipline, safety, mental health and budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.</p>

Name	Title	Job Duties and Responsibilities
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Webster-Gardiner, David	Assistant Principal	The role of the assistant principal is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. The responsibilities include: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing discipline, safety, mental health and budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.
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Demographic Information

Principal start date

Monday 8/15/2011, William Tovine

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

0

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

0

Total number of teacher positions allocated to the school

5

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	

School Grades History	2018-19: No Grade 2017-18: No Grade 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	
* 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	0	0	0	0	0	0	0	1	0	2	0	4	8	15
Attendance below 90 percent	0	0	0	0	0	0	0	1	0	2	0	4	6	13
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	1	0	0	0	3	1	5
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	1	0	2	4	7
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	1	0	0	2	3

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	1	0	1	0	3	4	9

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

Date this data was collected or last updated

Wednesday 7/22/2020

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	1	1	1	1	6	11	15	36
Attendance below 90 percent	0	0	0	0	0	0	2	2	1	2	10	2	5	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	3	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	2	1	1	1	5	0	2	12
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	1	0	2	0	2	6

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	2	1	1	1	6	0	3	14

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	0	0	0	0	0	0	1	1	1	1	6	11	15	36
Attendance below 90 percent	0	0	0	0	0	0	2	2	1	2	10	2	5	24
One or more suspensions	0	0	0	0	0	0	0	0	0	0	3	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	2	1	1	1	5	0	2	12
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	1	0	2	0	2	6

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	2	1	1	1	6	0	3	14

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

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	0%	62%	61%	0%	60%	60%
ELA Learning Gains	0%	60%	59%	0%	57%	57%
ELA Lowest 25th Percentile	0%	55%	54%	0%	54%	52%
Math Achievement	0%	61%	62%	0%	60%	61%
Math Learning Gains	0%	60%	59%	0%	60%	58%
Math Lowest 25th Percentile	0%	54%	52%	0%	55%	52%
Science Achievement	0%	56%	56%	0%	56%	57%
Social Studies Achievement	0%	74%	78%	0%	74%	77%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(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
06	2019	0%	52%	-52%	54%	-54%
	2018					
Cohort Comparison						
07	2019					
	2018					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
08	2019	0%	54%	-54%	56%	-56%
	2018					
Cohort Comparison		0%				
09	2019					
	2018	0%	50%	-50%	53%	-53%
Cohort Comparison		0%				
10	2019	0%	50%	-50%	53%	-53%
	2018	0%	49%	-49%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	43%	-43%	55%	-55%
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019	0%	36%	-36%	46%	-46%
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	49%	-49%	48%	-48%
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	67%	-67%	67%	-67%
2018	42%	62%	-20%	65%	-23%
Compare		-42%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	66%	-66%	71%	-71%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	70%	-70%
2018	0%	65%	-65%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	61%	-61%	62%	-62%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	10%	65%	-55%	56%	-46%

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

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

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)	
OVERALL Federal Index - All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	

ESSA Federal Index

Percent Tested

Subgroup Data

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

On the 2018-2019 ELA FSA, twenty percent (1/5) of the students in Grade 9 scored a level 1 on the Florida Standards Assessment for English, Language Arts and 60% (3/5) students, scored a level 2. The standard that students scored the lowest on was Key Ideas Details and Language and Editing. In addition, 20% (1/5) students passed the FSA, ELA with a performance score of level 3. In Grade 10, 66% (4/6) students scored a level 2 on the FSA, ELA and 33% (2/6) students, scored a level 1. Students scored the lowest on standards Integration of Knowledge and Ideas and Language and Editing.

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

The standards that showed the greatest decline from the previous year on the FSA, ELA in Grade 10 was in Key Ideas and Details and Texted-based writing where 16% (1/6) students scored a level 1. Additional student data was inconclusive as both sections on FSA, ELA were not taken due to students not being in attendance to take the second part of the assessment.

Progress Monitoring Assessment data for the 2019-2020 school year is limited, however, the available data we have indicates the District's average score on the 10th grade Quarter 1 assessment was 60.7% and students at BETAs scored 46.7%. For quarter 2, the District's average score was 51.6% and BETA students scored 38.7%, and on Quarter 3's assessment, the District's average score was 57.9% and BETA students' average score was 41.1%.

According to the Retake data, the District's average score on the ELA Quarter 1 Retake, was 58.6% while BETA students scored 40.7%, for Quarter 2 the District's average score was 48.1% and BETA students scored 36.7% and Quarter 3's assessment data reflects the District's average score was 54% and BETA students' average score was 32%.

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

According to the data, 53% of students in grade 9 demonstrated a proficiency level of 3-5 on FSA, ELA compared to 20% of students in grade 9 at BETA. According to the state average, 53% of 10th graders demonstrated a proficiency level 3 or higher on the FSA, ELA. No students at BETA passed the FSA, ELA grade 10 assessment.

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

Students in 9th, 10th and 11th grade showed the most improvement in Texted-Based Writing on the FSA, ELA. According to the data, the mode score was 6/10, in comparison to the previous year where students in grades 9th through 11th scored where the mode score was 3/10 in Texted-Based Writing. This was definitely a trend, as our students' writing scores showed tremendous growth. In addition, 1/1, (100%), of BETA's 11th grade students passed FSA, ELA with a level 3.

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

Two potential areas of concern reflected on the EWS data are students scoring Level 1 on statewide assessments in Math and English Language Arts.

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

1. Increase student proficiency in ELA and Math
2. Narrowing the achievement gap
3. Increase learning gains

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

For the 2018-2019 school year, 80% of students at BETA made learning gains in Math. This represents a 5% increase in students making learning gains in Math. Additional support and interventions are needed for students who did not make learning gains in this area. The school will incorporate a strategic plan, including evidence-based strategies to increase learning gains in Math for students at BETA.

Measurable Outcome:

For the 2020-2021 school year, the percent of students making learning gains in Math will increase 3% from (80% to 83%).

Person responsible for monitoring outcome:

William Tovine (william.tovine@ocps.net)

Evidence-based Strategy:

The high yield evidence-based strategies we will use to enhance instruction are:

- Help students process new content when introducing new Math standards
- Help students elaborate on new content
- Organize students to practice and deepen new knowledge.

The leadership team and coaches will attend the district professional learning community trainings to assist teachers with evidence-based strategies and interventions to enhance instruction across curricula content. Administrators and coaches will conduct weekly classroom walk throughs, provide actionable feedback to teachers and monitor student learning strengths and weaknesses. Teachers will address areas of concern utilizing progress monitoring and common assessment data. This will be evident with the use of classroom walk throughs. To increase learning gains and narrow the achievement gap with our ESE and ELL subgroups, we will utilize the following high yield strategies:

ESE

- Build a culture of collaboration between professionals (ESE and non-ESE) to increase student success
- Explicitly teach students to maintain and generalize new learning across time and settings

- Build up our system of how we will analyze data, analyze instructional practices, and make necessary adjustments that improve student outcomes
- Develop and implement a system of teaching social behaviors

ELL

- Frontload academic vocabulary by utilizing the 7- step approach adapted from Dr. Calderon’s ExCELL (Expediting Comprehension for English Language Learners).

- Activate or build background knowledge.
- Use sentence frames to give students practice with academic language.
- Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.
- Use Pictures and Realia Manipulatives.
- Use Concept Maps and Graphic Organizers such as: Thinking Maps, Venn diagrams, T-Charts, Compare and Contrast Organizers, Cause and Effect Organizers, Word Sorts.
- Use short simple sentences with clear articulation.

Rationale for Evidence-based Strategy:

- Use gestures and facial expression.
- Use Cooperative Learning and Collaborative Group Projects.

Action Steps to Implement

1. Monitor quarterly progress monitoring assessments and common assessments.
2. Academic data will be collected and reviewed during weekly site meetings.
3. Conduct child study team meetings to track and monitor student attendance every 9 weeks.
4. Collaboration with guidance counselors to monitor the course failure rate.
5. Intervention groups will provide remediation and push in services with math coaches.
6. Khan Academy SAT diagnostic results will be monitored and reviewed to differentiate instruction.

Person Responsible William Tovine (william.tovine@ocps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the 2018-2019 school data, 100% (15/15) did not score a level 3 or higher on the English Language Arts Florida Standards Assessment. According to our school improvement rating, learning gains in ELA decreased by 1% from 70% to 69%. We will use evidence-based strategies to increase student learning gains in English Language Arts standards. In addition, we will use progress monitoring assessment and common assessment data to create intervention groups that will assist with closing achievement gaps in English Language Arts. We will also create a strategic plan for best instructional practices to support increasing learning gains in English Language Arts.

Measureable Outcome: For the 2020-2021 school year, the percent of students making learning gains scoring on the ELA, FSA will increase 3% (from 65% to 68%).

Person responsible for monitoring outcome: William Tovine (william.tovine@ocps.net)

Evidence-based Strategy: The high yield evidence-based strategies we will use to enhance instruction are:
 • Help students process new content when introducing new ELA standards
 • Help students elaborate on new content
 • Organize students to practice and deepen new knowledge.

The leadership team and coaches will attend the district professional learning community trainings to assist teachers with evidence based strategies and interventions to enhance instruction across curricula content. Administrators and coaches will conduct weekly classroom walk throughs, provide actionable feedback to teachers and monitor student learning strengths and weaknesses. Teachers will address areas of concern utilizing progress monitoring and common assessment data. This will be evident with the use of classroom walk throughs. To increase learning gains and narrow the achievement gap with our ESE and ELL subgroups, we will utilize the following high yield strategies:

Rationale for Evidence-based Strategy:
 ESE
 • Build a culture of collaboration between professionals (ESE and non-ESE) to increase student success
 • Explicitly teach students to maintain and generalize new learning across time and settings
 • Build up our system of how we will analyze data, analyze instructional practices, and make necessary adjustments that improve student outcomes
 • Develop and implement a system of teaching social behaviors

ELL
 • Frontload academic vocabulary by utilizing the 7- step approach adapted from Dr. Calderon’s ExCELL (Expediting Comprehension for English Language Learners).
 • Activate or build background knowledge.
 • Use sentence frames to give students practice with academic language.
 • Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.
 • Use Pictures and Realia Manipulatives.
 • Use Concept Maps and Graphic Organizers such as: Thinking Maps, Venn

diagrams, T-Charts, Compare and Contrast Organizers, Cause and Effect Organizers, Word Sorts.

- Use short simple sentences with clear articulation.
- Use gestures and facial expression.
- Use Cooperative Learning and Collaborative Group Projects.

Culturally Responsive Plan

Teachers and staff will utilize a Culturally Responsive School Plan to help establish positive communication with families, teachers, and staff. Some culturally responsive teaching strategies will include activities that encourage teachers to learn about their students, integrate relevant word problems and promote real world scenarios and experiences, in addition to presenting new concepts in student vocabulary. As we actively engage in the implementation of our Culturally Responsive School Plan, we will build parent-school collaboration that will include parent involvement meetings, communication through school newsletters and telecommunication using Skylert messaging. Furthermore, we will motivate parents to become school volunteers and we will connect with community stakeholders as a part of our Student Advisory Council. Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Action Steps to Implement

1. Increase proficiency in reading and responding to complex text-based writing through evidence-based writing across curricula.
2. Students will participate in weekly writing assignments related to current events real world experiences.
3. Students will cite evidence and analyze themes and author's choices.
4. Monitor quarterly progress monitoring assessments and common assessments.
5. Academic data will be collected and reviewed during weekly site meetings.
6. Conduct child study team meetings to track and monitor student attendance every 9 weeks.
7. Collaboration with guidance counselors to monitor the course failure rate.
8. Intervention groups will provide remediation and push in services with reading coaches.
9. Khan Academy SAT diagnostic results will be monitored and reviewed to differentiate instruction.

Person Responsible William Tovine (william.tovine@ocps.net)

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

Area of Focus Description and Rationale: According to the 2019-2020 Panorama social emotional learning survey, 86% of the students at Beta reported they are able to manage their emotions, thoughts and behaviors in different situations in the competency of Self-Management. As a result students will increase their awareness in social and emotional learning in the competency of Self-Management.

Measureable Outcome: By the end of 2020-2021, Project Compass students will reflect a 3% increase from 86% to 89% in the competency of Self-Management.

Person responsible for monitoring outcome: William Tovine (william.tovine@ocps.net)

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

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

Action Steps to Implement

Schools may consider using the topics below to craft Action Steps that connect their SIP to district-wide Social and Emotional Learning & Leadership professional learning.

- * Understand how social and emotional learning is connected to instructional strategies
- * Establish a common language to support a culture of social and emotional learning at your school with adults and students
- * Use a process to examine the current school climate and culture
- * Determine relevant strategies to strengthen team dynamics and collaboration across the school
- * Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture
- * Understand the connections between social and emotional learning and instructional strategies
- * Use cycles of professional learning that integrate academics and social and emotional learning
- * Monitor, measure, and modify cycles of professional learning that support data-based instructional decisions that enhance school improvement efforts.

Person Responsible William Tovine (william.tovine@ocps.net)

* Panorama survey data

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Additional Schoolwide Improvement Priorities

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

Culturally Responsive Plan

Teachers and staff will utilize a Culturally Responsive School Plan to help establish positive communication with families, teachers, and staff. Some culturally responsive teaching strategies will include activities that encourage teachers to learn about their students, integrate relevant word problems and promote real world scenarios and experiences, in addition to presenting new concepts in student vocabulary. As we actively engage in the implementation of our Culturally Responsive School Plan, we will build parent-school collaboration that will include parent involvement meetings, communication through school newsletters and telecommunication using Skylert messaging. Furthermore, we will motivate parents to become school volunteers and we will connect with community stakeholders as a part of our Student Advisory Council.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and 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 school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Schools utilize staff such as Parent Engagement Liaisons to bridge the community and school culture.

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