Hunters Creek Middle

2020-21 Schoolwide Improvement Plan

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Hunters Creek Middle

13400 TOWN LOOP BLVD, Orlando, FL 32837

https://hunterscreekms.ocps.net/

Demographics

Principal: Joumana Moukaddam

Start Date for this Principal: 8/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (73%) 2017-18: A (71%) 2016-17: A (72%) 2015-16: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served
(per MSID File)

2019-20 Title I School

2019-20 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

Middle School
6-8

No

51%

Primary Service Type
(per MSID File)

Charter School

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

K-12 General Education

No

80%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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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
Moukaddam, Joumana	Principal	Joumana Moukaddam, Principal- focuses on overall instructional and intervention instructional practices throughout the school with an emphasis on Math, Safety and support departments.
Hernandez, Liesl	Assistant Principal	Liesl Hernandez, Assistant Principal (Digital Curriculum) - focuses on integration of technology into instructional practices throughout the school with an emphasis on Language Arts, Reading, Foreign Language and Technology electives.
Swain, Jessica	Assistant Principal	Jessica Swain, Assistant Principal - focuses on instructional practices throughout the school with an emphasis on Social Studies, Science, ESE, Fine Arts, and Physical Education electives.
Copeland, Shedrick	Dean	Shedrick Copeland, Dean, 8th grade - Oversees 8th Grade Discipline, Grade Level Meetings and Conferences. Supports MTSS Behavior initiatives. Maintains progress monitoring behavioral and academic data records for at risk students.
Golia, Dominic	Dean	Dominic Golia, Dean 6th Grade - Oversees 6th Grade Discipline, Grade Level Meetings and Conferences. Supports MTSS Behavior initiatives. Maintains progress monitoring behavioral and academic data records for at risk students.
Moye, Kellee	Instructional Media	Kelle Moye, Literacy Specialist - Focuses on reading and writing instructional practices to initiate and improve student literacy skills school-wide.
Anderson, Joel	School Counselor	Joel Anderson, School Counselor, 6th Grade-Responsible for all guidance functions for grade level. Conferences individually with grade level students as needed. Maintain a progress monitoring academic and behavior data records for all 6th grade level students.
Armstrong, Kelly	School Counselor	Kelly Armstrong, School Counselor, 8th Grade-Responsible for all guidance functions for grade level. Conferences individually with grade level students as needed. Maintain a progress monitoring academic and behavior data records for all 8th grade level students.
Shah, Sejal	School Counselor	Sejal Shah, School Counselor, 7th Grade-Responsible for all guidance functions for grade level. Conferences individually with grade level students as needed. Maintain a progress monitoring academic and behavior data records for all 7th grade level students.
Dominguez Lozada, Elyse	Other	Dominguez, Joley, ESOL Compliance Specialist- ESOL Department Head. Serves as Liaison between school, district, area and parents for ELL students. Monitor Student Progress/Develop ANI's for all students in

Name	Title	Job Duties and Responsibilities
		academic needs and makes referrals to MTSS Coordinator. Two-Way Dual Language Magnet Program Coordinator.
Epifano, Penelope	Other	Epifano, Penelope- ESE Staffing Specialist Coordinates with school staff, District Staffing Specialists (DSS), school and/or district administrators, itinerant teachers, evaluators, relative services providers, families and parent representatives (advocates and/or attorneys) to convene all Individual Education Plans (IEPs), Educational Plans (EPs), Individual Family Services Plans (IFSPs), Service Plans (SPs) and Response to Intervention Tier 3- Education Planning Team (EPT) meetings at the school.
Carter, Joquetta	Dean	Joquetta Carter, Dean, 7th grade - Oversees 8th Grade Discipline, Grade Level Meetings and Conferences. Supports MTSS Behavior initiatives. Maintains progress monitoring behavioral and academic data records for at risk students.
Godwin, Karen	Instructional Coach	Godwin, Karen-MTSS Coordinator- Coordinates Multi-Tier System of Supports (MTSS) Process. Provides Push-In Support for Tier II and Tier III students in ELA and Math.Creates School-wide Data Reports to share with the leadership team and faculty for progress monitoring.
Angoy, Robin	Other	Angoy, Robin-SAFE Coordinator- Plans and implements programs designed to reduce school violence and to engage students in appropriate behaviors and activities that promote character and facilitate academic growth.

Demographic Information

Principal start date
Wednesday 8/1/2018, Joumana Moukaddam

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.*
5

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.*
20

Total number of teacher positions allocated to the school
82

Demographic Data

2020-21 Status (per MSID File)	Active
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	**2019-20 School Improvement (SI) Information***
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	416	418	472	0	0	0	0	1306
Attendance below 90 percent	0	0	0	0	0	0	33	17	24	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	4	36	50	0	0	0	0	90
Course failure in ELA	0	0	0	0	0	0	10	28	54	0	0	0	0	92
Course failure in Math	0	0	0	0	0	0	10	51	57	0	0	0	0	118
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	67	80	91	0	0	0	0	238
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	64	69	55	0	0	0	0	188

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	57	80	83	0	0	0	0	220

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/23/2020

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	514	426	488	0	0	0	0	1428
Attendance below 90 percent	0	0	0	0	0	0	51	36	52	0	0	0	0	139
One or more suspensions	0	0	0	0	0	0	26	45	52	0	0	0	0	123
Course failure in ELA or Math	0	0	0	0	0	0	42	75	151	0	0	0	0	268
Level 1 on statewide assessment	0	0	0	0	0	0	126	99	83	0	0	0	0	308

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	48	67	90	0	0	0	0	205

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	2	0	0	0	0	2
Students retained two or more times	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	514	426	488	0	0	0	0	1428
Attendance below 90 percent	0	0	0	0	0	0	51	36	52	0	0	0	0	139
One or more suspensions	0	0	0	0	0	0	26	45	52	0	0	0	0	123
Course failure in ELA or Math	0	0	0	0	0	0	42	75	151	0	0	0	0	268
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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	2	0	0	0	0	2
Students retained two or more times	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	66%	52%	54%	72%	52%	52%
ELA Learning Gains	64%	52%	54%	67%	53%	54%
ELA Lowest 25th Percentile	60%	45%	47%	54%	42%	44%
Math Achievement	81%	55%	58%	79%	53%	56%
Math Learning Gains	79%	55%	57%	72%	55%	57%
Math Lowest 25th Percentile	76%	50%	51%	66%	48%	50%
Science Achievement	67%	51%	51%	67%	49%	50%
Social Studies Achievement	75%	67%	72%	85%	67%	70%

	EWS Indicators as Input Earlier in the Survey			
Indicator	**Grade Level (prior year reported)**			**Total**
	6	**7**	**8**	
	(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	55%	52%	3%	54%	1%
	2018	58%	48%	10%	52%	6%
Same Grade Comparison	-3%					
Cohort Comparison						
07	2019	56%	48%	8%	52%	4%
	2018	62%	48%	14%	51%	11%
Same Grade Comparison	-6%					
Cohort Comparison	-2%					
08	2019	66%	54%	12%	56%	10%
	2018	67%	55%	12%	58%	9%
Same Grade Comparison	-1%					
Cohort Comparison	4%					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	53%	43%	10%	55%	-2%
	2018	42%	35%	7%	52%	-10%
Same Grade Comparison	11%					
Cohort Comparison						
07	2019	75%	49%	26%	54%	21%
	2018	64%	51%	13%	54%	10%
Same Grade Comparison	11%					
Cohort Comparison	33%					
08	2019	74%	36%	38%	46%	28%
	2018	64%	32%	32%	45%	19%
Same Grade Comparison	10%					
Cohort Comparison	10%					

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	61%	49%	12%	48%	13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	61%	49%	12%	50%	11%
Same Grade Comparison		0%				
Cohort Comparison						

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	70%	66%	4%	71%	-1%
2018	70%	66%	4%	71%	-1%
Compare		0%			
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	97%	63%	34%	61%	36%
2018	93%	61%	32%	62%	31%
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	53%	43%	57%	39%
2018	97%	65%	32%	56%	41%
Compare		-1%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	36	38	45	54	48	29	29			
ELL	47	60	62	71	78	79	45	61	86		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	82	73	64	93	90	62	84	96	99		
BLK	64	62	36	72	72	75	61	63	90		
HSP	60	62	60	75	77	76	59	68	88		
MUL	78	86		83	81		75		90		
WHT	73	65	63	89	81	80	76	84	88		
FRL	58	62	62	75	77	75	58	69	89		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	53	48	36	47	50	21	40	75		
ELL	45	62	63	57	62	57	38	57	91		
ASN	84	72	79	87	72	62	89	85	94		
BLK	58	57	55	65	57	69	44	74	87		
HSP	66	63	63	70	65	60	63	71	89		
MUL	93	75		90	79		77	82	90		
WHT	79	67	57	83	74	74	77	83	90		
FRL	63	62	60	67	63	63	59	70	89		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	41	32	48	62	57	19	69	63		
ELL	43	61	54	58	68	58	32	65	91		
ASN	89	77	69	88	74	63	86	97	92		
BLK	61	57	44	64	66	64	55	72	88		
HSP	64	64	51	76	71	69	55	84	89		
MUL	86	77		87	78		85	87	92		
WHT	77	68	57	82	72	56	77	85	90		
FRL	62	62	53	73	69	62	53	81	88		

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	74
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	80
Total Points Earned for the Federal Index	738
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	67
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	66
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	71
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	82
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial 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	77
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	71
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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

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

ELA lowest 25th percentile was the data component that showed the lowest performance. The contributing factors was the lack of structured targeted monitoring of our MTSS.

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

The ELA achievement component showed the greatest decline from the 2018-2019. The factor that contributed to this decline was the need for structured data monitoring, interventions, and testing. Time frames specified in the scope and sequence for ELA need to be followed in order to allow the structured time needed for targeted reteaching and review of standards.

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 component that had the greatest gap when compared to the state average is the math learning gains. The factors that contributed to this gap is standards based instruction, focused data analysis, and targeted re-teaching.

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

The area that showed the most improvement was math achievement: proficiency (81%), learning gains (79%), and bottom 25% (76%). Targeted instructional interventions along with individualized, differentiated instruction, and tutoring opportunities led to this improvement.

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

Attendance below 90% and the number of students who have been suspended are the two areas of concern.

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

1. Increase the proficiency of our SWD's across all content areas.
2. Increase the attendance rate of students
3. Decrease the number of students who are suspended.
4. Increase overall ELA proficiency
5. Increase overall Math proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Social emotional learning encompasses social connections among students and supports the social, emotional, and cognitive skills students need to successfully negotiate peer interactions, develop positive peer and adult relationship, and thrive in all aspects of school, including student learning. After analyzing our school year 19-20 school data the following indicators justify Social Emotional Learning being an Area of Focus during school year 20-21: Threat Assessments: 32 assessments conducted Attendance below 90%: 139 students One or more suspensions: 123 students
Measurable Outcome:	There are 3 specific measurable outcomes we plan to achieve: 1) Reducing the number of threat assessments by 3% (goal = 31) 2) Reducing the number of students whose attendance is below 90% by 3% (goal = 134) 3) Reducing the number of students with one or more suspensions by 3% (goal = 119)
Person responsible for monitoring outcome:	Liesl Hernandez (liesl.hernandez@ocps.net)
Evidence-based Strategy:	Our strategy for this Area of Focus involves the implementation of 3 evidence-based programs/resources. Our 6th-8th grade students will participate in a weekly SEL lesson. These lessons will address the SEL competencies - self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. The Sanford Harmony curriculum will be used as a resource. In addition, we will also implement Restorative Justice Practices and Positive Behavior Intervention Support (PBIS) system.
Rationale for Evidence-based Strategy:	Sanford Harmony, Restorative Justice Practices, and PBIS have been proven to have positive effects on students' social learning. As we researched these resources/programs we found the following information that supports our selection: Sanford Harmony: The studies of the Sanford Harmony curriculum suggest that students participating in both the relationship building activities and everyday activities of Sanford Harmony benefit both socially and academically. The studies reveal promising gains in both social emotional development and academic performance. (www.sanfordharmony.org) Restorative Justice Practices: According to the National Education Policy Center brief, research shows that restorative justice programs have helped reduce exclusionary discipline and narrow the glaring racial disparities in how discipline is meted out in schools. PBIS: There were multiple articles that showed a positive correlation between well-implemented PBIS systems and positive student outcomes for students including positive school climate, decreased discipline issues, and increased academic outcomes.

Action Steps to Implement

1. Leadership team members meet to identify existing systems and initiatives that support our SEL goal as well as how our systems will be revised to ensure we meet our goal. (July 13 -Moukaddam)

Person Responsible	Joumana Moukaddam (joumana.moukaddam@ocps.net)

2. Administrators meet with the Deans to review OCPS Code of Student Conduct and revise our system for implementation of restorative justice practices. (July 27 - Swain)

Person Responsible	Jessica Swain (jessica.swain@ocps.net)

3. SAFE Coordinator Angoy and School Psychologist Wright will select quarter 1 SEL lesson plans and wellness check-ins, and organize them for teacher implementation. (By July 31st – Moukaddam)

Person Responsible Robin Angoy (robin.angoy@ocps.net)

4. Assistant Principals Hernandez and Swain will identify the calendar dates in which we will run a Wednesday bell schedule in order for teachers to teach the SEL lessons this year. (By July 31st – Moukaddam)

Person Responsible Liesl Hernandez (liesl.hernandez@ocps.net)

5. Assistant Principals Hernandez and Swain will create a staff survey to gather information on staff perceptions and ideas about our SEL goal initiatives and submit to Principal for approval. (By August 4th – Moukaddam)

Person Responsible Jessica Swain (jessica.swain@ocps.net)

6. Dean Carter will review the Restorative Justice resources provided by Mrs. Epifano to gain knowledge about the system we want to implement. (By August 4th – Swain)

Person Responsible Joquetta Carter (joquetta.carter@ocps.net)

7. SEL SIP Goal Overview Professional Development facilitated by our SAFE Coordinator Angoy to ensure teachers understand the plan and expectations for implementation and monitoring. Teachers will receive a copy of the SEL lesson plans during this PD session. (Pre-planning week – Moukaddam)

Person Responsible Robin Angoy (robin.angoy@ocps.net)

8. Positive Behavior Intervention Support System Professional Development facilitated by MTSS Coach Godwin and our Teacher Librarian Moye to ensure teachers understand the plan and expectations for implementation and monitoring. (Pre-planning week – Moukaddam)

Person Responsible Kellee Moye (kellee.moye@ocps.net)

9. Instructional Staff members will complete the SEL Overview 2-hour Canvas course. (Pre-planning week – Hernandez)

Person Responsible Liesl Hernandez (liesl.hernandez@ocps.net)

10. Teachers will teach SEL lesson to students weekly. (Weekly, starting in August, until the end of the school year – Hernandez)

Person Responsible Robin Angoy (robin.angoy@ocps.net)

11. Teachers and staff will implement PBIS system, recognizing students for positive behaviors using our Eagle bucks on a daily basis. (Daily, starting in August, until the end of the school year – Moukaddam)

Person Responsible Kellee Moye (kellee.moye@ocps.net)

12. Leadership team members will participate in the Restorative Justice Overview Training facilitated by Mr. Cicero King from the Minority Achievement Office. (By end of August– Swain)

Person Responsible Jessica Swain (jessica.swain@ocps.net)

13. Dean Copeland will gather input from teachers and staff to identify students in need of a mentor as well as teachers and staff willing to become mentors. (By end of August – Swain)

Person Responsible	Shedrick Copeland (shedrick.copeland@ocps.net)

14. Dean Copeland will create a mentoring framework for the adults on our staff who will be mentoring students. (By end of August – Swain)

Person Responsible	Shedrick Copeland (shedrick.copeland@ocps.net)

15. Guidance Counselors will identify students in need of small group guidance support via individual guidance needs survey. (By end of August – Hernandez)

Person Responsible	Kelly Armstrong (kelly.armstrong@ocps.net)

16. Guidance Counselors and SAFE coordinator Angoy will begin meeting with their guidance small groups. (By the first week in September – Hernandez)

Person Responsible	Kelly Armstrong (kelly.armstrong@ocps.net)

17. Dean Copeland will lead the leadership team in matching up mentors and mentees and sends out information on assignments and expectations. (By the first week in September – Swain)

Person Responsible	Shedrick Copeland (shedrick.copeland@ocps.net)

18. Mentors and mentees meet weekly. (Weekly, starting in September, until the end of the school year – Swain)

Person Responsible	Shedrick Copeland (shedrick.copeland@ocps.net)

19. Restorative Justice Teacher Overview facilitated by Dean Carter during a Tuesday PD day. (By the first week in September – Swain)

Person Responsible	Joquetta Carter (joquetta.carter@ocps.net)

20. All after school clubs, including LGBTQ, have a sponsor and have their first meeting scheduled. (By the first week in September – Moukaddam)

Person Responsible	Joumana Moukaddam (joumana.moukaddam@ocps.net)

21. Deans, SAFE Coordinator, and Guidance counselors will utilize restorative justice practices as alternatives to discipline. (Daily, starting in September, until the end of the school year – Swain)

Person Responsible	Joquetta Carter (joquetta.carter@ocps.net)

22. AP Hernandez will lead a weekly guidance meeting to monitor progress of guidance groups. (Weekly starting in August, until the end of the school year – Hernandez)

Person Responsible	Liesl Hernandez (liesl.hernandez@ocps.net)

23. AP Swain will lead a weekly discipline meeting to monitor progress of mentoring program and restorative justice practices. (Weekly starting in August, until the end of the school year – Swain)

Person Responsible	Jessica Swain (jessica.swain@ocps.net)

24. Principal Moukaddam will lead a weekly leadership team meeting to monitor progress of SEL lessons, PBIS system, guidance groups, mentoring program, and restorative justice practices – (Weekly starting in August, until the end of the school year -Moukaddam)

Person Responsible   Joumana Moukaddam (joumana.moukaddam@ocps.net)

25. Administer a monthly staff survey to gather information on staff perceptions and ideas about our SEL goal initiatives. Report results to teachers at monthly faculty meetings. (monthly starting in September, until the end of the year – Moukaddam)

Person Responsible   Joumana Moukaddam (joumana.moukaddam@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The Every Student Succeeds Act SWD subgroup will be our area of focus because our 2019 data indicates that our SWD's are underperforming. Our ESSA federal percent of points index was 37%, 4% below the required 41%. This data indicates targeted support and monitoring is needed to increase the academic outcomes of our SWD's.
Measurable Outcome:	As a result of implementing our evidence-based strategy for this area of focus, we will earn a 41% on the 2021 ESSA federal percent of points index.
Person responsible for monitoring outcome:	Jessica Swain (jessica.swain@ocps.net)
Evidence-based Strategy:	A multi-tiered support system / response to instruction and intervention will be implemented for this Area of Focus.
Rationale for Evidence-based Strategy:	MTSS / RtI is evidence-based, providing us the structure to support our students with disabilities when they are not making adequate progress. MTSS / RtI is approved by the Florida Department of Education and OCPS.

Action Steps to Implement	

1. Staffing Specialist Epifano and AP Swain will meet to review 2019 ESSA data, establish achievement goals, and identify how our existing MTSS supports our students with disabilities (SWD's). (July 22 – Swain)

Person Responsible	Jessica Swain (jessica.swain@ocps.net)

2. Staffing Specialist Epifano will identify our SWD's and compliance priorities. (By July 31st – Swain)

Person Responsible	Penelope Epifano (penelope.epifano@ocps.net)

3. Staffing Specialist Epifano will update our data spreadsheet showing each SWD's latest achievement data including FSA and iReady scores. (By August 7th – Swain)

Person Responsible	Penelope Epifano (penelope.epifano@ocps.net)

4. Staffing Specialist Epifano will categorize our SWD's into four groups depending on latest reading and math achievement data: (1) SWD's who are performing on grade level (2) SWD's who are one year below grade level; (3) SWD's who are two years below grade level; (4) SWD's who are three or more years below grade level. (By August 7th – Swain)

Person Responsible	Penelope Epifano (penelope.epifano@ocps.net)

5. MTSS Coach Godwin will update the MTSS spreadsheet and create a tab that shows our SWD's who are currently receiving Tier 2 and/or Tier 3 interventions above and beyond the services listed on the student's IEP. (By August 7th – Swain)

Person Responsible	Karen Godwin (karen.navarro@ocps.net)

6. Staffing Specialist Epifano will ensure teachers who are assigned to teach SWD's receive a copy of their students' IEP's and accommodation pages as well as SWD's latest achievement data. (By 2nd day of teacher pre-planning – Swain)

Person Responsible   Penelope Epifano (penelope.epifano@ocps.net)

7. Staffing Specialist Epifano and ESOL CT Dominguez will facilitate an Accommodations overview PD session. (By 4th day of teacher pre-planning – Swain)

Person Responsible   Penelope Epifano (penelope.epifano@ocps.net)

8. Teachers will review their students' IEP's and accommodation pages. (Before the first day of school – Swain)

Person Responsible   Jessica Swain (jessica.swain@ocps.net)

9. Staffing Specialist Epifano will provide a follow up session on Supporting the Achievement of our SWD's. (By the first week in September – Swain)

Person Responsible   Penelope Epifano (penelope.epifano@ocps.net)

10. Staffing Specialist Epifano and the ESE teachers will be available to provide teachers support in serving our SWD's. (Daily until the end of the year – Swain)

Person Responsible   Penelope Epifano (penelope.epifano@ocps.net)

11. ESE Teachers will attend PLC meetings with the General Education teachers to plan instruction, share, and analyze data. (Weekly until the end of the year – Swain)

Person Responsible   Jessica Swain (jessica.swain@ocps.net)

12. Teachers administer the Beginning of the Year iReady Reading and Math diagnostic. (District Testing Calendar – Nicosia)

Person Responsible   Allison Nicosia (allison.nicosia@ocps.net)

13. Teachers, Staffing Specialist, and MTSS Coach analyze iReady data for all students, including our SWD's. (Immediately after BOY iReady Diagnostic administration – Swain)

Person Responsible   Karen Godwin (karen.navarro@ocps.net)

14. Teachers plan for Tier 2 small group interventions and data collection based on SWD's needs. (Immediately after BOY iReady Diagnostic administration – Swain)

Person Responsible   Jessica Swain (jessica.swain@ocps.net)

15. ESE Teachers, Staffing Specialist, and MTSS Coach Godwin plan for Tier 3 interventions and data collection based on SWD's needs. (Immediately after BOY iReady Diagnostic administration – Swain)

Person Responsible   Jessica Swain (jessica.swain@ocps.net)

16. Teachers provide Tier 2 interventions to SWD's based on need, assess effectiveness of the intervention, and maintain a graphic representation of the data. (Daily until the end of the year – Godwin)

Person Responsible   Karen Godwin (karen.navarro@ocps.net)

17. ESE Teachers and MTSS Coach provide Tier 3 interventions to SWD's based on need, assess effectiveness of the intervention, and maintain a graphic representation of the data. (Weekly until the end of the year – Swain)

Person Responsible	Jessica Swain (jessica.swain@ocps.net)

18. Teachers monitor iReady usage data weekly and make instructional adjustments as needed. (Weekly until the end of the year – Swain)

Person Responsible	Jessica Swain (jessica.swain@ocps.net)

19. AP Swain monitors SWD's iReady usage data weekly and provides updates to teachers and leadership team. (Weekly until the end of the year – Moukaddam)

Person Responsible	Jessica Swain (jessica.swain@ocps.net)

20. AP Swain will lead a weekly meeting with the ESE team members to discuss SWD's progress. (Weekly until the end of the year – Swain)

Person Responsible	Jessica Swain (jessica.swain@ocps.net)

21. AP Swain, Staffing Specialist Epifano, and the ESE teachers will meet with MTSS Coach Godwin to discuss interventions and progress of our SWD's. (Bi-weekly until the end of the year – Swain)

Person Responsible	Jessica Swain (jessica.swain@ocps.net)

22. AP Swain, Staffing Specialist Epifano, and the ESE Teachers will participate in the monthly MTSS meetings led by MTSS Coach Godwin. (Monthly until the end of the year – Moukaddam)

Person Responsible	Joumana Moukaddam (joumana.moukaddam@ocps.net)

23. Staffing Specialist Epifano will provide weekly update regarding ESE services, ESE compliance, and SWD's achievement at our weekly leadership team meeting led by Principal Moukaddam. (Weekly until the end of the year – Swain)

Person Responsible	Penelope Epifano (penelope.epifano@ocps.net)

Additional Schoolwide Improvement Priorities

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

Our remaining schoolwide improvement priorities identified in our Needs Assessment / Analysis (section 2.E.) are:
a) Increase overall ELA proficiency
b) Increase overall Math proficiency
The school leadership team will address these schoolwide improvement priorities by ensuring teachers are actively participating in weekly collaborative Professional Learning Communities (PLCs) for the purpose of planning standards-based instruction and analyzing data from common assessments and iReady (Reading and Math). During teacher pre-planning, teachers will receive professional development focused on the purpose of PLCs, how PLC's are conducted, how to analyze data, and how to respond when students don't master the standards. In addition, teachers will gain knowledge on the MTSS process and how they play an active role in ensuring students receive appropriate interventions when they have gaps in their learning. The school's CRT, MTSS Coach, and the PLC lead teachers will play an active role in ensuring teachers understand what is expected so that we can meet the needs of our students. The Principal and Assistant Principals will participate in weekly PLC meetings to provide guidance to the PLCs when planning and analyzing data. The Principals and Assistant Principals will conduct frequent classroom observations to ensure there is evidence of standards-based instruction and interventions in the classrooms. The OCPS Instructional Framework will be used to provide growth feedback to teachers. Our school's CRT and instructional coaches will be able to provide support to teachers based on their instructional needs. The Principals and Assistant Principals will meet with the CRT and Instructional Coaches regularly to identify teachers' needs and plan for teacher support. This system of planning for instruction, analyzing data, classroom observations, and teacher support will be critical to increase our overall ELA and Math proficiency.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00