

Orange County Public Schools

Howard Middle



2021-22 Schoolwide Improvement Plan

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Howard Middle

800 E ROBINSON ST, Orlando, FL 32801

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

Demographics

Principal: Walton Mchale

Start Date for this Principal: 7/28/2018

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2020-21 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 (71%) 2017-18: A (62%) 2016-17: B (58%)
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	

* 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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Howard Middle

800 E ROBINSON ST, Orlando, FL 32801

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>30%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>54%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	A	A	A	A

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://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 that every student has a promising 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	Position Title	Job Duties and Responsibilities
Beckler, Kimberly	Principal	<p>The principal works with the leadership and resource team to ensure a safe and positive learning and working environment that is focused on collaboration and continuous growth and enrichment for staff and students. We work together to oversee all areas of school functioning, including curriculum and instruction, student supports, school climate and culture, development of staff, community and parent partnerships, school safety, facilities, and day to day operations of the school.</p>
Archie, Emily	Assistant Principal	<p>Our Assistant Principals support the principal in guiding the leadership and resource team to ensure a safe and positive learning and working environment that is focused on collaboration and continuous growth and enrichment for staff and students. We work together to oversee all areas of school functioning, including curriculum and instruction, student supports, development of staff, community and parent partnerships, school safety, facilities, and day to day operations of the school.</p>
Walker, Robert	Assistant Principal	<p>Our Assistant Principals support the principal in guiding the leadership and resource team to ensure a safe and positive learning and working environment that is focused on collaboration and continuous growth and enrichment for staff and students. We work together to oversee all areas of school functioning, including curriculum and instruction, student supports, development of staff, community and parent partnerships, school safety, facilities, and day to day operations of the school.</p>
Coley, Altamont	Dean	<p>Primary duties and responsibilities include: Supporting admin with day to day operations of the school, MTSS Team/ Supporting student behaviors including positive behavioral supports, student discipline and investigations, ensuring compliance with code of conduct, Title IX Coordinator, safety drills, Restorative Justice, facilities support, collaborating with student support team to provide student interventions for struggling students, supporting school events and activities, coordinating cafeteria supervision</p>
Morris, Lauren	Curriculum Resource Teacher	<p>Primary duties and responsibilities include: assessment, data, iReady support, ELL compliance, supporting curriculum and instruction, PLC support, school wide data tracking, supporting MTSS Coordinator with student data, Supporting the Student Support Team and our students who are below grade level, Coordinating Interns, professional development coordination and support, supporting admin with School Improvement Plan, supporting school events and activities, other duties as assigned.</p>
Yelensky, Sarah	Instructional Coach	<p>Primary duties and responsibilities include: PLC facilitation, teacher coaching and support, support with curriculum and instructional strategies, support with differentiation and accommodations, support with classroom management, new teacher mentor lead, professional development, DPLC, promoting positive communication and school climate, MTSS team</p>

Name	Position Title	Job Duties and Responsibilities
		member, SAC, supporting school events and activities, supervision and duties as assigned.
McCracken, Clinton	Magnet Coordinator	Primary duties and responsibilities include: Art teacher, Visual/Performing Arts program coordination and PAC Coordinator, overseeing magnet policies and magnet handbook, PIE Coordinator (with Lee Ramsey), magnet lottery allocations, magnet program marketing, Public Relations (Twitter, Website,FB), district magnet compliance (annual program review), Magnet Fair, district Magnet Open House, "Artification" of campus, magnet awards and recognition applications, coordinate magnet probation and dismissal process, support and assist with coordinating school events including orientation and Meet the Teacher.
Cullen, Sarita	School Counselor	Guidance chair, supports the guidance department and Student Support Team with scheduling and providing guidance to students, academically, socially, emotionally, and behaviorally.
Vingiano, Laura	Staffing Specialist	Staffing specialist and 504 compliance
Kaissar, Kristina	Other	Primary duties and responsibilities include: Coordinating Student Support team and SEL interventions for students, providing SEL interventions for students (push-in/pull out), student crisis prevention and intervention, threat team coordinator, supporting school events and activities, supporting student supervision

Demographic Information

Principal start date

Saturday 7/28/2018, Walton Mchale

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.*

3

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

51

Total number of students enrolled at the school

992

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

14

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

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	286	356	315	0	0	0	0	957
Attendance below 90 percent	0	0	0	0	0	0	11	24	21	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	2	11	9	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	2	4	9	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	1	3	6	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	13	11	15	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	25	23	19	0	0	0	0	67
Number of students with a substantial reading deficiency	0	0	0	0	0	0	13	11	15	0	0	0	0	39

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	10	14	15	0	0	0	0	39

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	1	0	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 7/26/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	358	348	303	0	0	0	0	1009
Attendance below 90 percent	0	0	0	0	0	0	18	17	17	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	2	14	9	0	0	0	0	25
Course failure in ELA	0	0	0	0	0	0	5	13	41	0	0	0	0	59
Course failure in Math	0	0	0	0	0	0	3	8	14	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	14	16	11	0	0	0	0	41
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	26	20	16	0	0	0	0	62

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	14	19	17	0	0	0	0	50

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	358	348	303	0	0	0	0	1009
Attendance below 90 percent	0	0	0	0	0	0	18	17	17	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	2	14	9	0	0	0	0	25
Course failure in ELA	0	0	0	0	0	0	5	13	41	0	0	0	0	59
Course failure in Math	0	0	0	0	0	0	3	8	14	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	14	16	11	0	0	0	0	41
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	26	20	16	0	0	0	0	62

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	14	19	17	0	0	0	0	50

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 Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				79%	52%	54%	71%	52%	53%
ELA Learning Gains				61%	52%	54%	53%	50%	54%
ELA Lowest 25th Percentile				53%	45%	47%	40%	42%	47%
Math Achievement				77%	55%	58%	68%	53%	58%
Math Learning Gains				64%	55%	57%	58%	51%	57%
Math Lowest 25th Percentile				50%	50%	51%	42%	44%	51%
Science Achievement				74%	51%	51%	64%	51%	52%
Social Studies Achievement				89%	67%	72%	77%	68%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	77%	52%	25%	54%	23%
Cohort Comparison						
07	2021					
	2019	79%	48%	31%	52%	27%
Cohort Comparison		-77%				
08	2021					
	2019	80%	54%	26%	56%	24%
Cohort Comparison		-79%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	70%	43%	27%	55%	15%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	73%	49%	24%	54%	19%
Cohort Comparison		-70%				
08	2021					
	2019	26%	36%	-10%	46%	-20%
Cohort Comparison		-73%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	73%	49%	24%	48%	25%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	89%	66%	23%	71%	18%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	63%	30%	61%	32%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	53%	43%	57%	39%

Grade Level Data Review - Progress Monitoring Assessments

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

I-Ready diagnostic scores were used for ELA calculations for all grade levels. I-ready was also used for mathematics calculations for all grades, with the exception of 7th and 8th graders taking Algebra or Geometry. PMA scores were used for those calculations. PMA scores were also used for Civics and 8th grade science.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	49	52
	Economically Disadvantaged	33	41	39
	Students With Disabilities	21	16	11
	English Language Learners	29	46	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	24	36
	Economically Disadvantaged	10	14	22
	Students With Disabilities	11	11	5
	English Language Learners	21	31	15

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	41	42
	Economically Disadvantaged	24	31	32
	Students With Disabilities	0	0	5
	English Language Learners	0	17	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	9	10
	Economically Disadvantaged	2	6	5
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	64		79
	Economically Disadvantaged	52		28
	Students With Disabilities	29		19
	English Language Learners	33		33

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		34	37	38
	Economically Disadvantaged		21	24	28
	Students With Disabilities		0	0	0
	English Language Learners		17	0	20
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		1	4	1
	Economically Disadvantaged		2	2	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		43		65
	Economically Disadvantaged		32		51
	Students With Disabilities		21		27
	English Language Learners		17		50
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	34	26	35	44	25		31			
ELL	50	54	47	61	52						
ASN	84	59		100	56						
BLK	64	53	50	55	43	40	45	64	69		
HSP	76	64	51	67	48	41	60	72	78		
MUL	73	62		62	46		70		69		
WHT	83	61	42	81	54	46	75	80	79		
FRL	68	56	43	57	41	39	49	65	67		
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	29	33	34	33	39	36	44	46			
ELL	44	60	59	63	56	57	36	80			

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	86	75		90	75				100		
BLK	61	50	45	56	56	40	56	80	91		
HSP	77	63	57	75	63	54	70	87	92		
MUL	70	58	50	76	64		73	91	94		
WHT	88	65	57	87	67	53	82	95	94		
FRL	67	52	47	64	54	42	60	84	90		
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	36	45	44	33	47	38	33	50			
ELL	30	37	38	30	38	25	33	50			
ASN	71	45		76	50				92		
BLK	61	47	40	54	50	37	52	68	83		
HSP	60	48	37	57	51	43	55	60	85		
MUL	83	62		80	68			94	88		
WHT	82	59	43	80	65	49	74	88	88		
FRL	59	45	38	54	49	39	51	63	80		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
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	
Total Points Earned for the Federal Index	562
Total Components for the Federal Index	9
Percent Tested	90%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

2019 school data showed that ELA proficiency at Howard Middle in all grade levels were greater than the district and state percentages. Based on the 2020-21 i-Ready assessment, data shows that there continues to be growth with a 4% to 8% increase in proficiency in ELA/Reading across all grade levels from the BOY to EOY assessments in all grade levels.

2020-2021 i-Ready assessment data also shows that across all grade levels and subgroups, mathematics proficiency has the highest level of concern with 36% of 6th grade students, 10% of 7th grade students and 1% of 8th grade students showing proficiency. This is a negative trend as prior data showed that we were 20% percent below the state average in 2018 and 2019.

Progress monitoring activities in 7th grade civics showed a 22% increase in proficiency from BOY to EOY (64% to 79%), while 8th grade science also showed an increase of 15% (43% to 65%). This type of sustained growth is constant with what has been seen from data in previous school years.

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

Based on the 2019 state assessment data, there is a need for improvement within our student with disabilities (SWD) subgroup, to obtain proficiency equal to or greater than 41%, the ESSA requirement. According to the 2020-2021 i-Ready data, there needs to be a large focus towards the improvement of mathematics proficiency across all grade levels with intense focus toward student with disabilities (SWD).

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

In 8th grade math, the data indicates we were 20% below the state average for proficiency in 2018 and again in 2019. Current 2020-2021 i-Ready data shows the same trend of low percentage proficiency in 8th grade math. We are curious as to what impact our focus on acceleration has on these averages, with so many of our students who are on or above grade level taking Algebra and Geometry, which in general leaves only students who are not performing above proficiency remaining in 8th grade math/pre-algebra. We believe there were instructional challenges for this past year's group which led to a smaller increase in data than in all other areas. We do believe these challenges have been addressed and that a plan is in place to better support students for the upcoming school year which includes push in and pull out services for the bottom quartile students, who also fall into the SWD subgroup.

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

We saw major improvements across all school grade components ranging from increases of 6% to 13% in each category. The highest increase was in ELA learning gains for students in the bottom quartile.

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

This was an area of focus on last year's school improvement plan, so a variety of action steps were implemented in order to make improvements. We implemented a more strategic approach to supporting teachers with data analysis and we did a lot of work surrounding the alignment of instruction in ELA to the standards using the backwards planning process.

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

Some of the strategies that will be implemented to accelerate learning include standards-based Instructions & assessments, SEL Framework, common planning and assessments and technology integration.

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

The professional development opportunities that will be provided by the school will focus around Social/Emotional Learning integration into content lessons, standards deconstruction, increasing student engagement and monitoring with formative assessments, coaching observations, peer observations, technology integration and the OCPS Framework.

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

We will be offering before and after school tutoring to reinforce content that is be presented/taught in the classroom. Also, the OCPS school district has provided funding for a full time social worker to be on campus to provide supports for students and families when needed.

Part III: Planning for Improvement

Areas of Focus:

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

Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially and emotionally.

Area of Focus Description and Rationale:

Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs:

- Half of teachers currently reporting low levels of skill and knowledge in supporting SEL
- Student sense of belonging which was impacted by pandemic learning
- Increase our parent engagement opportunities which were impacted by pandemic

Measurable Outcome:

- Increase Panorama aggregate index score on rigorous expectations, teacher/student relationships and student sense of belonging from 62% to 70%
- Increase teacher self reported knowledge and skill set from 50% to 60% (Panorama)
- Increase student self reported sense of belonging from 44% to 50% (Panorama)
- Increase parent perception of positive school climate from 81% to 85% (Panorama)

Monitoring:

Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs and family needs.

Person responsible for monitoring outcome:

Kimberly Beckler (kimberly.beckler@ocps.net)

Evidence-based Strategy:

Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL plan, intentionally integrating aligned instructional strategies and deliberate school supports for families.

Rationale for Evidence-based Strategy:

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional and academic development of every student.

Action Steps to Implement

Post planning reflection session for teacher leaders to review Panorama data, and to reflect on pandemic learning and strategies to support SEL goals for 21-22.

Person Responsible Kimberly Beckler (kimberly.beckler@ocps.net)

Summer admin meetings to review data and to align our objectives and action plans with OCPS Strategic Plan 2025. Within these meetings, we will create our own "HMS Scorecard" to align our measurable objectives with the district's KPIs.

Person Responsible Kimberly Beckler (kimberly.beckler@ocps.net)

Based on staff input, create updated "HeART Guidelines for Success" that will address our most current SEL needs and will support intentional integration of SEL strategies within our classrooms and the school. Align these guidelines with CASEL Core Competencies.

Person Responsible Kimberly Beckler (kimberly.beckler@ocps.net)

Work with PTSA to re-establish a Board, and to rebuild our opportunities for parent engagement. Involve PTSA in providing SEL support for parents through the year.

Person Responsible Kimberly Beckler (kimberly.beckler@ocps.net)

Educate all staff and students about the HeART guidelines and establish plans for 21-22 student recognition, which will include a student HeART of the month award.

Person Responsible Sarah Yelensky (sarah.yelensky@ocps.net)

Create a Student Handbook which will provide information about the HeART guidelines and will provide information to support our objectives (including where students can go for help if needed). This handbook will be made available during pre-planning and will be used through the year and housed on our Ranger Resources page which will be available through all student Canvas accounts.

Person Responsible Clinton McCracken (clinton.mccracken@ocps.net)

PD for leadership and all staff on CASEL Competencies and Alignment with our HeART Guidelines.

Person Responsible Kimberly Beckler (kimberly.beckler@ocps.net)

Rebuild opportunities for parent involvement through volunteering at our events and performances.

Person Responsible Clinton McCracken (clinton.mccracken@ocps.net)

Weekly updates to website, social media and through Howard Beat (newsletter) to ensure communication is up to date and that we are promoting resources for SEL support and increasing perceptions of positive climate.

Person Responsible Clinton McCracken (clinton.mccracken@ocps.net)

Curriculum and Instruction team engage in regular walkthroughs to identify strengths, trends and growth opportunities for classroom based SEL strategies. Regularly monitor achievement data. Meet weekly to engage in continuous improvement cycle.

Person Responsible Kimberly Beckler (kimberly.beckler@ocps.net)

Participate in Character Lab surveys through the year as a means to progress monitor student sense of belonging (SAFE).

Person Responsible Kristina Kaissar (119395@ocps.net)

Develop a structured plan for 21-22 clubs and activities, including Student Council and SAFE Ambassadors who will support our objectives. Promote to students and families.

Person Responsible Emily Archie (emily.archie@ocps.net)

Ensure all staff have access to data supporting our SWD through Google Drive. Provide support and guidance through the year for teachers in effectively meeting the needs of our SWD (including SEL).

Person Responsible Laura Vingiano (laura.vingiano@ocps.net)

Continue use of our "Student Support" form so that our team can quickly identify concerns and provide support where needed. Alternate weekly between full group and grade level meetings (SAFE takes lead with form).

Person Responsible Emily Archie (emily.archie@ocps.net)

Implement tutoring before and after school, with a focus on including all SWD as applicable, followed by other students identified as having needs.

Person Responsible Altamont Coley (altamont.coley@ocps.net)

Participate in district SELL and integrate learning schoolwide.

Person Responsible Kimberly Beckler (kimberly.beckler@ocps.net)

Create and implement schoolwide calendar for differentiated, job embedded PD to support our objectives.

Person Responsible Kimberly Beckler (kimberly.beckler@ocps.net)

Establish SAC meeting dates and effectively involve members in reviewing and discussing the SIP objectives and plans.

Person Responsible Kimberly Beckler (kimberly.beckler@ocps.net)

Student Support team will meet bi-weekly and will determine SEL trends in order to develop and implement interventions as needed (small groups, restorative justice, etc.).

Person Responsible Emily Archie (emily.archie@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and Rationale: ESSA subgroup data indicates that proficiency increases for our SWD are a top priority.

Measurable Outcome: We would like to increase proficiency for SWD from 37% to 42%.

Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of assessment data and classroom observations. We will modify our plan of action as indicated by data and student needs.

Person responsible for monitoring outcome: Emily Archie (emily.archie@ocps.net)

Evidence-based Strategy: Use distributive leadership to implement a continuous improvement plan of support for our students with disabilities intentionally integrating best practices in instructional strategies and focusing on collaborative planning and problem solving to identify needs and supports.

Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Rationale for Evidence-based Strategy: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the academic development of all students.

Action Steps to Implement

Admin team uses data and input from teachers, counselors and staffing specialist to create master schedule that supports equity and meets needs of all students.

Person Responsible Robert Walker (robert.walker5@ocps.net)

Compile data tracking sheets for all SWD to support progress monitoring (grade level admins, counselors, and support facilitation teachers review after each data point to discuss additional supports and interventions, including SEL).

Person Responsible Robert Walker (robert.walker5@ocps.net)

Ongoing support of ELA and reading for alignment of instruction and assessment - and on support for intentional planning to increase effectiveness of support facilitation (Quarterly Planning day w/ collaboration between ELA and Support Facilitation).

Person Responsible Emily Archie (emily.archie@ocps.net)

Curriculum and Instruction team engage in regular walkthroughs to identify strengths, trends and growth opportunities for best practices in instruction. Regularly monitor achievement data. Meet weekly to engage in continuous improvement cycle.

Person Responsible Kimberly Beckler (kimberly.beckler@ocps.net)

Create and implement schoolwide calendar for differentiated, job embedded PD to support our objectives.

Person Responsible Kimberly Beckler (kimberly.beckler@ocps.net)

Additional Schoolwide Improvement Priorities

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

According to SafeSchoolsforAlex.org, Howard Middle School had 2.3 incidents per 100 students in the 2020-2021 school year. When compared to all middle/junior schools statewide, Howard falls into the low category and is ranked #193 of out 553 schools statewide and ranked #5 out of 38 schools within our county. The administration team and leadership team here are Howard believe that we need to focus on improving the amount of violent incidents within our student body. In 2020-2021, there were 21 violent incidents on our campus, with 6 or more incidents falling under the category of sexual harassment. This year at Howard, the team (administration, leadership, teachers and support staff) will be heavily focusing on our HeART guidelines, which have a direct connections to the Orange County Public School's district mission and vision which is to improve behavior as well as lower the number of discipline issues. "HeART" is an acronym which stands for "Helpful Words and Actions," "Engage in Learning," "Active Participation," "Responsible Decision Making," and "Teamwork." With a focus on "Responsible Decision Making," we believe that teaching students to make safe choices, thinking through and analyze consequences before acting and asking for support when needed, can reduce the number of violent incidents in the 2021-2022 school year here at Howard Middle School.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team

dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success.

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

A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources and build a culture for authentic family engagement in school staff.

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