

Orange County Public Schools

Innovation Middle



2021-22 Schoolwide Improvement Plan

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Innovation Middle

13950 STOREY PARK BLVD, Orlando, FL 32832

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

Demographics

Principal: Rosemary Berson

Start Date for this Principal: 7/18/2019

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)	42%
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 (72%) 2017-18: A (69%) 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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Innovation Middle

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<https://innovationms.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 style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">29%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">72%</p>

School Grades History

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

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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 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	Position Title	Job Duties and Responsibilities
Nelson, Andrew	Principal	Accountable for the total school program Teaching and Learning (Instructional Leadership) All components of Academic programs (All Subject Areas) Budget allocations and expenditures Internal accounts receipts and expenditures School Site Strategic Plans and Implementation Curricula and extracurricular programs Employment, assignment and supervision of instructional and non-instructional personnel New Teacher Induction/Mentor Assignments Curriculum development Campus supervision Preplanning Faculty/Staff Handbook Instructional and non-instructional observations/assessments Supervise ESE Program MTSS Procedures Staff duty assignments and supervision School Marketing and Public Relations Attend Leadership Team meetings and department PLCs Supervise Technology and SAFE teams Teacher Certification Use daily walk-through classroom supervision to encourage effective teaching Program Evaluation Textbooks and materials orders and inventory Coordinate District Resources Other duties as assigned by the district
Williams, Jennifer	Assistant Principal	Administrative Responsibility for the school during the absence of the Principal Preparation and management of the school master schedule, Student Schedules, Bell Schedule Supervise student registration and registrar Feeder Transitions (records, orientation, communication, liaison, etc.) Records Retention Procedures Coordinate FTE procedures, 1 and 12 day Count and Opening Day End of the Year Procedures Oversee Grade Recovery Guidance/Data Processing Liaison Student Services, Attendance, & Grading Minority Achievement Progress Reports and Report Cards Skyward, EDW, Information Systems Attendance, Grading, Overall supervision Assist principal with SAC Assist principal with PTSA Supervise Testing

Name	Position Title	Job Duties and Responsibilities
		School Improvement Plan Oversee Technology Program Instructional Staff Observations and Evaluations Assessment Attendance Records Management Social Media Skyward Parent Support Student Handbooks Oversee Clubs and Organizations Other duties assigned by the school principal
Schaefer, Luz	Assistant Principal	Administrative Responsibility for the school during the absence of the Principal Instructional Staff Observations and Evaluations Assessment Overall supervision Supervision/Discipline/Transportation School-wide student discipline Level 4 Meetings Assist with planning, organization and management of PASS program, Develop plan for academic components Facilities and overall campus operations Supervision of Custodial Staff School SAFE Plan Inventory, staff checklists Supervise ESOL Program Teacher Grants Coordinator (Instructional Support) Entitlements/Grants Coordinate and maintain duty schedules and assignments Field Trips Administrator ADDitions, Partners in Education, Teach-In Administrator Emergency Procedures: Fire drills, tornado/severe weather drills and campus emergency plans and drills Administrator 5 Star School Program Other duties assigned by the school principal
Chambers, Larry	Dean	Alpha A-L Administrative Dean General Campus Supervision/Security and Safety Student Discipline – Grade 6 and ESE Conduct Code of Conduct Review Level 4 Documentation Supervision of Campus Grade Level Lunchroom Supervision Wednesday School Coordinator School SAFE Plan Restorative Justice Bullying Investigation Bullying prevention program Group/Individual conference with grade level students assigned to PASS Conference with students returning from suspension Maintain master schedule for school events on Sharepoint

Name	Position Title	Job Duties and Responsibilities
		Visit all classrooms at regular intervals in order to observe and support instructional activities and observe students' progress and needs. Athletics Duty assignments Other duties assigned by the Principal
Perez-Gonzalez, Carmen	ELL Compliance Specialist	Responsible with evaluation and placement of ESOL students. ESOL Parent Leadership Council WIDA Test Coordinator Other duties assigned by the Principal
Concannon, Adam	Dean	Alpha M-Z Administrative Dean General Campus Supervision/Security and Safety Student Discipline - Grade 8 and ESE Conduct Code of Conduct Reviews Level 4 Documentation Grade Level Lunchroom Supervision Restorative Justice Bullying Investigation Bullying prevention program Group/Individual conference with grade level students assigned to PASS Conference with students returning from suspension Perimeter Safety Radio coordinator Transportation Coordinator Morning/Afternoon Bus loop supervision Bus Supervision/Discipline Field Trip Coordinator Coordinate Saturday tutoring/enrichment programs Visit all classrooms at regular intervals in order to observe and support instructional activities and observe students' progress and needs. Other duties assigned by the Principal
Wilson, Tara	Other	Instructional leader for all aspects of reading program and school-wide interdisciplinary implementation of Balanced Literacy Program. Placement, scheduling, grouping and progress monitoring/Lexile assessment. Materials and Resources Maintenance of Data Notebook Staff Development, Coordinate training, modeling, coaching, In-house model training days, TDY's, Lexiles and iReady. Parent Involvement Reading program or extended time programs District contact for Innovation Middle School Reading and Testing Assist principal with mid-year and end of the year program evaluation School Improvement Plan Performance Measurement Assessments Assist Reading Teachers with Standards Based Instruction

Name	Position Title	Job Duties and Responsibilities
		<p>Small group instruction / pullouts Coordinate PLCs for the Reading Department Visit all classrooms at regular intervals in order to observe and support instructional activities and observe students' progress and needs. Communication with the District Testing Office for assessment windows Lead school-based testing training Coordinate all state testing Other duties assigned by the Principal</p>
<p>Congelossi, Nicole</p>	<p>Instructional Coach</p>	<p>School-Based Staff Development Program Data Management and Progress Monitoring for all Grades Maintenance of Data Notebook Facilitate Team Progress Monitoring Meetings Professional Development School contact and In-service Points Induction Program Summer Institute Planning and organization School leader in Digital Curriculum programs, including Canvas; Google Suite; LanSchool Assist principal with the selection of instructional materials Assist with school newsletter Informal Teacher Observations New teacher orientation Student Incentives and Recognition Visit all classrooms at regular intervals in order to observe and support instructional activities and observe students' progress and needs. Instructional leader for all teachers with an area of focus for math and elective programs. Maintains a data notebook and instructional coaching log. Assist instructional teams with writing SMART goals that directly correlate to the school improvement plan Pull and analyze data with instructional teams and assessing administration. Assist PLC teams during data analysis with detailing their instructional supports for their tier two students on the MTSS documentation. Conduct teacher coaching cycles Attend common planning and PLC meetings to assist teachers with the identification and implementation of high-yield strategies Coordinates with the others for staff development and formal coaching cycle District contact for ELA Department ADDitions, Partners in Education, Teach-In Coordinator Other duties assigned by the Principal</p>
<p>Croft, Christine</p>	<p>Staffing Specialist</p>	<p>Participate in all planning conferences and staffings. Complete forms required for exceptional education according to district procedures. Confer with school administrators, instructional personnel, and parents regarding exceptional education policies and procedures.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Maintain ongoing membership rolls of students in all exceptional education classes and provide updated information to data collection files. Assist school personnel in the maintenance of exceptional education student records and the preparation of records for audit. Assist in the planning and conducting of in-service components and other requested school-based activities. Visit all classrooms at regular intervals in order to observe and support instructional activities and observe students' progress and needs. Serve as liaison between parents and school personnel for interpretation of district, state and federal guidelines. Assist teachers with the assessment of individual students when necessary. Provide Social/Emotional Support Strategies for identified students in the self-contained and general education environment as specified on IEPs. Monitor student progress based on IEP goals/Behavior Intervention Plans (BIPs) Complete FBA/BIP(s) as required by parental consents Confer with school administrators, instructional personnel, and parents regarding best practices as it pertains to behavior intervention. Back-up for SAFE coordinator during crisis Individual (ESE) Manifestation Determination case reviews Collaborate with the district behavior coach and collect required data for district support when required. Other duties assigned by the Principal</p>
<p>McNelis Frey, Eleanor</p>		<p>Homeless; MVP Students S.A.F.E. referrals Threat Assessment Implement and coordinate SAFE program SAFE Referrals; SAFE Team Staff development of SAFE as needed SAFE documentation Other duties as assigned by the Principal</p>
<p>Walters, Melissa</p>	<p>School Counselor</p>	<p>Responsible for all guidance functions for grade-level Career/College Readiness Follow developmental guidance program format Register all students for assigned grade-level, including summer school Follow up on all grade-level referrals to guidance Attend parent/teacher conferences for grade level as requested Assist with new student orientation Supervisory duties as assigned on campus, including before and after school, class changes and lunch shifts for grade level Monitor student progress for grade level School Transition Career Planning Implementations Coordinate Red Ribbon Week Other duties as assigned by the Principal</p>

Name	Position Title	Job Duties and Responsibilities
Vogt, Megan	Math Coach	Instructional leader for all teachers with an area of focus for math and elective programs. Maintains a data notebook and instructional coaching log. Assist instructional teams with writing SMART goals that directly correlate to the school improvement plan Pull and analyze data with instructional teams and assessing administration. Assist PLC teams during data analysis with detailing their instructional supports for their tier two students on the MTSS documentation. Conduct teacher coaching cycles Attend common planning and PLC meetings to assist teachers with the identification and implementation of high-yield strategies Coordinates with the others for staff development and formal coaching cycle District contact for Math Department Other duties assigned by the Principal

Goldstein, Fawn	School Counselor	Responsible for all guidance functions for grade-level Career/College Readiness Follow developmental guidance program format Register all students for assigned grade-level, including summer school Follow up on all grade-level referrals to guidance Attend parent/teacher conferences for grade level as requested Assist with new student orientation Supervisory duties as assigned on campus, including before and after school, class changes and lunch shifts for grade level Monitor student progress for grade level School Transition Career Planning Implementations Coordinate Red Ribbon Week Other duties as assigned by the Principal
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Demographic Information

Principal start date

Thursday 7/18/2019, Rosemary Berson

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.*

4

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.*

16

Total number of teacher positions allocated to the school

73

Total number of students enrolled at the school

1,234

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

13

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

11

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	369	403	428	0	0	0	0	1200
Attendance below 90 percent	0	0	0	0	0	0	31	79	98	0	0	0	0	208
One or more suspensions	0	0	0	0	0	0	1	12	25	0	0	0	0	38
Course failure in ELA	0	0	0	0	0	0	18	10	91	0	0	0	0	119
Course failure in Math	0	0	0	0	0	0	9	15	102	0	0	0	0	126
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	37	47	60	0	0	0	0	144
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	45	54	0	0	0	0	121
Number of students with a substantial reading deficiency	0	0	0	0	0	0	37	47	60	0	0	0	0	144

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	25	52	118	0	0	0	0	195

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

Friday 7/23/2021

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	416	436	429	0	0	0	0	1281
Attendance below 90 percent	0	0	0	0	0	0	35	28	31	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	4	26	21	0	0	0	0	51
Course failure in ELA	0	0	0	0	0	0	11	126	123	0	0	0	0	260
Course failure in Math	0	0	0	0	0	0	18	135	76	0	0	0	0	229
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	54	65	71	0	0	0	0	190
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	52	58	59	0	0	0	0	169

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	52	126	114	0	0	0	0	292

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	1	0	0	0	0	1

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	416	436	429	0	0	0	0	1281
Attendance below 90 percent	0	0	0	0	0	0	35	28	31	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	4	26	21	0	0	0	0	51
Course failure in ELA	0	0	0	0	0	0	11	126	123	0	0	0	0	260
Course failure in Math	0	0	0	0	0	0	18	135	76	0	0	0	0	229
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	54	65	71	0	0	0	0	190
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	52	58	59	0	0	0	0	169

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	52	126	114	0	0	0	0	292

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	1	0	0	0	0	1

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				71%	52%	54%	68%	52%	53%
ELA Learning Gains				63%	52%	54%	58%	50%	54%
ELA Lowest 25th Percentile				64%	45%	47%	53%	42%	47%
Math Achievement				75%	55%	58%	76%	53%	58%
Math Learning Gains				68%	55%	57%	63%	51%	57%
Math Lowest 25th Percentile				60%	50%	51%	57%	44%	51%
Science Achievement				64%	51%	51%	56%	51%	52%
Social Studies Achievement				94%	67%	72%	93%	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	59%	52%	7%	54%	5%
Cohort Comparison						
07	2021					
	2019	69%	48%	21%	52%	17%
Cohort Comparison		-59%				
08	2021					
	2019	70%	54%	16%	56%	14%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	44%	43%	1%	55%	-11%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	76%	49%	27%	54%	22%
Cohort Comparison		-44%				
08	2021					
	2019	46%	36%	10%	46%	0%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	58%	49%	9%	48%	10%
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	91%	66%	25%	71%	20%

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	91%	63%	28%	61%	30%

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 Data: BOY (Fall 2020), MOY (Winter 2020), and EOY (Spring 2021) Grades 6, 7, & 8

Progress Monitoring Activities for Science, Civics, Algebra 1 and Geometry Grade 8

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	101/27%	128/34%	121/32%
	Economically Disadvantaged	32/20%	45/29%	38/25%
	Students With Disabilities	3/9%	5/15%	3/10%
	English Language Learners	14/13%	22/21%	16/15%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53/15%	67/18%	100/27%
	Economically Disadvantaged	17/11%	22/15%	32/21%
	Students With Disabilities	1/3%	2/6%	2/6%
	English Language Learners	6/6%	11/11%	18/18%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	92/24%	103/28%	118/31%
	Economically Disadvantaged	20/13%	32/21%	36/24%
	Students With Disabilities	1/4%	0/0%	1/4%
	English Language Learners	5/5%	9/9%	13/12%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/6%	28/9%	41/13%
	Economically Disadvantaged	3/2%	10/7%	15/11%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	4/4%	6/6%	7/7%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	349/11%	370/35%	362/29%
	Economically Disadvantaged	138/4%	147/27%	64/5%
	Students With Disabilities	23/0%	26/4%	27/7%
	English Language Learners	44/5%	64/9%	145/16%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	87/23%	119/30%	135/33%
	Economically Disadvantaged	30/17%	39 / 21%	49 / 26%
	Students With Disabilities	2/6%	2/6%	2/6%
	English Language Learners	15/14%	22/19%	24/20%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/2%	2/1%	7/4%
	Economically Disadvantaged	1/1%	1/1%	5/4%
	Students With Disabilities	0/0%	0/0%	1/4%
	English Language Learners	2/3%	1/1%	3/4%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	331/24%	176/19%	390/22%
	Economically Disadvantaged	166/17%	176/19%	177/15%
	Students With Disabilities	31/6%	31/6%	31/6%
	English Language Learners	79/16%	105/3%	51/6%
	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	16	31	25	24	40	41	18	35			
ELL	47	65	60	47	50	42	34	62	71		
ASN	74	63		81	59		69	91	96		
BLK	64	53	29	47	48	40	52	79	64		
HSP	58	59	56	55	46	43	46	75	70		
MUL	67	67		87	60						
WHT	69	59	41	72	52	41	61	90	81		
FRL	51	54	47	49	43	41	41	70	70		
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	23	40	38	40	57	54	18	74	77		
ELL	46	63	68	62	68	63	40	83	87		

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	65		92	84		90	93	91		
BLK	67	54	72	61	56	33	53	97	91		
HSP	66	63	65	70	66	61	60	90	85		
MUL	82	71		86	81				91		
WHT	79	62	59	85	73	68	72	100	91		
FRL	62	64	64	67	65	60	54	90	86		
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	22	46	41	35	61	56	4	71			
ELL	40	59	52	52	63	57	25	83	83		
ASN	81	64		88	76			100	100		
BLK	63	58	52	63	61	59	50	88	89		
HSP	60	56	52	71	61	56	45	90	92		
MUL	75	50		94	43						
WHT	79	62	58	86	66	57	72	99	94		
FRL	60	56	50	68	61	58	48	89	90		

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	58
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	43
Total Points Earned for the Federal Index	575
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	29
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	52
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	76
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	53
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	55
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	70
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	63
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	51
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?

iReady Reading - By the end of the 2020-21 school year, 52% of tested students were reading on or above grade level (20% early on grade level, 32% mid or above grade level)

iReady Math - By the end of the 2020-21 school year, 38% of tested students earned a score that was on grade level. 16% of students scored mid or above grade level and 21% of students scored early on grade level.

On average, 36% of the Innovation Middle School students who took the iReady MOY and EOY diagnostics during the 2020-21 school year registered a learning gain in Reading and/or Mathematics. Of the 64% of students who did not register a learning gain:

- 194 of the students who did not meet their iReady math learning goal target were classified as economically disadvantaged by ESSA.

- 65 of the students who did not meet their iReady math learning goal target were classified as students with disabilities by ESSA.

- 96 of the students who did not meet their iReady math learning goal target were classified as an English Language Learner with a LY or LF classification.

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

During 2018-19 school year, the data component with the lowest performance was 6th grade Math, with a 44% pass rate of students who took FSA Math. This trend has continued throughout middle school with our current 8th graders demonstrating the lowest level of proficiency as recorded with the iReady math diagnostic.

Based off the school iReady Reading Diagnostic Data from 2020-21, the area of greatest need for improvement is comprehension of informational text. The student group with the greatest need for improvement in reading are our students with disabilities. According to the 2020-21 iReady Reading EOY Diagnostic data, 79% of Students with Disabilities are reading below grade level. This is a particular area of concern as SWD are were our lowest performing subgroup on the 2019 ESSA Federal Index.

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

Launched was a contributing factor to low performance. Many of the Launched students were disengaged from instruction because they were learning from home with numerous distractions. This will be addressed by the ending of the Launched program with all students returning face-to-face this

school year. In addition, the leadership team will support teachers to create and implement engagement strategies to reacclimate students to face-to-face instruction.

To address math proficiency for our students with greatest need, students will be scheduled into double block intensive math classes. The math coach will work with math teachers to restructure intensive math classes to use research-based strategies to intentionally target individual student needs.

In addition, the leadership team will identify "at risk" students in advance and provide additional supports to help them achieve a level of success before it is too late in the school year.

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

Based off 2019 assessments, the component that showed the most improvement was the achievement of Students with Disabilities (SWD) and English Language Learners (ELL) in Science. SWD increased from 4% to 18% and ELL went from 25% to 40% in the Science Achievement category. In addition, black students in the bottom 25% showed learning gains in ELA increasing from 52% to 72% proficiency.

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

Contributing factors that led to these improvements included strategically planning and monitoring for standards-aligned instruction as well as inclusion of review lessons to address previously learned standards. New actions included application of research based teaching strategies, culturally responsive teaching methods, and data-driven lesson planning.

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

In mathematics, teachers will use standards-aligned data-driven lesson plans to meet the needs of all learners. Teachers will also plan more opportunities for math enrichment, such as project-based learning for practical application of math concepts. In addition, we have increased our engineering and Project Lead the Way offerings so all students have opportunities to make real-world connections to mathematics.

In language arts and reading, teachers will implement strategies for students to monitor their understanding and model application of those strategies with a wide variety of texts

The leadership team will involve all participating stakeholders in the progress monitoring process for all students with additional systems of support for students with disabilities.

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.

Collaborate with Math PLC to create meaningful opportunities for students to interact with mathematics

Math teachers will collaborate in professional development book study focused on "Building Thinking Classrooms in Mathematics" by Peter Liljedahl.

Increase coaching opportunities for teachers to receive individualized, targeted professional growth opportunities

Educate and support to equip all staff-members with the tools to engage in data acquisition and analysis

Continue to plan and monitor for standards-aligned instruction including spiral review lessons to address previously learned power standards.

Provide professional development to support teachers in use of culturally responsive teaching techniques

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

Triangulate multiple data points (both qualitative and quantitative) to customize curriculum strategies that meet the needs of individual students

Pair at-risk students with a long-term staff mentor for routine check-ins and support

Provide community information and educational opportunities through several mediums with inclusiveness at the center of planning decisions

Part III: Planning for Improvement

Areas of Focus:

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

The teachers and leadership team will 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: (Schools should list related needs as indicated by their Part II Needs Assessment/ Analysis.)
(Schools MUST specifically address parent and family engagement needs related to strengthening a culture for social and emotional learning.)

Measurable Outcome: The measurable outcome that our school plans to achieve is an increase in positive student culture as evidenced by the the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys.

Monitoring: 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.

Person responsible for monitoring outcome: Andrew Nelson (andrew.nelson@ocps.net)

Evidence-based Strategy: Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

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

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

Action Steps to Implement

- Implement a schoolwide SEL curriculum.
- Ensure a school team receives training on implementation of a school-wide SEL curriculum
- Create a training plan that leverages the trained school team members to train all necessary stakeholders

in implementation of the curriculum

-Implement a school-wide SEL curriculum

Person Responsible Eleanor McNelis Frey (eleanor.mcnelisfrey@ocps.net)

Integrate aligned instructional and SEL strategies

-Identify student social and emotional learning needs to prepare for academic instruction

-Determine cognitive and conative strategies that align with the standard

-Interpret standards and student needs to intentionally integrate aligned instructional strategies

Person Responsible Eleanor McNelis Frey (eleanor.mcnelisfrey@ocps.net)

Deliberate school SEL supports for families

Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community and creating connections such as strengthening communication, building community, and creating connections.

Person Responsible Eleanor McNelis Frey (eleanor.mcnelisfrey@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: We selected to increase math proficiency of students with disabilities as our area of focus. End of the Year iReady diagnostic data revealed 66% of SWD did not meet their learning goal target. Historically our SWD have struggled as evidenced by the lower ESSA Federal Index ranking.

Measurable Outcome: By the end of the school year, 80% of our students with disabilities will make at least one year's growth as measured by FSA Mathematics data.

Monitoring: We will monitor this area of focus through ongoing analysis of assessment data for all students with disabilities. The Leadership Team, alongside classroom teachers, will engage in frequent reflection during PLC and curriculum meetings to determine the best practices for targeting the mathematical needs of all students.

Person responsible for monitoring outcome: Jennifer Williams (jennifer.williams@ocps.net)

Evidence-based Strategy: The desired outcome will be met through collaborative planning during PLC to create meaningful opportunities for students to interact with mathematics. Teachers will be provided with targeted professional development and coaching to enhance instructional strategies. Additionally, curricular plans will be refined based on ongoing assessment and iReady and/or IXL will be used to provide standards-aligned remediation.

Rationale for Evidence-based Strategy: Our chosen strategies have been selected because we are interested in a more in-depth approach surrounding higher-level student thinking and behavior in the mathematics classroom. We want to develop pedagogical practices that intentionally meet the needs of our students in individualized and meaningful ways.

Action Steps to Implement

The mathematics department has selected to read "Building Thinking Classrooms in Mathematics" by Peter Liljedahl to guide professional development discussions throughout the year in PLC.

Person Responsible Megan Vogt (megan.vogt@ocps.net)

The mathematics coach will provide coaching to teachers and assist with developing individualized and targeted professional growth opportunities.

Person Responsible Megan Vogt (megan.vogt@ocps.net)

The mathematics coach will educate and equip all staff members with the tools to engage in data acquisition and analysis.

Person Responsible Megan Vogt (megan.vogt@ocps.net)

The mathematics department will continue strategic planning and monitoring of standards-aligned instruction during through common assessments.

Person Responsible Megan Vogt (megan.vogt@ocps.net)

The mathematics department will conduct remediation, when necessary, of previously learned standards necessary for success in future mathematics courses and other subject areas.

Person Responsible Megan Vogt (megan.vogt@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.

Innovation Middle School is ranked 196 out of 553 middle/junior schools statewide and six out of 38 middle/junior schools in Orange County for incidents that occur on campus. There are three categories for incidents that may occur at schools: violent incidents, property incidents, and drug/public order incidents.

Violent Incidents: Innovation Middle School has had a total of 25 violent incidents with an enrollment of 1,320 students which results in a violent incident rate per 100 students of 1.89.
Property Incidents: Innovation Middle School has had a total of 1 property incident with an enrollment of 1,320 students which results in a property incident rate per 100 students of 0.08.
Drug/Public Order Incidents: Innovation Middle School has had a total of 5 drug/public order incidents with an enrollment of 1,320 students which results in a drug/public order incident rate per 100 students of 0.38.

Innovation Middle School was ranked "Low" reporting only 2.3 incidents per 100 students during 2020-21 school year.

Threat or intimidation and sexual harassment were the top concerns. Restorative practice will continue to be a focus along with Social Emotional Learning (SEL) strategies. Our guidance counselors, Mrs. Walters and Ms. Goldstein, and SAFE Coordinator, Mrs. Frey will visit classes and train teachers to provide SEL character development lessons to support the key core competence areas for self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The counselors, SAFE coordinator, administrative, and leadership team members will meet and mentor students to build positive relationships throughout the school year. The administrative team, deans, and SAFE coordinator will also review discipline issues with students to work with them make alternate positive choices in future situations.

Part IV: Positive Culture & Environment

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

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

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

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

SAFE Coordinator, Mrs. Frey; Guidance Counselors, Mrs. Walters and Ms. Goldstein, all Leadership Team members, SAC Committee, PTSA, and all Innovation Middle 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				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1141	140-Substitute Teachers	1871 - Innovation Middle	General Fund		\$2,000.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$2,000.00

Orange - 1871 - Innovation Middle - 2021-22 SIP

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1141	140-Substitute Teachers	1871 - Innovation Middle	General Fund		\$2,000.00
			<i>Notes: monies that are being spent on substitute teachers for PD</i>			
					Total:	\$4,000.00