Innovation Middle

2022-23 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: 5/24/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	42%
2021-22 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	2021-22: A (64%) 2018-19: A (72%) 2017-18: A (69%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	42%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Williams, Jennifer	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
Baumbach, Timothy	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

Name	Position Title	Job Duties and Responsibilities
		Assist principal with PTSA Supervise Testing 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 5 Star School Program Other duties assigned by the school principal
Chambers, Larry	Dean	8th grade Administrative Dean General Campus Supervision/Security and Safety 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

Name	Position Title	Job Duties and Responsibilities
		Group/Individual conference with grade level students assigned to PASS Conference with students returning from suspension Maintain master schedule for school events 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
Croft, Christine	Staffing Specialist	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. 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

Name	Position Title	Job Duties and Responsibilities
		district support when required. Other duties assigned by the Principal
McNelis Frey, Eleanor	Other	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
Walters, Melissa	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
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

Name	Position Title	Job Duties and Responsibilities
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
Abbiate Tirado, Amanda	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
Fryman, John	Dean	General Campus Supervision/Security and Safety Student Discipline 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

Name	Position Title	Job Duties and Responsibilities
		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
Evans, Alison	School Counselor	Responsible for all guidance functions for students with an IEP or 504 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
Antal, Jennifer	Other	Instructional leader for 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 Small group instruction / pullouts 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

Name	Position Title	Job Duties and Responsibilities
		Coordinate all state testing Other duties assigned by the Principal
Scully, Jessica	Instructional Coach	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 Inservice 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 English Language Arts and Reading 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

Demographic Information

Principal start date

Tuesday 5/24/2022, Rosemary Berson

Number of teachers with a 2022 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 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

1,284

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

16

Identify the number of instructional staff who joined the school during the 2022-23 school year.

21

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	424	387	428	0	0	0	0	1239
Attendance below 90 percent	0	0	0	0	0	0	83	101	95	0	0	0	0	279
One or more suspensions	0	0	0	0	0	0	3	16	27	0	0	0	0	46
Course failure in ELA	0	0	0	0	0	0	8	18	14	0	0	0	0	40
Course failure in Math	0	0	0	0	0	0	3	6	24	0	0	0	0	33
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	50	71	78	0	0	0	0	199
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	73	64	70	0	0	0	0	207
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	29	54	57	0	0	0	0	140

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	1	3	0	0	0	0	4

Date this data was collected or last updated

Thursday 8/11/2022

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

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

Part II: Needs Assessment/Analysis

School Data 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%	49%	50%				71%	52%	54%
ELA Learning Gains	53%						63%	52%	54%
ELA Lowest 25th Percentile	37%						64%	45%	47%
Math Achievement	68%	36%	36%				75%	55%	58%
Math Learning Gains	65%						68%	55%	57%
Math Lowest 25th Percentile	55%						60%	50%	51%
Science Achievement	62%	55%	53%				64%	51%	51%
Social Studies Achievement	90%	61%	58%				94%	67%	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	2022					
	2019	59%	52%	7%	54%	5%
Cohort Comparison						
07	2022					
	2019	69%	48%	21%	52%	17%
Cohort Comparison		-59%				
08	2022					
	2019	70%	54%	16%	56%	14%
Cohort Comparison		-69%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	44%	43%	1%	55%	-11%
Cohort Comparison						
07	2022					
	2019	76%	49%	27%	54%	22%
Cohort Comparison		-44%				
08	2022					
	2019	46%	36%	10%	46%	0%
Cohort Comparison		-76%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	58%	49%	9%	48%	10%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	66%	25%	71%	20%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	63%	28%	61%	30%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	53%	43%	57%	39%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	23	20	19	42	47	8	72			
ELL	46	51	34	52	60	53	35	81	80		
ASN	80	74		94	80		76	94	96		
BLK	52	47	38	60	66	67	66	79	86		
HSP	57	52	35	60	62	52	51	89	81		
MUL	61	58		77	74		60				
WHT	71	51	38	80	67	58	79	95	89		
FRL	51	50	37	53	60	53	51	85	85		
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		

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
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	43
Total Points Earned for the Federal Index	621
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

On the 2021-2022 FSA, 62.5% of tested students were proficient in reading and 68.8% of tested students were proficient in math.
SWD- 16% of 73 students achieved a level 3 or above
ELL- 43% of 289 students achieved a level 3 or above

iReady Reading- By the end of the 2021-22 school year, 51% of tested students were reading on or above grade level (19% early on grade level, 32% mid or above grade level).

iReady Math- By the end of the 2021-22 school year, 39% of tested students earned a score that was on grade level. (24% early on grade level, 15% mid or above grade level)

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

On the 2021-22 ELA FSA, SWD was the lowest data component with a 16% pass rate.

19% of students were one grade level or lower on the spring i-Ready assessment
69% of students were two grade levels or lower on the spring i-Ready assessment

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

During the 2021-22 school year, there were many absences due to illness. Students encountered difficulty adapting to a regular school schedule after many Covid-19 changes were implemented.

To address ELA proficiencies for SWD, students will be scheduled into Intensive reading and provided support facilitation services in the ELA classroom.

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 2022 state assessments, showed the most improvement?

Based off 2021-22 assessments, there was an improvement in math proficiency (60% to 69%), math learning gains (49% to 65%), math learning gains of the lowest 25% (43% to 55%), science proficiency (52% to 59%), Civics (80% to 91%) and middle school acceleration (75% to 91%).

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 and data-driven lesson planning.

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

In ELA and Intensive Reading, teachers will use standards-aligned data-driven lesson plans to meet the needs of all learners. Additional support will be provided in the ELA classrooms utilizing an additional teacher as a tier 1 interventionist.

SWD will be provided additional support through the support facilitation model. Teachers of all curricular areas will follow IEP accommodations closely and provide additional scaffolding of content. Teachers and support staff will monitor outcomes to determine if additional IEP goals, accommodations, or services need to be adjusted.

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.

Staffing specialist and instructional coaches will provide monthly professional development to focus on supporting teachers with instructional strategies and providing instruction for varying accommodations.

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

Teachers will collect and review qualitative and quantitative data to determine scaffolding instruction for SWD. Data for each student will be utilized when determining the student's academic plans, goals, accommodations and services.

The leadership team will utilize data collected to determine applicable professional development throughout the school year and beyond.

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

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to student sense of belonging.

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Maintaining a focus on SEL and student belonging is important so students feel comfortable in the learning environment. On the panorama survey, there was a decrease in the overall sense of belonging in the school. In 2020-2021, 44% of students felt that they belonged in the school. In 2021-2022, that number decreased to 38%. In this area, students expressed that they do not feel respected or understood in the school. By focusing on creating a community of belonging, students will feel safe and focused on learning.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	On the stakeholder's survey, students will respond favorably on questions pertaining to a sense of belonging. Student answers to the following questions will go to above half or more favorable on this year's survey: How well do people at your school understand you as a person? 2020-2021 response was 42% favorable. How much do you matter to others at the school? 2020-2021 response was 41% favorable. How connected do you feel to the adults at your school? 2020-2021 response was 26% favorable. How much respect do students in your school show you? 2020-2021 response was 35% favorable. The overall sense of belonging score was 38%. Responses to these questions will increase to favorable, with over 50% of students responding positively.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor this area of focus through ongoing interactions with students. We will utilize a house system to increase positive student interaction with the involvement of all staff.
Person responsible for monitoring outcome:	Timothy Baumbach (timothy.baumbach@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The desired outcome will be met through teacher and student interactions in school activities and in the classroom. There will be an increase in positive interactions with faculty, opportunities for students to positively interact with each other, and safe locations throughout the school.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	Our rationale for choosing the approach of the house system is to increase positive interaction between students and teachers. The house system will allow students to have a sense of belonging in smaller community groups within the school.

**used for selecting
this strategy.**

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

A community will be formed to create house systems, student engagement activities, and reward activities. The students and teachers will also be placed in house groups.

**Person
Responsible**   Jennifer Antal (jennifer.antal@ocps.net)

The house committee will engage teachers and students in activities and reward systems to build a sense of belonging in the school.

**Person
Responsible**   Jennifer Antal (jennifer.antal@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	On the spring of 2022 ELA FSA, the proficiency of students with disabilities was 16%. Historically, our SWD have struggled as evidenced by the lower ESSA Federal Index rating.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the school year, 50% of our students with disabilities will be proficient on the state standardized assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 improving student reading capabilities.
Person responsible for monitoring outcome:	Timothy Baumbach (timothy.baumbach@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The desired outcome will be met through collaborative planning during PLC to create meaningful opportunities for students to interact with reading. Teachers will be provided with targeted professional development and coaching to enhance instructional strategies. Additionally, curricular plans will be refined based on ongoing classroom assessments, iReady, and state progress monitoring assessments to provide benchmark-aligned remediation.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 ELA and Reading classrooms. We want to develop pedagogical practices that intentionally meet the needs of our students in individualized and meaningful ways.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible   Jessica Scully (jessica.scully@ocps.net)

The ELA and Reading departments will continue strategic planning and monitoring of standards-aligned instruction through common assessments.

Person Responsible   Jessica Scully (jessica.scully@ocps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

SAFE Coordinator, Mrs. Frey; Guidance Counselors, Mrs. Walters, Ms. Goldstein, Ms. Evans, all Leadership Team members, SAC Committee, PTSA, and all Innovation Middle School staff