

Orange County Public Schools

Howard Middle



2022-23 Schoolwide Improvement Plan

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Howard Middle

800 E ROBINSON ST, Orlando, FL 32801

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

Demographics

Principal: Walton Mchale

Start Date for this Principal: 8/24/2022

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)	39%
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 (68%) 2018-19: A (71%) 2017-18: A (62%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Howard Middle

800 E ROBINSON ST, Orlando, FL 32801

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">39%</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="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">54%</p>

School Grades History

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

School Board Approval

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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 that every student has a promising 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
McHale, Walton	Principal	<p>The principal works with the leadership and resource team to ensure a safe and positive learning and working environment that is focused on collaboration and continuous growth and enrichment for staff and students. We work together to oversee all areas of school functioning, including curriculum and instruction, student supports, school climate and culture, development of staff, community and parent partnerships, school safety, facilities, and day to day operations of the school.</p>
Browne, Michele	Assistant Principal	<p>Our Assistant Principals support the principal in guiding the leadership and resource team to ensure a safe and positive learning and working environment that is focused on collaboration and continuous growth and enrichment for staff and students. We work together to oversee all areas of school functioning, including curriculum and instruction, student supports, development of staff, community and parent partnerships, school safety, facilities, and day to day operations of the school.</p>
Hart, Beth	Assistant Principal	<p>Our Assistant Principals support the principal in guiding the leadership and resource team to ensure a safe and positive learning and working environment that is focused on collaboration and continuous growth and enrichment for staff and students. We work together to oversee all areas of school functioning, including curriculum and instruction, student supports, development of staff, community and parent partnerships, school safety, facilities, and day to day operations of the school.</p>
Lee, Latisha	Dean	<p>Primary duties and responsibilities include: Supporting admin with day to day operations of the school, MTSS Team/ Supporting student behaviors including positive behavioral supports, student discipline and investigations, ensuring compliance with code of conduct, Title IX Coordinator, safety drills, Restorative Justice, facilities support, collaborating with student support team to provide student interventions for struggling students, supporting school events and activities, coordinating cafeteria supervision.</p>
Richards, Jessica	Instructional Coach	<p>Primary duties and responsibilities include: PLC facilitation, teacher coaching and support, providing curriculum and instructional strategies, support with differentiation and accommodations, support with classroom management, new teacher mentor lead, coordinating Interns, professional development coordination and support, collaborating on School Improvement Plan, promoting positive communication and school climate, MTSS team member, SAC, supporting school events and activities, supervision and duties as assigned.</p>
Miranda, Angel	Curriculum Resource Teacher	<p>Primary duties and responsibilities include: assessment, data, iReady support, ELL compliance, supporting curriculum and instruction, PLC support, school wide data tracking, supporting MTSS Coordinator with student data, Supporting the Student Support Team and our students who are below grade level, supporting school events and activities, other duties as assigned.</p>

Name	Position Title	Job Duties and Responsibilities
Elder, Elisa	School Counselor	Guidance chair, supports the guidance department and Student Support Team with scheduling and providing guidance to students, academically, socially, emotionally, and behaviorally.
Cohen, Kate	Magnet Coordinator	Primary duties and responsibilities include: Theater teacher, Visual/ Performing Arts program coordination and PAC Coordinator, overseeing magnet policies and magnet handbook, PIE Coordinator (with Lee Ramsey), magnet lottery allocations, magnet program marketing, Public Relations (Twitter, Website, FB), district magnet compliance (annual program review), Magnet Fair, district Magnet Open House, "Artification" of campus, magnet awards and recognition applications, coordinate magnet probation and dismissal process, support and assist with coordinating school events including orientation.
Aftab, Shazia	Other	Primary duties and responsibilities include: Coordinating Student Support team and SEL interventions for students, providing SEL interventions for students (pushin/pull out), student crisis prevention and intervention, threat team coordinator, supporting school events and activities, supporting student supervision.
Wolfe, Rosalinde	Staffing Specialist	Primary duties: Staffing specialist and 504 compliance. Provides guidance in designing educational settings that improve learning for all students by conducting and assisting with assessments, developing academic and behavior intervention plans, conducting observations, and providing professional development to staff.

Demographic Information

Principal start date

Wednesday 8/24/2022, Walton Mchale

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.*

2

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.*

0

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

1,053

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

12

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

15

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	363	314	326	0	0	0	0	1003
Attendance below 90 percent	0	0	0	0	0	0	46	62	90	0	0	0	0	198
One or more suspensions	0	0	0	0	0	0	4	15	11	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	3	0	2	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	18	21	30	0	0	0	0	69
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	42	23	28	0	0	0	0	93
Number of students with a substantial reading deficiency	0	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	18	26	34	0	0	0	0	78

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

Date this data was collected or last updated

Wednesday 8/24/2022

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	10	14	15	0	0	0	0	39

The number of students identified as retainees:

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

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

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	10	14	15	0	0	0	0	39

The number of students identified as retainees:

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

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	77%	49%	50%				79%	52%	54%
ELA Learning Gains	62%						61%	52%	54%
ELA Lowest 25th Percentile	49%						53%	45%	47%
Math Achievement	76%	36%	36%				77%	55%	58%
Math Learning Gains	66%						64%	55%	57%
Math Lowest 25th Percentile	54%						50%	50%	51%
Science Achievement	66%	55%	53%				74%	51%	51%
Social Studies Achievement	83%	61%	58%				89%	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	77%	52%	25%	54%	23%
Cohort Comparison						
07	2022					
	2019	79%	48%	31%	52%	27%
Cohort Comparison						
		-77%				
08	2022					
	2019	80%	54%	26%	56%	24%
Cohort Comparison						
		-79%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	70%	43%	27%	55%	15%
Cohort Comparison						
07	2022					
	2019	73%	49%	24%	54%	19%
Cohort Comparison		-70%				
08	2022					
	2019	26%	36%	-10%	46%	-20%
Cohort Comparison		-73%				

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	73%	49%	24%	48%	25%
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	89%	66%	23%	71%	18%
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	93%	63%	30%	61%	32%

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	35	50	47	38	50	36	30	42			
ELL	53	48	35	57	51	50		67			
ASN	83	56		83	67			91	75		
BLK	66	54	44	61	55	52	47	66	79		
HSP	75	57	54	73	65	59	65	82	77		
MUL	83	71		84	76			100			
WHT	83	69	48	83	71	52	74	89	86		
FRL	68	53	43	65	56	47	55	74	76		

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

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	33	34	33	39	36	44	46			
ELL	44	60	59	63	56	57	36	80			
ASN	86	75		90	75				100		
BLK	61	50	45	56	56	40	56	80	91		
HSP	77	63	57	75	63	54	70	87	92		
MUL	70	58	50	76	64		73	91	94		
WHT	88	65	57	87	67	53	82	95	94		
FRL	67	52	47	64	54	42	60	84	90		

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)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	615
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data

Students With Disabilities

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

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%	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	76
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	58
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	67
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	83
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	73
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	60
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?

Science has the lowest proficiency percentage of all core subjects and the achievement level percentage showed the lowest amount of growth from 2021 to 2022. There is a double digit gap between black student achievement percentage and white student achievement percentage. Howard out performs the district average in all subjects.

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

Based on the 2022 state assessment data, there is a need for improvement within our students with disabilities subgroup and in our Science proficiency. Our federal index score of 41 points is just meeting

the requirement. Our students with disability subgroup data is well below all other subgroups. Our Science achievement data has shown a slight increase, however, in comparison to other core subjects, our Science proficiency is showing the least amount of growth.

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

The data shows the students with disabilities are not showing adequate proficiency in multiple areas including Science. This may be due to a lack of classroom differentiation and other instructional challenges. We believe the use of our support facilitators and interventionists, along with small group instruction, will assist in addressing this need for improvement.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Social Studies achievement
Math Learning Gains
Math lowest 25%

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

Teachers used a backwards design planning process to ensure lessons and assessments were aligned to the standards. There was an emphasis on data analysis and targeting specific student needs as it relates to the standards.

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

We will use common planning, standards based lessons and assessments, differentiated instruction and critical thinking strategies in order to accelerate learning.

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.

Professional development opportunities will include providing strategies to support our student subgroups. There will be an emphasis on differentiation and critical thinking strategies to support all students including our SWD. Professional development on interpreting and using data will be provided along with guidance on using progress monitoring data. We will use coaching observations to provide feedback and support student learning.

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

We will use our interventionists to push into classrooms, to provide extra support and meet the needs of our targeted students. Interventionists will use a variety of strategies in their small groups including visuals, group discussions, manipulatives, etc., to ensure students are receiving instruction tailored to their needs. Interventionists will monitor student learning and use data to determine if further interventions are needed.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Science

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

There have been significant gains in all core subject areas except Science. Science did increase one percentage point but is not showing the same growth as other core subjects. There are a number of first year Science teachers this school year and we anticipate the need for extra trainings and support within this subject area.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The goal is to increase proficiency in Science from 66% to 73% for the 2022-2023 school year.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor student progress using standards-based assessments and progress monitoring tools throughout the year. Administrators will monitor teaching practices and provide specific feedback to ensure the desired outcome is being met. The instructional coach will provide support to new teachers and help facilitate Professional Learning Communities (PLC's).

Person responsible for monitoring outcome:

Beth Hart (elizabeth.hart@ocps.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

We will use various evidence-based strategies to support the area of focus. We will utilize the common planning structure to have teachers collaborate on standards-based lesson planning and assessments. Data chats and progress monitoring data will be utilized to support student learning. We will provide teachers with professional development on differentiated instruction and critical thinking strategies to ensure they are meeting individual learning needs.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order to effectively meet the unique needs of all learners, teachers must differentiate instruction. Effective teachers use a variety of techniques to help students maintain newly acquired knowledge and skills. Collaboration and guidance during common planning will help support new teachers in developing standards-based lesson plans and assess data from assessments.

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.

Provide professional development for teachers on differentiated instruction and critical thinking strategies.

Person Responsible Jessica Richards (jessica.richards@ocps.net)

Science PLC's will develop lesson plans using DuFour's four questions to guide the conversation.

Person Responsible Beth Hart (elizabeth.hart@ocps.net)

We will have monthly data meetings to discuss standard based assessment data and progress monitoring data to determine which students need additional support on the standards taught.

Person Responsible Beth Hart (elizabeth.hart@ocps.net)

The instructional coach and administration will conduct regular coaching observations to provide specific feedback to teachers.

Person Responsible Beth Hart (elizabeth.hart@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.

Our ESSA subgroup data indicates a need to increase proficiency for our students with disabilities.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase proficiency for students with disabilities from 41% to 46%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor the students with disabilities subgroup through progress monitoring assessments in all tested areas. Administrators will monitor teaching practices by conducting observations to ensure teachers are using standards based assessments and differentiating instruction within their classroom.

Person responsible for monitoring outcome:

Michele Browne (michele.browne@ocps.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence based strategy we will use is differentiated instruction and common planning to ensure we are identifying and meeting the individual and unique needs of students. General education teachers will collaborate with support facilitators and interventionists to plan and execute effective instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order to meet the needs of individual learners, we will have our general education teachers work with support facilitation teachers and interventionists to share ideas, plan and assess data. Teachers will work together to develop and adjust instructional and behavioral plans based on student data to maximize student learning.

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.

After analyzing assessment and observation data, general education teachers, support facilitation teachers and interventionists, we will provide students with differentiated, small group or individual instruction and support .

Person Responsible

Michele Browne (michele.browne@ocps.net)

The instructional coach will conduct classroom walk-throughs and coaching observations examining small group instruction and provide actionable feedback to teachers.

Person Responsible

Jessica Richards (jessica.richards@ocps.net)

We will have monthly data meetings with general education teachers, support facilitators and interventionists to monitor student progress and discuss next steps.

Person Responsible

Michele Browne (michele.browne@ocps.net)

Teachers will use data from common assessments to develop lessons plans during weekly PLC's. Based on data collected, teachers will scaffold instruction and include differentiated activities to meet the needs of students with disabilities .

Person Responsible

Jessica Richards (jessica.richards@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.

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

A core team of teachers and administrators from each school, which includes a mental health designee, attend 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.