Howard Middle School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Howard Middle

800 E ROBINSON ST, Orlando, FL 32801

https://howardms.ocps.net/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
McHale, Walton	Principal	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. He oversees 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.
Browne, Michele	Assistant Principal	The Assistant Principal supports 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. She supports the principal in overseeing 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.
Lee, Latisha	Dean	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, and coordinating schoolwide supervision.
Tejada, Julio	Dean	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, and supporting school events and activities.
Richards, Jessica	Instructional Coach	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.
Wolfe, Rosalinde	Staffing Specialist	Provides support and compliance for students with disabilities and 504 plans. Provides guidance in designing educational settings that improve learning for all students by conducting and assisting with assessments, developing academic and

Name	Position Title	Job Duties and Responsibilities
		behavior intervention plans, conducting observations, and providing professional development to faculty and staff.
Aftab, Shazia	Other	Coordinates Student Support team and social and emotional interventions for students, providing interventions for students (pushin/pull out), student crisis prevention and intervention, threat assessment team coordinator, supporting school events and activities, and supporting student supervision.
Elder, Elisa	School Counselor	Guidance chair, supports the Guidance department and Student Support Team with scheduling and providing students with academic, social, emotional, and behavioral supports.
	Magnet Coordinator	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.
Miranda, Angel	Dean	Supporting admin with day to day operations of the school, overseeing student attendance and coordinating interventions and mentoring, 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, and cafeteria supervision.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Committee collaborates with the school's principal and leadership team to provide input and guidance on the areas of focus and development of the School Improvement Plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored on an ongoing basis with student performance data after each progress monitoring window. Feedback from teachers based on instructional observations as well as common planning will also be used to monitor the plan.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	54%
2022-23 Economically Disadvantaged (FRL) Rate	39%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	46	62	90	198
One or more suspensions	0	0	0	0	0	0	4	15	11	30
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	1	1	3
Course failure in Math	0	0	0	0	0	0	3	0	2	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	18	21	30	69
Level 1 on statewide Math assessment	0	0	0	0	0	0	42	23	28	93
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	18	26	34	78

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	46	62	90	198
One or more suspensions	0	0	0	0	0	0	4	15	11	30
Course failure in ELA	0	0	0	0	0	0	1	1	1	3
Course failure in Math	0	0	0	0	0	0	3	0	2	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	18	21	30	69
Level 1 on statewide Math assessment	0	0	0	0	0	0	42	23	28	93
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	18	26	34	78

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	46	62	90	198
One or more suspensions	0	0	0	0	0	0	4	15	11	30
Course failure in ELA	0	0	0	0	0	0	1	1	1	3
Course failure in Math	0	0	0	0	0	0	3	0	2	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	18	21	30	69
Level 1 on statewide Math assessment	0	0	0	0	0	0	42	23	28	93
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	18	26	34	78

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	69	48	49	77	49	50	77		
ELA Learning Gains				62			60		
ELA Lowest 25th Percentile				49			47		
Math Achievement*	74	57	56	76	36	36	71		
Math Learning Gains				66			50		
Math Lowest 25th Percentile				54			41		
Science Achievement*	69	53	49	66	55	53	65		
Social Studies Achievement*	80	64	68	83	61	58	74		
Middle School Acceleration	67	77	73	82	52	49	77		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress		43	40		79	76			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	615
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL	65			
AMI				
ASN	88			
BLK	56			
HSP	71			
MUL	81			
PAC				
WHT	77			
FRL	60			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	52			
AMI				
ASN	76			
BLK	58			
HSP	67			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	83			
PAC				
WHT	73			
FRL	60			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	69			74			69	80	67			
SWD	29			36			29	37			4	
ELL	53			70				71			3	
AMI												
ASN	79			93			91				3	
BLK	56			60			47	71	45		5	
HSP	66			77			69	83	61		5	
MUL	85			80			75	91	75		5	
PAC												
WHT	75			77			76	82	75		5	
FRL	61			66			52	72	51		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	77	62	49	76	66	54	66	83	82			
SWD	35	50	47	38	50	36	30	42				
ELL	53	48	35	57	51	50		67				
AMI												
ASN	83	56		83	67			91	75			

| 2021-22 ACCOUNTABILITY 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	ELP Progress
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				
PAC												
WHT	83	69	48	83	71	52	74	89	86			
FRL	68	53	43	65	56	47	55	74	76			

| 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	77	60	47	71	50	41	65	74	77			
SWD	24	34	26	35	44	25		31				
ELL	50	54	47	61	52							
AMI												
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			
PAC												
WHT	83	61	42	81	54	46	75	80	79			
FRL	68	56	43	57	41	39	49	65	67			

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	68%	45%	23%	47%	21%
08	2023 - Spring	68%	46%	22%	47%	21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	67%	44%	23%	47%	20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	76%	53%	23%	54%	22%
07	2023 - Spring	68%	38%	30%	48%	20%
08	2023 - Spring	75%	58%	17%	55%	20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	69%	50%	19%	44%	25%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	47%	32%	50%	29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	45%	52%	48%	49%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	61%	18%	66%	13%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

ELA showed the lowest performance of all core subjects with 68% students achieving proficiency. That was followed closely by Science with students demonstrating 69% proficiency. Some contributing factors to the lower ELA proficiency include a new test as well as the loss of an ELA teacher for a significant portion of the school year.

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

ELA also showed the greatest decline of 9.5% from the previous year. Again, having a new test and losing a teacher for a significant portion of the year, contributed to the loss of achievement in that subject area.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Howard outperformed the state in almost every area, except one. When comparing Social Studies performance for all subcategories, students with disabilities demonstrated 35% proficiency compared to the state average of 36%. This difference is perhaps reflective of the overall small decline in proficiency from the previous year, as well as a greater percentage of SWDs over the prior year. With an intentional focus on this area as well as coaching for new teachers, this decline will likely be reversed in the upcoming year.

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

Science showed the greatest improvement.This resulted from an intentional focus on Science (SIP goal in 22-23), greater monitoring, streamlined lesson planning and coaching for new teachers.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

EWS attendance data identifies a potential area of concern. 90 8th grade students were absent for 10% or more days of the school year. While lower, approximately 20% of 7th graders and 13% of 6th graders were also absent for more than 10% or more days. That data, combined with student survey data indicating 32% of students expressing that they feel connected to an adult at the school demonstrates a need for this area of focus.

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

Attendance
Increasing students' connections to the school
Reducing number of students scoring at Level 1 in Mathematics achievement

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on EWS data, the number of students with greater than 10% absences as well as Panorama data reflecting that 32% of responding students felt sufficiently connected to adults at our school points to the need for specific focus on the school culture and helping students feel more connected to school.

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

Reduce the number of students with 10% or more absences by at least 30%.

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

A specific member of the leadership team will oversee the process, collaborate with members of the Student Services team to provide interventions directly to the student and communicate with parents as soon as a pattern of absences begins.

Person responsible for monitoring outcome:

Angel Miranda (angel.mirandaflores@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students who begin showing a pattern of absenteeism will be paired with a caring adult (informal mentor) on campus who will check in with them throughout the week, monitor grades and connect them with other resources, both on and off campus, as needed.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Having a mentor or additional caring adult will help to connect students to the school and may allow them to address needs or concerns outside of the specific classroom environment. As a result, school attendance should increase and absenteeism decrease.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Pull and review bi-weekly attendance reports.

Person Responsible: Angel Miranda (angel.mirandaflores@ocps.net)

By When: Bi-weekly

Identify students who are approaching 5-day absences and discuss with Student Services team to develop a plan for interventions.

Person Responsible: Angel Miranda (angel.mirandaflores@ocps.net)

By When: Ongoing review and revision.

Assign a mentor, begin communication with parent/guardian, and develop an intervention and monitoring plan.

Person Responsible: Angel Miranda (angel.mirandaflores@ocps.net)

By When: Ongoing basis as new students are identified.

Meet with mentors, review and document interventions and results for students to determine ongoing or changes in levels of support.

Person Responsible: Angel Miranda (angel.mirandaflores@ocps.net)

By When: Ongoing and at weekly Student Services meetings.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No