

Orange County Public Schools

Innovation Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Innovation Middle

13950 STOREY PARK BLVD, Orlando, FL 32832

<https://innovationms.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 every student has a promising and successful 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
Berson, Rosemary	Principal	<ul style="list-style-type: none"> -Monitors instruction and data while providing timely and actionable feedback for improving classroom instruction. -Provides a common vision for the use of data based decision making, collaborative lesson planning, effective instructional practices and intervention -Manages school resources, including but not limited to: facilities, budget, personnel, materials and supplies that are designed to support the school improvement goals -Oversees high quality, ongoing professional development to ensure teacher growth and student achievement -Maintains communication with all stakeholder groups -Ensures instruction is rigorous, relevant and standards based -Common Planning - Supports assigned grade levels
Ashley, Sam	Assistant Principal	<p>Supports principal in implementation and monitoring of best practices and coaching teachers to perform to the best of their ability.</p> <ul style="list-style-type: none"> -Administrative Responsibility for the school during the absence of the Principal -Assistant Principal of Instruction - Monitors instruction and data and provide timely yet effective feedback for improving classroom instruction. -Discipline -Ensures instruction is rigorous, relevant and standards based -Common Planning - Supports assigned grade levels -Threat Assessment Team Member -Conducts Observations -Supervises guidance and development of Master Schedule
Schaefer, Luz	Assistant Principal	<p>Supports principal in implementation and monitoring of best practices and coaching teachers to perform to the best of their ability.</p> <ul style="list-style-type: none"> -Administrative Responsibility for the school during the absence of the Principal -Assistant Principal of Operations - Monitors instruction and data and provide timely yet effective

Name	Position Title	Job Duties and Responsibilities
		feedback for improving classroom instruction. -Discipline -Ensures instruction is rigorous, relevant and standards based -Common Planning - Supports assigned grade levels -Threat Assessment Team Member -Conducts Observations -Supervises deans and schoolwide behavior support -Ensures safety plans are completed and staff is trained on how to respond during an emergency
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 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

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

Name	Position Title	Job Duties and Responsibilities
		<p>Follow up on all grade-level referrals to guidance Attend parent/teacher conferences for grade level as requested Assist with new student orientation Supervisory duties as assigned on campus, including before and after school, class changes and lunch shifts for grade level Monitor student progress for grade level School Transition Career Planning Implementations Coordinate Red Ribbon Week Other duties as assigned by the Principal</p>
Antal, Jennifer	Math Coach	<p>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 District Contact for Social Studies Other duties assigned by the Principal</p>
Goldstein, Fawn	School Counselor	<p>Responsible for all guidance functions for grade-level Career/College Readiness Follow developmental guidance program format Register all students for assigned grade-level, including summer school Follow up on all grade-level referrals to guidance Attend parent/teacher conferences for grade level as requested Assist with new student orientation Supervisory duties as assigned on campus, including before and after school, class changes and lunch shifts for grade level Monitor student progress for grade level</p>

Name	Position Title	Job Duties and Responsibilities
		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	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 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

Name	Position Title	Job Duties and Responsibilities
		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 Teach-In Coordinator Other duties assigned by the Principal

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.

School advisory committee and the faculty advisory committee provided input to the development of the plan. SAC and FAC reviewed the plan and made suggestions where appropriate.

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))

Monitoring of the SIP was placed on the school calendar and will be reviewed quarterly by the appropriate stakeholders.

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	74%
2022-23 Economically Disadvantaged (FRL) Rate	42%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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	65	86	80	231
One or more suspensions	0	0	0	0	0	0	3	47	82	132
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	22	15	37
Course failure in Math	0	0	0	0	0	0	0	20	3	23
Level 1 on statewide ELA assessment	0	0	0	0	0	0	60	106	118	284
Level 1 on statewide Math assessment	0	0	0	0	0	0	72	65	67	204
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	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	55	89	93	237

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	1	1

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								83	101	95	279
One or more suspensions								3	16	27	46
Course failure in ELA								8	18	14	40
Course failure in Math								3	6	24	33
Level 1 on statewide ELA assessment								50	71	78	199
Level 1 on statewide Math assessment								73	64	70	207
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.								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	29	54	57	140

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	1	3	4

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	83	101	95	279
One or more suspensions	0	0	0	0	0	0	3	16	27	46
Course failure in ELA	0	0	0	0	0	0	8	18	14	40
Course failure in Math	0	0	0	0	0	0	3	6	24	33
Level 1 on statewide ELA assessment	0	0	0	0	0	0	50	71	78	199
Level 1 on statewide Math assessment	0	0	0	0	0	0	73	64	70	207
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	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	29	54	57	140

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	1	1

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*	60	48	49	62	49	50	62		
ELA Learning Gains				53			59		
ELA Lowest 25th Percentile				37			51		
Math Achievement*	67	57	56	68	36	36	60		
Math Learning Gains				65			49		
Math Lowest 25th Percentile				55			43		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	72	53	49	62	55	53	52		
Social Studies Achievement*	80	64	68	90	61	58	80		
Middle School Acceleration	78	77	73	86	52	49	76		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	45	43	40	43	79	76	43		

* 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)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	621
Total Components for the Federal Index	10
Percent Tested	98
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	24	Yes	2	2
ELL	56			
AMI				
ASN	83			
BLK	62			
HSP	63			
MUL	83			
PAC				
WHT	78			
FRL	59			

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	30	Yes	1	1
ELL	54			
AMI				
ASN	85			
BLK	62			
HSP	58			
MUL	66			
PAC				
WHT	70			
FRL	57			

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	60			67			72	80	78			45
SWD	18			24			26	32			5	18
ELL	42			53			55	67	71		6	45
AMI												
ASN	79			85			77	100	76		5	
BLK	48			52			62	75	73		5	
HSP	55			62			69	74	74		6	45
MUL	69			88				92			3	
PAC												
WHT	70			76			78	84	83		5	
FRL	49			57			58	74	73		6	43

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	62	53	37	68	65	55	62	90	86			43
SWD	12	23	20	19	42	47	8	72				27
ELL	46	51	34	52	60	53	35	81	80			43
AMI												
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			41
MUL	61	58		77	74		60					
PAC												
WHT	71	51	38	80	67	58	79	95	89			
FRL	51	50	37	53	60	53	51	85	85			44

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	62	59	51	60	49	43	52	80	76			43
SWD	16	31	25	24	40	41	18	35				
ELL	47	65	60	47	50	42	34	62	71			43

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
AMI												
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			42
MUL	67	67		87	60							
PAC												
WHT	69	59	41	72	52	41	61	90	81			
FRL	51	54	47	49	43	41	41	70	70			40

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	53%	45%	8%	47%	6%
08	2023 - Spring	58%	46%	12%	47%	11%
06	2023 - Spring	57%	44%	13%	47%	10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	71%	53%	18%	54%	17%
07	2023 - Spring	34%	38%	-4%	48%	-14%
08	2023 - Spring	65%	58%	7%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	70%	50%	20%	44%	26%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	47%	35%	50%	32%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	45%	49%	48%	46%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	61%	17%	66%	12%

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.

In 2023 our students scored a mean proficiency rate of 56% on the ELA Final FAST. This reflected a decrease in ELA proficiency from 2022 when our students demonstrated a 59% on the ELA FSA; this represents a 3% decline. Factors that contributed to the decline include student illness (COVID), ELA teacher vacancies, and a high suspension rate.

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

In 2023 our students scored a mean proficiency rate of 56% on the ELA Final FAST. This reflected a decrease in ELA proficiency from 2022 when our students demonstrated a 59% on the ELA FSA. The primary factor that contributed to the ELA decline is a decrease of direct instruction from a certified teacher.

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.

The academic area that needs the most improvement is ELA. The percentage of students that scored a level 1 on ELA increased from 199 to 284. Factors that contributed to this average includes teacher vacancies and teacher turnover.

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

The attendance rate of students improved. Last year, the number of students absent 10% or more days was 279. This year, 231 students were absent 10% or more days. The improvement resulted from hiring an attendance clerk and using available resources to encourage improved attendance among tardy students.

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

Two areas of concern are:

- 1) The number of students suspended 1 or more days.
- 2) The number of students scoring level 1 on statewide ELA assessment.

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

- 1) Providing appropriate support to our students with disabilities.
- 2) Increase the percent of students demonstrating proficiency statewide ELA assessment.
- 3) Reduce the overall suspension rate.

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.

When students receive exclusionary discipline as result of a disciplinary infraction, they often fall behind in their academics. Therefore, it is logical to believe that an increase in students that received 1 or more suspension days, has resulted in an increase in students that are falling behind academically. Moreover, Hattie (2017) found that suspension/expelling students had an effect size of - 0.20. When students receive exclusionary discipline, they are less likely to demonstrate academic proficiency as measured by ELA state assessments.

Measurable Outcome:

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

The measure will be the number of students that are suspended for one or more days. The total suspensions (132 students that received 1 or more days of exclusionary discipline) will decrease by at least 10% and result in a maximum of 118 students receiving 1 or more days of exclusionary discipline.

Monitoring:

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

Total suspensions will be monitored once each quarter. Total suspensions will be monitored through our learning management system, Skyward. If the data from the quarterly monitoring is not favorable, the discipline team will convene and determine if there are other factors that can be addressed to reduce the suspension rate. The discipline team will utilize the "plan, do, check, act" cycle to guide their actions in addressing the concern. Possible interventions include restorative practices, mentoring, and parent involvement. Students assigned to PASS (Positive Alternative to School Suspension) will receive instruction in BASE. Implementation of BASE education has been shown to decrease negative student behaviors and increase academic engagement.

Person responsible for monitoring outcome:

Luz Schaefer (luz.schaefer@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.)

One intervention that will be used to reduce suspension rates is greater implementation of restorative practices. Anyon, et. al (2016) found that students that received restorative practices as an intervention to misbehavior had lower odds of receiving additional disciplinary referrals. Another intervention will be the implementation of a mentoring program. Mentoring programs have been found successful in specific situations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies are well-researched and supported by the school district.

The Access and Opportunity department for Orange County Public Schools offers restorative practice training. The model of restorative practice used is based on the teachings of the International Institute of Restorative Practices. Moreover, the implementation of restorative practices is monitored by the Access and Opportunity department for fidelity of practice.

The Access and Opportunity department also conducts training and support for mentoring programs. We will use those resources to support our students that could benefit from mentoring.

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 1 - Strong 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.

Development of Mentoring Program to target students that may benefit from having a mentor. The mentoring program will include components of the school district's Access and Opportunity department's model. The deans have implemented a intervention tracking system wherein mentoring and discipline interventions from teachers and school leadership are documented, tracked, and shared with the students' other teachers.

Person Responsible: Larry Chambers (larry.chambers@ocps.net)

By When: October 13, 2023.

Training of specific PLCs in the restorative practice model. Ms. Abbiate will meet with specific PLCs and train them in the basics of restorative practices, specifically, team building circles.

Person Responsible: Amanda Abbiate Tirado (amanda.abbiatetirado@ocps.net)

By When: On-going

We will develop and implement a positive behavior support system. The reward system will state the expectations for appropriate behavior then identify students that are in compliance with those expectations. The PBS system will be designed to encourage appropriate behavior.

Person Responsible: Larry Chambers (larry.chambers@ocps.net)

By When: Ongoing

#2. Instructional Practice specifically relating to ELA

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.

In 2023 our students scored a mean proficiency rate (Level 3+) of 56% (732 students) on the ELA Final FAST. This reflected a decrease in ELA proficiency from 2022 when our students demonstrated a 59% on the ELA FSA; this represents a 3% decline from previous year. The overall goal is to raise the ELA proficiency as measured on final FAST assessment by 5%. This will result in an overall proficiency rate of 61%.

Measurable Outcome:

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

The overall goal is to raise the ELA proficiency as measured on final FAST assessment by 5%. This will result in an overall proficiency rate of 61%. As a result of a 5% increase, an additional 37 students will increase to proficiency (Level 3+).

Monitoring:

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

Reading teachers and ELA teachers will screen students for fluency three times a year and will be scored on accuracy, rate, and prosody to determine their specific needs for instruction. Teachers will use SIPPS intervention, Read 180 and Reading Plus. Data from the SIPPS placement test will be utilized to place students in the appropriate SIPPS intervention to support phonics/phonemic awareness. Teachers will participate in the Core Connection literacy program to support ELA students. Teachers in both reading and ELA will continuously monitor students using routine formative assessments and the ELA teachers will assess using SBUAs at the end of each unit identified in the CRMs. ELA and reading teachers will collaborate with instructional coaches and the MTSS coordinator in order to provide appropriate support to identified students. Progress will be monitored by administration, coaches and teacher will monitor through PLC meetings.

Person responsible for monitoring outcome:

Melissa Walters (melissa.walters@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 will be identified for intervention using screenings in reading classes as outlined above, referrals from parents and teachers, as well as through data obtained from the first administration of the FAST test. The MTSS Coordinator is responsible for implementing the school-wide MTSS process. Students can be referred to the MTSS coordinator for additional support by teachers and parents. After a referral is received, the MTSS coordinator collects input from the teachers and parents. The MTSS coordinator then leads a meeting with teachers and the parents to find ways to support the student. The monitoring of students in the MTSS process is ongoing. When the need arises, additional meetings are scheduled to readdress the scaffolds that were put in place.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Hattie (2017), response to intervention has an effect size of 1.29. Therefore, we selected this strategy for its inclusiveness of the whole student body and it's efficacy (relative to other interventions).

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 1 - Strong 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.

Mr. Fryman will be responsible for the progress monitoring of ELA performance. Progress monitoring is an essential component of the MTSS process (Institute of Education Sciences, 2023). Mr. Fryman will provide timely analysis to the appropriate stakeholders so appropriate action may be taken.

Person Responsible: John Fryman (john.fryman@ocps.net)

By When: On-going

Implementation of "Achievement Teams." Achievement Teams as described by Ventura & Ventura (2022) are a type of purposeful data driven collaboration where professional learning communities review not just scores but results. This action will allow us to create evidence statements, determine and implement high yield strategies and differentiate with the support of coaches and school leadership.

Person Responsible: John Fryman (john.fryman@ocps.net)

By When: Ongoing throughout the year.

Conduct Classroom Walkthroughs, monitor relevant data, and implement appropriate interventions.

The leadership team will regularly conduct Classroom Walkthroughs in all teacher's classrooms. This data will assist us in implementing targeted interventions to assist all teachers and students.

Person Responsible: Rosemary Berson (rosemary.berson@ocps.net)

By When: Ongoing throughout the year.

The staff will be trained in appropriate strategies for small group instruction. Training will be conducted in large groups, departments, and with individual teachers.

Person Responsible: John Fryman (john.fryman@ocps.net)

By When: ongoing

#3. 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 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.

Our aim is to provide the individualized support necessary for students with disabilities to meet grade level standards equal to their non-disabled peers. The 2021-2022 accountability data indicates that SWD had an ELA achievement of 12% (24 out of 198 students) compared to 62% schoolwide (817 out of 1317 students). We will increase the ELA achievement of SWD by 5% which will result in an increase of 10 additional students demonstrating proficiency.

Measurable Outcome:

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

We will increase the ELA achievement of SWD by 5% which will result in an increase of 10 additional students demonstrating proficiency. ELA achievement will be measured on state ELA assessments.

Monitoring:

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

This area of focus will be monitored every nine weeks. District assessments (progress monitoring assessments) and SBUAs uploaded to Performance Matters will be used. Moving forward, the support facilitators will attend the ELA PLC meetings. This extra support from the support facilitators at PLC meetings will assist classroom teachers in intentional planning to provide the appropriate accommodations and scaffolds for students that require them. Moreover, the staffing specialist and support facilitators will be included on instructional walks.

Person responsible for monitoring outcome:

Christine Croft (christine.croft@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.)

We are delivering professional development to our teachers to provide differentiated instructional practices to meet the individualized learning needs of our students with disabilities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We are implementing evidence based strategies to support our students with disabilities. Our aim is to provide the individualized support necessary for students with disabilities to meet grade level standards equal to their non-disabled peers.

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 1 - Strong 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.

The ESE department will deliver professional development to all teachers on how to implement evidence based strategies to support students with disabilities.

Person Responsible: Christine Croft (christine.croft@ocps.net)

By When: ongoing

The support facilitators within the ESE department will participate in the the department professional learning communities. The aim of this action will be to assist core content teachers in incorporating evidence based strategies into their lesson planning.

Person Responsible: Christine Croft (christine.croft@ocps.net)

By When: Ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Innovation MS is identified as ATSI.

Our leadership team/school administration examines instructional allocations and instructional support staffing. Necessary decision making is completed within the designated time frames to support student needs and appropriate learning as supported by all funding measures, specifically relating to ESSA subgroups. Provision of substitutes is also analyzed to ensure that appropriate personnel are attending trainings to outlined support areas of focus.