

Orange County Public Schools

Southwest Middle



2020-21 Schoolwide Improvement Plan

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Southwest Middle

6450 DR PHILLIPS BLVD, Orlando, FL 32819

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

Demographics

Principal: Damian Rosado

Start Date for this Principal: 6/29/2016

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: A (63%) 2016-17: A (64%) 2015-16: B (59%)
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 is pending approval by the Orange County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Southwest Middle

6450 DR PHILLIPS BLVD, Orlando, FL 32819

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Yockel, Raymond	Principal	<p>Instructional leader and chief administrator of the school which involves developing, implementing and supporting policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student, as well as the professional development of each staff member.</p> <ul style="list-style-type: none"> - Focuses on instructional practices throughout the school by leading, directing, counseling, and supervising a variety of personnel and programs with an emphasis on Social Studies, Math, and Safety and support departments - Provides a common vision for the use of data-based decision-making - Ensures the school based-team is providing intervention support and documentation - Ensures adequate professional development occurs for faculty and staff to ensure all students succeed - Works with technology team to create a plan to benefit student achievement - Participates on the School Threat Assessment Team (STAT) to ensure response protocols and interventions are discussed to assist with the academic needs, social-emotional needs and safety of all on campus - Identifies teacher leaders to continue the school's mission and vision - Engages parents and community members regarding school-based decisions
Newbold, Elizabeth	Instructional Coach	<ul style="list-style-type: none"> - Coaches Teachers - Provides all teachers with professional development and technical assistance with implementation of data-based instructional planning and practices - Provides support to beginning new teachers with assistance in the implementation of best practices with ELL and SWD students - Supports teachers through the coaching cycle - Supports reading teachers in the implementation of best practices with reading deficient students - Provides guidance and support on K-12 reading plan - Provides support with the implementation of iReady - Provides professional development and technical assistance to teachers regarding the analysis of the iReady data and shifts in instruction based on that data
Daher, Maria	Other	<ul style="list-style-type: none"> - Responsible for all federal, state, and district mandates governing the education of our English Language Learners (ELL) - Provides all teachers with professional development and technical assistance with implementation of data-based instructional planning and practices with ELL students - Provides support to beginning new teachers with assistance in the implementation of best practices with ELL students - Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies - Provides whole school screening programs that provide early intervention services for students considered "at risk"

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Assists with the implementation and support of progress monitoring, data collection, and data analysis - Supports reading teachers in the implementation of best practices for ELL students with reading deficiencies
Singletary, Peter	School Counselor	<p>Lead and 6th Grade Guidance Counselor -</p> <ul style="list-style-type: none"> - Provides a proactive program that collaborates with teachers and parents on identifying and intervening of a student's academic and social/emotional needs - Develops student schedules based on student requests to provide the best opportunity for student success - Ensures FTE protocols are in compliance - Conducts restorative practice sessions with students to increase academic, social, emotional, and behavioral success - Creates a safe space for students and parents who have concerns that need to be addressed in a timely manner
Thibeau, Mary	Instructional Coach	<p>Math Coach -</p> <ul style="list-style-type: none"> - Provides math teachers with professional development and technical assistance with implementation of data-based instructional planning and practices - Provides support to beginning new teachers with assistance in the implementation of best practices with ELL and SWD students - Supports math teachers through the coaching cycle - Provides support with the implementation of iReady - Provides professional development and technical assistance to teachers regarding the analysis of the iReady data and shifts in instruction based on that data
Concepcion, Sarah	Assistant Principal	<p>Assistant Principal of Instruction -</p> <ul style="list-style-type: none"> - Assists the Principal as an instructional leader of the school in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff, and parents - Focuses on instructional practices throughout the school by leading, directing, counseling, and supervising a variety of personnel and programs with an emphasis on ELA, Performing Arts, Reading, Foreign Language, and Guidance - Provides a common vision for the use of data-based decision-making - Ensures the school based-team is providing intervention support and documentation - Ensures adequate professional development occurs for faculty and staff to ensure all students succeed - Works with technology team to create a plan to benefit student achievement - Works with implementation of testing through district, state, and national protocols - Identifies teacher leaders to continue the school's mission and vision

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Engages parents and community members regarding school-based decisions
Sapp, Daniel	Dean	<p>Dean of 6th grade students -</p> <ul style="list-style-type: none"> - Responsible for protecting the health and welfare of our students - Assists students in establishing high standards of conduct and address the improvement of student attendance and discipline in accordance with OCPs Code of Student Conduct - Conducts Restorative Practice sessions with students to increase academic, social, emotional, and behavioral success - Ensures the school based-team is providing intervention support and documentation - Communicates daily with students, parents, and teachers regarding discipline matters - Assists staff with behavior management plans for students with chronic discipline problems - Coordinates the before and after school program
Gash, Kelly-Ann	Other	<p>SAFE Coordinator -</p> <ul style="list-style-type: none"> - Provides a proactive program that collaborates with teachers and parents on identifying and intervening of a student's academic and social/emotional needs - Mental health designee and community resource liaison - Creates a safe space for students and parents who have concerns that need to be addressed in a timely manner - Conducts restorative practice sessions with students to increase academic, social, emotional, and behavioral success - Participates the School Threat Assessment Team (STAT) to ensure response protocols and interventions are discussed to assist with the academic needs, social-emotional needs and safety of all on campus - Creates a safe space for students and parents who have concerns that need to be addressed in a timely manner
Esquivel Perez, Imer	Instructional Technology	<p>Technical Support Representative -</p> <ul style="list-style-type: none"> - Develops or brokers technology necessary to manage and display data - Provides technical support to teachers and staff regarding data management and display, <p>Works to create systems that support a learning environment for all students that can be maintained by faculty and staff</p> <ul style="list-style-type: none"> - Diagnoses technological issues and use information from students and teachers to fix various problems or schedules repairs if unable to fix on-site - Provides daily support to all users of various computer systems including answering questions, analyzing problems, and quickly forming solutions to return systems to proper operation - Install and maintain hardware, software, and other equipment to meet school needs, and install security patches and updates when necessary - Maintain detailed records of reported issues and completed solutions along with any further actions required of TSR

Name	Title	Job Duties and Responsibilities
Gage, Nadirah	Instructional Media	<p>Digital Media Specialist -</p> <ul style="list-style-type: none"> - Develops and maintains a collection of resources appropriate to the curriculum, the learners, the teaching styles, and instructional strategies used within the school community, in accordance with district policy - Joins with teachers and students to plan and implement meaningful experiences that will promote a love of reading and lifelong learning - Participates in the curriculum development process at both the school and district level to ensure that the curriculum includes the full range of literacy skills (information, media, visual, digital, and technological literacy) necessary to meet content standards and to develop lifelong learners - Provides and plans professional development opportunities within the school for and with all staff - Shares expertise by presenting at faculty meetings, parent meetings, and school committee meetings developed and up-to-date district policies concerning such issues as materials selection, circulation, privacy, reconsideration of materials, copyright, and acceptable use - Encouraging the use of instructional technology to engage students and to improve learning, providing 24/7 access to digital information resources for the entire school - Maintaining frequent and timely communication to stakeholders through the school and library website, parent newsletter, e-mail, and other formats

Trimble, Jill	Assistant Principal	<p>Assistant Principal -</p> <ul style="list-style-type: none"> - Assists the Principal as an instructional leader of the school in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff, and parents - Focuses on instructional practices throughout the school by leading, directing, counseling, and supervising a variety of personnel and programs with an emphasis on Science, Fine Arts, ESE, PE, and Deans - Oversees, coordinates, and monitors the implementation of best practices for inclusive education for all SWDs - Oversees, coordinates, and monitors the implementation of the OCPS Code of Student Conduct and Restorative Practices - Oversees the School Threat Assessment Team (STAT) to ensure response protocols and interventions are discussed to assist with the academic needs, social-emotional needs and safety of all on campus - Provides a common vision for the use of data-based decision-making - Ensures the school based-team is providing intervention support and documentation - Ensures adequate professional development occurs for faculty and staff to ensure all students succeed - Works with technology team to create a plan to benefit student achievement - Works with implementation of testing through district, state, and national protocols - Identifies teacher leaders to continue the school's mission and vision - Engages parents and community members regarding school-based decisions
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Demographic Information

Principal start date

Wednesday 6/29/2016, Damian Rosado

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

Total number of teacher positions allocated to the school

86

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: A (63%) 2016-17: A (64%) 2015-16: B (59%)
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 .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	494	525	467	0	0	0	0	1486
Attendance below 90 percent	0	0	0	0	0	0	40	128	60	0	0	0	0	228
One or more suspensions	0	0	0	0	0	0	9	19	32	0	0	0	0	60
Course failure in ELA	0	0	0	0	0	0	24	206	103	0	0	0	0	333
Course failure in Math	0	0	0	0	0	0	31	179	132	0	0	0	0	342
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	95	111	121	0	0	0	0	327
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	95	106	104	0	0	0	0	305

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	84	219	163	0	0	0	0	466

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	3	2	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	10	1	5	0	0	0	0	16

Date this data was collected or last updated
Thursday 7/30/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	57	83	63	0	0	0	0	203
One or more suspensions	0	0	0	0	0	0	62	64	52	0	0	0	0	178
Course failure in ELA or Math	0	0	0	0	0	0	184	181	94	0	0	0	0	459
Level 1 on statewide assessment	0	0	0	0	0	0	162	196	57	0	0	0	0	415

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	24	33	27	0	0	0	0	84

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	33	47	31	0	0	0	0	111
Students retained two or more times	0	0	0	0	0	0	2	1	6	0	0	0	0	9

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	57	83	63	0	0	0	0	203
One or more suspensions	0	0	0	0	0	0	62	64	52	0	0	0	0	178
Course failure in ELA or Math	0	0	0	0	0	0	184	181	94	0	0	0	0	459
Level 1 on statewide assessment	0	0	0	0	0	0	162	196	57	0	0	0	0	415

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	24	33	27	0	0	0	0	84

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	33	47	31	0	0	0	0	111
Students retained two or more times	0	0	0	0	0	0	2	1	6	0	0	0	0	9

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	52%	54%	64%	52%	52%
ELA Learning Gains	61%	52%	54%	58%	53%	54%
ELA Lowest 25th Percentile	47%	45%	47%	40%	42%	44%
Math Achievement	63%	55%	58%	63%	53%	56%
Math Learning Gains	62%	55%	57%	64%	55%	57%
Math Lowest 25th Percentile	53%	50%	51%	54%	48%	50%
Science Achievement	53%	51%	51%	59%	49%	50%
Social Studies Achievement	71%	67%	72%	79%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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	2019	53%	52%	1%	54%	-1%
	2018	48%	48%	0%	52%	-4%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	53%	48%	5%	52%	1%
	2018	52%	48%	4%	51%	1%
Same Grade Comparison		1%				
Cohort Comparison		5%				
08	2019	56%	54%	2%	56%	0%
	2018	60%	55%	5%	58%	2%
Same Grade Comparison		-4%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	38%	43%	-5%	55%	-17%
	2018	32%	35%	-3%	52%	-20%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	53%	49%	4%	54%	-1%
	2018	58%	51%	7%	54%	4%
Same Grade Comparison		-5%				
Cohort Comparison		21%				
08	2019	25%	36%	-11%	46%	-21%
	2018	23%	32%	-9%	45%	-22%
Same Grade Comparison		2%				
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	45%	49%	-4%	48%	-3%
	2018	53%	49%	4%	50%	3%
Same Grade Comparison		-8%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	66%	-3%	71%	-8%
2018	67%	66%	1%	71%	-4%
Compare		-4%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	63%	33%	61%	35%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	61%	34%	62%	33%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	53%	43%	57%	39%
2018	98%	65%	33%	56%	42%
Compare		-2%			

Subgroup Data

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	28	47	44	36	49	41	40	54			
ELL	43	58	50	45	56	52	30	55	94		
ASN	82	79		84	84		70	86	98		
BLK	45	50	38	37	53	55	29	57	87		
HSP	55	59	51	58	61	52	50	66	89		
MUL	60	50		75	39						
WHT	79	68	54	81	66	53	67	82	96		
FRL	53	57	45	51	58	51	39	64	91		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	45	40	25	46	42	24	33			
ELL	32	57	52	39	56	53	31	67	96		
ASN	83	74		89	63		88	92	98		
BLK	41	49	42	37	43	42	40	52	86		
HSP	56	57	51	54	58	56	52	77	93		
MUL	78	82		78	65						
WHT	75	63	57	77	63	57	69	88	96		
FRL	46	51	48	46	49	49	46	62	92		
2017 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 2015-16	C & C Accel 2015-16
SWD	12	31	26	17	34	31	19	27			
ELL	34	48	44	36	54	47	17	49	83		
ASN	90	75	36	88	81		76	96	99		
BLK	42	45	35	38	53	54	36	65	85		
HSP	55	53	39	55	58	45	46	72	90		
MUL	59	60		52	52		55		90		
WHT	80	67	52	82	72	72	79	88	95		

2017 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 2015-16	C & C Accel 2015-16
FRL	49	48	38	46	56	49	41	70	85		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
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	70
Total Points Earned for the Federal Index	635
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	55
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	83
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	50
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	61
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	56
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	72
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	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data components showing the lowest performance are in the areas of ELA Lowest 25th percentile, Math lowest 25th percentile, and Science achievement. Contributing factors for science achievement include new and inexperienced team members along with the need for stronger

planning and implementation of comprehensive material to prepare for the state exam. Additionally, this was the introduction year of Comprehensive 3 which included all components of the science curriculum and most students needed more review. Contributing factors for ELA and math lowest percentile include new and inexperienced math team members, a need for increasing engagement for low performing students, as well as strengthening the relationship building component. We also feel that the a stronger mentoring program and tracking student progress protocol, which we will put in place this year, would have more positively impacted these results. Instruction was impacted by the COVID-19 pandemic which resulted in the introduction of distance learning to both students and teachers. Difficulties arose which ranged from connectivity issues, laptop availability, and attendance to name a few.

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

Science achievement showed the greatest decline with a drop of 6 percentage points. Social Studies achievement dropped 4 percentage points. Contributing factors were that in science were 2 new team members and the introduction of Comprehensive 3 Science. In Social Studies, 2 of the 4 team members were new.

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 Social Studies component was 1 percentage point below the state. ELA Lowest 25th percentile was at the same level as the state and all other areas were above the state ranging from 2 to 8 percentage points. Social Studies achievement was above the state for the prior two years; by 9 percentage points in 2017 and by 3 percentage points in 2018 showing a decline in trend. Science was above the state by 9 percentage points in 2017, 7 percentage points in 2018 and dropped 6 points below the state in 2019 showing a declining trend.

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

Math learning gains showed most improvement with a 6 percentage point gain from last year. This component was 5 percentage points above the state average and 6 percentage points above the district average. The Math Instructional Coach worked closely with all members of the math team to review data, set goals, monitor student progress, and coach new teachers through the facilitative coaching series. Weekly meetings were held to review classroom and iReady data.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our Early Warning indicators report shows that we have a total of 466 students in all 3 grade levels who have 2 or more Early Warning Indicators.

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

1. Science Achievement Data
2. Social Studies Achievement Data
3. ELA Learning Gains and ELA Lowest 25th percentile
4. ELA and Math Achievement

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Increase Science Achievement
Description and Rationale: In order for students to be equipped for success in high school science classes, they need a firm foundation in comprehensive science.

Measurable Outcome: The scores on the science FCAT will increase from 53% to 63%.

Person responsible for monitoring outcome: Raymond Yockel (raymond.yockel@ocps.net)

Evidence-based Strategy: Students will learn how to identify the critical content through focused note-taking and activating their background knowledge of prior content learned in Comprehensive 1 and Comprehensive 2 Science, or Life Science and Earth/Space Science classes.

Rationale for Evidence-based Strategy: Students need to be able to identify critical content and activate prior knowledge in order to be successful in mastering the standards that will be assessed on the state assessments.

Action Steps to Implement

1. Science teams will meet on a weekly basis to discuss data from formative and summative assessments.
2. Teams will utilize the CRM's as a resource to guide lesson plans and the implementation of best practices.
3. Team members will identify areas of growth within our school-wide professional plan and seek coaching support.
4. The instructional coach will conduct coaching cycles with the 8th grade Science teachers, using skills learned from online modules and PD, so that they can reflect and improve upon their desired teaching practices and student outcomes.
5. A systematic plan for comprehensive review of 6th and 7th grade material will be implemented by the 8th grade team.

Person Responsible Jill Trimble (jill.trimble@ocps.net)

#2. Instructional Practice specifically relating to Social Studies

Area of Focus Increase Social Studies Achievement
Description and Rationale: In order for our students to become informed, active, and productive members of our society, they must know and understand how our government functions.

Measurable Outcome: Social Studies achievement level will increase to 80%.

Person responsible for monitoring outcome: Raymond Yockel (raymond.yockel@ocps.net)

Evidence-based Strategy: Students will learn how to identify the critical content through focused note-taking and activating their background knowledge of prior content.

Rationale for Evidence-based Strategy: The end of course assessment in Civics requires students to recall and apply a vast amount of information about how our government was formed and functions.

Action Steps to Implement

1. Civics teams will meet on a weekly basis to discuss data from formative and summative assessments.
2. Teams will utilize the CRM's as a resource to guide lesson plans and the implementation of best practices.
3. Team members will identify areas of growth within our school-wide professional plan and seek coaching support.
4. The instructional coach will conduct coaching cycles with the 7th grade Civics teachers, using skills learned from the Lastinger Center, so that they can reflect and improve upon their desired teaching practices and student outcomes.
5. Select Civics teachers will attend the Civics Community Collaborative and share resources and instructional practices from this professional development with their team members.

Person Responsible Raymond Yockel (raymond.yockel@ocps.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Increase overall Math achievement
Description and Rationale: In order to ensure College and Career Readiness, it is essential to prepare our students to be critical thinkers and problem-solvers.

Measurable Outcome: To increase the overall Math achievement to 65%.

Person responsible for monitoring outcome: Raymond Yockel (raymond.yockel@ocps.net)

Evidence-based Strategy: Close reading strategies will be utilized in all classrooms to help students identify the critical content through focused note-taking and activate their background knowledge of prior content which will help address instructional gaps.

Rationale for Evidence-based Strategy: Students need to be able to identify critical content and activate prior knowledge in order to be successful in mastering the standards that will be assessed on the state assessments.

Action Steps to Implement

1. Teachers in core subject areas will use individual trackers so that students can monitor their own progress towards the full intent of the standards. Students will record their results on formative assessments on the trackers and have discussions with their teachers regarding their progress.
2. Teams will utilize the CRM's as a resource to guide lesson plans and the implementation of best practices.
3. Teachers will continue implementing Close reading strategies in math classes to help students dissect text and word problems more effectively.
4. Our Math coach will work closely with math teachers to impact results. Our Math coach will model, track data, provide instructional support, and meet frequently with the math teachers to discuss data and plan for shifts in instruction.
5. Teachers will implement strong use of EOC, iReady, and common formative assessment data to guide instruction.

Person Responsible Raymond Yockel (raymond.yockel@ocps.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: To increase the Learning gains in ELA
Increasing the learning gains overall and for the lowest quartile in ELA will support our goal of all students being able to read, interpret, and apply grade-level material and will narrow the achievement gap within our ESSA subgroups.

Measurable Outcome: Learning gains overall will increase to 65% and learning gains in the lowest quartile will increase to 60%.

Person responsible for monitoring outcome: Raymond Yockel (raymond.yockel@ocps.net)

Evidence-based Strategy: Close reading strategies will be utilized in all classrooms across the campus.

Rationale for Evidence-based Strategy: Close reading strategies will strengthen vocabulary building and comprehension skills.

Action Steps to Implement

1. ELA and Reading teams will meet regularly to discuss data and plan for shifts in instruction.
2. Intensive reading teachers and their ELA counterparts will plan together so that the reading teacher is instructing upcoming ELA content a week or two in advance.
3. Veteran teachers will continue to implement close reading strategies and new teachers will be provided professional learning development in this area.
4. A Coaching Calendar that teachers can use to sign up for individual or PLC help will be housed on our staff Canvas course.
5. Teachers will access online modules created by the coaching team to develop ELL strategies and the use of digital tools within instruction.

Person Responsible: Sarah Concepcion (sarah.concepcion@ocps.net)

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

Area of Focus Description and Rationale: Build and establish a culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs: decrease the number of students in our Early Warning Indicators Report who have 2 or more Early Warning indicators and provide opportunities of professional development for all staff by using the survey data results.

Measurable Outcome:

1. Improvement in Early Warning Systems indicator data
2. Panorama survey data
3. Cognia survey data
4. Anticipated impact of a culture and climate on student achievement

Person responsible for monitoring outcome: Raymond Yockel (raymond.yockel@ocps.net)

Evidence-based Strategy: Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

Rationale for Evidence-based Strategy: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

1. Establish a common language to support a culture of social and emotional learning with adults and students.
2. Use a process to examine the current school climate and culture.
3. Determine relevant strategies to strengthen team dynamics and collaboration across the school.
4. Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture.
5. Understand the connections between social and emotional learning and instructional strategies.

Person Responsible: Raymond Yockel (raymond.yockel@ocps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The Early Warning Indicators show we have over 466 students throughout the school who have 2 or more Early Warning indicators. These numbers represent course failures in both ELA and Math and are highest in 7th and 8th grade. As a leadership team, we will collaborate with all PLC teams in all grade levels to brainstorm and discuss the reasons students are failing those courses and what possible interventions and solutions will be needed to reduce the number of failing students in all grade levels.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school communicates the vision and mission with families and the community through the principal's weekly digital message, school website, annual open house and curriculum night, quarterly newsletter, and the school marquee.

Teachers communicate student progress with families through Skyward, Canvas, emails, phone calls, newsletters, and parent conferences.

Our families and community members are always invited to attend our after and during school events sponsored by the Parent Teacher Student Association, National Junior Honor Society, Student Council, Fine and Performing Arts Department, district academic competitions, STEM activities, and sports.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00

5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00