Sunridge Middle

2021-22 Schoolwide Improvement Plan

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Sunridge Middle

14955 SUNRIDGE BLVD, Winter Garden, FL 34787

https://sunridgems.ocps.net/

Demographics

Principal: Amy Mchale

Start Date for this Principal: 6/27/2018

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
2020-21 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 (68%) 2017-18: A (64%) 2016-17: A (75%)
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	

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	25%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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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	Position Title	Job Duties and Responsibilities
McHale, Amy	Principal	Principal monitors math programs (including high school credit math classes), overall math achievement and "bubble" math students. Supports teachers by supporting Professional Learning Communities (PLCs) and oversees implementation of interventions/support with students, conducts observations and provides growth feedback to educators. Leads planning and implementation of school initiatives as well as facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc.
Sarmiento, Sohira	Assistant Principal	Monitors ELA programs, overall ELA achievement and "bubble" ELA students; Supports teachers by supporting Professional Learning Communities (PLCs) and oversees implementation of interventions/ support with students, conducts observations and provides growth feedback to educators. Assists in planning and implementation of school initiatives as well as facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc.
Anderson, Clinton	Assistant Principal	Monitors Social Studies and Science programs, overall Civics and Science achievement and "bubble" students for Civics and Science. Monitors CTE programs. Supports teachers by supporting Professional Learning Communities (PLCs) and oversees implementation of interventions/ support with students, conducts observations and provides growth feedback to educators. Assists in planning and implementation of school initiatives as well as facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc.
Breaud, Melissa	Behavior Specialist	Staffing Specialist- Monitors our ESE population of students, including ASD Units; Monitors overall achievement, attendance and supports and monitors behavior of SWD; Supports teachers by supporting Professional Learning Communities (PLCs) and provides and implements of interventions/support with students, conducts observations and provides growth feedback to educators. Assists in planning and implementation of school initiatives as well as facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc.
Giammarino, Laura	Other	Provides support with achievement data through Unify and other platforms
Harbin, Charles	Dean	Monitors overall achievement, attendance and supports and monitors behavior of 7th grade students through interventions/support with students, observations, feedback etc.; Supports instructional practices and implementation of restorative justice practices for all faculty; Supports teachers by supporting Professional Learning Communities (PLCs) and provides and implements of interventions/ support with students, conducts observations and provides growth feedback to educators. Assists in planning and implementation of school

Name	Position Title	Job Duties and Responsibilities
		initiatives as well as facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc.
Mansier, Ann	Instructional Media	Media Specialist and Digital Instructional Coaching. Maintains digital inventory promotes literacy initiatives across campus.
Randall-Britten, Roneisha	Dean	Monitors overall achievement, attendance and supports and monitors behavior of 8th grade students through interventions/support with students, observations, feedback etc.; supports coordination of community outreach with school stakeholders; Supports teachers by supporting Professional Learning Communities (PLCs) and provides and implements of interventions/support with students, conducts observations and provides growth feedback to educators. Assists in planning and implementation of school initiatives as well as facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc.
Rodriguez, Jenny	Dean	Monitors overall achievement, attendance and supports and monitors behavior of 6th grade students through interventions/support with students, observations, feedback etc.; Supports instructional practices and implementation of best pedagogy practices for social science teachers; Supports teachers by supporting Professional Learning Communities (PLCs) and provides and implements of interventions/support with students, conducts observations and provides growth feedback to educators. Assists in planning and implementation of school initiatives as well as facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc.
Rochester, Catherine	School Counselor	SAFE Coordinator; Monitors overall achievement, attendance and supports and monitors behavior of students through interventions/support with students, observations, feedback etc.; Supports teachers by supporting Professional Learning Communities (PLCs) and provides and implements of interventions/support with students, conducts observations and provides growth feedback to educators. Assists in planning and implementation of school initiatives as well as facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc.
Hayes, Jennifer	Instructional Coach	Monitors lowest 25% reading, all writing and implementation of literacy initiatives (DPLC and iReady) with fidelity, Provides professional learning experiences and supports instructional practices and implementation of best pedagogy practices for all teachers; Supports teachers by supporting Professional Learning Communities (PLCs) and provides and implements of interventions/support with students, conducts observations and provides growth feedback to educators. Assists in planning and implementation of school initiatives as well as

Name	Position Title	Job Duties and Responsibilities
		facilitating school improvement efforts, staffing, progress monitoring, MTSS, etc.

Demographic Information

Principal start date

Wednesday 6/27/2018, Amy Mchale

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.*

6

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.*

15

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,353

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

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

7

Demographic Data

Early Warning Systems

2021-22

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	415	425	435	0	0	0	0	1275
Attendance below 90 percent	0	0	0	0	0	0	32	37	81	0	0	0	0	150
One or more suspensions	0	0	0	0	0	0	11	4	9	0	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	29	16	31	0	0	0	0	76
Course failure in Math	0	0	0	0	0	0	29	18	40	0	0	0	0	87
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	34	33	34	0	0	0	0	101
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	37	41	50	0	0	0	0	128
Number of students with a substantial reading deficiency	0	0	0	0	0	0	69	92	91	0	0	0	0	252

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	41	39	63	0	0	0	0	143

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	1	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	1	1	2	0	0	0	0	4

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - 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	436	462	475	0	0	0	0	1373
Attendance below 90 percent	0	0	0	0	0	0	25	27	19	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	3	12	13	0	0	0	0	28
Course failure in ELA	0	0	0	0	0	0	12	28	58	0	0	0	0	98
Course failure in Math	0	0	0	0	0	0	15	44	44	0	0	0	0	103
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	28	43	52	0	0	0	0	123
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	37	53	49	0	0	0	0	139

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	32	55	63	0	0	0	0	150

The number of students identified as retainees:

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

2020-21 - 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	436	462	475	0	0	0	0	1373
Attendance below 90 percent	0	0	0	0	0	0	25	27	19	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	3	12	13	0	0	0	0	28
Course failure in ELA	0	0	0	0	0	0	12	28	58	0	0	0	0	98
Course failure in Math	0	0	0	0	0	0	15	44	44	0	0	0	0	103
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	28	43	52	0	0	0	0	123
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	37	53	49	0	0	0	0	139

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	32	55	63	0	0	0	0	150

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				74%	52%	54%	71%	52%	53%
ELA Learning Gains				63%	52%	54%	58%	50%	54%
ELA Lowest 25th Percentile				50%	45%	47%	45%	42%	47%
Math Achievement				74%	55%	58%	71%	53%	58%
Math Learning Gains				63%	55%	57%	51%	51%	57%
Math Lowest 25th Percentile				54%	50%	51%	41%	44%	51%
Science Achievement				68%	51%	51%	69%	51%	52%
Social Studies Achievement				82%	67%	72%	86%	68%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	75%	52%	23%	54%	21%
Cohort Comparison						
07	2021					
	2019	69%	48%	21%	52%	17%
Cohort Comparison		-75%				
08	2021					
	2019	74%	54%	20%	56%	18%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	53%	43%	10%	55%	-2%
Cohort Comparison						
07	2021					
	2019	76%	49%	27%	54%	22%
Cohort Comparison		-53%				
08	2021					
	2019	36%	36%	0%	46%	-10%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	68%	49%	19%	48%	20%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	0%	67%	-67%	67%	-67%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	81%	66%	15%	71%	10%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	91%	63%	28%	61%	30%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	88%	53%	35%	57%	31%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready for ELA and Math
District PMAs for Algebra, Geometry, Civics and Science

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39%	42%	50%
	Economically Disadvantaged	29%	36%	33%
	Students With Disabilities	8%	12%	10%
	English Language Learners	18%	23%	26%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	MATH(116/28%)ALG(0/0%) GEO 0/0%)	MATH(165/39%)ALG(0/0%) GEO 0/0%	MATH(179/41%)ALG(0/0%) GEO (0/0%)
	Economically Disadvantaged	MATH(15/11%) ALG(0/0%) GEO(0/0%)	MATH(34/26%) ALG(0/0%) GEO(0/0%)	MATH(30/22%) ALG(0/0%) GEO(0/0%)
	Students With Disabilities	MATH(1/2%) ALG(0/0%) GEO(0/0%)	MATH(2/4%) ALG(0/0%) GEO(0/0%)	MATH(4/8%) ALG(0/0%) GEO(0/0%)
	English Language Learners	MATH(11/18%) ALG(0/0%) GEO(0/0%)	MATH(16/27%) ALG(0/0%) GEO(0/0%)	MATH(19/32%) ALG(0/0%) GEO(0/0%)

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29%	41%	40%
	Economically Disadvantaged	19%	30%	27%
	Students With Disabilities	6%	8%	10%
	English Language Learners	14%	19%	16%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	MATH(10/3%) ALG (0/0%) GEO (0/0%)	MATH(165/39%) ALG (104/98%) GEO (1/100%)	MATH(48/15%) ALG (97/99%) GEO (1/100%)
	Economically Disadvantaged	MATH(2/2%) ALG (0/0%) GEO (0/0%)	MATH(34/26%) ALG (19/100%) GEO (0/0%)	MATH(12/10%) ALG (19/100%) GEO (0/0%)
	Students With Disabilities	MATH(0/0%) ALG (0/0%) GEO (0/0%)	MATH(0/0%) ALG (1/100%) GEO (0/0%)	MATH(2/47%) ALG (1/100%) GEO (0/0%)
	English Language Learners	MATH(11/18%) ALG (0/0%) GEO (0/0%)	MATH(16/27%) ALG (3/100%) GEO (0/0%)	MATH(1/3%) ALG(2/100%) GEO (0/0%)
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	82%	81%	85%
	Economically Disadvantaged	68%	66%	74%
	Students With Disabilities	48%	57%	54%
	English Language Learners	71%	69%	67%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	37%	43%
	Economically Disadvantaged	22%	26%	29%
	Students With Disabilities	2%	6%	12%
	English Language Learners	16%	19%	19%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	MATH(1/1%) ALG (0/0%) GEO (0/0%)	MATH(4/3%) ALG (118/83%) GEO (159/92%)	MATH(4/3%) ALG (114/81%) GEO (169/98%)
	Economically Disadvantaged	MATH(1/1%) ALG (0/0%) GEO (0/0%)	MATH(3/4%) ALG (37/82%) GEO (28/88%)	MATH(2/3%) ALG (38/84%) GEO (29/91%)
	Students With Disabilities	MATH(0/0%) ALG (0/0%) GEO (0/0%)	MATH(0/0%) ALG (1/100%) GEO (5/83%)	MATH(0/0%) ALG (1/50%) GEO (5/100%)
	English Language Learners	MATH(0/0%) ALG (0/0%) GEO (0/0%)	MATH(1/4%) ALG (5/100%) GEO (4/100%)	MATH(1/4%) ALG (5/100%) GEO (4/100%)
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%	51%	60%
	Economically Disadvantaged	33%	36%	46%
	Students With Disabilities	8%	23%	18%
	English Language Learners	19%	29%	37%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	33	27	24	38	36	22	49	53		
ELL	50	70	66	53	52	43	34	60	75		
ASN	86	71		85	45	40	80	89	88		
BLK	50	45	34	43	33	37	31	60	68		
HSP	65	63	56	60	45	45	52	70	75		
MUL	83	58		80	58		92	80	77		
WHT	76	59	41	78	50	55	67	85	85		
FRL	54	51	36	49	40	40	46	62	70		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	39	29	35	46	36	40	43	83		
ELL	56	65	61	56	56	47	52	63	83		
ASN	80	67	57	85	70	71	82	95	94		
BLK	57	52	34	54	54	43	42	68	77		
HSP	68	62	54	70	61	54	64	79	87		
MUL	92	65		89	76		92	100	90		
WHT	80	66	56	80	65	55	75	85	90		
FRL	61	57	45	58	56	46	51	75	81		

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	29	42	38	38	44	30	24	61	90		
ELL	41	48	51	39	41	37	13	50	86		
ASN	76	64	55	85	57	45	79	91	89		
BLK	53	54	43	49	45	37	48	75	68		
HSP	66	55	46	67	52	42	59	86	86		
MUL	90	58		83	56			80	83		
WHT	77	59	44	77	51	42	79	88	86		
FRL	58	53	45	54	44	34	56	75	72		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	613
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall with regards to progress monitoring, students showed improvement overtime. 7th grade math, while improving overtime, is not performing at the same proficiency rate as other grade levels. Civics and Science are on a positive trend year over year in progress monitoring. One subgroup, SWD, is a group that is not experiencing the same gains as other subgroups. Our ELL groups, while increasing over time, the trend in their growth is stagnated. State assessment data indicated a slide in student performance across content areas with the exception of 6th grade math increasing 9% from 2019 and geometry increasing 6% from 2019.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students with Disabilities are the greatest need for improvement followed by our ELL subgroups that have a need for improvement. Content areas of ELA 7, ELA 8, Math 7, Math 8, Algebra grade 7 & 8, Science and Civics experience a slide in proficiency rates. Adjustments to accelerate learning and narrow gaps are required to bring the proficiency rates up to 2019 percentages or higher.

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

Examining and improving instructional practices to include differentiation, small group and cross curricular instruction are actions that need continued improvement, adjustment and monitoring. A concerted effort is needed to examine instructional practices to target our current school population. Strategies of the past will need to be adjusted to meet the needs of our current students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The overall performance of students in the progress monitoring assessments improved 10% or more in each assessment category. Our economically disadvantaged is our strongest performing subgroup across all content areas when compared with other subgroups.

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

Common planning and utilization of district instructional resources coupled with analysis of common assessment data allowed teachers to target specific standards and concepts in their instruction. During the school year all content areas shifted from school-based common assessments to district created common assessments. This allowed for more focused data analysis and better quality assessment.

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

A critical strategy is increased awareness of where students are in their learning through data analysis and open communication across PLCs and programs like ESE and MTSS departments. A strategic focus on differentiation and tiered learning experiences for students will be key in fostering accelerated learning. Adopting strategies to promote SEL growth in the classroom will also be key in laying the foundation for students to engage in accelerated learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

shift common planning time to allow for more time to plan
utilization of district created lesson plans
school-based PD on ESE and ELL strategies
focus on rotational model, differentiation and student choice

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

Targeted tutoring
data chats across content area and with at risk students with leadership team
opening teacher practice for peer-to-peer observations and feedback

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially and emotionally. Build and establish a culture of 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 needs: Promote Social-Emotional Learning and Culturally Responsive Instruction to narrow the achievement gap of subgroups Positively influence school culture and teacher practice as it relates to the safety and security of the learning environment for all students
Measurable Outcome:	Narrow achievement gap for sub-group populations and impact on student, teacher and parent surveys (cognia survey data) anticipated impact of a culture and climate on student achievement. Early Warning Systems indicator data SESIR data Panorama survey data Student Survey - School Climate, Sense of Belonging Teachers and Staff - School Climate, School Leadership, Professional Learning About SEL Family Members - Barriers to Engagement, School Climate Culture & Climate Continuum data
Monitoring:	In addition to our annual survey for staff, students and parents we will provide input opportunities for our stakeholders through out the year. Culture & Climate Continuum data Classroom Walkthrough trend data Evaluative instructional and leadership practice observational data
Person responsible for monitoring outcome:	Sohira Sarmiento (sohira.sarmiento@ocps.net)
Evidence-based Strategy:	Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies and deliberate school supports for families. Description of Monitoring: 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 the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs and family 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, including its families. To strengthen a culture of social and emotional learning with families, staff 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 integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Resources/Criteria: 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

Implement a school-wide SEL curriculum
Ensure a school team receives training on implementation of a school-wide SEL curriculum
Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum
Implement a school-wide SEL curriculum

Person Responsible   Sohira Sarmiento (sohira.sarmiento@ocps.net)

Integrating Aligned Instructional and SEL Strategies
Identify student social and emotional learning needs to prepare for academic instruction
Determine cognitive and conative strategies that align with the standard
Interpret standards and student needs to intentionally integrate aligned instructional strategies

Person Responsible   Sohira Sarmiento (sohira.sarmiento@ocps.net)

Deliberate School SEL Supports for Families
Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community and creating connections such as:
Strengthening Communication
Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House, principal breakfast)
Develop a school-wide digital communication outreach plan to inform students and families of how they can connect to the school events and resources

Person Responsible   Sohira Sarmiento (sohira.sarmiento@ocps.net)

Building Community
Establish a family resource center where families can access resources and information to support student and school success
Create a welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal)
Host events, workshops and opportunities that are relational, connected to family interests and culture, and are linked to learning

Person Responsible   Sohira Sarmiento (sohira.sarmiento@ocps.net)

Creating Connections
Establish a family -friendly system with multiple ways to gather and respond to families' questions, suggestions and needs
Create flexible events and opportunities for families (e.g. different times throughout the day, face to face, virtual, pre-recorded sessions, multiple languages)

Person Responsible   Sohira Sarmiento (sohira.sarmiento@ocps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Teachers will use common formative assessments, i-Ready and other data to progress monitor student achievement and provide interventions to students with an emphasis on sub-group populations. When educators are provided with time and resources for progress monitoring and intervention development, implementation instructional practices can be adjusted to meet the needs of all students and narrow the achievement gap. Teachers will use common formative assessments, supplemental software programs (i.e. IXL, i-Ready, Khan Academy), and other data to monitor student achievement and provide interventions to students with emphasis on sub-group populations.
Measurable Outcome:	Increased use of common formative assessment across PLC's in all content areas. Narrowing of achievement gap for students with disabilities through using high yield strategies progress monitoring and implementation of developed interventions to improve student achievement.
Monitoring:	Utilize Performance Matters to monitor the implementation and results from common assessments and to track subgroup student performance. Through coaching observations and peer coaching feedback and support in instructional strategies that will differentiate learning for subgroups of students.
Person responsible for monitoring outcome:	Amy McHale (amy.mchale@ocps.net)
Evidence-based Strategy:	Focus on High Yield strategies across content areas. Monitor progress monitoring data to ensure interventions are developed and implemented to improve student achievement
Rationale for Evidence-based Strategy:	Define high yield strategies for ESE students for all teachers and provide professional learning and support in the following areas: 1. Build system of communication of assessment information to stakeholders 2. Build a system of how we analyze data, instructional practices and make adjustments to improve stuent outcomes. 3.Develop and implement systematic approach to scaffolded supports 4. Develop and implement the use of flexible grouping 5. Provide intensive instruction. Unify and Performance Matters will provide analytic data for student performance and quality of teacher assessment. Student monitoring will include student outcomes from formative assessments and supplemental software programs. Professional learning and discourse among classroom teachers and special educators to include an understanding of each assessments purpose ensure appropriate accommodations and modifications, and fair grading practices and transition goals that are aligned with student needs.

Action Steps to Implement

1. Regularly scheduled time for collaboration and progress monitoring between classroom teacher and ESE support staff
2. PLC focus on teacher utilization of Curriculum Resource Materials and other educative resource materials available on IMS.
3. PLC utilizing Unify and Performance Matters progress monitoring resources
4. Increased communication to stakeholders of assessment information and goal development/ implementation process.

Person Responsible	Amy McHale (amy.mchale@ocps.net)

#3. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	When educators are provided with time and resources for progress monitoring and intervention development, implementation instructional practices can be adjusted to meet the needs of all students and narrow the achievement gap. Leverage innovative and best practices to impact teacher collaboration, communication and efficacy across grade level and content areas. Our work on PLCs in the past year has shown a need to implement instructional coaching feedback from curriculum leaders and the leadership team to increase teacher's pedagogy through knowledge of school improvement initiatives, content standards, disciplinary literacy, effective instruction, and assessment practices.
Measurable Outcome:	Outcomes are measured by anecdotal evidences by participating in PLCS, survey data of teacher practices in planning and collaboration, PLC agendas, Teachers that are opening up their practice to others, as a result and through using distributive leadership we expect to see our school leaders providing feedback to teachers using the instructional framework. Expect to see an increase in peer observation and feedback across PLCs.
Monitoring:	Common planning times have shifted to allow for more PLC time, multiple leadership team members will be a part of the group setting and guide the process and monitor via PLCs the feedback and look fors identified by the leadership team.
Person responsible for monitoring outcome:	Clinton Anderson (clinton.anderson@ocps.net)
Evidence-based Strategy:	Increase modeling by members of leadership to PLCs. Continuing to utilize DuFour's 4 essential questions of a PLC, PLC essential and Content Area Trainings for teachers to promote distributive leadership, Increase use of protocols for discourse and data analysis across PLCS. Build and refine systems to interpret and communicate assessment information to stakeholders; build and refine system of data analysis, instructional practice analysis, communicate best practices and celebrate success, empower teacher growth and reflection.
Rationale for Evidence-based Strategy:	Develop and increase teacher reflection and study of their practice to improve student learning and enhance instructional decision making by focusing on a common language and collaborative culture that promotes student achievement and helps teachers help students narrow the achievement gap. Teacher utilize data to collaboratively develop and implement instructional strategies coupled with appropriate accommodation and modifications, and fair grading practices that are aligned with student needs.

Action Steps to Implement

1.Shift PLC times to common planning periods during the school day to maximize time together and time with the leadership team.
2. Implement distributive leadership practices across leadership team to support PLCs to include peer feedback and coaching.
3. Facilitate use of systems to promote communication and analysis of data and instructional practices across PLCs
4. Surveys of PLC and school culture
5. Celebration of successes and growth

Person Responsible	Clinton Anderson (clinton.anderson@ocps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our incident rank data highlights violent incidents as an area of concern. Threats and Sexual Harassment are two data points that our discipline and leadership team have increased awareness. These areas will be addressed quarterly by staff in the code of conduct review. Our Title IX and Safe Coordinator will be using small groups to work with students that have been victims and assailants.

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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources and build a culture for authentic family engagement in school staff.

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

Administration- Providing culturally responsive training throughout the year, celebrations for students and staff, team building experiences during staff meetings, utilizing Panorama data to make decisions and share our strengths and weaknesses with staff to impact school culture. Providing collaborative spaces and environments on campus.

Teachers- Participating in part 2 of SEL training to shape their instruction. Teachers have also participated in an equity training and two teacher formed committees that promote a positive culture are our handbook/ discipline committee and a positive behavior committee for ideas to celebrate students who are doing well. Continuing to implement Restorative Practices in their classrooms.

Students- Student organizations promote a positive environment for staff on a monthly basis as well as organizing and promoting Kindness week and events for students. Leadership classes and clubs to engage in service learning opportunities that support a positive culture at school.

Parent Organizations- PTSO/SAC work hand in hand to promote a positive school culture by organizing quarterly celebrations for staff and end of the year student celebrations.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	$0.00
		Total:	$0.00