

Orange County Public Schools

# Legacy Middle



2021-22 Schoolwide Improvement Plan

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# Legacy Middle

11398 LAKE UNDERHILL RD, Orlando, FL 32825

<https://legacyms.ocps.net/s.net/>

## Demographics

**Principal: Jason Jimenez**

Start Date for this Principal: 7/23/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	99%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (52%) 2017-18: B (54%) 2016-17: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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## Legacy Middle

11398 LAKE UNDERHILL RD, Orlando, FL 32825

<https://legacymys.ocps.net/s.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	84%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

### School Grades History

	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Year</b> <b>Grade</b>	C	C	C	B

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### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

To ensure 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
Jimenez, Jason	Principal	The principal provides strategic direction, implements standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff, and oversee facilities.
Fuller, Beth	Assistant Principal	Assistant Principal of Instruction - oversees management of the master schedule, FTE, progress reports, report cards, The Assistant Principal assists the principal with curriculum, instruction, and data analysis. The Assistant Principal serves on the Leadership Team and supports the SIP. The Assistant Principal conducts classroom observations in order to give actionable feedback. The Assistant Principal supports school wide systems, instructional outcomes. The Assistant Principal supports Grade 8 instruction and performs other duties as assigned.
DiMura, Maria	Assistant Principal	The Assistant Principal is responsible for maintaining and fostering safe and orderly operations on school grounds in order for students to focus on learning and teachers to focus on teaching. The Assistant Principal assists the principal with curriculum, instruction, and data analysis and conducts classroom observations in order to give actionable feedback. The Assistant Principal serves on the Leadership Team and supports the SIP. The Assistant Principal supports Grade 6 instruction, and performs duties as assigned by the Principal.

### Demographic Information

**Principal start date**

Friday 7/23/2021, Jason Jimenez

**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.*

0

**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.*

11

**Total number of teacher positions allocated to the school**

45

**Total number of students enrolled at the school**

752

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

5

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

5

**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	228	246	285	0	0	0	0	759
Attendance below 90 percent	0	0	0	0	0	0	52	63	65	0	0	0	0	180
One or more suspensions	0	0	0	0	0	0	3	16	21	0	0	0	0	40
Course failure in ELA	0	0	0	0	0	0	3	11	40	0	0	0	0	54
Course failure in Math	0	0	0	0	0	0	6	21	17	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	35	43	47	0	0	0	0	125
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	38	37	40	0	0	0	0	115
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	52	65	0	0	0	0	149

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

**Date this data was collected or last updated**

Wednesday 7/28/2021

**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	263	273	278	0	0	0	0	814
Attendance below 90 percent	0	0	0	0	0	0	36	33	24	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	3	33	23	0	0	0	0	59
Course failure in ELA	0	0	0	0	0	0	10	48	55	0	0	0	0	113
Course failure in Math	0	0	0	0	0	0	19	18	35	0	0	0	0	72
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	48	51	48	0	0	0	0	147
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	42	40	67	0	0	0	0	149

**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	43	63	78	0	0	0	0	184

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

**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	263	273	278	0	0	0	0	814
Attendance below 90 percent	0	0	0	0	0	0	36	33	24	0	0	0	0	93
One or more suspensions	0	0	0	0	0	0	3	33	23	0	0	0	0	59
Course failure in ELA	0	0	0	0	0	0	10	48	55	0	0	0	0	113
Course failure in Math	0	0	0	0	0	0	19	18	35	0	0	0	0	72
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	48	51	48	0	0	0	0	147
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	42	40	67	0	0	0	0	149

**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	43	63	78	0	0	0	0	184

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	52%	54%	54%	52%	53%
ELA Learning Gains				50%	52%	54%	52%	50%	54%
ELA Lowest 25th Percentile				39%	45%	47%	41%	42%	47%
Math Achievement				51%	55%	58%	49%	53%	58%
Math Learning Gains				48%	55%	57%	47%	51%	57%
Math Lowest 25th Percentile				49%	50%	51%	48%	44%	51%
Science Achievement				48%	51%	51%	45%	51%	52%
Social Studies Achievement				67%	67%	72%	75%	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	52%	52%	0%	54%	-2%
Cohort Comparison						
07	2021					
	2019	47%	48%	-1%	52%	-5%
Cohort Comparison		-52%				
08	2021					
	2019	57%	54%	3%	56%	1%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	9%	43%	-34%	55%	-46%
Cohort Comparison						
07	2021					
	2019	48%	49%	-1%	54%	-6%
Cohort Comparison		-9%				
08	2021					
	2019	33%	36%	-3%	46%	-13%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	46%	49%	-3%	48%	-2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	66%	-1%	71%	-6%

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	74%	63%	11%	61%	13%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	53%	30%	57%	26%

**Grade Level Data Review - Progress Monitoring Assessments**

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

Progress monitoring tools used for reading and math are from our iReady BOY, MOY, and EOY assessments throughout the 2020-2021 school year. Civics and Science data is from the district-wide PMAs from the 2020-2021 school year.

Grade 6					
	Number/% Proficiency	Fall	Winter	Spring	
English Language Arts	All Students	20	20	22	
	Economically Disadvantaged	13	17	16	
	Students With Disabilities	7	6	6	
	English Language Learners	4	10	8	
	Number/% Proficiency	Fall	Winter	Spring	
Mathematics	All Students	15	16	21	
	Economically Disadvantaged	9	9	11	
	Students With Disabilities	3	3	0	
	English Language Learners	4	4	4	

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	20	21
	Economically Disadvantaged	16	16	15
	Students With Disabilities	0	0	0
	English Language Learners	8	11	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	4	5
	Economically Disadvantaged	7	2	5
	Students With Disabilities	0	0	0
	English Language Learners	3	2	7
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	44	61	54
	Economically Disadvantaged	35	56	44
	Students With Disabilities	16	29	18
	English Language Learners	28	47	36

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		18	21	20
	Economically Disadvantaged		13	14	11
	Students With Disabilities		0	3	0
	English Language Learners		3	0	5
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		6	2	2
	Economically Disadvantaged		2	1	1
	Students With Disabilities		0	0	0
	English Language Learners		0	0	3
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		37	43	44
	Economically Disadvantaged		27	37	30
	Students With Disabilities		7	8	17
	English Language Learners		15	18	11
		Number/% Proficiency	Fall	Winter	Spring

**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	7	19	16	10	24	25	7	24			
ELL	23	39	36	20	24	25	6	40	33		
ASN	75	66		75	30		71	95	88		
BLK	40	37	29	26	29	42	37	58	32		
HSP	38	39	27	32	20	22	32	44	54		
MUL	53	60		60	40						
WHT	66	51	21	54	26		62	77	68		
FRL	34	37	30	29	22	29	28	48	48		
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	15	30	30	22	38	43	25	38	30		
ELL	30	43	40	29	42	46	24	48	57		

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
ASN	76	68		83	70		78	90	84		
BLK	45	44	30	34	32	28	34	65	61		
HSP	47	47	38	42	46	52	38	61	58		
MUL	65	58		65	42		90		71		
WHT	71	55	35	71	54	61	63	77	73		
FRL	47	46	37	43	45	46	40	59	58		

  

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	17	36	30	20	35	31	10	31	41		
ELL	21	36	36	20	33	34	24	52	77		
ASN	78	64		74	59		93	96	93		
BLK	45	47	42	32	37	47	30	68	58		
HSP	49	49	40	44	43	47	40	73	68		
MUL	52	35		67	60			91	70		
WHT	63	60	38	62	58	57	56	75	76		
FRL	47	48	39	43	44	47	41	70	71		

**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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	10
Percent Tested	92%

  

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	71
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	53
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	53
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The trends that emerge across grade levels are within our subgroup data in the content areas of English language arts and mathematics. The data is stagnant for our students with disabilities and our English language learners.

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

Students with disabilities are our greatest need for improvement based on progress monitoring and 2019 state assessments.

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

Contributing factors for this need for improvement are engagement, instructional, and student-specific strategies. New actions that we are addressing is forming well standards-aligned PLCs, job-embedded professional development that is focused on engagement, instructional, and student-specific strategies to help increase these scores.

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

The most improvement is our 8th-grade science scores. Students with disabilities made gains from Fall to Spring.

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

The contributing factors to this improvement were a focus on students attending face to face and receiving their specific accommodations for learning to be successful.

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

Student accommodations, engagement, monitoring, and standards alignment need to be implemented in order to accelerate learning.

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

Professional development opportunities will focus on job-embedded PDs that are consistent throughout teacher PLCs and staff meetings that provide all teachers with learning opportunities.

These JEPDs will focus on student engagement, tech tools, ESE and ELL strategies, and standards alignment.

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

Additional services will be our mentoring program we will ensure to have for teacher support. This will provide teachers the support to learn and grow in a positive climate and safe environment.

## 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. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school’s culture for social and emotional learning, we will address the following school needs: The trends that emerge across grade levels are within our subgroup data in the content areas of English language arts and mathematics. The data is stagnant for our students with disabilities and our English language learners. Contributing factors for this need for improvement are engagement, instructional, and student-specific strategies.

**Measurable Outcome:** Alex Incident/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

**Monitoring:** Classroom Walkthrough trend data; evaluative instructional and leadership practice observational data;  
Qualitative data from students, staff, and families

**Person responsible for monitoring outcome:** Jason Jimenez (jason.jimenez@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.

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.

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**

Monitor, Measure, and Modify  
Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices; Implement a continuous improvement plan for social and emotional learning & leadership that uses cycles of professional learning. Evaluate the impact of cycles of professional learning on improvement efforts

Monitor, measure, and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture.

**Person Responsible** Beth Fuller (elizabeth.fuller@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

**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

**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** Maria DiMura (maria.dimura@ocps.net)

**Monitor, Measure, and Modify**

Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices

Implement a continuous improvement plan for social and emotional learning & leadership that uses cycles of professional learning.

Evaluate the impact of cycles of professional learning on improvement efforts

Monitor, measure, and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture.

**Person Responsible** Jason Jimenez (jason.jimenez@ocps.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.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.

**Primary Concern: 21 incidents of fighting**

**Secondary Concern: 81 total incidents**

**The school will monitor these areas of concern during the upcoming school year. School culture and environment will be monitored by reviewing discipline data and trends for decreased total behavior incidents during the upcoming school year.**

### 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.

The school plans on building a positive culture and environment with all staff members by the use of collaboration, structure, and choice. We are implementing a PLC structure to ensure teachers have our support surrounding curriculum needs, professional development, strategies, and tools, etc. This will allow for a safe place to share, plan, and collaborate as a unit. We want to promote a shared safe place for all teachers to feel supported, where they can learn together and understand that mistakes are learning opportunities not failures. Having this structure sets up our teachers for success, not only for themselves but for their students. This will also allow us to gain mutual respect and trust to build a positive culture and environment.

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

The stakeholders include the principal, the two assistant principals, and our leadership team (staffing specialist, instructional coach/CRT, media specialist, the two deans, our SAFE coordinator, and our guidance team.

The admin team will be at the forefront of support in PLCs. The remaining part of the leadership team will focus on supporting our teachers through SEL, behavior, tech tools, and engagement strategies, as well as, promoting a safe space for students to feel comfortable to share their needs so, in turn, we all can help them succeed and lead our students to success.

### 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
			Total: \$0.00