

Orange County Public Schools

# Southwest Middle



## 2021-22 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

<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)	77%
<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: A (63%) 2017-18: A (63%) 2016-17: A (64%)
<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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## Southwest Middle

6450 DR PHILLIPS BLVD, Orlando, FL 32819

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

### 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	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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	Position 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, social and emotional development of each student, as well as the professional development of each staff member.</p> <ul style="list-style-type: none"> <li>- 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, Safety and support departments</li> <li>- Provides a common vision for the use of data-based decision-making</li> <li>- Ensures the school based-team is providing intervention support and documentation</li> <li>- Ensures adequate professional development occurs for faculty and staff to ensure all students succeed</li> <li>- Works with technology team to create a plan to benefit student achievement</li> <li>- 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</li> <li>- Identifies teacher leaders to continue the school's mission and vision</li> <li>- Engages parents and community members regarding school-based decisions</li> </ul>
Concepcion, Sarah	Assistant Principal	<p>Assistant Principal of Instruction -</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- Provides a common vision for the use of data-based decision-making</li> <li>- Oversees, coordinates, and monitors the implementation of best practices for all ELL students</li> <li>- Ensures the school based-team is providing intervention support and documentation</li> <li>- Ensures adequate professional development occurs for faculty and staff to ensure all students succeed</li> <li>- 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</li> <li>- Works with technology team to create a plan to benefit student achievement</li> <li>- Oversees the implementation of testing through district, state, and national protocols</li> <li>- Identifies teacher leaders to continue the school's mission and vision</li> <li>- Engages parents and community members regarding school-based decisions</li> </ul>



Name	Position Title	Job Duties and Responsibilities
Trimble, Jill	Assistant Principal	<p>Assistant Principal -</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- 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</li> <li>- Oversees, coordinates, and monitors the implementation of best practices for inclusive education for all SWDs</li> <li>- Oversees, coordinates, and monitors the implementation of the OCPS Code of Student Conduct and Restorative Practices</li> <li>- 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</li> <li>- Provides a common vision for the use of data-based decision-making</li> <li>- Ensures the school based-team is providing intervention support and documentation</li> <li>- Ensures adequate professional development occurs for faculty and staff to ensure all students succeed</li> <li>- Works with technology team to create a plan to benefit student achievement</li> <li>- Works with implementation of testing through district, state, and national protocols</li> <li>- Identifies teacher leaders to continue the school's mission and vision</li> <li>- Engages parents and community members regarding school-based decisions</li> </ul>
Daher, Maria	ELL Compliance Specialist	<ul style="list-style-type: none"> <li>- Responsible for all federal, state, and district mandates governing the education of our English Language Learners (ELL)</li> <li>- Provides all teachers with professional development and technical assistance with implementation of data-based instructional planning and practices with ELL students</li> <li>- Provides support to beginning new teachers with assistance in the implementation of best practices with ELL students</li> <li>- Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies</li> <li>- Provides whole school screening programs that provide early intervention services for students considered "at risk"</li> <li>- Assists with the implementation and support of progress monitoring, data collection, and data analysis</li> <li>- Supports reading teachers in the implementation of best practices for ELL students with reading deficiencies</li> </ul>
Esquivel Perez, Imer	Instructional Technology	<p>Technical Support Representative -</p> <ul style="list-style-type: none"> <li>- Develops or brokers technology necessary to manage and display data</li> <li>- Provides technical support to teachers and staff regarding data management and display</li> <li>- Works to create systems that support a learning environment for all</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>students that can be maintained by faculty and staff</p> <ul style="list-style-type: none"> <li>- Diagnoses technological issues and use information from students and teachers to fix various problems or schedules repairs if unable to fix on-site</li> <li>- 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</li> <li>- Install and maintain hardware, software, and other equipment to meet school needs, and install security patches and updates when necessary</li> <li>- Maintain detailed records of reported issues and completed solutions along with any further actions required of TSR</li> </ul>
Gash, Kelly-Ann	Other	<p>SAFE Coordinator -</p> <ul style="list-style-type: none"> <li>- Provides a proactive program that collaborates with teachers and parents on identifying and intervening of a student's academic and social/emotional needs</li> <li>- Mental health designee and community resource liaison</li> <li>- Creates a safe space for students and parents who have concerns that need to be addressed in a timely manner</li> <li>- Conducts restorative practice sessions with students to increase academic, social, emotional, and behavioral success</li> <li>- 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</li> <li>- Creates a safe space for students and parents who have concerns that need to be addressed in a timely manner</li> </ul>
Newbold, Elizabeth	Reading Coach	<p>Reading Coach -</p> <ul style="list-style-type: none"> <li>- Provides ELA and Reading teachers with professional development and technical assistance with implementation of data-based instructional planning and practices</li> <li>- Facilitates and supports data collection and data analysis activities</li> <li>- Supports ELA and Reading teachers through the coaching cycle</li> <li>- Provides support with the implementation of iReady</li> <li>- Provides professional development and technical assistance to teachers regarding the analysis of the iReady data and shifts in instruction based on that data</li> <li>- Supports the implementation of Tier III intervention plans</li> </ul>
Sapp, Daniel	Dean	<p>Dean of 6th grade students -</p> <ul style="list-style-type: none"> <li>- Responsible for protecting the health and welfare of all our students</li> <li>- 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</li> <li>- Conducts Restorative Practice sessions with students to increase academic, social, emotional, and behavioral success</li> <li>- Participates the School Threat Assessment Team (STAT) to ensure response protocols and interventions are discussed to assist with the</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>academic needs, social-emotional needs and safety of all on campus</p> <ul style="list-style-type: none"> <li>- Ensures the school based-team is providing intervention support and documentation</li> <li>- Communicates daily with students, parents, and teachers regarding discipline matters</li> <li>- Assists staff with behavior management plans for students with chronic discipline problems</li> <li>- Coordinates the before and after school program</li> <li>- Assist with the supervision of organized student gatherings to ensure the safety of all attendees</li> <li>- Responsible for supervision of the 6th grade student lunchroom and work duty assignments</li> <li>- Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals</li> <li>- Assists teachers with effective classroom management when needed</li> </ul>
Brown, Katharine	Curriculum Resource Teacher	<ul style="list-style-type: none"> <li>- Facilitates and supports data collection activities</li> <li>- Assists in data analysis and construction of goal setting within Professional Learning Communities (PLC)</li> <li>- Provides professional development and technical assistance to teachers regarding data-based instructional planning</li> <li>- Supports the instructional implementation of Tier I, Tier II, and Tier III intervention</li> <li>- Plan, engage, implement, and support instructional use of technology</li> <li>- Participates in the design and delivery of professional development</li> <li>- Works with implementation of testing through district, state, and national protocols</li> <li>- Provides support to beginning new teachers with assistance in the implementation of best practices with ELL and SWD students</li> <li>- Provides professional development and technical assistance to teachers regarding the analysis of the iReady and PMA data and shifts in instruction based on that data</li> </ul>
Craig, Nicole	Instructional Coach	<p>Instructional Coach -</p> <ul style="list-style-type: none"> <li>- Provides ELA and Reading teachers with professional development and technical assistance with implementation of data-based instructional planning and practices</li> <li>- Provides support to beginning new teachers with assistance in the implementation of best practices with ELL and SWD students</li> <li>- Supports teachers through the coaching cycle</li> <li>- Provides support with the implementation of iReady</li> <li>- Provides professional development and technical assistance to teachers regarding the analysis of the iReady data and shifts in instruction based on that data</li> <li>- Implements and supports MTSS, ESE, and 504 guidelines</li> <li>- Assists in the implementation for progress monitoring, data collection, and data analysis</li> <li>- Provides support for assessment and implementation monitoring</li> </ul>

Name	Position Title	Job Duties and Responsibilities
Singletary, Peter	Instructional Media	<p>Digital Media Specialist -</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Joins with teachers and students to plan and implement meaningful experiences that will promote a love of reading and lifelong learning</li> <li>- 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</li> <li>- Provides and plans professional development opportunities within the school for and with all staff</li> <li>- Shares expertise by presenting at faculty meetings, parent meetings, and school committee meetings developed and upto-date district policies concerning such issues as materials selection, circulation, privacy, reconsideration of materials, copyright, and acceptable use</li> <li>- 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</li> <li>- Maintaining frequent and timely communication to stakeholders through the school and library website, parent newsletter, e-mail, and other formats</li> </ul>
Thibeau, Mary	Math Coach	<p>Math Coach -</p> <ul style="list-style-type: none"> <li>- Provides math teachers with professional development and technical assistance with implementation of data-based instructional planning and practices</li> <li>- Provides support to beginning new teachers with assistance in the implementation of best practices with ELL and SWD students</li> <li>- Supports math teachers through the coaching cycle</li> <li>- Provides support with the implementation of iReady</li> <li>- Provides professional development and technical assistance to teachers regarding the analysis of the iReady data and shifts in instruction based on that data</li> </ul>
West, Keith	Staffing Specialist	<ul style="list-style-type: none"> <li>- Coordinates with school, district, teachers, service providers, families, and parent representatives to convene all Individual Education Plans (IEPs) and Educational Plans (EPs)</li> <li>- Facilitate and provide training to school staff relative to ESE procedures, least restrictive environment, PEER and other issues involving exceptional student education</li> <li>- Liaison/trainer to school staff regarding changes related to exceptional student education in school board policies/procedures, state and federal laws and program services provided by the district</li> <li>- Coordinate and participate in articulation meetings for students promoting from 5th-6th grade and 8th-9th grade</li> <li>- Consult with district teachers regarding strategies and teaching techniques</li> <li>- Coordinate the collection of all necessary documentation prior to a</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>student being considered for eligibility under an exceptional education program and/or service</p> <ul style="list-style-type: none"> <li>- Assist in the development of all IEP, EP documents required for eligible and identified ESE students actively enrolled at the school site</li> <li>- Maintain accurate ESE paperwork and supporting documentation to reflect the appropriate service delivery models and compliance with services for all ESE students as identified on the IEP and EP</li> <li>- Maintain and ensure that all ESE paperwork is accurate and current for gifted students as identified on the IEP and EP</li> <li>- Maintain and organize ESE folder(s) in student cumulative files</li> <li>- Maintain all ESE student program data within the district's student database (Skyward) ensuring accuracy and current level of service identified in the student's IEP and EP in order to obtain maximum funding for ESE students</li> <li>- Serve as the school contact for all State Reporting and FTE issues and data corrections regarding exceptional student education through each FTE Survey period</li> </ul>
Jay, Jill	School Counselor	<p>Lead and 6th Grade Guidance Counselor -</p> <ul style="list-style-type: none"> <li>- Provides a proactive program that collaborates with teachers and parents on identifying and intervening of a student's academic and social/emotional needs</li> <li>- Develops student schedules based on student requests to provide the best opportunity for student success</li> <li>- Ensures FTE protocols are in compliance</li> <li>- Conducts restorative practice sessions with students to increase academic, social, emotional and behavioral success</li> <li>- Creates a safe space for students and parents to effectively communicate with and involve parents in improving student performance. This also includes the referral of students and parents to appropriate specialists in keeping with district guidelines</li> <li>- Provides crisis intervention services, e.g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate</li> <li>- Maintains student guidance records and confidentiality</li> <li>- Confers with teachers to provide possible interventions for classroom academic or behavior modifications</li> <li>- Identifies and evaluates critical data such as grades, test scores, attendance, and behavior. Uses data to develop strategies to positively impact students.</li> <li>- Participates in a multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations.</li> </ul>
Guerrero, Claribar	School Counselor	<p>7th Grade Guidance Counselor -</p> <ul style="list-style-type: none"> <li>- Provides a proactive program that collaborates with teachers and parents on identifying and intervening of a student's academic and social/emotional needs</li> <li>- Develops student schedules based on student requests to provide the</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>best opportunity for student success</p> <ul style="list-style-type: none"> <li>- Ensures FTE protocols are in compliance</li> <li>- Conducts restorative practice sessions with students to increase academic, social, emotional and behavioral success</li> <li>- Creates a safe space for students and parents to effectively communicate with and involve parents in improving student performance. This also includes the referral of students and parents to appropriate specialists in keeping with district guidelines</li> <li>- Provides crisis intervention services, e.g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate</li> <li>- Maintains student guidance records and confidentiality</li> <li>- Confers with teachers to provide possible interventions for classroom academic or behavior modifications</li> <li>- Identifies and evaluates critical data such as grades, test scores, attendance, and behavior. Uses data to develop strategies to positively impact students.</li> <li>- Participates in a multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations.</li> </ul>
Guity, Rene	School Counselor	<p>8th Grade Guidance Counselor -</p> <ul style="list-style-type: none"> <li>- Provides a proactive program that collaborates with teachers and parents on identifying and intervening of a student's academic and social/emotional needs</li> <li>- Develops student schedules based on student requests to provide the best opportunity for student success</li> <li>- Ensures FTE protocols are in compliance</li> <li>- Conducts restorative practice sessions with students to increase academic, social, emotional and behavioral success</li> <li>- Creates a safe space for students and parents to effectively communicate with and involve parents in improving student performance. This also includes the referral of students and parents to appropriate specialists in keeping with district guidelines</li> <li>- Provides crisis intervention services, e.g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate</li> <li>- Maintains student guidance records and confidentiality</li> <li>- Confers with teachers to provide possible interventions for classroom academic or behavior modifications</li> <li>- Identifies and evaluates critical data such as grades, test scores, attendance, and behavior. Uses data to develop strategies to positively impact students.</li> <li>- Participates in a multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations.</li> </ul>
Morgan, Cicily	Dean	<p>Dean of 7th grade students -</p> <ul style="list-style-type: none"> <li>- Responsible for protecting the health and welfare of our students</li> <li>- Assists students in establishing high standards of conduct and address</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<p>the improvement of student attendance and discipline in accordance with OCPS Code of Student Conduct</p> <ul style="list-style-type: none"> <li>- Conducts Restorative Practice sessions with students to increase academic, social, emotional, and behavioral success</li> <li>- Ensures the school based-team is providing intervention support and documentation</li> <li>- Communicates daily with students, parents, and teachers regarding behavioral matters</li> <li>- Assists staff with behavior management plans for students with chronic discipline problem</li> <li>- Assist with the supervision of organized student gatherings to ensure the safely of all attendees</li> <li>- Responsible for supervision of the 7th grade student lunchroom and work duty assignments</li> <li>- Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals</li> <li>- Assists teachers with effective classroom management when needed</li> <li>- SAC Chairperson</li> <li>- ADDitions and PIE Coordinator</li> </ul>
Roberson, Christopher	Dean	<p>Dean of 8th grade students -</p> <ul style="list-style-type: none"> <li>- Responsible for protecting the health and welfare of our students</li> <li>- 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</li> <li>- Conducts Restorative Practice sessions with students to increase academic, social, emotional, and behavioral success</li> <li>- Ensures the school based-team is providing intervention support and documentation</li> <li>- Communicates daily with students, parents, and teachers regarding discipline matters</li> <li>- Assists staff with behavior management plans for students with chronic discipline problems</li> <li>- Assist with the supervision of organized student gatherings to ensure the safely of all attendees</li> <li>- Responsible for supervision of the 8th grade student lunchroom and work duty assignments</li> <li>- Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals</li> <li>- Assists teachers with effective classroom management when needed</li> <li>- Responsible for facilities</li> </ul>
Miller, Shawn	Behavior Specialist	<ul style="list-style-type: none"> <li>- Assists ESE teachers and acts as a classroom facilitator to assess best learning practices for teachers to use in the classroom</li> <li>- Monitors functional behavior assessments and behavior intervention programs</li> <li>- Conducts one-on-one social skills lessons with ESE students</li> <li>- Participates in a cooperative effort with faculty and staff to plan,</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>implement and evaluate school wide ESE programs</p> <ul style="list-style-type: none"> <li>- Participates in Florida Department of Education required workshops and other trainings</li> <li>- Processes ESE discipline referrals and assist with PLC compliance issues</li> <li>- Maintains contact with teachers and parents in conjunction with administrative team (i.e. ESE teacher, assistant principal and principal) through teacher/parent conferences and IEP team meetings</li> <li>- Determines the appropriate methods to use in resolving student behavior problems with ESE students</li> <li>- Observes and assesses teacher/student needs to promote a productive learning environment</li> <li>- Responsible for timely and accurate information they maintain as a part of their job responsibilities</li> <li>- Trained in Professional Crisis Management (PCM) and Crisis Prevention Intervention (CPI)</li> </ul>

### 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.*

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.*

20

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

95

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

1,388

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

18

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

20

#### 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	488	315	498	0	0	0	0	1301
Attendance below 90 percent	0	0	0	0	0	0	93	41	103	0	0	0	0	237
One or more suspensions	0	0	0	0	0	0	7	7	31	0	0	0	0	45
Course failure in ELA	0	0	0	0	0	0	30	10	172	0	0	0	0	212
Course failure in Math	0	0	0	0	0	0	42	11	145	0	0	0	0	198
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	86	26	96	0	0	0	0	208
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	84	32	96	0	0	0	0	212
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	80	27	193	0	0	0	0	300

**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	1	0	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	2	2	1	0	0	0	0	5

**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	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

**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	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

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Indicator	Grade Level													Total
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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

## 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				62%	52%	54%	61%	52%	53%
ELA Learning Gains				61%	52%	54%	59%	50%	54%
ELA Lowest 25th Percentile				47%	45%	47%	48%	42%	47%
Math Achievement				63%	55%	58%	61%	53%	58%
Math Learning Gains				62%	55%	57%	56%	51%	57%
Math Lowest 25th Percentile				53%	50%	51%	52%	44%	51%
Science Achievement				53%	51%	51%	59%	51%	52%
Social Studies Achievement				71%	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	53%	52%	1%	54%	-1%
Cohort Comparison						
07	2021					
	2019	53%	48%	5%	52%	1%
Cohort Comparison		-53%				
08	2021					
	2019	56%	54%	2%	56%	0%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	38%	43%	-5%	55%	-17%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	53%	49%	4%	54%	-1%
Cohort Comparison		-38%				
08	2021					
	2019	25%	36%	-11%	46%	-21%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	45%	49%	-4%	48%	-3%
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	63%	66%	-3%	71%	-8%
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	96%	63%	33%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	53%	43%	57%	39%

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

6th,7th, 8th grade - iReady Reading and Math (BOY, MOY, EOY)

7th grade - PMA - Civics (FALL, WINTER, SPRING)

8th grade PMA - Science (FALL, WINTER, SPRING)

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22	28	29
	Economically Disadvantaged	15	19	22
	Students With Disabilities	3	9	7
	English Language Learners	9	10	11
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15	22	31
	Economically Disadvantaged	10	13	20
	Students With Disabilities	0	6	0
	English Language Learners	4	7	11

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	21	24
	Economically Disadvantaged	11	14	14
	Students With Disabilities	0	0	4
	English Language Learners	9	8	12
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2	4	9
	Economically Disadvantaged	1	2	5
	Students With Disabilities	0	0	6
	English Language Learners	0	2	6
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	67	69	65
	Economically Disadvantaged	60	60	58
	Students With Disabilities	24	38	52
	English Language Learners	47	54	48

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	24	30
	Economically Disadvantaged	17	16	24
	Students With Disabilities	0	5	7
	English Language Learners	6	9	14
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2	3	0
	Economically Disadvantaged	0	1	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	33	48	49
	Economically Disadvantaged	25	41	34
	Students With Disabilities	14	46	14
	English Language Learners	14	29	25

## 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	26	37	24	24	31	28	35	37			
ELL	30	54	53	30	43	43	28	51	71		
ASN	89	67		89	40		92	100	93		
BLK	37	38	29	23	24	25	26	51	45		
HSP	47	53	51	44	39	40	41	62	78		
MUL	56	31		42	36						
WHT	68	57	48	69	40	32	72	79	85		
FRL	43	47	44	38	34	31	38	57	65		
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		

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	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		

### 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	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	10
Percent Tested	90%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	46
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	81
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	35
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	51
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	41
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	62
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	45
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?

At the end of 2021 based on FSA data we ended the year with:

55% proficiency in ELA (2018-2019 was 62% proficiency for a 7 point loss)

51% proficiency in Math (2018-2019 was 63% proficiency for a 12 point loss)

50% proficiency in G8 Science (2018-2019 was 53% for a 3 point loss)

67% proficiency in Civics (2018-2019 was 71% for a 4 point loss)

79% proficiency in Acceleration (2019-2019 was 93% for a 14 point loss)

Algebra 1 EOC passing rate dropped significantly, impacting our overall math data and acceleration component.

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

We had drops in all of our FSA math categories including learning gains and lowest 25%.

Most significant drops were with Math learning gains (-25 points) and lowest 25% math (-18 points).

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

Due to COVID and the pivot to LaunchEd, SWD students struggled the most during online instruction without the added support of a face-to-face teacher. In addition, the ALG/GEO teacher went on maternity leave in November and students were placed with three other teachers.

New Actions -

- Individualized scheduling for algebra students to place in more leveled classes for stronger differentiated instruction.
- Move strongest 6th grade math teacher into 7th grade.
- Identify SWD students and prioritize schedules for all core classes.
- Staffing changes in our ESE department to better support these students.
- Instructional staff PD scheduled in areas such as effective student data tracking and data chats, deepening formative assessment practices, and interpreting data to drive instruction.

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

Civics and Science NGSSS scores slightly improved.

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

## Civics -

1. Civics teams met on a weekly basis to discuss data from formative and summative assessments.
2. Teams utilized the CRM's as a resource to guide lesson plans and the implementation of best practices.
3. Team members identified areas of growth within our school-wide professional plan and seek coaching support.
4. The instructional coach conducted 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 attended the Civics Community Collaborative and share resources and instructional practices from this professional development with their team members.

## Science -

1. Science teams met on a weekly basis to discuss data from formative and summative assessments.
2. Teams utilized the CRM's as a resource to guide lesson plans and the implementation of best practices.
3. Team members identified areas of growth within our school-wide professional plan and seek coaching support.
4. The instructional coach conducted 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 was implemented by the 8th grade team.

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

Refresher course on Performance Matter (Data)  
 How to build classroom community and improve student engagement  
 Student talk and collaboration  
 Meaning data chats with students  
 Deepening Learning through questioning and student reflection  
 Small group collaboration

**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.**

Instructional coach and CRT will provide the following professional development to the staff throughout the year:

- the common features and functions for using Performance Matters to generate student data.
  - ways to build respect-driven classrooms, improve student engagement, and diversify our instructional practices in an effort to build a student-centered community in the classrooms.
  - how to build community in our classrooms by exploring student talk and collaborative learning practices, including areas such as non-verbal collaboration, purpose-driven student talk, and how to use rubrics to assess these areas.
  - discuss the steps for a successful data chat process with students, including some practical ways to implement this process in a teacher's instructional calendar.
  - discussion about how to deepen student reflection practices to get more academic use from them.
- We will discuss how note-taking can be beneficial in this process, along with how to structure and assess written reflections in any subject area.
- explore how to interpret instructional data and how to deepen questioning strategies in our lessons to get a more accurate understanding of what our students know.
  - how to implement student-centered small groups to help students demonstrate mastery of learning concepts.

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

Administration and instructional coaches will be implementing classroom walkthroughs on a weekly basis to identify areas of need and focus on classroom procedures; selected teachers will be going through the coaching cycle with the instructional coach; teachers will receive actionable feedback and specific positive feedback following every classroom visit; continuous plan for professional development for teachers to assist them with small group instruction; monitoring PLC data meetings to observe and assist with questions; continue to incorporate the SEL year 1 and 2 strategies to help improve student performance and increase student achievement through a more effective approach to instructional techniques and strategies

### **Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus Description and Rationale:</b>	<p>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:</p> <ol style="list-style-type: none"> <li>1. Establish a common language to support a culture of social and emotional learning with adults and students.</li> <li>2. Use a process to examine the current school climate and culture.</li> <li>3. Determine relevant strategies to strengthen team dynamics and collaboration across the school.</li> <li>4. Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture.</li> <li>5. Understand the connections between social and emotional learning and instructional strategies.</li> <li>6. The school will communicate 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.</li> <li>7. Teachers communicate student progress with families through Skyward, Canvas, emails, phone calls, newsletters, and parent conferences.</li> <li>8. Our families and community members are invited to attend our after and during school sponsored events by the Parent Teacher Student Association, National Junior Honor Society, Student Council, Fine and Performing Arts Department, district academic competitions, STEM activities and sports.</li> </ol>
<b>Measurable Outcome:</b>	<p>Early Warning Systems indicator data  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  Culture &amp; Climate Continuum data</p>
<b>Monitoring:</b>	<p>Culture &amp; Climate Continuum data  Classroom Walkthrough trend data  Evaluative instructional and leadership practice observational data  Qualitative data from students, staff, and families</p>
<b>Person responsible for monitoring outcome:</b>	<p>Raymond Yockel (raymond.yockel@ocps.net)</p>
<b>Evidence-based Strategy:</b>	<p>Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a schoolwide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.</p> <p>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.</p>

**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**

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** Raymond Yockel (raymond.yockel@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** Raymond Yockel (raymond.yockel@ocps.net)

Deliberate School SEL Supports for Families:

Identify strategies to support family engagement based on Panorama Family Members Survey:

- \*Strengthen Communication
- \*Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House, principal breakfast)
- \*Develop school-wide digital communication outreach plan to inform students and families how they can connect to school events and resources.
- \*Build Community
- \*Establish family resource center where families can access resources and information to support success
- \*Create 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 linked to learning
- \*Create Connections
- \*Establish 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** Raymond Yockel (raymond.yockel@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** Raymond Yockel (raymond.yockel@ocps.net)

## #2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

<b>Area of Focus Description and Rationale:</b>	Due to COVID and the pivot to LaunchED, SWD and Black students struggled the most during online instruction without the added support of a face-to-face teacher. In addition, one of the teachers went on maternity leave in November and students were placed with three other teachers.
<b>Measurable Outcome:</b>	By having clear, measurable goals for individual student achievement, the specific measurable outcome the school plans to achieve is raising the Math achievement gains for SWD from 49% to 65%, Math learning gains from 49% to 65%, and the Math lowest 25% from 41% to 60%. In addition to raising the Math scores for SWD, the school will raise the Math achievement gains for BLK students from 37% to 65%, Math learning gains from 53% to 65%, and the Math lowest 25% from 55% to 60%.
<b>Monitoring:</b>	Core subject PLCs will meet weekly and discuss SBUA, PMA, and iReady data and how they are adjusting their instruction to meet the learning goals established for each student. Individualized scheduling will be done for algebra students to place in more leveled classes for stronger differentiated instruction and review CWT data to determine trends across the school and develop professional development to meet these needs.
<b>Person responsible for monitoring outcome:</b>	Raymond Yockel (raymond.yockel@ocps.net)
<b>Evidence-based Strategy:</b>	Teachers will be given planning days for PLC's to discuss data and goals. Teachers will analyze current data and review instructional calendar to make adjustments and to determine any additional strategy implementation such as small group scaffolded instruction and individual student progress monitoring. Additionally, teachers will be given a refresher course on Performance Matter (data), Professional Development (PD) on how to build classroom community and improve student engagement; PD on small group collaboration; and deepening learning through questioning and student reflection.
<b>Rationale for Evidence-based Strategy:</b>	Now that schools are back in the building, face-to-face instruction allows teachers to focus more on student engagement, collaboration, and differentiation, all three components which directly impact our SWD and Black student subgroups. In an effort to improve these strategies which may or may not have been utilized over the past two year period, school-based professional development will focus on refreshing these concepts for teachers, as well as assisting with implementation in the classroom.

### Action Steps to Implement

*No action steps were entered for this area of focus*

### 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.

**Overall comparison of Southwest MS and the state indicates we are in the low category with an average discipline of 1.9 incidents per 100 students. We rank 153 out of 553 middle schools in the state. Our primary concern is in property incidents. Property incidents of vandalism were high although there were only 2 incidents per 100 students. Additionally, concern for violent incidents cannot be overlooked. The top five areas of concern are: fighting, physical attacks, sexual harassment, threats/intimidation, and bullying. Our school has created a Behavior Committee with an emphasis on the social and emotional learning of students and staff. The committee will work in conjunction with the Deans and Guidance counselors to discuss behaviors and concerns that affect the school campus. Students will also have access to counseling with our SAFE coordinator, Guidance counselors, Mental Health counselors, Social Workers, and referrals to outside agencies when needed.**

#### **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.

Below is the core team of teachers and administrators from Southwest Middle School who will attend district-wide professional learning throughout the year. The core team will work with the broader school team (which consists of staff members from each department and classified staff) and will implement professional learning for staff and families, based on school and community needs. School leadership teams will collaborate with school stakeholders to 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.

Raymond Yockel - Principal, SEL site based team member  
 Jill Trimble - Assistant Principal, SEL site based team member  
 Kelly-Anne Gash - SAFE Coordinator, SEL site based team member  
 Sally Marjama - Teacher, SEL site based team member  
 Lyndsey Russell - Teacher, SEL site based team member  
 Shawn Rymer - Teacher, SEL site based team member

### 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: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00