

Orange County Public Schools

Gotha Middle



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Positive Culture & Environment	24
Budget to Support Goals	0

Gotha Middle

9155 GOTHA RD, Windermere, FL 34786

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

Demographics

Principal: Monica Emery

Start Date for this Principal: 7/28/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: C (53%) 2016-17: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	0

Gotha Middle

9155 GOTHA RD, Windermere, FL 34786

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>70%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>69%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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
Emery, Monica	Principal	Ensures a school-wide common vision for the use of data-based decision-making and problem-solving process to ensure that the school-based team is implementing MTSS. In addition to ensuring the implementation of the intervention, support, and documentation, she provides professional development to support the fidelity of implementation and communicates with parents regarding standards-based instruction, progress toward meeting school goals, and oversees all daily school operations.
Calio, Denise	Assistant Principal	Identifies and analyzes existing research regarding scientifically-based curriculum and behavior assessment and intervention approaches. Identifies systemic patterns of student needs, appropriate, evidence-based intervention strategies, and early intervention services for "at-risk" students. Assists in progress monitoring, data collection, data analysis, professional development, and assessment and accountability.
Brown, Rebecca	Instructional Coach	Provides information regarding instruction in the core classes, collaborates with teachers regarding best practices in curriculum, instruction, and assessment. Facilitates Professional Learning Community meetings to ensure instructional decisions are data-based and student outcomes are clearly defined.
Nealy, Angela	Attendance/Social Work	SAFE Coordinator: Participates in the collection, interpretation, and analysis of data. She facilitates the development of intervention plans, provides support for implementation, and provides professional development and assistance for problem-solving activities including data collection, data analysis, intervention planning.
McGinley, Marjorie	ELL Compliance Specialist	ESE and ELL support for small group instruction and interventions. Supports the ELL and ESE population with accommodations and tiered interventions.
Fogarty, Laura	Staffing Specialist	Participates in student data collection, integrates core instruction, materials, and activities into Tier II and III instruction, classroom interventions, and student goal achievement. She ensures state compliance with student Individual Education Plans and coordinated services.
Hayes, Kimberly	Dean	An active participant in building relationships and monitoring student support system and disciplinary action as identified in the code of conduct. Provides quality services and expertise regarding issues ranging from program design to assessment and intervention with individual students. Provides both in-school and home-community interventions, and connects students and families with community agencies to support the student's academic, emotional, behavioral, and social success.

Name	Position Title	Job Duties and Responsibilities
Taylor, Richard	Dean	An active participant in building relationships and monitoring student support system and disciplinary action as identified in the code of conduct. Provides quality services and expertise regarding issues ranging from program design to assessment and intervention with individual students. Provides both in-school and home-community interventions, and connects students and families with community agencies to support the students' academic, emotional, behavioral, and social success.
Soper, Christina	School Counselor	She provides quality services and expertise regarding issues ranging from program design to assessment and intervention with individual students. Provides both in-school and home/community interventions, and connects students and families with community agencies to support the student's academic, emotional, behavioral, and social success.
Bernier, Jody	School Counselor	She provides quality services and expertise regarding issues ranging from program design to assessment and intervention with individual students. Provides both in-school and home/community interventions, and connects students and families with community agencies to support the student's academic, emotional, behavioral, and social success.

Demographic Information

Principal start date

Wednesday 7/28/2021, Monica Emery

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.*

2

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

15

Total number of teacher positions allocated to the school

73

Total number of students enrolled at the school

1,153

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

13

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

10

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	331	361	397	0	0	0	0	1089
Attendance below 90 percent	0	0	0	0	0	0	50	68	73	0	0	0	0	191
One or more suspensions	0	0	0	0	0	0	1	10	16	0	0	0	0	27
Course failure in ELA	0	0	0	0	0	0	20	19	101	0	0	0	0	140
Course failure in Math	0	0	0	0	0	0	27	25	53	0	0	0	0	105
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	38	54	59	0	0	0	0	151
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	39	60	67	0	0	0	0	166
Number of students with a substantial reading deficiency	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	47	65	98	0	0	0	0	210

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	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	5	3	0	0	0	0	8

Date this data was collected or last updated

Thursday 7/29/2021

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	350	410	377	0	0	0	0	1137
Attendance below 90 percent	0	0	0	0	0	0	33	71	71	0	0	0	0	175
One or more suspensions	0	0	0	0	0	0	14	19	21	0	0	0	0	54
Course failure in ELA	0	0	0	0	0	0	25	123	32	0	0	0	0	180
Course failure in Math	0	0	0	0	0	0	25	55	116	0	0	0	0	196
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	53	69	100	0	0	0	0	222
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	60	77	114	0	0	0	0	251

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	58	116	141	0	0	0	0	315

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	5	3	2	0	0	0	0	10

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	350	410	377	0	0	0	0	1137
Attendance below 90 percent	0	0	0	0	0	0	33	71	71	0	0	0	0	175
One or more suspensions	0	0	0	0	0	0	14	19	21	0	0	0	0	54
Course failure in ELA	0	0	0	0	0	0	25	123	32	0	0	0	0	180
Course failure in Math	0	0	0	0	0	0	25	55	116	0	0	0	0	196
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	53	69	100	0	0	0	0	222
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	60	77	114	0	0	0	0	251

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	58	116	141	0	0	0	0	315

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	5	3	2	0	0	0	0	10

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				53%	52%	54%	55%	52%	53%
ELA Learning Gains				51%	52%	54%	51%	50%	54%
ELA Lowest 25th Percentile				35%	45%	47%	43%	42%	47%
Math Achievement				54%	55%	58%	49%	53%	58%
Math Learning Gains				56%	55%	57%	44%	51%	57%
Math Lowest 25th Percentile				41%	50%	51%	42%	44%	51%
Science Achievement				44%	51%	51%	52%	51%	52%
Social Studies Achievement				73%	67%	72%	68%	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	48%	52%	-4%	54%	-6%
Cohort Comparison						
07	2021					
	2019	51%	48%	3%	52%	-1%
Cohort Comparison		-48%				
08	2021					
	2019	53%	54%	-1%	56%	-3%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	35%	43%	-8%	55%	-20%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	52%	49%	3%	54%	-2%
Cohort Comparison		-35%				
08	2021					
	2019	45%	36%	9%	46%	-1%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	43%	49%	-6%	48%	-5%
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	71%	66%	5%	71%	0%

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	82%	63%	19%	61%	21%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	53%	34%	57%	30%

Grade Level Data Review - Progress Monitoring Assessments

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

IReady BOY, MOY, and EOY were used for proficiency in the area of ELA and Math. PMA results were used to determine proficiency in the area of Science and Civics.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	40	48
	Economically Disadvantaged			
	Students With Disabilities		16	19
	English Language Learners		33	39
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	41	46
	Economically Disadvantaged			
	Students With Disabilities		32	39
	English Language Learners		25	25

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	42	42
	Economically Disadvantaged			
	Students With Disabilities		19	26
	English Language Learners		33	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	24	28
	Economically Disadvantaged			
	Students With Disabilities		27	30
	English Language Learners		40	40
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	62	68	66
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	36	40
	Economically Disadvantaged Students With Disabilities		33	40
	English Language Learners		19	19
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	5	7
	Economically Disadvantaged Students With Disabilities		20	24
	English Language Learners		19	24
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	46	42	43
	Economically Disadvantaged Students With Disabilities			
	English Language Learners			

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	17	34	25	21	32	30	14	40			
ELL	24	40	41	25	32	34	11	43	62		
ASN	80	61		76	55		88	70	89		
BLK	38	44	35	30	29	26	29	55	57		
HSP	47	51	45	45	36	36	29	61	68		
MUL	52	57		50	33		58				
PAC	40	60		40							
WHT	71	56	35	67	42	34	60	79	89		
FRL	40	47	38	33	30	24	34	50	72		
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	21	39	31	25	37	26	16	45			

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
ELL	25	39	37	35	43	37	12	62	58		
ASN	84	81		84	78		76	86	96		
BLK	41	40	29	41	46	38	32	60	82		
HSP	48	49	42	49	53	41	35	73	67		
MUL	41	48		39	40		50	62			
WHT	68	58	36	72	69	48	61	88	89		
FRL	42	45	34	44	49	40	29	64	72		
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	37	34	22	38	28	19	28			
ELL	19	44	49	24	41	46	13	32			
ASN	72	66	50	75	57	60	72	83	87		
BLK	42	46	41	34	35	29	37	60	71		
HSP	48	48	43	39	44	53	40	61	64		
MUL	46	44		52	65						
WHT	71	56	52	66	49	49	71	79	83		
FRL	43	47	42	38	40	41	42	58	74		

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	494
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	36
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	74
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	39
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	46
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	50
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	35
Pacific Islander Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	59
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	42
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?

The following trends were noted in comparison to Spring 2019 assessment data:

- ELA learning gains increased by 12% for Lowest Quartile at 47.6%.
- ELA achievement remained the same.
- Math learning gains decreased by 12%
- Civics proficiency decreased by 12%
- Algebra PMA data showed a decrease from PMA 2 to PMA 3

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

The data demonstrating the greatest need for improvement is Math Lowest Quartile at 34.39% proficient, based on progress monitoring and the 2019 state assessment.

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 include a limited understanding of digital resources to improve teaching and learning and the use of disaggregated data for ELL and SWD students for small group instruction, interventions, and monitoring.

New actions include a scheduling priority for support facilitation teachers, and including support facilitators in PLC meetings. There were limited opportunities for Professional Development and barriers associated with hybrid teaching and learning.

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

The data that showed the most improvement from the previous year was ELA learning gains for the lowest quartile at 56%. This is a 12% increase from the previous years.

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

This is attributed to embedded literacy strategies, focus on standards-based instruction, and standards alignment. There was also a strong focus on building foundational skills, and classroom walkthroughs included evidence of relationship building. Students identified as low performing were scheduled for weekly intervention days with grade-level counselors and after-school tutoring.

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

1. Instructional strategies need to continue to be differentiated
2. Instructional grouping through I-Ready
3. Support facilitation for students needing additional support will be a scheduling priority
4. Monthly Threat assessment meetings will continue to address EWS as well as newly identified students
5. MTSS meetings will review data related to students academic and SEL
6. Frequent progress monitoring to identify immediate misconceptions
7. Focus on effective core instruction and embedded writing and reading
8. Common planning aligned to standards and the four PLC essential questions (Agendas, CRM's, IFC)

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 will support data-based instructional decisions that enhance school improvement efforts, emphasizing standards alignment, Implementation of Standards-aligned TDQ's, strategies for Literacy across content areas, and small group differentiated instruction. Social and Emotional Learning and professional learning plan will include:

SEL

Effective instruction

Pre-planning needs assessment

Classroom walkthrough trend data

Ignite team strengths

ESE accommodations training

Discipline training

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

A school-wide progress monitoring schedule will be developed and monitored

Use of the District Focus Calendar will be monitored

A tutoring plan for standards-based learning and course recovery will be developed and implemented

PLC outcomes will be established and monitored

The administration will conduct instructional rounds regularly

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Overall Proficiency in all content areas ELA Achievement saw no increase compared to 2019. Science Achievement saw no increase compared to 2019. Math Achievement dropped 12% overall as compared to 2019. Civics dropped 12% to 63% proficiency compared to 71% in 2019.
Measurable Outcome:	ELA achievement will increase from 53% to 60% Math achievement will increase from 48% to 55% Science achievement will increase from 43% to 55% Civics will increase from 63% to 80%
Monitoring:	Administrators attend all PLC meetings with core teachers and support facilitators Identify appropriate accommodations and monitor intervention spreadsheet PLC data conversations include PMA data, ESSA subgroups, FSA, and BOY to identify trends PLC planning for tier 1 instruction Weekly instructional rounds focused on standards-based instruction, content area literacy, SEL, and environmental safety in all classrooms.
Person responsible for monitoring outcome:	Monica Emery (monica.emery@ocps.net)
Evidence-based Strategy:	Students will engage in collaborative interactions with other students. to process content and generate conclusions
Rationale for Evidence-based Strategy:	Collaborative learning develops higher-level thinking skills in students. In order for effective construction of meaning to occur, students must actively engage in processing information through a teaching and learning process that involves an interaction among the teacher, the students, and the content.

Action Steps to Implement

1. Weekly instructional rounds with immediate feedback on strategy implementation
2. Job-embedded professional development targeting content area literacy strategies.
3. Classroom observation tool focused on content area literacy strategies, student collaboration, relationships, and standards-based instruction.
4. PLC data meeting to analyze data, and identify common misconceptions.

Person Responsible Denise Calio (denise.calio@ocps.net)

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

Build and establish a culture for social and emotional learning at our school with adults and students.

Area of Focus Description and Rationale:

Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs:

ELA Learning Gains Lowest Quartile increased by 12%.to 48% and momentum needs to continue.
 Math Learning Gains Lowest Quartile declined by 19% to 34%.
 ESSA data identified ELL and SWD subgroups performing below 41%with SWD at below 32%

Measurable Outcome:

Improvement in Early Warning Systems Indicator data
 Increase ELA LG in the Lowest Quartile by 12% including ELL and SWD Subgroups.
 Increase Math LG n the Lowest Quartile by 19% including ELL and SWD Subgroups.

Monitoring:

Administrators attend all PLC meetings with core teachers and support facilitators
 Identify appropriate accommodations and monitor intervention spreadsheet
 PLC data conversations include PMA data, ESSA subgroups, FSA, and BOY to identify trends
 PLC planning for core instruction

Person responsible for monitoring outcome:

Denise Calio (denise.calio@ocps.net)

Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration to build academic expertise with all students.

Evidence-based Strategy:

Our school will plan and implement our two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

Use cycles of professional learning that integrate academics and social and emotional learning. Monitor, measure, and modify cycles of professional learning that support data-based instructional decisions that enhance school improvement efforts.

Person Responsible Monica Emery (monica.emery@ocps.net)

Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture and use data to group students. Identify subgroups, identify the Lowest Quartile, and provide support facilitation for Tier II and III students.

Person Responsible Marjorie McGinley (marjorie.mcginley@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.

**GOTHA MIDDLE-1681 | High
Incidents per 100 Rank: #383
Incidents per 100: 4.97
Total Incidents: 60
Enrollment: 1,207**

**2019-2020 Rating: High
A violent incident rate per 100 students of 4.23
51 violent incidents / 1,207 students
Statewide rate range: 0 - 24.26**

Based on the safe school data, discipline data that ranked the highest included fighting, physical attack, threats or intimidation, and/or sexual harassment including use of social media. Our priorities and monitoring tools are as follows:

**DISCIPLINE (primary)
PBIS Pilot Year
HERO data to monitor minor infractions and assign consequences, and communicate with parents
Grade Level Meetings Quarterly
Continue incentivizing 0 referrals through quarterly incentives (supported by PTO and clothing donation funds)**

**ATTENDANCE (secondary)
PBIS Pilot Year
HERO data to monitor tardies and communicate with parents – continue (monitored by AP)
Attendance data reported weekly - Utilize social worker for home visits and attendance letters**

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.

To establish a positive school culture and climate, Gotha MS will engage in ongoing, districtwide professional learning on leveraging social and emotional learning as well as leadership for student success. We will use social and emotional learning to strengthen team dynamics and collaboration to build academic expertise in all students through a distributive leadership model. We will 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 through this professional learning. A core team of teachers and administrators, including a mental health designee, attends 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 school stakeholders, based on school and community needs. Our school leadership team will collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine the next steps. The development of positive culture and environment is further enhanced through district programs such as the Parent Academy. We will utilize staff such as Parent Engagement liaisons to bridge the community and school culture.

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

The stakeholders are those invested in the welfare and success of the school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members.

Teacher Leadership

Distributive teacher leadership that utilizes the strengths of staff members for school improvement.

Student Leadership

Build student opportunities in student-centered school culture through student government and service-learning.

Professional Development

Use teacher input survey to create a meaningful professional development calendar for teacher growth. Provide coaching and mentorship to new and/or inexperienced teachers.

Community Engagement

Engage members of the school community through PTO and SAC involvement.

Actively participate and organize community events (Spirit nights, open house, recognition ceremony)

Utilize social media to promote positivity.