

Orange County Public Schools

Ocoee Middle



2021-22 Schoolwide Improvement Plan

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Ocoee Middle

300 S BLUFORD AVE, Ocoee, FL 34761

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

Demographics

Principal: Cheri Leavitt

Start Date for this Principal: 6/13/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 Pacific Islander Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: C (50%) 2016-17: I (%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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<https://ocoeems.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	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

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

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<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
Davis, Samuel	Principal	Samuel Davis- Principal, oversees curriculum and instructions, facilitates the district professional leadership team at the school, implements the school improvement plan, provides administrative professional development, oversees the school budget, supervises the assistant principal, leadership team, performing arts department, foreign language, science department, SAFE department, and the agriculture program.
Floyd, Alfaye	Assistant Principal	Alfaye Floyd - Assistant Principal for Instruction, builds the master schedule, monitors CERTIFY and completes the documentation for FTE, supervises registration and attendance, guidance department, math and social studies, physical education department, reviews data and monitores for the i-Ready/trans math program and calculus project.
Grant, Gina	Assistant Principal	Gina Grant- Assistant Principal, oversees all technology, facilities, property, supervised digital electives, fine arts department, discipline, ELA and Reading.
Shaw, Amber	Dean	Amber Shaw- 6th grade dean of students, oversees all discipline for sixth grade students, Title IX contact, monitors the progress of her focus group of students, incentive for teachers and students lead, and supports the language arts, reading, and math departments.
Ramirez, Christopher	Instructional Coach	Christopher Ramirez- Instructional Coach- assists with providing professional development, supports all math at the school, monitors the i-Ready implementation for math, contact for progressbook/parent-student access, and supports math department.
Ellis, Jasmine	Curriculum Resource Teacher	Identifies systematic patterns of student data while working with leadership team to identify appropriate, evidence-based intervention strategies; assists in the design and implementation for progress monitoring, data collection and data analysis; Participates in the design and delivery of professional development; and provide support and organization of school - wide assessment implementation.
Hulcher, Liana	Staffing Specialist	Reviews ESE Referrals and placement document; works with leadership team to ensure accuracy and completion of documentation; facilitates eligibility and placement meetings and serves as the representative for the development, revision and annual reviews of the Individual Educational Plan (IEP).
Mondesir, Mari	ELL Compliance Specialist	Data analysis and progress monitoring for ELL student population; provide accommodations and modification resources; professional development to support ELL students; ELL documentation, parent/teacher meetings and disaggregation of assessment data.

Demographic Information

Principal start date

Monday 6/13/2016, Cheri Leavitt

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.*

18

Total number of teacher positions allocated to the school

73

Total number of students enrolled at the school

1,270

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

5

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

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	388	414	459	0	0	0	0	1261
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	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	0	0	0	0	0	0	0	0

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 7/22/2021

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	417	467	401	0	0	0	0	1285
Attendance below 90 percent	0	0	0	0	0	0	57	130	94	0	0	0	0	281
One or more suspensions	0	0	0	0	0	0	13	33	44	0	0	0	0	90
Course failure in ELA	0	0	0	0	0	0	45	78	93	0	0	0	0	216
Course failure in Math	0	0	0	0	0	0	35	49	106	0	0	0	0	190
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	85	88	67	0	0	0	0	240
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	98	101	133	0	0	0	0	332

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	95	130	133	0	0	0	0	358

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	6	4	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	6	7	1	0	0	0	0	14

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	417	467	401	0	0	0	0	1285
Attendance below 90 percent	0	0	0	0	0	0	57	130	94	0	0	0	0	281
One or more suspensions	0	0	0	0	0	0	13	33	44	0	0	0	0	90
Course failure in ELA	0	0	0	0	0	0	45	78	93	0	0	0	0	216
Course failure in Math	0	0	0	0	0	0	35	49	106	0	0	0	0	190
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	85	88	67	0	0	0	0	240
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	98	101	133	0	0	0	0	332

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	95	130	133	0	0	0	0	358

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	1	6	4	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	6	7	1	0	0	0	0	14

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				49%	52%	54%	46%	52%	53%
ELA Learning Gains				55%	52%	54%	43%	50%	54%
ELA Lowest 25th Percentile				48%	45%	47%	32%	42%	47%
Math Achievement				52%	55%	58%	45%	53%	58%
Math Learning Gains				58%	55%	57%	47%	51%	57%
Math Lowest 25th Percentile				49%	50%	51%	32%	44%	51%
Science Achievement				48%	51%	51%	52%	51%	52%
Social Studies Achievement				70%	67%	72%	73%	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	54%	52%	2%	54%	0%
Cohort Comparison						
07	2021					
	2019	45%	48%	-3%	52%	-7%
Cohort Comparison		-54%				
08	2021					
	2019	47%	54%	-7%	56%	-9%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	51%	43%	8%	55%	-4%
Cohort Comparison						
07	2021					
	2019	39%	49%	-10%	54%	-15%
Cohort Comparison		-51%				
08	2021					
	2019	32%	36%	-4%	46%	-14%
Cohort Comparison		-39%				

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

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	66%	3%	71%	-2%

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	83%	63%	20%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	53%	32%	57%	28%

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready Data and PMA data components

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		45	
	Economically Disadvantaged	11	13	19
	Students With Disabilities	5	0	3
	English Language Learners	2	4	12
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		34	
	Economically Disadvantaged	8	14	13
	Students With Disabilities	0	0	0
	English Language Learners	5	6	7

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		42	
	Economically Disadvantaged	14	11	19
	Students With Disabilities	0	0	3
	English Language Learners	3	3	4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		39	
	Economically Disadvantaged	2	4	6
	Students With Disabilities	0	0	0
	English Language Learners	0	2	2
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	62	67	69
	Economically Disadvantaged	49	55	61
	Students With Disabilities	26	33	31
	English Language Learners	30	40	40

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged	14	17	21
	Students With Disabilities	4	0	4
	English Language Learners	0	3	3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged	1	3	4
	Students With Disabilities	0	0	5
	English Language Learners	0	2	4
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	29	36	49
	Economically Disadvantaged	19	28	35
	Students With Disabilities	12	16	19
	English Language Learners	4	12	17

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	9	27	24	9	26	26	19	24			
ELL	17	27	22	17	21	25	8	36	36		
ASN	65	54		76	48		75	73	78		
BLK	46	46	34	37	26	24	41	63	50		
HSP	41	38	19	38	29	27	35	49	54		
MUL	57	57		64	50						
PAC	50			60							
WHT	47	41	22	48	38	35	45	67	55		
FRL	37	36	22	33	27	29	29	49	52		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	41	39	17	41	41	30	30	80		

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	21	46	47	28	45	45	16	47	71		
ASN	76	70		73	71		69	79	85		
BLK	48	52	43	51	58	49	45	75	80		
HSP	38	52	51	43	51	46	36	60	70		
MUL	65	52		59	63		60	60	70		
PAC	45	55		80	60						
WHT	59	59	46	61	64	56	63	79	78		
FRL	44	53	50	46	56	49	41	67	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	34	31	18	27	21	22	37			
ELL	14	29	26	15	27	20	8	34			
AMI	50			30							
ASN	70	58		78	66		84	85	97		
BLK	45	43	36	42	43	29	44	73	71		
HSP	36	38	31	35	42	26	43	67	70		
MUL	60	53		61	58		64	90	92		
PAC	70	40		60	30						
WHT	57	45	26	55	54	52	66	79	79		
FRL	42	42	33	41	45	31	47	71	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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	10
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	24
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	67
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	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	57
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	55
Pacific Islander Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

In 6th and 7th grade, we experienced the most significant declines in the lowest 25% Learning Gains in Math and ELA compared to previous scores. These were fairly consistent across all three diagnostics. Drilling down to subgroups, Hispanic 49%, and ELL 31% students performed significantly lower than other subgroups. This, however, is not an indicator of the drop as Science Hispanic and ELL performed similarly low. ESE students performed (above 41%) in both Civics and Math.

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

After reviewing the various data components, we determined that there is one distinct area of concern. Our 6th grade students overall declined in achievement in both Math and ELA. In Spring 2019, 6th grade ELA scores were 54% compared to 44% in 2021. This represents a 10% decline in the scores. In Spring 2019, the 6th grade Math achievement score was 51% compared to 24% in 2021. This represents a 27% decline in the scores. This is a significant decline and our greatest need for improvement.

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

The sixth grade ELA scores declined by 10% (2019 54% to 44% in 2021). Factors that contributed to this decrease may include a need for deliberate progress monitoring of subgroup data and implementation of culturally relevant strategies in the classroom. In addition to reviewing and revising the current strategies, new actions will include: Standards-based Tier I instruction, professional development focusing on effective small group instruction and improved differentiated student centered activities, monitoring and feedback specific to instructional strategies targeting specific standards.

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

Upon review of all data, Ocoee Middle School had the greatest success in most mathematics courses including 7th Grade Math 2019 39% - 2021 42%, 3% improvement, Geometry EOC 2019 85% - 2021 92%, 7% improvement and 8th Grade Math 2019 32% - 2021 33%, one percent improvement.

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

Monitored student placements based on test scores, academic progress and teacher feedback with fidelity. We worked collaboratively using a distributed leadership model which supported teacher retention. Ensuring teacher longevity with specific courses grows experienced content specialists. We were consistent with providing targeted feedback when observing classroom instruction and focused on strategies that differentiated instruction based on standards.

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

Ocoee Middle School will incorporate the following strategies for the 2021-2022 school year: Restructure support facilitation model for ESE support; Additional support in math classes using rotational models and use small groups for targeted skill based instruction; Modify lessons to differentiate instruction without compromising the rigor of the standards.

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.

Based on the contributing factors and strategies identified to accelerate learning, the professional development opportunities that will be provided at the school to support teachers and leaders will include: How to implement rotational models in a academic classroom, use of small groups for targeted skill based instruction, restructuring support facilitation model for ESE support, how to develop differentiated student centered activities, and data chats for students.

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

In order to ensure sustainability of improvement in the next year and beyond, Ocoee Middle School will:

Focus on Incentivization of BOY and MOY through “Green Party” to increase student performance and fidelity of data. We will increase monitoring of i-Ready with our Instructional Coach and Testing Coordinator helping to support teachers/students. Consistently review i-Ready data reports and discuss with each PLC to ensure understanding and target students for additional support. Maintain our school-wide focus on increasing students feeling of belonging on campus and monitor SEL goals with fidelity.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: In review of the Cognia survey results, the increase in the number of teacher absences and over all teacher morale, it has come to our attention that adult SEL is as great of concern as student social emotional learning. If the teachers are not practicing self care, that will be reflected in their efforts and eventually impact student performance. Attention to teacher and students' social emotional needs is critical.

Measurable Outcome: Panorama data will show an increase in teacher perception of School Climate from 55% in 2021 to 60% in 2022. Additionally, Student Sense of Belonging will increase from 42% in 2021 to 50% in 2022. We will look for an increase of 10% in teacher perception based on Pre and Post school based Climate and Culture Survey to be delivered in September and March. Teachers and students will be able to develop self-awareness and self-management skills such as create self-care plans to achieve professional goals.

Monitoring: This area of focus will be monitored through classroom observations and pre and post climate and culture surveys. Additionally, future panorama surveys will be used for comparison.

Person responsible for monitoring outcome: Samuel Davis (samuel.davis3@ocps.net)

Evidence-based Strategy: The integration of adult SEL strategies such as creating and using a self care plan, coupled with a targeted focus on standard aligned instruction, will ensure that teachers are equipped with tools needed to support student understanding and sustained learning. Everyone involved must work together to address the social and emotional needs of our staff and students. The self care plan covers physical self care; emotional self care; cognitive self care; social self care; financial self care and spiritual self care. Teachers will be asked to reflect on each aspect of self care plan and monitor as part of their action steps. Self care monitoring will be a part of PLC agendas.

Rationale for Evidence-based Strategy: Social and emotional learning (SEL) is defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel, and show empathy for others, establish and maintain positive relationships, and make responsible decisions. There are direct connections to social and emotional learning and the Instructional Framework embedded in learning. Focusing on these connections will provide support for faculty working towards accomplishing our leadership and literacy targets. All staff will be encouraged to use social-awareness and interpersonal skills to establish and maintain positive relationships. Ongoing professional development as an evidence-based strategy will be implemented because we recognize the need to continue building our faculty's expertise in social emotional learning.

Action Steps to Implement

Disseminate District SEL competencies to support standards-based-learning and planning culturally responsive lessons and materials that meet student's diverse needs and interests through Distributive leadership. This will include Faculty Meeting, small group collaboration and PLC structures.

Person Responsible Samuel Davis (samuel.davis3@ocps.net)

Develop Pre and Post Climate and Culture Surveys to gauge and monitor implementation.

Person Responsible Samuel Davis (samuel.davis3@ocps.net)

Use SEL Site Team and existing PLC structure to generate and implement multiple teacher focused positive initiatives to include cookie exchanges, Quote of the day, Vibes (ZEN Room) for teachers and multiple initiatives by the SEL site team throughout the year.

Person Responsible Samuel Davis (samuel.davis3@ocps.net)

Teachers will be taught how to create and implement their own self-care plan. They will be encouraged to use and model self-care practices to their peers as well as to students. This will improve the climate and culture of the school.

Person Responsible Denise Reed (denise.reed@ocps.net)

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: The English Language Learners (ELL) subgroup has one of the most significant achievement gaps among Ocoee Middle School students. To increase proficiency to narrow the achievement gap and target professional learning around the implementation of best practices for inclusive education will be a focus for the 2021-2022 school year.

Measurable Outcome: Increase proficiency levels of the ELL subgroup to 41% in order to decrease the achievement gaps for ELL subgroup by as measured by state assessments in English language arts, math, science and civics during the 2021-22 school year.

Monitoring: Administrators and resource personnel will regularly review student performance data to look for evidence of an increase in student achievement using data from common assessments and grade reports. In addition, administrators and resource personnel will regularly meet to discuss the targeted students to determine any adjustments needed in our support program and push in model.

Person responsible for monitoring outcome: Mari Mondesir (mari.mondesir@ocps.net)

Evidence-based Strategy: Professional development focusing on instructional practices to assist in understanding of the content like conceptualization, metacognitive development and text representation will be provided school-wide during the monthly "Ignite" sessions. It is important to use strategies that can assist student learning in any content area. Teachers will also use glossaries, cloze exercises, small instruction, increased visuals, and increase use of elevations to monitor student learning.

Rationale for Evidence-based Strategy: Research has stated that the best learning environment for all students is to use multiple mediums to present information and provide opportunities to demonstrate comprehension through physical expression and a variety of student centered interactive platforms. This is especially important when communicating with students who speak different languages. This rational is based on the meta-analysis on small group instruction and it's impacts on student success.

Action Steps to Implement

Establish a line item at core meetings to focus on improving students' assessments and assignments in the areas of civics, science and math for ELL students.

Person Responsible Samuel Davis (samuel.davis3@ocps.net)

Increase personnel to assist in push in facilitation and monitor ELL student progress. (Hire Bilingual ESOL para professional)

Person Responsible Samuel Davis (samuel.davis3@ocps.net)

Establish professional development and provide resources on text representation and modeling. Monitor teacher progress and provide feedback during classroom observations.

Person Responsible Mari Mondesir (mari.mondesir@ocps.net)

Implement ELL data chats to monitor students and provide teachers with more understanding on how to differentiate their lesson to meet ELL needs. Student progress will also be track using IReady growth monitoring reports and common assessments.

Person Responsible Mari Mondesir (mari.mondesir@ocps.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: The students with disabilities (SWD) subgroup has one of the most significant achievement gaps among Ocoee Middle School students. To increase proficiency to narrow the achievement gap and target professional learning around the implementation of best practices for inclusive education will be a focus for the 2021-2022 school year.

Measurable Outcome: We expect to increase proficiency for these students in ELA by 15%, Math by 10%, Science by 5%, and Social Studies by 20%. Ensuring that we are focusing on the students in this subgroup and achieving the goals set, the increase in percentages will exceed 41% on the ESSA Federal Percent of Points Index.

Monitoring: To monitor our focus there will be increased scaffolding measures for inclusion, effective implementation of the gradual release model, differentiated small groups, and equipping students with the necessary strategies to work independently without prompting as monitored by the classroom teachers, administrators and compliance coordinator.

Person responsible for monitoring outcome: Gina Grant (gina.grant@ocps.net)

Evidence-based Strategy: The gradual release model is a research-based best practice instructional model. Teachers strategically transfer the responsibility in the learning process to the students. There are four phases: "I do," where the teacher models the lesson objective, "we do," guided instruction with both input from the teacher and the students, "you do, independent practice.

Rationale for Evidence-based Strategy: As the student acquires the new information and skills, the responsibility of learning shifts from teacher-directed instruction to student processing activities, with students relying more on themselves and less on the teacher. Small group instruction provides an environment in which students can feel comfortable practicing and receiving feedback and teachers can offer additional teaching and modeling of content. It is important to know students' instructional levels to effectively plan and implement small group instruction. Teachers using various monitoring techniques such as formative assessments, check-ins and student samples, are able to make adaptations for students who are struggling.

Action Steps to Implement

Professional development will be offered to support teachers in using the gradual release strategy and differentiating small group instructional model to ensure best practices are being implemented.

Person Responsible Gina Grant (gina.grant@ocps.net)

Program Assistants and Learning Strategies Instructors will attend PLC meetings, supporting teachers in their pedagogical practices. Program Assistants will work with targeted students to assist in their understanding of the content and mastery of the standards.

Person Responsible Gina Grant (gina.grant@ocps.net)

Staffing specialist will pull IReady growth monitoring reports monthly to share ESE targeted student progress and collaborate with grade level teachers to address curriculum modifications. IEP meeting concerns/issues and teacher feedback will also be shared with leadership on a weekly basis to ensure that student accommodations are being met and teacher attendance and input forms are being monitored/ submitted in a timely manner.

Person Responsible Liana Hulcher (liana.hulcher@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.

Discipline data in comparison to the statewide mean is moderate to very low for Ocoee Middle School. School issues primarily are focused around tardies and inappropriate cell phone usage. Level 1 offenses consume the majority of the discipline issues as indicated by our 2019-2020 data. In an effort to address these issues, the PBIS behaviour model will be implemented along with the HERO point system to incentivise positive behaviours. Discipline teams will be organized to monitor and provide feedback to staff and stakeholders. Dashboards will be created to document consequences and to monitor patterns. Adjustments will be made accordingly as the leadership team and discipline leads deem necessary.

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, our school will 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, we will use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, we will use the CASEL Core Competencies as a common language as additional support. A core team of teachers and administrators, which includes our SAFE coordinator and school psychologist, will attend 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. School leadership teams collaborate with stakeholders, 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 district programs such as the Parent Academy, Multicultural Night, Performance Arts presentations and academic reward events/student

recognition activities. To ensure that we have an inclusive environment and all families and students are receiving support and resources, The SEL Site Team and existing PLC structure will generate and implement multiple teacher focused positive initiatives. The cookie exchange, Quote of the day, Vibes (ZEN Room) for teachers will be implemented and monitored by the SEL site team throughout the year. Parent Engagement Liaisons will be used to bridge the community and school culture. All programs and initiatives will be monitored by core leaders and reported on at leadership weekly meetings.

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

Principal – Facilitate District SEL Initiative, SEL Site Team, Panorama Surveys, Climate and Culture Surveys and associated Professional Development

Assistant Principal (Floyd, Grant) - Model through leadership and transparent vision: Participate in all SEL initiatives and active facilitators

SEL Site Team (A. Walton, D. Reed, Song, D. Hinkle, C. Ramirez)- Practice Distributive Leadership in disseminating SEL Initiatives to faculty, conduct SEL Site Team Walks

SAFE Coordinator (Denise Reed) – Referral and Staging of Morning VIBES, Teacher ZEN Room and Faculty Self Care Training

Adam Walton (SEL Team)- SEL Quote of the day

Incentives Team (Amber Shaw, Liana Hulcher, Mari Mondesir)- Develop and Implement incentives focused on Teacher/ Student Climate and Culture (Grab and Go Breakfast, Coffee Cart, Cookie Exchange, Holiday Part, Field Days, 8th Grade Social, Fall Pot Luck, ETC)

Dee Curry- Grant Funded SEL Coordinator- Coordinates with SEL Site team to implement initiatives with student involvement