

Orange County Public Schools

Silver Pines Academy K 12 Learning Center



2021-22 Ungraded Schoolwide
Improvement Plan

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Silver Pines Academy K 12 Learning Center

1906 MATTERHORN ROAD, Orlando, FL 32818

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

Demographics

Principal: Agustin Damers

Start Date for this Principal: 8/25/2021

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|--|---|
| 2021-22 Status (per MSID File) | Active |
| School Function (per accountability file) | ESE |
| School Type and Grades Served (per MSID File) | Combination School PK-12 |
| Primary Service Type (per MSID File) | Special Education |
| 2020-21 Title I School | Yes |
| 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* Black/African American Students* Economically Disadvantaged Students* |
| School Improvement Rating History | 2021-22: I 2020-21: No Rating 2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: Maintaining |
| DJJ Accountability Rating | 2023-24: No Rating |

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To ensure every student has a promising and successful future

Provide the school's vision statement.

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

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Silver Pines Academy is a Separate Day (ESE) School. One hundred percent of the students here are Exceptional Student Education (ESE), and they all have Behavior Intervention Plans (BIPs). Weekly Student Support Services meetings are held as focused group discussions (using Threat Assessment, Baker Act, Bullying/Harassment, Discipline, and Restorative Justice data) to determine strategies, resources, counseling, and shared ideas geared towards student's social-emotional learning (SEL) improvement and expectations for increased positive behavior. Our students receive 40 minutes per week of IEP Counseling to address any Social and Emotional Learning deficits. Counseling is provided by the Licensed Mental Health Counselor, Social Worker, and Guidance Counselor. On-site Behavior Specialists provides social-emotional and behavioral support to all students before major problems arise.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|---------------|----------------|--|
| Scott, Elaine | Principal | <p>Job Goal: To lead and manage the total school operation to include its human and material resources to achieve district priorities and produce evidence of such achievement including effective teaching, productive student behavior, and all students learning.</p> <p>Leadership and Management of Curriculum and Instruction, Behavior Modification</p> <ul style="list-style-type: none"> • Provide instructional leadership (supervise curriculum and instruction). • Conduct classroom walk-throughs on a regular basis. • Lead and develop instructional staff. • Lead in the development of the master schedule. • Oversee the development of the School Improvement Plan School Safety Plan, Faculty Handbook. • Serve as the chief spokesperson for the school. • Respond to parent, community, and district issues and concerns. • Approve classroom changes. • Interpret, communicate, and enforce district and state directives, policies, and procedures. • Lead the instructional team and their functions (CRT, Reading Coach, and Media Specialist). • Approve all staff development. • Oversee the development, implementation, and supervision of a school-wide behavior modification program. • Lead implementation and revisions of the school-wide behavior management plan (portfolio) as needed. • Oversee the development and implementation of school-wide incentive and recognition programs. • Serve as liaison for SAC. • Initiate activities to promote parental involvement. • Facilitate weekly administrative team meetings. • Facilitate monthly faculty meetings. • Facilitate periodic classified staff meetings. • Complete assessment of the following: Assistant Principal, Deans, Behavior Specialists, Mental Health Counselor, Staffing Specialists, Media Specialist, Reading Coach, Social Worker, SAFE Coordinator, CRT, select Classroom Teachers, Tech Coordinator, School Nurse, and Main Office Staff. • Attend mandatory district meetings. • Collect, analyze, interpret and share data relating to student academic and behavioral performance and staff development needs for continuous improvement. <p>Management of School Operations</p> <ul style="list-style-type: none"> • Manage all operations and functions consistent with district policies and procedures. • Interview and hire all qualified staff. • Provide resources (personnel, materials, equipment, space and etc.) to support the program of studies and the program of activities. • Assign all staff duties and responsibilities. • Approve extended leave requests. • Design and implement campus supervision plan. |

| Name | Position Title | Job Duties and Responsibilities |
|-------------|---------------------|--|
| | | <ul style="list-style-type: none"> • Develop, implement and manage a property control system. • Manage school budget and supervise the spending of school funds. • Supervise front office personnel and operations. • Oversee attendance and registration. • Supervise intercom usage (Coordinate, facilitate and supervise school-wide announcements). • Supervise SRO and uniformed security officers and safety procedures. • Supervise the lunch program. • Approve all field trips and school assemblies/activities. • Visit all areas of the school including classrooms regularly. • Assist with morning and afternoon announcements. • Provide incentives for teachers to use in the classroom (i.e. positive referrals, certificates, redeemable coupons, etc.) |
| Smith, Inga | Assistant Principal | <p>Job Goal: To assist the principal, as directed, in managing the school and its human and material resources to achieve district priorities and produce evidence of such achievement including effective teaching, productive student behavior, and all students learning.</p> <ul style="list-style-type: none"> • Assist the Principal in providing instructional leadership to Curriculum and Instruction, Behavior Team, and Student Support Services Team. • Serves as a building administrator. • Provide campus supervision, monitor to ensure that the plan is implemented with fidelity, and assigned duty stations as needed. • Maintain the master schedule and keep it updated in SKYWARD. • Support the instructional team and their functions (CRT, Reading Coach, and Media Specialist). • Supervise ELL Education. • Supervise Professional Learning Communities. • Complete final evaluations of select classroom teachers; resident custodian and custodian; and all program assistants. • Review all teacher’s lesson plans and provide feedback. • Manage absences and substitutes for assigned staff. • Supervise the Behavior Team and Student Support Services Team. • Monitor ESE Compliance Report, Audit Report, and meeting schedules for the Staffing Specialist. • Facilitate the development of the School Improvement Plan, School Safety Plan, Faculty and Student Handbook revisions. • Supervise the custodial staff and meet with them periodically for progress checks. • Assist the Principal and the Instructional Team (CRT and Reading Coach) in conducting classroom walk-throughs and providing the teachers with feedback. • Work with the Instructional Team Leaders to develop a coaching cycle. • Oversee Title I. • Oversee student transition services and coordinate this service through the Transition Coordinator. • Collect, analyze, interpret and disseminate data relating to student academic performance and staff development needs. |

| Name | Position Title | Job Duties and Responsibilities |
|---------------|---------------------|---|
| | | <ul style="list-style-type: none"> • Oversee the handling of all Safety Reports (i.e. fire department inspection, evacuation drills, etc.). • Supervise the placement of incoming students and oversee classroom changes. • Complete and maintain all aspects of the FTE process. • Complete reports and surveys as required. • Handle emergency evacuations and other emergencies. • Facilitate an end-of-school-year checklist for teachers. • Keep the Principal informed of all problems, potential problems, needs, changes, etc. • Monitor and assist with SKYWARD. • Review, correct, and print all student report cards. • Monitor the Course Recovery Program for Middle School. • Assist with morning and afternoon announcements and bus duty. • Submit monthly administrative logs. • Perform other duties as assigned by the principal. |
| Brown, Denine | Assistant Principal | <p>Job Goal: To assist the principal, as directed, in managing the school and its human and material resources to achieve district priorities and produce evidence of such achievement including effective teaching, productive student behavior, and all students learning.</p> <ul style="list-style-type: none"> • Assist the Principal in providing instructional leadership to Curriculum and Instruction, Behavior Team, and Student Support Services Team. • Serves as a building administrator. • Provide campus supervision, monitor to ensure that the plan is implemented with fidelity, and assigned duty stations as needed. • Support the instructional team and their functions (CRT, Reading Coach, and Media Specialist). • Supervise ELL Education. • Supervise Professional Learning Communities. • Complete final evaluations of select classroom teachers; resident custodian and custodian; and all program assistants. • Review all teacher’s lesson plans and provide feedback. • Manage absences and substitutes for assigned staff.. • Facilitate the development of the School Safety Plan, Faculty and Student Handbook revisions. • Supervise the custodial staff and meet with them periodically for progress checks. • Assist the Principal and the Instructional Team (CRT and Reading Coach) in conducting classroom walk-throughs and providing the teachers with feedback. • Work with the Instructional Team Leaders to develop a coaching cycle. • Collect, analyze, interpret and disseminate data relating to student academic performance and staff development needs. • Oversee the handling of all Safety Reports (i.e. fire department inspection, evacuation drills, etc.) • Complete and maintain all aspects of the FTE process. • Complete reports and surveys as required. |

| Name | Position Title | Job Duties and Responsibilities |
|---------------|----------------|--|
| | | <ul style="list-style-type: none"> • Handle emergency evacuations and other emergencies. • Facilitate an end-of-school-year checklist for teachers. • Keep the Principal informed of all problems, potential problems, needs, changes, etc. • Assist with morning and afternoon announcements and bus duty. • Submit monthly administrative logs. • Perform other duties as assigned by the principal. |
| Beller, James | Other | <p>Mr. Beller currently serves as a Licensed Mental Health Counselor and oversees the Mental Health and Social Work Department (Baker Act Re-entry, Threat Assessments, SW Interns)</p> <ul style="list-style-type: none"> • Partners in Education Coordinators. • Provide IEP Based Counseling <ul style="list-style-type: none"> o Provide counseling services as required by individual student IEPs. o Maintain documentation of counseling services. o Coordinated IEP based counseling services with other staff as needed. • Crisis Counseling <ul style="list-style-type: none"> o Crisis Counseling will be provided as needed for students who may be experiencing an emotional crisis. • Risk Assessment <ul style="list-style-type: none"> o Risk Assessments will be provided on an as needed basis. o Counselors will coordinate with the School Resource Officer and SAFE Coordinator as needed for students that may need to be Baker Acted. • In-school based counseling referrals <ul style="list-style-type: none"> o In-school based counseling referrals will be generated by the school Behavior Specialist as need and forward to the School SAFE coordinator for review. o The School SAFE coordinator will speak with the student and If needed will forward the referral to the counseling office. o The students will be provided short term counseling. o If the situation requires additional counseling services the student will be forward to the SAFE coordinator for referral to a SEDNET provider. • Mental Health Training <ul style="list-style-type: none"> o Mental Health Trainings for School Staff will be provided on Wednesdays or as requested and when time permits. o Coordinate and train UCF Interns. • Collaboration with multidisciplinary team <ul style="list-style-type: none"> o School Mental Health Counselors will participate in weekly PLC groups. • District Meetings <ul style="list-style-type: none"> o Attend district meetings when able. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in faculty handbook, and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis. • Upload to SharePoint monthly leadership data folders by the 5th of every month. |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|---------------------|---|
| Caldwell, Richard | Behavior Specialist | <p>Ms. Richard "Jean" Caldwell currently serves as the Behavior Specialist.</p> <ul style="list-style-type: none"> • Review student cumulative record, IEPs, FBAs, and other available records including documentation provided by classroom teacher to assist with the development of BIPs. • Monitor student behavior through classroom observations, documents, and develop plans for repetitive behavior exhibited by students. • Develop FBA based on student records and classroom observations. • Collaborate with Student Support Team and when applicable with district Certified Behavior Analyst (CBA) to analyze data on behavioral observations and recommend appropriate interventions for classroom teachers. • Attend educational planning meetings as requested and provide consultation. • Work in conjunction with Student Support Team to develop behavior action plans and BIPs. • Train and model strategies for classroom teachers and program assistants and work with students individually and in small groups to reinforce skills based upon instructional guidelines. • Define and publish the meaning of each positive behavior support programs and incentives. • Provide positive interventions for all students. • Implement school wide positive behavior support programs and incentives (see list in behavior modification plan). • Work with program assistants to assist teachers in the supervision of learning activities, circulating around the room to provide assistance and learning support of the student. • Oversee and support the writing and implementation of all student BIPs. • Attend annual review, response team, and any other meetings as needed. • Participate in behavior conferences about student behavior. • Participate in grade level PLC. • Ensure the ABI forms are being utilized by all classroom teachers and are maintained in student portfolios kept by the Behavior Specialists. • Submit Monthly Administrative Logs and quarterly binders. • Work collaboratively with support services to develop and implement a proactive plan for serving the behavior modification needs of all students. • Responsible for State Restraint Reporting. • Collection of data tracking from Program Assistants. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in faculty handbook, and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis. |

| Name | Position Title | Job Duties and Responsibilities |
|------------------|---------------------|--|
| Dawkins, Barbara | Instructional Coach | <p>Dr. Dawkins currently serves as the Reading Coach and oversees the Reading and high school English Department (iReady Reading, Reading Plus, Writing Plan).</p> <ul style="list-style-type: none"> • Work closely with the District Literacy Team to assess teacher needs (based on assessment data and classroom observation). • Responsible for providing professional development in assessment in literary strategies and scientifically research-based intervention through workshops, coaching. • Model lessons and provide instructional feedback to improve the fidelity of the core reading program. • Provide training and coordination in the administration of literacy assessments. • Work with teachers to track student reading data, identify needs, and plan appropriate instruction and interventions. • Consult with principal on the overall elements and operations of a successful reading program. • Monitor and chart teacher growth in student reading performance. • Attend all informational meetings/trainings offered through the Department of Instructional and Curriculum Services as it relates to reading. • Share information from meetings/trainings as deemed appropriate with administration, teachers, testing coordinators, and CRT's. • Coordinator and Liaison for tutors. • Maintain Data Chat Logs. • Provide actionable on feedback to Lesson Plans. • Develop School Literacy Plans: Writing and Reading Plans. • Submit Monthly Administrative Logs and quarterly binders. • Provide MTSS data for all district, team meetings, and parent conference. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Provide MTSS data for all district, team meetings, and parent conference. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Coordinate the school Spelling Bee. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in faculty handbook, and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis. |

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| Gillies, Marlene | Dean | <p>Dr. Gillies currently serves as Dean, Math Coach, and oversees the Math Department.</p> <ul style="list-style-type: none"> • Process all level 3 and 4 referrals and all in-school suspension assignments. • Provide MTSS data for all district, team meetings, and parent conferences. |
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| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | <p>This includes maintaining a team meeting notebook (agenda, attendance, and minutes).</p> <ul style="list-style-type: none"> • Attend weekly leadership team meetings to provide discipline and behavior updates/data and then disseminate information/adjustments back to behavior staff. • Analyze data on behavioral observations. • Supervise de-escalation of students. • Supervise restraints and assist when needed. • Enforce OCPS Student Code of Conduct and oversee that it is reviewed in all classrooms each quarter. • Actively supervise school campus. • Monitor buses AM & PM. • Supervise lunch • Monitor discipline records. • Weekly check EDW discipline errors and make any necessary corrections. • Participate in scheduled discipline meetings. • Collaborate with the administration on all level 4 offenses. • Conduct one on one positive interaction with students to assist academic and social concerns as time permits. • Conduct conflict resolution as needed/culturally responsive. • Schedule discipline-related parent conferences as needed. • Work collaboratively with the classroom teachers on behavioral interventions. • Participate in weekly Professional Learning Communities with an assigned collaborative team. • Monitor and assist behavior team supervision in the cafeteria during breakfast and lunch. • Respond to calls from Program Assistants and as needed (i.e. fights (code 100), staff in danger (code 300), Medical emergencies, escalating student behavior. • Provide MTSS data for all district, team meetings, and parent conferences. <p>This includes maintaining a team meeting notebook (agenda, attendance, and minutes).</p> <ul style="list-style-type: none"> • Supervise bus arrival and departure and evacuation drills. • Submit Monthly Administrative Logs and quarterly binders. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in the faculty handbook and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis. • Upload to SharePoint monthly leadership data folders by the 5th of every month. • Work with math teachers to support best practices in using data to improve student learning of mathematics. • Amass, analyze, and disaggregate data in order to make recommendations about potential next steps to address areas of need. • Well versed in math content and pedagogy to improve both students' and teachers' learning. • Use a variety of instructional techniques and media to meet the needs and |

| Name | Position Title | Job Duties and Responsibilities |
|------------------------|----------------------------|--|
| | | <p>improve the abilities of both students and teachers</p> <ul style="list-style-type: none"> • Help teachers focus on their individual needs in the classroom • Find resources to help bring growth in teaching and learning • Build teacher capacity by helping teachers get to a place where they are sharing best practices with one another • Plan lessons with teachers • Provide and model strategies to support lesson delivery • Attend district training and disseminate district initiatives, goals, and practices to teachers • Define criteria for selection of mentors including completed Clinical Educator training; teaching experience with Effective or Highly Effective on the most recent evaluation. • Provide support for mentors to receive development through training, online professional development; mentor-to-mentor shadowing; observations with feedback; and goal-setting/individualized growth plans to meet mentoring/induction goals. • Ensure new teachers are consistently matched with mentors knowledgeable about how to teach their subject matter and/or grade level to all students; the school/context/students where the new teacher is working. • Ensure protected time is provided for mentors to regularly meet with, observe, and provide feedback to new teachers. • Meet with mentors regularly to discuss program data. • Lead mentor and site-based administrators meet regularly to learn about and discuss issues related to new teacher development, school goals, and integration of new teacher support into school systems and structures. |
| <p>Nowling, Angela</p> | <p>Behavior Specialist</p> | <p>Mrs. Nowling currently serves as the Behavior Specialist and oversees PCM State Reporting.</p> <ul style="list-style-type: none"> • Review student cumulative record, IEPs, FBAs, and other available records including documentation provided by classroom teacher to assist with the development of BIPs. • Monitor student behavior through classroom observations, documents, and develop plans for repetitive behavior exhibited by students. • Develop FBA based on student records and classroom observations. • Collaborate with Student Support Team and when applicable with district Certified Behavior Analyst (CBA) to analyze data on behavioral observations and recommend appropriate interventions for classroom teachers. • Attend educational planning meetings as requested and provide consultation. • Work in conjunction with Student Support Team to develop behavior action plans and BIPs. • Train and model strategies for classroom teachers and program assistants and work with students individually and in small groups to reinforce skills based upon instructional guidelines. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <ul style="list-style-type: none"> • Define and publish the meaning of each positive behavior support programs and incentives. • Provide positive interventions for all students. • Implement school wide positive behavior support programs and incentives (see list in behavior modification plan). • Work with program assistants to assist teachers in the supervision of learning activities, circulating around the room to provide assistance and learning support of the student. • Oversee and support the writing and implementation of all student BIPs. • Attend annual review, response team, and any other meetings as needed. • Participate in behavior conferences about student behavior. • Participate in grade level PLC. • Ensure the ABI forms are being utilized by all classroom teachers and are maintained in student portfolios kept by the Behavior Specialists. • Submit Monthly Administrative Logs and quarterly binders. • Work collaboratively with support services to develop and implement a proactive plan for serving the behavior modification needs of all students. • Responsible for State Restraint Reporting. • Collection of data tracking from Program Assistants. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in faculty handbook, and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis. |

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| <p>Scalera, Christine</p> | <p>School Counselor</p> | <p>Mrs. Scalera serves as the Guidance Counselor and Transition Coordinator. Transition:</p> <ul style="list-style-type: none"> • Serve as a mentor for all active transition students. • Work with students who have transitioned to their home schools on behavior and anger management, coping skills, and anything else that would affect their adjustment to the new environment. • Monitor transition student while at home school • Maintain visitation and consultation logs <p>Guidance and Counseling:</p> <ul style="list-style-type: none"> • Active part of the School Threat Assessment team required for SB7026 • Completes all school data and reports required by OCPS and SB7026 • To conduct individual and small group counseling for academic and SEL • To disaggregate, analyze state and district assessment • Provide CTE options • Support Transition services • Monitor grade/transcript accuracy • Meet quarterly with students and parents for monitoring grades • Provide assistance with course identification for master schedule |
|---------------------------|-------------------------|---|

| Name | Position Title | Job Duties and Responsibilities |
|------------------|----------------|---|
| | | <ul style="list-style-type: none"> • To know, implement and participate in individual/family/school crisis intervention • To conduct professional development to school staff as needed in regards to school counseling. • To provide academic support, including organizational, study and test-taking skills. • To participate and provide consultation for student placement (this include grade level and scheduling placement). • Provide MTSS data for all district, team meetings, and parent conference. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Conduct individual and group counseling sessions • To teach students goal setting and decision-making skills. • To provide students career awareness, exploration and planning. • To help students understand themselves and others. • To assist students in peer relationships, coping strategies and the use of effective social skills. • To give students appropriate communication skills, problem- solving techniques and conflict resolution strategies. • To provide bullying awareness, substance abuse and character education. • To help students with their own individual student planning. • To collaborate with the following stakeholders about these specific topics: For Parents: Parent Education Communication/Networking Academic Planning College/Career Awareness Programs One-on-one Parent Conferencing Interpretation of Assessment Results For Teachers: Classroom Guidance Activities (including bullying awareness, abuse, self-control, growth mindsets) Academic Support At-Risk Student Identification and Early Warning Indicators Plus Interventions to Provide Student Success For Administrators: School Climate Behavioral Management Plans |
| Thompson, Cedric | Dean | <p>Dr. Thompson currently serves as Dean and Social Emotional Learning Coach</p> <ul style="list-style-type: none"> • • Process all level 3 and 4 referrals and all in-school suspension assignments. • Conduct School Orientation for all newly enrolled students • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | <ul style="list-style-type: none"> • Attend weekly leadership team meetings to provide discipline and behavior updates/data and then disseminate information/adjustments back to behavior staff. • Analyze data on behavioral observations. • Supervise de-escalation of students. • Supervise restraints and assist when needed. • Enforce OCPS Student Code of Conduct and oversee that it is reviewed in all classrooms each quarter. • Actively supervise school campus. • Monitor buses AM & PM. • Supervise lunch • Monitor discipline records. • Weekly check EDW discipline errors and make any necessary corrections. • Participate in scheduled discipline meetings. • Collaborate with the administration on all level 4 offenses. • Conduct one on one positive interaction with students to assist academic and social concerns as time permits. • Conduct conflict resolution as needed/culturally responsive. • Schedule discipline related parent conferences as needed. • Work collaboratively with the classroom teachers on behavioral interventions. • Participate in weekly Professional Learning Communities with an assigned collaborative team. • Monitor and assist behavior team supervision in the cafeteria during breakfast and lunch. • Respond to calls from Program Assistants and as needed (i.e. fights (code 100), staff in danger (code 300), Medical emergencies, escalating student behavior. • Serve as the Social and Emotional Learning (SEL) Coach and Adverse Childhood Experiences (ACE) Coordinator. • Serve as the Social and Emotional Learning and Leadership (SELL) contact individual. • Attend all ACE, SEL, and Cultural Competence/Cultural Responsiveness training. • Provide ACE, SEL, and all Cultural Responsive professional development to staff. • Collect and provide SEL data, to include social and emotional learning goals, for all district, IEP team meetings, and parent conferences. This includes maintaining a record of attendance, agenda, and meeting notes). • Work collaboratively with the MTSS Coach, Staffing Specialist, and the K12 Staffing Support individual to provide IEP goals to be utilized on student's IEPs. • Provide Tier 3 SEL individual and group counseling and push into the classroom to ensure that the student's SEL skills are transferring from SEL class to their other classes. • Provide school-wide SEL weekly strategies, and create and implement school-wide SEL activities. • Collaborate with Student Support Services Team and when applicable with district Certified Behavior Analyst (CBA) to analyze data on behavioral |

| Name | Position Title | Job Duties and Responsibilities |
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| | | observations and recommend appropriate interventions for classroom teachers. |

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| Williams, Charles | Dean | <p>Dr. Williams currently serves as Dean and oversees the social studies Department.</p> <ul style="list-style-type: none"> • Process all level 3 and 4 referrals and all in-school suspension assignments. • Conduct School Orientation for all newly enrolled students • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Attend weekly leadership team meetings to provide discipline and behavior updates/data and then disseminate information/adjustments back to behavior staff. • Analyze data on behavioral observations. • Supervise de-escalation of students. • Supervise restraints and assist when needed. • Enforce OCPS Student Code of Conduct and oversee that it is reviewed in all classrooms each quarter. • Actively supervise school campus. • Monitor buses AM & PM. • Monitor discipline records. • Weekly check EDW discipline errors and make any necessary corrections. • Participate in scheduled discipline meetings. • Collaborate with the administration on all level 4 offenses. • Conduct one on one positive interaction with students to assist academic and social concerns as time permits. • Conduct conflict resolution as needed/culturally responsive. • Schedule discipline related parent conferences as needed. • Work collaboratively with the classroom teachers on behavioral interventions. • Participate in weekly Professional Learning Communities with an assigned collaborative team. • Monitor and assist behavior team supervision in the cafeteria during breakfast and lunch. • Respond to calls from Program Assistants and as needed (i.e. fights (code 100), staff in danger (code 300), Medical emergencies, escalating student behavior. • Supervise bus arrival and departure and evacuation drills. • Submit Monthly Administrative Logs and quarterly binders. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in the faculty handbook and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis. |
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Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Wednesday 8/25/2021, Agustin Damers

Number of teachers with professional teaching certificates?

20

Number of teachers with temporary teaching certificates?

1

Total number of teacher positions allocated to the school.

51

Total number of students enrolled at the school.

75

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

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

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 | 1 | 2 | 3 | 6 | 3 | 6 | 22 | 6 | 5 | 4 | 14 | 4 | 76 |
| Attendance below 90 percent | 0 | 1 | 0 | 2 | 5 | 3 | 3 | 17 | 5 | 4 | 3 | 11 | 2 | 56 |
| One or more suspensions | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 9 | 1 | 1 | 2 | 4 | 2 | 24 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 14 | 4 | 3 | 0 | 6 | 2 | 30 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 4 | 1 | 0 | 3 | 2 | 27 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 12 | 2 | 2 | 3 | 3 | 3 | 29 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 14 | 3 | 0 | 2 | 2 | 0 | 25 |
| 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 | 1 | 3 | 1 | 4 | 21 | 5 | 3 | 4 | 8 | 2 | 52 |

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 | 11 | 2 | 2 | 2 | 2 | 0 | 19 |

Date this data was collected or last updated

Thursday 8/12/2021

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 | 22 | 8 | 5 | 0 | 7 | 10 | 7 | 59 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 5 | 4 | 0 | 4 | 5 | 5 | 42 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 6 | 2 | 0 | 4 | 6 | 5 | 38 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 7 | 3 | 0 | 5 | 5 | 5 | 40 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 7 | 2 | 0 | 4 | 3 | 3 | 37 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 5 | 5 | 0 | 2 | 6 | 6 | 37 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 4 | 3 | 0 | 2 | 0 | 2 | 25 |

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 | 21 | 7 | 5 | 0 | 6 | 7 | 6 | 52 |

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | | 62% | 61% | | 60% | 60% |
| ELA Learning Gains | | | | | 60% | 59% | | 57% | 57% |
| ELA Lowest 25th Percentile | | | | | 55% | 54% | | 54% | 52% |
| Math Achievement | | | | | 61% | 62% | | 60% | 61% |

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Math Learning Gains | | | | | 60% | 59% | | 60% | 58% |
| Math Lowest 25th Percentile | | | | | 54% | 52% | | 55% | 52% |
| Science Achievement | | | | | 56% | 56% | | 56% | 57% |
| Social Studies Achievement | | | | | 74% | 78% | | 74% | 77% |

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 |
| 03 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 0% | 52% | -52% | 54% | -54% |
| Cohort Comparison | | 0% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 8% | 48% | -40% | 52% | -44% |
| Cohort Comparison | | 0% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 0% | 54% | -54% | 56% | -56% |
| Cohort Comparison | | -8% | | | | |
| 09 | 2021 | | | | | |
| | 2019 | 9% | 52% | -43% | 55% | -46% |
| Cohort Comparison | | 0% | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 0% | 50% | -50% | 53% | -53% |
| Cohort Comparison | | -9% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 0% | 43% | -43% | 55% | -55% |
| Cohort Comparison | | 0% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 0% | 49% | -49% | 54% | -54% |
| Cohort Comparison | | 0% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 0% | 36% | -36% | 46% | -46% |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 0% | 49% | -49% | 48% | -48% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 67% | -67% | 67% | -67% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 18% | 66% | -48% | 71% | -53% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 69% | -69% | 70% | -70% |

| ALGEBRA EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 63% | -63% | 61% | -61% |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 53% | -53% | 57% | -57% |

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 | | 27 | | | 30 | | | | | | |
| BLK | | | | | | | | | | | |
| FRL | | | | | | | | | | | |

| 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 | 7 | 27 | | 6 | 43 | | | 30 | | | |
| BLK | 6 | 25 | | | | | | | | | |
| FRL | 4 | 33 | | | 36 | | | | | | |

| 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 | | | | | | | | | | | |
| BLK | | | | | | | | | | | |
| FRL | | | | | | | | | | | |

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 | 14 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 57 |
| Total Components for the Federal Index | 4 |
| Percent Tested | 81% |

| Subgroup Data | |
|--|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 14 |
| 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 | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| 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 | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 0 |
| 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 | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |

| 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 | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 0 |
| 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.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Data Analysis Assessments

1. API, MTSS Coach, and teachers will review and analyze data from multiple sources (FSA-for baseline data), CRMs, PMAs, PLC created assessments, iReady, Reading Plus).
2. Utilization of district-created CRMs, Mini-Academies, PMA, and PLC-created assessments to monitor student learning.
3. Quarterly data chats with teachers (API with teachers), and students (teachers with students) regarding performance and progress required for success.
4. PLC data chats after Instructional Rounds.
5. Teachers will collaborate and review specific student data for MTSS support.

PLC (Academic)

1. Ongoing review of ELA, Math, and EOC test design summary and blueprint to identify standards and percentage tested within each reporting category.
2. Combined ELA and Reading PLC for standards review and identified targets for lesson planning.

1. Weekly classroom observations for best practice conducted by API, Instructional Coaches (CRT, Reading, and MTSS).
2. Provide data points for teachers.
3. Provide PD for teachers on how to retrieve and utilize data.
4. API, MTSS Coach, and teachers will review and analyze data from multiple sources (FSA-for baseline data), CRMs, PMAs, PLC created assessments, iReady, Reading Plus, Khan Academy).
5. Instructional Focus Calendar-FCIM incorporated into the Instructional Focus Calendar (mastery days, corrections, retakes, amnesty).
6. Individualized Lesson Plans outlining support for differentiated instruction.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Math learning gains showed the greatest improvements. The learning gains can be attributed to the Instructional Expectations listed below:

- PLC (Academic)
 - Ongoing review of Math, and EOC test design summary and blueprint to identify standards and percentage tested within each reporting category.
 - Focused group discussions (using authentic student work and data) to determine strategies and shared ideas geared towards student academic improvement and expectations for performance.

- Common Planning Time
 - Grade level planning using district and state-provided resources to plan rigorous standards-based lessons.
 - Scaffolding and differentiating activities planned for implementation.

- Instructional Expectations
 - Instructional Focus Calendar-FCIM incorporated into the Instructional Focus Calendar (mastery days, corrections, retakes, amnesty).
 - Individualized Lesson Plans to outline support for differentiated instruction.
 - Whole Group Instruction strategy taught with fidelity using standards-based grade-level materials.
 - Rotation Models within Math and Science classes (Teacher-led groups, technology, and independent).
 - Rotation Groups: Push-in/pull-outs supported by MTSS Coach, ESE Facilitator, teachers, and tutors.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

With 2-year comparative data scores from students who took the FSA, ELA learning gains showed the lowest performance. Attendance and behaviors were contributing factors. Scaffolding and differentiation of instruction are needed to close the achievement gaps.

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

During the 2020-2021 school year, we created a middle school Triage Plan for grade levels (6-8). When looking at the data, it is vital that we look at comparative data (two years' worth of trend data). The 2021 FSA data illustrated that there were some gains with middle school ELA and Math. This was attributed to the triage plan that was put in place and the creation of the critical thinking course that was created in order to teach foundation skills.

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

Strategies to be implemented in order to accelerate learning include an ongoing review of ELA, Math, and EOC test design summary and blueprint to identify standards and percentage tested within each reporting category; combined ELA and Reading PLC for standards review and identified targets for lesson planning; grade-level planning using district and state-provided resources to plan rigorous standards-based lessons; and scaffolding and differentiating activities planned for implementation.

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.

The professional development opportunities that will be provided at the school to support teachers and leaders are listed below.

- PLC (Academic)
 - Ongoing review of Math, and EOC test design summary and blueprint to identify standards and percentage tested within each reporting category.
 - Focused group discussions (using authentic student work and data) to determine strategies and shared ideas geared towards student academic improvement and expectations for performance.

- Common Planning Time
 - Grade level planning using district and state-provided resources to plan rigorous standards-based lessons.
 - Scaffolding and differentiating activities planned for implementation.

- Instructional Expectations
 - Instructional Focus Calendar-FCIM incorporated into the Instructional Focus Calendar (mastery days, corrections, retakes, amnesty).
 - Individualized Lesson Plans outlining support for differentiated instruction.
 - Whole Group Instruction strategy taught with fidelity using standards-based grade-level materials.
 - Rotation Models within Math and Science classes (Teacher-led groups, technology, and independent).
 - Rotation Groups: Push-in/pull-outs supported by MTSS Coach, ESE Facilitator, teachers, and tutors.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

There were three student subgroups below 41% proficiency. Those subgroups are Black/African American (16%), economically disadvantaged (18%), and students with disabilities (23%). Students in these subgroups often struggle with learning and achieving in schools. Social and emotional learning in place, these identified students will continue to fall further behind. Many of these students are also experiencing some form of adverse childhood experiences (ACE) and this coupled with their lack of SEL coping strategies puts them at a further disadvantage.

Social-emotional learning teaches young students how to cope with everyday disappointments as well as the deep cuts of trauma.

A national survey of 12 to 17-year-olds revealed that:

- 39% reported witnessing violence
- 17% reported physical assault
- 8% of that age group experienced lifetime sexual assault

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The current Cognia data states that 52% of students were able to manage their emotions, thoughts, and behaviors in different situations. During the 2021 school year, we would like to see at least an 18% increase resulting in 70% of our students being able to manage their emotions, thoughts, and behaviors in different situations.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will be using frequent progress monitoring of our students' attendance, discipline, and academic data to address this focus area. In addition, we will be using ongoing professional development to build our faculty's expertise in social-emotional learning as well as incorporating SEL strategies weekly in specific classes to make certain that all of our students receive appropriate support.

Person responsible for monitoring outcome:

Inga Smith (inga.smith@ocps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy that is being implemented for this area of focus is the Collaborative for Academic, Social, and Emotional Learning (CASEL). We will also incorporate school-wide Trauma-Sensitive training.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting this strategy is because of the dynamics of the students at Silver Pines Academy. The school is 100% ESE and every student on campus has a Behavior Intervention Plan. Every student on campus suffers from some form of ACE/Trauma coupled with some form of behavior and/or mental health disability.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development will be provided to teachers and staff throughout the year on social emotional learning. We will also incorporate school-wide Trauma-Sensitive training.

Person Responsible

Cedric Thompson (cedric.thompson@ocps.net)

2. Every middle school student on campus will continue to take a semester-long SEL course. For elementary students, the Social Worker and Guidance Counselor will push into the social studies classes and deliver SEL curriculum. For high school the SEL curriculum will be infused throughout the courses.

Person Responsible Inga Smith (inga.smith@ocps.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our area of focus is to increase student achievement in our lowest 25%. This focus area addresses the division priority of narrowing the achievement gap. There were three student subgroups below 41% proficiency. Those subgroups are Black/African American (16%), economically disadvantaged (18%), and students with disabilities (23%). Students in these subgroups often struggle with learning and achieving in schools.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to reduce the achievement gaps by 3% for each targeted group as measured by state assessments in English language arts, math, and science during the 2021-2022 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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. We will also monitor behaviors and support students through Restorative Justice Practices.

Person responsible for monitoring outcome:

Agustin Damers (agustin.damers@ocps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We will be using the Multi-Tiered Support System (MTSS) and through interventions including tutoring as well as push-in and pull-out support in targeted classrooms.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The Multi-Tiered Support System allows us to provide differentiated instruction for targeted students in their classrooms. The other identified interventions will also provide support to help the targeted students in all of their classes.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Conduct weekly classroom observations for instructional best practice. Teachers will be given actionable feedback to help them build capacity to strengthen instructional skills.

Person Responsible

Inga Smith (inga.smith@ocps.net)

Provide PD for teachers on how to retrieve and utilize data. Teachers will be trained on how to use assessment data to drive differentiated student instruction.

Person Responsible

Inga Smith (inga.smith@ocps.net)

Provide data points for teacher by reviewing and analyzing data from multiple sources (FSA-for baseline data), CRMs, PMAs, PLC created assessments, iReady, Reading Plus, Khan Academy). The instructional coach will provide teachers with these various sources to teachers to help them develop differentiated instruction for students.

Person Responsible

Agustin Damers (agustin.damers@ocps.net)

Develop and implement Instructional Focus Calendars (mastery days, corrections, retakes, amnesty). The instructional coach will lead teachers on the development of lesson plans that will keep students on the district scope and sequence of instruction.

Person Responsible

Marlene Gillies (marlene.gillies@ocps.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

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.

Silver Pines Academy works toward building positive relationships with families through ongoing teacher-parent contacts, Open House, IEP meetings, SAC meetings, and ongoing school-wide events such as the annual Spelling Bee and student recognition ceremonies. Parents are informed of upcoming events via mail, newsletters, Skyward Family Access, and the telephone. Letters regarding testing dates and protocol are mailed to parents/guardians, in English or their native language.

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

For the 2021-2022 school year, working collaboratively with our parents and all stakeholders, Silver Pines Academy is committed to developing successful students that are equipped with the skills necessary to become productive citizens in the future. It is our belief that parent and family engagement is an important driving force in a child’s education, and is a shared responsibility. Silver Pines Academy staff believes that it takes a village to raise a child.

The staff is committed to working jointly with parents and family to develop a plan for activities and workshops, in order to support the high-quality instruction needed for all learners to be successful. Silver Pines Academy will host multiple curriculum events aligned to grade-level standards to model instructional

strategies for home and school. Therefore, we encourage the involvement of parents and community members in all school activities.

In addition, Silver Pines Academy will continue to offer various parent workshops that will assist parents with strategies for adjusting to their students with various diagnoses such as ODD, EBD, and ASD.