Southwest Middle

2022-23 Schoolwide Improvement Plan

Table of Contents

Southwest Middle

6450 DR PHILLIPS BLVD, Orlando, FL 32819

https://southwestms.ocps.net/

Demographics

Principal: Damian Rosado

Start Date for this Principal: 7/26/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: A (63%) 2017-18: A (63%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Southwest Middle

6450 DR PHILLIPS BLVD, Orlando, FL 32819

https://southwestms.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	77%

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

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Yockel, Raymond	Principal	Instructional leader and chief administrator of the school which involves developing, implementing and supporting policies, programs, curriculum activities, and budgets in a manner that promotes the educational, social and emotional development of each student, as well as the professional development of each staff member. - Focuses on instructional practices throughout the school by leading, directing, counseling, and supervising a variety of personnel and programs with an emphasis on Social Studies, Math, Safety and support departments - Provides a common vision for the use of data-based decision-making - Ensures the school based-team is providing intervention support and documentation - Ensures adequate professional development occurs for faculty and staff to ensure all students succeed - Works with technology team to create a plan to benefit student achievement - Participates on the School Threat Assessment Team (STAT) to ensure response protocols and interventions are discussed to assist with the academic needs, social-emotional needs and safety of all on campus - Identifies teacher leaders to continue the school's mission and vision - Engages parents and community members regarding school-based decisions
Trimble, Jill	Assistant Principal	Assistant Principal of Instruction - - Assists the Principal as an instructional leader of the school in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff, and parents - Focuses on instructional practices throughout the school by leading, directing, counseling, and supervising a variety of personnel and programs with an emphasis on ELA, Performing Arts, Reading, ELL, and Guidance - Provides a common vision for the use of data-based decision-making - Oversees, coordinates, and monitors the implementation of best practices for all ELL students - Ensures the school based-team is providing intervention support and documentation - Ensures adequate professional development occurs for faculty and staff to ensure all students succeed - Participates on the School Threat Assessment Team (STAT) to ensure response protocols and interventions are discussed to assist with the academic needs, social-emotional needs and safety of all on campus - Works with technology team to create a plan to benefit student achievement - Oversees the implementation of testing through district, state, and national protocols - Identifies teacher leaders to continue the school's mission and vision - Engages parents and community members regarding school-based decisions

Name	Position Title	Job Duties and Responsibilities
Haan, Destiny	Assistant Principal	Assistant Principal - - Assists the Principal as an instructional leader of the school in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff, and parents - Focuses on instructional practices throughout the school by leading, directing, counseling, and supervising a variety of personnel and programs with an emphasis on Science, Fine Arts, ESE, PE, Foreign Language, and Deans - Oversees, coordinates, and monitors the implementation of best practices for inclusive education for all SWDs - Oversees, coordinates, and monitors the implementation of the OCPS Code of Student Conduct and Restorative Practices - Oversees the School Threat Assessment Team (STAT) to ensure response protocols and interventions are discussed to assist with the academic needs, social-emotional needs and safety of all on campus - Provides a common vision for the use of data-based decision-making - Ensures the school based-team is providing intervention support and documentation - Ensures adequate professional development occurs for faculty and staff to ensure all students succeed - Works with technology team to create a plan to benefit student achievement - Works with implementation of testing through district, state, and national protocols - Identifies teacher leaders to continue the school's mission and vision - Engages parents and community members regarding school-based decisions
Daher, Maria	ELL Compliance Specialist	ELL Compliance Curriculum Teacher - - Responsible for all federal, state, and district mandates governing the education of our English Language Learners (ELL) - Provides all teachers with professional development and technical assistance with implementation of data-based instructional planning and practices with ELL students - Provides support to beginning new teachers with assistance in the implementation of best practices with ELL students - Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies - Provides whole school screening programs that provide early intervention services for students considered "at risk" - Assists with the implementation and support of progress monitoring, data collection, and data analysis - Supports reading teachers in the implementation of best practices for ELL students with reading deficiencies
Esquivel Perez, Imer	Other	Technical Support Representative - - Develops or brokers technology necessary to manage and display data

Name	Position Title	Job Duties and Responsibilities
		- Provides technical support to teachers and staff regarding data management and display - Works to create systems that support a learning environment for all students that can be maintained by faculty and staff - Diagnoses technological issues and use information from students and teachers to fix various problems or schedules repairs if unable to fix on-site - Provides daily support to all users of various computer systems including answering questions, analyzing problems, and quickly forming solutions to return systems to proper operation - Install and maintain hardware, software, and other equipment to meet school needs, and install security patches and updates when necessary - Maintain detailed records of reported issues and completed solutions along with any further actions required of TSR
Singletary, Peter	Other	SAFE Coordinator - - Provides a proactive program that collaborates with teachers and parents on identifying and intervening of a student's academic and social/emotional needs - Mental health designee and community resource liaison - Creates a safe space for students and parents who have concerns that need to be addressed in a timely manner - Conducts restorative practice sessions with students to increase academic, social, emotional, and behavioral success - Participates the School Threat Assessment Team (STAT) to ensure response protocols and interventions are discussed to assist with the academic needs, social-emotional needs and safety of all on campus - Creates a safe space for students and parents who have concerns that need to be addressed in a timely manner
Rodriguez, Jenny	Instructional Coach	Instructional Coach - - Provides ELA and Reading teachers with professional development and technical assistance with implementation of data-based instructional planning and practices - Provides support to beginning new teachers with assistance in the implementation of best practices with ELL and SWD students - Supports teachers through the coaching cycle - Provides support with the implementation of iReady - Provides professional development and technical assistance to teachers regarding the analysis of the iReady data and shifts in instruction based on that data - Implements and supports MTSS, ESE, and 504 guidelines for Tier III intervention plans - Facilitates and supports in the implementation for progress monitoring, data

Name	Position Title	Job Duties and Responsibilities
		collection, and data analysis activities - Provides support for assessment and implementation monitoring
Agee, Joshua	Curriculum Resource Teacher	Curriculum Resource Teacher/Testing Coordinator - - Facilitates and supports data collection activities - Assists in data analysis and construction of goal setting within Professional Learning Communities (PLC) - Provides professional development and technical assistance to teachers regarding data-based instructional planning - Supports the instructional implementation of Tier I, Tier II, and Tier III intervention - Plan, engage, implement, and support instructional use of technology - Participates in the design and delivery of professional development - Works with implementation of testing through district, state, and national protocols - Provides support to beginning new teachers with assistance in the implementation of best practices with ELL and SWD students - Provides professional development and technical assistance to teachers regarding the analysis of the iReady and PMA data and shifts in instruction based on that data
Sapp, Daniel	Dean	Dean of 6th grade students - - Responsible for protecting the health and welfare of all our students - Assists students in establishing high standards of conduct and address the improvement of student attendance and discipline in accordance with OCPS Code of Student Conduct - Conducts Restorative Practice sessions with students to increase academic, social, emotional, and behavioral success - Participates the School Threat Assessment Team (STAT) to ensure response protocols and interventions are discussed to assist with the academic needs, social-emotional needs and safety of all on campus - Ensures the school based-team is providing intervention support and documentation - Communicates daily with students, parents, and teachers regarding discipline matters - Assists staff with behavior management plans for students with chronic discipline problems - Coordinates the before and after school program - Assist with the supervision of organized student gatherings to ensure the safely of all attendees - Responsible for supervision of the 6th grade student lunchroom and work duty assignments - Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals - Assists teachers with effective classroom management when needed

Name	Position Title	Job Duties and Responsibilities
Morgan, Cicily	Dean	Dean of 7th grade students - - Responsible for protecting the health and welfare of our students - Assists students in establishing high standards of conduct and address the improvement of student attendance and discipline in accordance with OCPS Code of Student Conduct - Conducts Restorative Practice sessions with students to increase academic, social, emotional, and behavioral success - Ensures the school based-team is providing intervention support and documentation - Communicates daily with students, parents, and teachers regarding behavioral matters - Assists staff with behavior management plans for students with chronic discipline problem - Assist with the supervision of organized student gatherings to ensure the safely of all attendees - Responsible for supervision of the 7th grade student lunchroom and work duty assignments - Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals - Assists teachers with effective classroom management when needed - SAC Chairperson - ADDitions and PIE Coordinator
Brown, Katharine	Dean	Dean of 8th grade students - - Responsible for protecting the health and welfare of our students - Assists students in establishing high standards of conduct and address the improvement of student attendance and discipline in accordance with OCPS Code of Student Conduct - Conducts Restorative Practice sessions with students to increase academic, social, emotional, and behavioral success - Ensures the school based-team is providing intervention support and documentation - Communicates daily with students, parents, and teachers regarding discipline matters - Assists staff with behavior management plans for students with chronic discipline problems - Assist with the supervision of organized student gatherings to ensure the safety of all attendees - Responsible for supervision of the 8th grade student lunchroom and work duty assignments - Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals - Assists teachers with effective classroom management when needed
Thibeau, Mary	Math Coach	Math Coach - - Provides math teachers with professional development and technical

Name	Position Title	Job Duties and Responsibilities
		assistance with implementation of data-based instructional planning and practices - Provides support to beginning new teachers with assistance in the implementation of best practices with ELL and SWD students - Supports math teachers through the coaching cycle - Provides support with the implementation of iReady - Provides professional development and technical assistance to teachers regarding the analysis of the iReady data and shifts in instruction based on that data - Implements and supports MTSS, ESE, and 504 guidelines for Tier III intervention plans - Facilitates and supports in the implementation for progress monitoring, data collection, and data analysis activities - Provides support for assessment and implementation monitoring
Obret, Zurima	Staffing Specialist	ESE Staffing Specialist - - Coordinates with school, district, teachers, service providers, families, and parent representatives to convene all Individual Education Plans (IEPs) and Educational Plans (EPs) - Facilitate and provide training to school staff relative to ESE procedures, least restrictive environment, PEER and other issues involving exceptional student education - Liaison/trainer to school staff regarding changes related to exceptional student education in school board policies/procedures, state and federal laws and program services provided by the district - Coordinate and participate in articulation meetings for students promoting from 5th-6th grade and 8th-9th grade - Consult with district teachers regarding strategies and teaching techniques - Coordinate the collection of all necessary documentation prior to a student being considered for eligibility under an exceptional education program and/or service - Assist in the development of all IEP, EP documents required for eligible and identified ESE students actively enrolled at the school site - Maintain accurate ESE paperwork and supporting documentation to reflect the appropriate service delivery models and compliance with services for all ESE students as identified on the IEP and EP - Maintain and ensure that all ESE paperwork is accurate and current for gifted students as identified on the IEP and EP - Maintain and organize ESE folder(s) in student cumulative files - Maintain all ESE student program data within the district's student database (Skyward) ensuring accuracy and current level of service identified in the student's IEP and EP in order to obtain maximum funding for ESE students - Serve as the school contact for all State Reporting and FTE issues and data corrections regarding exceptional student education through each FTE Survey period

Name	Position Title	Job Duties and Responsibilities
Jay, Jill	School Counselor	Lead and 6th Grade Guidance Counselor - - Provides a proactive program that collaborates with teachers and parents on identifying and intervening of a student's academic and social/emotional needs - Develops student schedules based on student requests to provide the best opportunity for student success - Ensures FTE protocols are in compliance - Conducts restorative practice sessions with students to increase academic, social, emotional and behavioral success - Creates a safe space for students and parents to effectively communicate with and involve parents in improving student performance. This also includes the referral of students and parents to appropriate specialists in keeping with district guidelines - Provides crisis intervention services, e.g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate - Maintains student guidance records and confidentiality - Confers with teachers to provide possible interventions for classroom academic or behavior modifications - Identifies and evaluates critical data such as grades, test scores, attendance, and behavior. Uses data to develop strategies to positively impact students. - Participates in a multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations.
Guerrero, Claribar	School Counselor	7th Grade Guidance Counselor - - Provides a proactive program that collaborates with teachers and parents on identifying and intervening of a student's academic and social/emotional needs - Develops student schedules based on student requests to provide the best opportunity for student success - Ensures FTE protocols are in compliance - Conducts restorative practice sessions with students to increase academic, social, emotional and behavioral success - Creates a safe space for students and parents to effectively communicate with and involve parents in improving student performance. This also includes the referral of students and parents to appropriate specialists in keeping with district guidelines - Provides crisis intervention services, e.g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate - Maintains student guidance records and confidentiality - Confers with teachers to provide possible interventions for classroom academic or behavior modifications - Identifies and evaluates critical data such as grades, test scores, attendance, and behavior. Uses data to develop strategies to positively impact students.

Name	Position Title	Job Duties and Responsibilities
		- Participates in a multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations.
Guity, Rene	School Counselor	8th Grade Guidance Counselor - - Provides a proactive program that collaborates with teachers and parents on identifying and intervening of a student's academic and social/emotional needs - Develops student schedules based on student requests to provide the best opportunity for student success - Ensures FTE protocols are in compliance - Conducts restorative practice sessions with students to increase academic, social, emotional and behavioral success - Creates a safe space for students and parents to effectively communicate with and involve parents in improving student performance. This also includes the referral of students and parents to appropriate specialists in keeping with district guidelines - Provides crisis intervention services, e.g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate - Maintains student guidance records and confidentiality - Confers with teachers to provide possible interventions for classroom academic or behavior modifications - Identifies and evaluates critical data such as grades, test scores, attendance, and behavior. Uses data to develop strategies to positively impact students. - Participates in a multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations.
West, Keith	Behavior Specialist	ESE Behavior Specialist - - Assists ESE teachers and acts as a classroom facilitator to assess best learning practices for teachers to use in the classroom - Monitors functional behavior assessments and behavior intervention programs - Conducts one-on-one social skills lessons with ESE students - Participates in a cooperative effort with faculty and staff to plan, implement and evaluate school wide ESE programs - Participates in Florida Department of Education required workshops and other trainings - Processes ESE discipline referrals and assist with PLC compliance issues - Maintains contact with teachers and parents in conjunction with administrative team (i.e. ESE teacher, assistant principal and principal) through teacher/parent conferences and IEP team meetings - Determines the appropriate methods to use in resolving student behavior problems with ESE students - Observes and assesses teacher/student needs to promote a productive

Name	Position Title	Job Duties and Responsibilities
		learning environment - Responsible for timely and accurate information they maintain as a part of their job responsibilities - Trained in Professional Crisis Management (PCM) and Crisis Prevention Intervention (CPI)

Demographic Information

Principal start date

Tuesday 7/26/2022, Damian Rosado

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

14

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,418

Identify the number of instructional staff who left the school during the 2021-22 school year.
20

Identify the number of instructional staff who joined the school during the 2022-23 school year.
15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	485	411	441	0	0	0	0	1337
Attendance below 90 percent	0	0	0	0	0	0	115	131	108	0	0	0	0	354
One or more suspensions	0	0	0	0	0	0	13	26	42	0	0	0	0	81
Course failure in ELA	0	0	0	0	0	0	4	68	58	0	0	0	0	130
Course failure in Math	0	0	0	0	0	0	11	65	49	0	0	0	0	125
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	144	119	155	0	0	0	0	418
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	179	135	147	0	0	0	0	461
Number of students with a substantial reading deficiency	0	0	0	0	0	0	216	228	232	0	0	0	0	676

Using the table above, complete the table below with the number of students by current grade level who have 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	144	151	166	0	0	0	0	461

Using current year data, complete the table below with the number of students identified as being "retained.":

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	
Students retained two or more times	0	0	0	0	0	0	2	2	4	0	0	0	0	8

Date this data was collected or last updated

Wednesday 7/27/2022

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	80	27	193	0	0	0	0	300

The number of students identified as retainees:

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

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	80	27	193	0	0	0	0	300

The number of students identified as retainees:

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	49%	50%				62%	52%	54%
ELA Learning Gains	48%						61%	52%	54%
ELA Lowest 25th Percentile	34%						47%	45%	47%
Math Achievement	53%	36%	36%				63%	55%	58%
Math Learning Gains	62%						62%	55%	57%
Math Lowest 25th Percentile	53%						53%	50%	51%
Science Achievement	52%	55%	53%				53%	51%	51%
Social Studies Achievement	75%	61%	58%				71%	67%	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	2022					
	2019	53%	52%	1%	54%	-1%
Cohort Comparison						
07	2022					
	2019	53%	48%	5%	52%	1%
Cohort Comparison		-53%				
08	2022					
	2019	56%	54%	2%	56%	0%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	38%	43%	-5%	55%	-17%
Cohort Comparison						
07	2022					
	2019	53%	49%	4%	54%	-1%
Cohort Comparison		-38%				
08	2022					
	2019	25%	36%	-11%	46%	-21%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	45%	49%	-4%	48%	-3%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	66%	-3%	71%	-8%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	63%	33%	61%	35%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	53%	43%	57%	39%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	27	43	36	21	45	37	27	59			
ELL	30	40	28	35	52	47	32	56	91		
ASN	79	66		89	84	77	80	97	96		
BLK	37	42	36	28	56	59	32	66	79		
HSP	40	45	36	41	54	48	46	63	89		
MUL	62	67		73	73			91			
WHT	66	48	29	73	67	52	71	87	91		
FRL	41	43	35	40	57	58	41	66	81		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	37	24	24	31	28	35	37			
ELL	30	54	53	30	43	43	28	51	71		

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

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	47	44	36	49	41	40	54			
ELL	43	58	50	45	56	52	30	55	94		
ASN	82	79		84	84		70	86	98		
BLK	45	50	38	37	53	55	29	57	87		
HSP	55	59	51	58	61	52	50	66	89		
MUL	60	50		75	39						
WHT	79	68	54	81	66	53	67	82	96		
FRL	53	57	45	51	58	51	39	64	91		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

At the end of 2021 based on FSA data we ended the year with:
51% proficiency in ELA (2020-2021 was 55% proficiency for a 4 point loss)
53% proficiency in Math (2020-2021 was 51% proficiency for a 2 point gain)
52% proficiency in grade 08 Science (2020-2021 was 50% for a 2 point gain)
75% proficiency in Civics (2020-2021 was 67% for a 8 point gain)
90% proficiency in Acceleration (2020-2021 was 79% for a 11 point gain)
FSA ELA scores dropped significantly, impacting our overall reading data and overall school grade.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

We had drops in all of our FSA ELA categories including learning gains and lowest 25%. Most significant drop were with ELA learning gains of the lowest 25% (-11 points).

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

With the last remaining effects of COVID and the continued adjustment of students returning to a rigorous learning environment, ELA scores dropped overall for all students. Literacy was not emphasized across all contents that were previously emphasized pre-pandemic, and the level of rigor was not at the level of the standard. Additional support is needed with tutoring to increase learning gains and close achievement gaps.
New Actions include:
- Support needed with tutoring to increase learning and close the achievement gaps
- Staffing changes with ELA department to better support specific grade level instruction
- Professional development to help teachers with the new B.E.S.T. standards in ELA and Math
- Individualized scheduling for students to place in more leveled classes for stronger differentiated instruction
- Identify SWD students in general education classes and prioritize schedules for all core classes
- Staffing changes in our ESE department to better support these students
- Instructional staff PD scheduled in areas such as effective student data tracking and data chats, deepening formative assessment practices, and interpreting data to drive instruction

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Civics and Acceleration scores slightly improved.

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

Civics -
1. Civics teams met on a weekly basis to discuss data from formative and summative assessments.
2. Teams utilized the CRM's as a resource to guide lesson plans and the implementation of best practices.
3. Team members identified areas of growth within our school-wide professional plan and seek coaching support.
4. The instructional coach conducted coaching cycles with the 7th grade Civics teachers, using skills learned from the Lastinger Center, so that they can reflect and improve upon their desired teaching practices and student outcomes.
5. Select Civics teachers attended the Civics Community Collaborative and share resources and instructional practices from this professional development with their team members.

Acceleration -
1. ALG/Geo teams met on a weekly basis to discuss data from formative and summative assessments.
2. Teams utilized the CRM's as a resource to guide lesson plans and the implementation of best practices.
3. Team members identified areas of growth within our school-wide professional plan and seek coaching support.
4. The instructional coach conducted coaching cycles with the Math teachers, using skills learned from online modules and PD, so that they can reflect and improve upon their desired teaching practices and student outcomes.
5. A systematic plan for comprehensive review of 6th and 7th grade material was implemented by the 8th grade team.

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

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

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

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

get a more accurate understanding of what our students know.
- how to implement student-centered small groups to help students demonstrate mastery of learning concepts.

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

Administration and instructional coaches will be implementing classroom walkthroughs on a weekly basis to identify areas of need and focus on classroom procedures. Selected teachers will participate in a coaching cycle with the instructional coach. Teachers will receive actionable feedback and specific positive feedback following every classroom visit. Teachers will engage in ongoing professional development to assist them with small group instruction. Administrators will monitor PLC data meetings to observe and assist with questions. Continue to incorporate emotional wellness strategies to help improve student performance and increase student achievement through a more effective approach to instructional techniques and strategies.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to The 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.	Administration and instructional coaches will implement classroom walkthroughs on a weekly basis to identify areas of need and focus on classroom procedures. Selected teachers will go through a coaching cycle with the instructional coach. Teachers will receive actionable feedback and specific positive feedback following every classroom visit. Leadership team will provide continuous professional development for teachers to assist them with small group instruction. Administrators will monitor PLC data meetings to observe and assist with questions. SEL year 1 and 2 strategies will continue to be incorporated in order to help improve student performance and increase student achievement through a more effective approach to instructional techniques and strategies.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Early Warning Systems indicator data Alex Incident/SESIR data Panorama survey data *Student Survey - School Climate, Sense of Belonging *Teachers and Staff - School Climate, School Leadership, Professional Learning About SEL *Family Members - Barriers to Engagement, School Climate Culture & Climate Continuum data
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Culture & Climate Continuum data Classroom Walkthrough trend data Evaluative instructional and leadership practice observational data Qualitative data from students, staff, and families
Person responsible for monitoring outcome:	Raymond Yockel (raymond.yockel@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a schoolwide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.
Rationale for Evidence-based	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness

Strategy: **Explain the rationale for selecting this specific strategy.**	the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.
Describe the resources/ criteria used for selecting this strategy.	Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement
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.

- Implement a school-wide SEL curriculum
- Ensure a school team receives training on implementation of a school-wide SEL curriculum
- Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum
- Implement a school-wide SEL curriculum

Person Responsible	Raymond Yockel (raymond.yockel@ocps.net)

Integrating Aligned Instructional and SEL Strategies
- Identify student social and emotional learning needs to prepare for academic instruction
- Determine cognitive and conative strategies that align with the standard
- Interpret standards and student needs to intentionally integrate aligned instructional strategies

Person Responsible	Raymond Yockel (raymond.yockel@ocps.net)

Deliberate School SEL Supports for Families:
Identify strategies to support family engagement based on Panorama Family Members Survey:
*Strengthe Communication
*Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House, principal breakfast)
*Develop school-wide digital communication outreach plan to inform students and families how they can connect to school events and resources.
*Build Community
*Establish family resource center where families can access resources and information to support success
*Create welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal)
*Host events, workshops and opportunities that are relational, connected to family interests and culture, and linked to learning
*Create Connections
*Establish family-friendly system with multiple ways to gather and respond to families' questions, suggestions and needs
*Create flexible events and opportunities for families: e.g., different times throughout the day, face-to-face, virtual, pre-recorded sessions, multiple languages

Person Responsible	Raymond Yockel (raymond.yockel@ocps.net)

Monitor, Measure, and Modify
- Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices

- Implement a continuous improvement plan for social and emotional learning & leadership that usescycles of professional learning.
- Evaluate the impact of cycles of professional learning on improvement efforts
- Monitor, measure, and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture

Person Responsible   Raymond Yockel (raymond.yockel@ocps.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	With the last remaining effects of COVID and the continued adjustment of students returning to a rigorous learning environment, ELA scores dropped overall for all students. Literacy was not emphasized across all contents that were previously emphasized pre-pandemic, and the level of rigor was not at the level of the standard. Additional support is needed with tutoring to increase proficiency and close achievement gaps.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By having clear, measurable goals for individual student proficiency, the specific measurable outcome the school plans to achieve is raising the ELA proficiency for all students from 51% to 61%. In addition to raising the ELA scores for all students, the school will raise the ELA proficiency for African American students from 38% to 50%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Core subject PLCs will meet weekly and discuss SBUA, PMA, and iReady data and how they are adjusting their instruction to meet the learning goals established for each student. Additionally, PLCs will review CWT data to determine the need for individualized instruction. Individualized scheduling will be done for students with reading deficiencies to place in more intensive classes for stronger differentiated instruction and to help close the reading gaps the students are exhibiting.
Person responsible for monitoring outcome:	Raymond Yockel (raymond.yockel@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will be given planning days for PLCs to discuss data and goals. Teachers will analyze current data and review the instructional calendar to make adjustments and to determine any additional strategy implementation such as small group scaffolded instruction and individual student progress monitoring. Additionally, teachers will be provided training in use of Performance Matters (data platform). They will also receive Professional Development (PD) on how to build classroom community and improve student engagement, small group collaboration, and deepening learning through questioning and student reflection.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Classroom instruction based on current data allows teachers to focus more on student engagement, collaboration, and differentiation, all three components which directly impact our Black student subgroups. In an effort to improve these strategies, school-based professional development will focus on refreshing these concepts for teachers, as well as assisting with implementation in the classroom.

Action Steps to Implement
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.

- ELA and Reading teams will meet regularly to discuss data and plan for shifts in instruction.
- Intensive reading teachers and their ELA counterparts will plan together so that the reading teacher is assisting with upcoming instruction of ELA content a week or two in advance.
- Veteran teachers will continue to implement close reading strategies and new teachers will be provided professional learning development in this area.
- Close reading strategies will be utilized in all classrooms across the campus.

Person Responsible   Jill Trimble (jill.trimble@ocps.net)

- Ensure that CRMs are reviewed and resources utilized.
- Use of formative data to identify any additional needs and challenges that arise.
- New team members attend Professional Development on B.E.S.T. standards to inform instruction.
- Tutoring programs will be implemented to help with mastery of the standards.
- The ELA department 6-8 works together during department meetings to ensure vertical alignment.

Person Responsible   Jill Trimble (jill.trimble@ocps.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Yockel, Raymond, raymond.yockel@ocps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
n/a	Yockel, Raymond, raymond.yockel@ocps.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with

students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

Below is the core team of teachers and administrators from Southwest Middle School who will attend district-wide professional learning throughout the year. The core team will work with the broader school team (which consists of staff members from each department and classified staff) and will implement professional learning for staff and families, based on school and community needs. School leadership teams will collaborate with school stakeholders to determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success.
Raymond Yockel - Principal, SEL site based team member
Jill Trimble - Assistant Principal, SEL site based team member
Peter Singletary - SAFE Coordinator, SEL site based team member
Sally Marjama - Teacher, SEL site based team member
Shawn Rymer - Teacher, SEL site based team member