

Orange County Public Schools

South Creek Middle



2022-23 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 14 |
| Planning for Improvement | 18 |
| Positive Culture & Environment | 0 |
| Budget to Support Goals | 0 |

South Creek Middle

3801 E WETHERBEE RD, Orlando, FL 32824

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

Demographics

Principal: Lovely Tinsley

Start Date for this Principal: 6/1/2022

| | |
|--|---|
| 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) | 82% |
| 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: C (51%) 2018-19: B (58%) 2017-18: B (56%) |
| 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 | TSI |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 14 |
| Planning for Improvement | 18 |
| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

South Creek Middle

3801 E WETHERBEE RD, Orlando, FL 32824

<https://southcreekms.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 | 82% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 92% |

School Grades History

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

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 |
|---------------------------|-----------------------------|--|
| Tinsley, Lovely | Principal | The principal is responsible for overseeing curriculum and instruction, data analysis to ensure increases in student achievement, and manages the learning environment. The Principal conducts classroom observations in order to give actionable feedback. |
| Broxton-Crawford, April | Assistant Principal | Responsible for the master schedule with a focus on instruction to meet students' academic needs. The Assistant Principal assists the principal with curriculum, instruction, and data analysis. The Assistant Principal conducts classroom observations in order to give actionable feedback and other duties as assigned by the Principal. The Assistant Principal serves on the Leadership Team, supports the SIP, supports the ELA and Social Science departments, and other duties as assigned by the Principal. |
| Bermudez-Scruggs, Marlene | Assistant Principal | The Assistant Principal is responsible for maintaining and fostering safe and orderly operations on school grounds in order for students to focus on learning and teachers to focus on teaching. The Assistant Principal assists the principal with curriculum, instruction, and data analysis and conducts classroom observations in order to give actionable feedback. The Assistant Principal supports the Math department, serves on the Leadership Team and supports the SIP and other duties as assigned by the Principal. |
| Choroco, Celeste | Curriculum Resource Teacher | Responsible for working with teachers to improve instruction and use of research based best practices during lesson planning that maximize results with regard to student academic achievement. The Instructional Coach creates and implements professional development sessions based on school needs and initiatives. The Curriculum Resource Teacher serves on the Leadership Team and supports the SIP. The Instructional Coach assists with conducting classroom observations in order to give actionable feedback and other duties as assigned by the Principal. |
| Kessler, Erin | Other | The ELA Resource Teacher monitors and supports students through the MTSS process. The Resource Teacher supports ELA/Reading collaborative teams, conducts classroom walkthroughs and gives feedback for support. The ELA Resource Teacher serves on the Leadership Team, supports the SIP, helps to create materials and resources for ELA/Reading teachers, supports school and district initiatives, and other duties as assigned by the Principal |
| Labee, Earnest | Instructional Coach | The Instructional Coach monitors and supports students through the MTSS process. The Instructional Coach supports Math collaborative teams, conducts classroom walkthroughs and gives feedback for support. The Instructional Coach serves on the Leadership Team, supports the SIP, helps to create materials and resources for Math teachers, supports school and district initiatives, and other duties as assigned by the Principal |

| Name | Position Title | Job Duties and Responsibilities |
|---------------------|---------------------------|--|
| Bess, Emily | Instructional Media | The Instructional Media Specialist supports school wide literacy programs. The Media Specialist maintains the school's website and social media accounts and conducts classroom observations in order to give actionable feedback. The Media Specialist supports the school's 1:1 digital program. The Instructional Coach serves on the Leadership Team and supports the SIP and other duties as assigned by the Principal. |
| Theodoredis, Sandra | ELL Compliance Specialist | . The ESOL Compliance Specialist (ECS) is responsible for supporting English Language Learners at the school. The ECS helps to test students, make sure they are appropriately placed, have the necessary resources for success, and are supported as needed in the classrooms. The ESOL Compliance Specialist monitors ELL student performance throughout the school year and oversees ESOL Compliance concerns. The ESOL Compliance Specialist conducts classroom observations in order to give actionable feedback. The Instructional Coach serves on the Leadership Team, supports the SIP, and other duties as assigned by the Principal. |
| Mitchell, Neva | School Counselor | The Guidance Counselor is responsible for creating student schedules based on needs and state requirements. The guidance counselor works with students and families to ensure academic success and grade-level progress. The Guidance Counselor supports student promotion and grade-level requirements. The Guidance Counselor facilitates Parent-Teacher conferences. The Guidance Counselor conducts lessons throughout the year such as Naviance. The Guidance Counselor gives input about students to the Threat Assessment Team and other duties as assigned by the Principal. |
| Weber, Daniel | Dean | The Dean is responsible for maintaining a safe and orderly school environment for all students including building and fostering trusting relationships with students. The Dean works with students, faculty, and parents in order to support positive behavior practices and modify unwanted behaviors. The Dean supports instruction through classroom visits for the purpose of assisting with classroom management. The Dean supports operations, such as drills, to help maintain safety and order on campus. The Dean gives input about students to the Threat Assessment Team. The Dean assists with school walkthroughs in order to help with observations and give actionable feedback. The Dean serves on the Leadership Team and supports the SIP and other duties as assigned by the Principal. |
| Taylor, Latif | Other | The Dean is responsible for maintaining a safe and orderly school environment for all students including building and fostering trusting relationships with students. The Dean works with students, faculty, and parents in order to support positive behavior practices and modify |

| Name | Position Title | Job Duties and Responsibilities |
|---------------------------|---------------------|--|
| | | <p>unwanted behaviors. The Dean supports instruction through classroom visits for the purpose of assisting with classroom management. The Dean supports operations, such as drills, to help maintain safety and order on campus. The Dean gives input about students to the Threat Assessment Team. The Dean assists with school walkthroughs in order to help with observations and give actionable feedback. The Dean serves on the Leadership Team and supports the SIP and other duties as assigned by the Principal.</p> |
| Watford, Amee | School Counselor | <p>The Guidance Counselor is responsible for creating student schedules based on needs and state requirements. The guidance counselor works with students and families to ensure academic success and grade-level progress. The Guidance Counselor supports student promotion and grade-level requirements. The Guidance Counselor facilitates Parent-Teacher conferences. The Guidance Counselor conducts lessons throughout the year such as Naviance. The Guidance Counselor gives input about students to the Threat Assessment Team and other duties as assigned by the Principal.</p> |
| Beaudin-Shields, Kimberly | Behavior Specialist | <p>The Behavior Specialist collaborates with administration to coordinate behavioral and safety needs of ESE scholars or tiered 3 students. Schedule, plan and implement social skills groups for ESE scholars and tiered 3 scholars per IEP and/or EPT meeting notes and service page. Develop drafts of Social/Emotional goal page and coordinate monitoring and follow-up of ESE students whose IEP's assign them 100% of the time to mainstream. Responsible for development and monitoring of FBA/BIP for student's IEP. Assist ASD/IND teachers with data collection, classroom management, behavioral intervention, etc. Plan and consult with staffing specialist and administration Consult with parents, school and out-of-school agencies concerning scholar challenges. Help intervention team develop a BASP when determining if a student needs ESE services. Observe students in classroom settings, collect and interpret data. Respond to crisis calls that involve ESE students and tiered 3 students. Provide an updated discipline response spreadsheet each Friday to all leadership team members. Attend IEP and MTSS meetings. Monitor MTSS Data. Follow the procedures, policies of Orange County Public School discipline codes. Provide teachers support utilizing the classroom behavior incentive program. Assist with the implementation of the school-wide behavior plan</p> <p>Work in collaboration with the, parent resource teacher, classroom teachers and other involved administrators in making home visits. Attend and contribute grade level PLCs and data meetings</p> <p>Provide support to teachers and scholars during the intervention block other duties as assigned by the principal.</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------------|---------------------|--|
| Dos Santos Rego, Myriam | Staffing Specialist | Staffing Specialist/504 contact. The Staffing Specialist monitors ESE population of students, including the EBD unit. The Staffing Specialist is part of the MTSS team and also completes ESE documentation for compliance. The Staffing Specialist facilitates IEP and 504 meetings as well as attends and documents student manifestation meetings for discipline. The Staffing Specialist supports the support facilitation model on campus. The Staffing Specialist gives input about students to the Threat Assessment Team. Other duties as assigned by the Principal. |

Demographic Information

Principal start date

Wednesday 6/1/2022, Lovely Tinsley

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.*

19

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,154

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

17

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

16

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 | 405 | 345 | 404 | 0 | 0 | 0 | 0 | 1154 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 89 | 103 | 123 | 0 | 0 | 0 | 0 | 315 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 16 | 0 | 0 | 0 | 0 | 23 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 4 | 1 | 0 | 0 | 0 | 0 | 10 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 16 | 29 | 0 | 0 | 0 | 0 | 52 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 82 | 68 | 119 | 0 | 0 | 0 | 0 | 269 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 89 | 78 | 126 | 0 | 0 | 0 | 0 | 293 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 73 | 73 | 126 | 0 | 0 | 0 | 0 | 272 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Date this data was collected or last updated

Tuesday 7/26/2022

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 | 352 | 374 | 376 | 0 | 0 | 0 | 0 | 1102 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 59 | 53 | 66 | 0 | 0 | 0 | 0 | 178 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 4 | 0 | 0 | 0 | 0 | 13 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 10 | 56 | 0 | 0 | 0 | 0 | 77 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 21 | 61 | 0 | 0 | 0 | 0 | 97 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 66 | 61 | 0 | 0 | 0 | 0 | 170 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 44 | 71 | 65 | 0 | 0 | 0 | 0 | 180 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 34 | 23 | 0 | 0 | 0 | 0 | 81 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 47 | 60 | 84 | 0 | 0 | 0 | 0 | 191 |

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 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |

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 | 352 | 374 | 376 | 0 | 0 | 0 | 0 | 1102 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 59 | 53 | 66 | 0 | 0 | 0 | 0 | 178 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 4 | 0 | 0 | 0 | 0 | 13 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 10 | 56 | 0 | 0 | 0 | 0 | 77 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 21 | 61 | 0 | 0 | 0 | 0 | 97 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 66 | 61 | 0 | 0 | 0 | 0 | 170 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 44 | 71 | 65 | 0 | 0 | 0 | 0 | 180 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 34 | 23 | 0 | 0 | 0 | 0 | 81 |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 47 | 60 | 84 | 0 | 0 | 0 | 0 | 191 |

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 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |

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 | 49% | 49% | 50% | | | | 57% | 52% | 54% |
| ELA Learning Gains | 47% | | | | | | 54% | 52% | 54% |
| ELA Lowest 25th Percentile | 34% | | | | | | 45% | 45% | 47% |
| Math Achievement | 50% | 36% | 36% | | | | 57% | 55% | 58% |
| Math Learning Gains | 51% | | | | | | 59% | 55% | 57% |
| Math Lowest 25th Percentile | 47% | | | | | | 53% | 50% | 51% |
| Science Achievement | 43% | 55% | 53% | | | | 53% | 51% | 51% |
| Social Studies Achievement | 70% | 61% | 58% | | | | 66% | 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 | 61% | 52% | 9% | 54% | 7% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 50% | 48% | 2% | 52% | -2% |
| Cohort Comparison | | -61% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 51% | 54% | -3% | 56% | -5% |
| Cohort Comparison | | -50% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | 53% | 43% | 10% | 55% | -2% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 47% | 49% | -2% | 54% | -7% |
| Cohort Comparison | | -53% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 31% | 36% | -5% | 46% | -15% |
| Cohort Comparison | | -47% | | | | |

| 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 | 49% | 49% | 0% | 48% | 1% |
| 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 | 65% | 66% | -1% | 71% | -6% |
| 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 | 81% | 63% | 18% | 61% | 20% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 97% | 53% | 44% | 57% | 40% |

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 | 11 | 35 | 34 | 9 | 36 | 35 | 10 | 26 | | | |
| ELL | 30 | 43 | 36 | 36 | 40 | 40 | 19 | 49 | 46 | | |
| ASN | 73 | 59 | 40 | 83 | 77 | | 68 | 89 | 86 | | |
| BLK | 43 | 48 | 35 | 43 | 50 | 51 | 31 | 78 | 68 | | |
| HSP | 48 | 46 | 35 | 48 | 48 | 45 | 43 | 65 | 69 | | |
| MUL | 50 | 58 | | 64 | 55 | | | | | | |
| WHT | 48 | 42 | 32 | 53 | 45 | 45 | 41 | 78 | 68 | | |
| FRL | 40 | 44 | 32 | 41 | 46 | 42 | 36 | 60 | 65 | | |
| 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 | 10 | 23 | 22 | 9 | 28 | 29 | 18 | 17 | | | |
| ELL | 23 | 39 | 38 | 21 | 28 | 26 | 22 | 29 | 44 | | |
| ASN | 74 | 63 | | 75 | 53 | | 86 | 57 | 95 | | |
| BLK | 47 | 45 | 36 | 37 | 32 | 20 | 44 | 53 | 76 | | |
| HSP | 51 | 47 | 31 | 43 | 34 | 34 | 51 | 60 | 69 | | |
| MUL | 50 | 30 | | 30 | 40 | | | | | | |
| WHT | 52 | 51 | 44 | 48 | 37 | 53 | 47 | 73 | 71 | | |
| FRL | 45 | 46 | 34 | 42 | 33 | 38 | 50 | 55 | 67 | | |
| 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 | 11 | 26 | 24 | 17 | 45 | 45 | 19 | 27 | 45 | | |
| ELL | 39 | 51 | 47 | 45 | 56 | 51 | 33 | 46 | 85 | | |
| ASN | 81 | 65 | | 87 | 77 | | 82 | 86 | 84 | | |
| BLK | 54 | 56 | 47 | 51 | 47 | 49 | 47 | 64 | 71 | | |
| HSP | 54 | 53 | 43 | 55 | 59 | 53 | 49 | 64 | 73 | | |
| MUL | 31 | 33 | | 31 | 40 | | | | | | |
| WHT | 64 | 53 | 55 | 63 | 70 | 50 | 64 | 73 | 73 | | |
| FRL | 56 | 54 | 43 | 56 | 56 | 50 | 45 | 65 | 72 | | |

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) | TSI |
| OVERALL Federal Index – All Students | 50 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 42 |
| Total Points Earned for the Federal Index | 504 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 97% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 25 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 3 |
| English Language Learners | |
| Federal Index - English Language Learners | 38 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 | 72 |
| 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 | 50 |
| 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 | 49 |
| 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 | 57 |
| 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 | 50 |
| 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 | 46 |
| 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?

The trend that emerges across grade levels and subgroups is the discrepancy between progress monitoring and assessments. Over the past two years, the progress monitoring indicates a higher proficiency than the state assessment. For example, in ELA, iReady EOY learning gains indicated 52% while the FSA assessment indicated 47%; in Science, PMA3 indicated 53% while the EOC assessment indicated 40%. Algebra I PMA 3 results indicated 81% and the EOC assessment indicated 77%.

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

8th Grade math showed the lowest performance in proficiency for the 2022 FSA. The performance was 24%. The 2019-2020 comparison indicated a 7% decrease from 31% to 24%. This school decrease has shown a trend of low performance over the past three years, 2018-2019. One possible factor is student placement. The level 1 and 2 students are typically sorted into Pre-Algebra and the level 3, 4, 5 students are sorted into Algebra I and Geometry. This could cause the data to drop. Another possible cause is that the students entered 8th grade at a deficit in mathematics.

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

The data component that showed the greatest gap when compared to the state average was 8th Grade Mathematics. The gap measured a 22% decrease in 2022. The school's proficiency measured 45% and the state's measure was 58%. Contributing factors could be the lack of differentiation, scaffolding and small group instruction in two members of personnel. Rotations were not utilized with fidelity.

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

Algebra maintained its proficiency with a 1% increase from 2020 to 2022. In 2020, proficiency was measured at 81% and in 2022 at 82%.

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

Countering school trends, 6th Grade Mathematics and Algebra showed the greatest promise. No significant need for improvement was noted. New actions which impacted the need included coaches recognizing challenges early and interjecting small group instruction.

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

The rotational model, coaching, classroom walkthroughs with actionable feedback, and manipulatives, data monitoring.

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.

Rotational model, ESE strategies, and Data monitoring.

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

Data chats, building capacity, continued rotational models.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

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

The ELL subgroup is a focus this year due to the existing data from 2022. Out of 142 ELL students, 14 students were proficient, 10%. For the 2020-2021 school year, 32% of the ELL students were proficient in the FSA ELA assessment. This is a 22% drop in proficiency over the past two years.

Measurable Outcome:

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

South Creek's goal is to increase ELL proficiency scores in ELA by 15%. If scores can increase by 15%, they will cover the loss of skills and narrow the achievement gap from the COVID slide. The goal for proficiency for ELL in ELA is 25%.

Monitoring:

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

This Area of Focus will be monitored through classroom walkthroughs, actionable feedback, PLC collaborations, student formative and summative assessments, and coaching.

Person responsible for monitoring outcome:

April Broxton-Crawford (april.broxton-crawford@ocps.net)

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

The students will need to both identify new content and vocabulary. Students systematically engage in identifying content and vocabulary through collaborative interactions with other students. Students interact in small groups to utilize effective conative skills necessary for collaboration to process and deepen knowledge.

Rationale for Evidence-based Strategy:

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

In order for identifying new content to be effective, learners must be actively engaged in the processing of information through a teaching and learning process that involves an interaction between the students, the content, and the teacher.

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.

Teachers will implement the rotational model to address the needs of all students. This will give the students to work in smaller groups to meet the rigor of the standards through technology, teacher-led groups, whole group, and small groups.

Person Responsible

Sandra Theodoredis (sandra.theodoredis@ocps.net)

Teachers will receive professional development to support ELL students. South Creek will be focusing on the ELL supports to ensure all teachers know their ELL students, their accommodations, their data, and their documentation.

Person Responsible

Sandra Theodoredis (sandra.theodoredis@ocps.net)

ESSA subgroups will be supported by deliberate data tracking. Data chats will be held during select PLCs and with teachers individually. Teachers will hold data chats with their students.

Person Responsible

Sandra Theodoredis (sandra.theodoredis@ocps.net)

To monitor instruction, members of the leadership team will conduct walkthroughs to provide actionable feedback, determine areas of strength and weakness, determine needed resources, and observe teachers and students.

| | |
|--------------------|--|
| Person Responsible | Sandra Theodoredis (sandra.theodoredis@ocps.net) |
|--------------------|--|

#2. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus****Description and Rationale:**

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

8th Grade Mathematics proficiency is a focus this year due to the existing trend data over the last three years. The trend over the last three years is as follows: 35%, 31%, and 24%. There is been a steady decrease. With the new B.E.S.T. Standards being implemented a new baseline will be set the standards necessary for students to be proficient. South Creek will continue working on ensuring that all exiting 8th grade students are not leaving middle school with gaps.

Measurable**Outcome:**

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

South Creek's goal is a 62% is a proficiency level for 8th grade mathematics for the 2022-2023 school year in the new B.E.S.T Standards. The goal of 62% is based upon an increase of 38% from 2021-2022 school year FSA Assessment to the new B.E.S.T. Standards.

Monitoring:

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

This Area of Focus will be monitored through classroom walkthroughs, actionable feedback, PLC collaborations, student formative and summative assessments, and coaching.

Person responsible for monitoring outcome:

Earnest Labee (earnest.labee@ocps.net)

Evidence-based**Strategy:**

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

Students both processing new content and deepening content. Students systematically engage in processing content to generate conclusions through collaborative interactions with other students. Students interact in small groups to utilize effective conative skills necessary for collaboration to practice and deepen knowledge.

Rationale for Evidence-based**Strategy:**

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

In order for processing new content to be effective, learners must be actively engaged in the processing of information through a teaching and learning process that involves an interaction among the teacher, the students, and the content.

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.

Teachers will meet in their collaborative groups each Tuesday with the support of an instructional coach to discuss data, trends, and best teaching practices. Best practices may include high

yield strategies for all students, such as chunking, direct instruction, small group instruction, peer collaboration, and flexible grouping. The math coach has developed manipulatives for classes to help students work "hands-on" with the content.

Person Responsible Earnest Labee (earnest.labee@ocps.net)

Teachers will receive professional development to support ESE students. South Creek will be focusing on the Leadership and Decision-Making Domain of BPIE to ensure all teachers know their ESE students, their accommodations, their data, and their documentation.

Person Responsible Earnest Labee (earnest.labee@ocps.net)

ESSA subgroups will be supported by deliberate data tracking. Data chats will be held during select PLCs and with teachers individually. Teachers will hold data chats with their students.

Person Responsible Earnest Labee (earnest.labee@ocps.net)

To monitor instruction, members of the leadership team will conduct walkthroughs to provide actionable feedback, determine areas of strength and weakness, determine needed resources, observe support facilitation, and observe teachers and students.

Person Responsible Earnest Labee (earnest.labee@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.

South Creek will use social and emotional professional development training for faculty and staff to be able to identify signs of students in crisis and to address those preliminary needs. Teachers will receive more resources in learning strategies to promote positive interactions with students. Social and emotional learning will be used to strengthen team dynamics to build social emotional expertise for all students. We will implement more restorative practices, positive interventions and rewards to promote school pride and spirit.

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

The primary stakeholders are administration, teacher, staff, parents, students and community. Administration will lead by example in taking the active role in providing the supports and monitoring the school climate. Teachers and staff will foster relationships with students and be a role model for the students. Parents will provide objective input and be involved in the educational process of their students. The community will be involved by providing role models and support to the school to help with providing resources to promote school pride with faculty and staff.