

Orange County Public Schools

Piedmont Lakes Middle



2022-23 Schoolwide Improvement Plan

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Piedmont Lakes Middle

2601 LAKEVILLE RD, Apopka, FL 32703

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

Demographics

Principal: Fredrick Ray

Start Date for this Principal: 6/15/2020

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 (50%) 2018-19: C (51%) 2017-18: C (53%)
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.

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Piedmont Lakes Middle

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<https://piedmontlakesms.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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

School Board Approval

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SIP Authority

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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
Ray, Frederick	Principal	<p>Knowledge of teaching and learning processes. Knowledge of organization and management theory and practice. Knowledge and commitment to decentralized decision-making and accountability for results that facilitate creative processes toward achievement of district expected results. Knowledge of school finance, budget development and implementation, and support services delivery systems. Knowledge of and ability to work with labor relations and collective bargaining agreements. Ability to work and communicate effectively with people to focus resources (both human and financial) toward the achievement of district expected results. Ability to facilitate group processes in consensus building, conflict resolution, planning and decision making. Understands that quality teaching and learning are the essential processes and products of public schools and has the ability to focus human and financial resources toward this end.</p>
Jenkins, Shalonda	Assistant Principal	<p>Manifests a professional code of ethics and values. Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. As delegated by the principal, manages the daily operations and functions of the school consistent with district goals. Administers policies that provide a safe and effective learning environment. Communicates the school's vision, mission and priorities to the community Serves as a member of the principal's leadership team and participates in the school's planning, development and evaluation. Keeps the principal informed of current school critical issues and incidents about which he/she should be aware. Makes decisions in a timely fashion using the best available data. Communicates and interacts effectively with all stakeholders in the community Plans and schedules one's own and others' work so that priorities and goals can be met. As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school and district goals. As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS comprehensive new teacher induction program. Pursues improvement of personal professional development. In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students. Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. Follow the district's policies and procedures as related to fixed assets. Develop leadership in subordinates. Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of</p>

Name	Position Title	Job Duties and Responsibilities
		responsibility. Essential Performance Responsibilities Perform other duties and responsibilities as assigned by supervisor.
Montgomery, James	Assistant Principal	<p>Manifests a professional code of ethics and values. Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. As delegated by the principal, manages the daily operations and functions of the school consistent with district goals. Administers policies that provide a safe and effective learning environment. Communicates the school's vision, mission and priorities to the community Serves as a member of the principal's leadership team and participates in the school's planning, development and evaluation. Keeps the principal informed of current school critical issues and incidents about which he/she should be aware. Makes decisions in a timely fashion using the best available data. Communicates and interacts effectively with all stakeholders in the community Plans and schedules one's own and others' work so that priorities and goals can be met. As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school and district goals. As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS comprehensive new teacher induction program. Pursues improvement of personal professional development. In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students. Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. Follow the district's policies and procedures as related to fixed assets. Develop leadership in subordinates. Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. Essential Performance Responsibilities Perform other duties and responsibilities as assigned by supervisor.</p>
McKenzie, Wanakee	Instructional Coach	<p>Duty Day 8:30-4:00pm Attends weekly curriculum leaders team meeting Creation of PLC schedule and monitoring of submission of meeting minutes to the shared drive. Create and maintain the calendar of professional development for the year to include the tracking and submission of in-service points for the staff. District Professional Learning Community Team Leader</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Communicate information from district level meetings to the leadership team monthly.</p> <p>Observe, coach, and assist teachers with implementing strategies and best practices in the classroom. Documents feedback that is tracked through the walkthrough tool.</p> <p>Assist teachers through the use of the Coaching Cycle as needed.</p> <p>Monitor Math and ELA PLCs throughout the year and assist with lesson planning, pacing, and data tracking.</p> <p>Beginning Teacher Program</p> <p>ACP program coordinator</p> <p>Lead Mentor and assignment of mentors to staff</p> <p>Push-in/Pull-out support for select students based on data points throughout the year.</p> <p>Assist with formation of Instructional Rounds/NLC data presentations during the year.</p> <p>Submit absences and TDY requests in a timely manner to the Principal.</p> <p>Other duties as assigned by the Principal</p>
Wright, Gerald	Dean	<p>Duty Day 8:30-4:00pm 7th Grade Discipline Attend weekly leadership team meeting. Facilitate grade level meetings throughout the year.</p> <p>General school supervision as assigned by the Principal. Lunch Duty as assigned Monitor grade level PBIS Program (HERO, Intervention Data, Incentives, etc.)</p> <p>Facilitate Restorative Practices and document these meetings appropriately.</p> <p>Coordinate meetings with parents once a semester for students with frequent referrals. Document and store the record of these interventions.</p> <p>Student Code of Conduct compliance coordinator (Beginning of year collection, quarterly review, reporting to administrative team on these items).</p> <p>Property/Asset Inventory lead in conjunction with the technology coordinator and property manager with quarterly reports.</p> <p>Emergency Procedures coordinator (Classroom posters, emergency preparedness binder, drill schedule).</p> <p>Assist in supervision of extracurricular activities</p> <p>Coordinates and schedules Teach-in activities at the school.</p> <p>Attend at least one SAC/PTSA meeting each semester.</p> <p>Pulling discipline reports each nine weeks</p> <p>Submit absences and TDY requests in a timely manner to the Principal.</p> <p>Other duties as assigned by the Principal</p>

Demographic Information

Principal start date

Monday 6/15/2020, Fredrick Ray

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.*

21

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

945

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

18

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	325	310	311	0	0	0	0	946
Attendance below 90 percent	0	0	0	0	0	0	92	116	131	0	0	0	0	339
One or more suspensions	0	0	0	0	0	0	8	91	51	0	0	0	0	150
Course failure in ELA	0	0	0	0	0	0	2	21	25	0	0	0	0	48
Course failure in Math	0	0	0	0	0	0	4	5	22	0	0	0	0	31
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	109	109	142	0	0	0	0	360
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	108	109	111	0	0	0	0	328
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	99	136	142	0	0	0	0	377

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	1	3	3	0	0	0	7

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	1	338	333	323	0	0	0	0	995
Attendance below 90 percent	0	0	0	0	0	1	89	120	137	0	0	0	0	347
One or more suspensions	0	0	0	0	0	0	7	20	42	0	0	0	0	69
Course failure in ELA	0	0	0	0	0	0	24	27	101	0	0	0	0	152
Course failure in Math	0	0	0	0	0	0	22	40	77	0	0	0	0	139
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	67	76	81	0	0	0	0	224
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	67	74	62	0	0	0	0	203
Number of students with a substantial reading deficiency	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	72	99	142	0	0	0	0	313

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	3	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	338	333	323	0	0	0	0	995
Attendance below 90 percent	0	0	0	0	0	1	89	120	137	0	0	0	0	347
One or more suspensions	0	0	0	0	0	0	7	20	42	0	0	0	0	69
Course failure in ELA	0	0	0	0	0	0	24	27	101	0	0	0	0	152
Course failure in Math	0	0	0	0	0	0	22	40	77	0	0	0	0	139
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	67	76	81	0	0	0	0	224
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	67	74	62	0	0	0	0	203
Number of students with a substantial reading deficiency	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	72	99	142	0	0	0	0	313

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	3	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	49%	50%				40%	52%	54%
ELA Learning Gains	42%						43%	52%	54%
ELA Lowest 25th Percentile	34%						32%	45%	47%
Math Achievement	45%	36%	36%				55%	55%	58%
Math Learning Gains	56%						57%	55%	57%
Math Lowest 25th Percentile	54%						49%	50%	51%
Science Achievement	42%	55%	53%				42%	51%	51%
Social Studies Achievement	54%	61%	58%				57%	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	41%	52%	-11%	54%	-13%
Cohort Comparison						
07	2022					
	2019	31%	48%	-17%	52%	-21%
Cohort Comparison		-41%				
08	2022					
	2019	45%	54%	-9%	56%	-11%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	40%	43%	-3%	55%	-15%
Cohort Comparison						
07	2022					
	2019	46%	49%	-3%	54%	-8%
Cohort Comparison		-40%				
08	2022					
	2019	47%	36%	11%	46%	1%
Cohort Comparison		-46%				

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	42%	49%	-7%	48%	-6%
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	56%	66%	-10%	71%	-15%
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	92%	63%	29%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	53%	38%	57%	34%

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	16	21	18	25	42	35	25	28			
ELL	17	35	32	34	54	54	11	39	86		
ASN	47	64		67	79						
BLK	30	39	32	35	48	49	31	56	85		
HSP	30	39	32	44	57	53	39	45	90		
MUL	44	25		44	56						
WHT	51	55	47	62	63	74	65	68	90		
FRL	29	40	36	40	55	56	34	47	90		
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	19	22	16	21	29	22	25	34			
ELL	13	24	30	24	27	24	11	21	42		

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	62	58		77	62						
BLK	34	42	38	37	35	33	36	46	65		
HSP	30	31	24	39	35	34	34	42	67		
MUL	37	42		40	30						
WHT	46	48	44	54	44	39	49	59	67		
FRL	29	34	33	35	36	33	33	43	62		
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	18	30	25	25	41	41	18	33			
ELL	18	32	30	39	49	47	19	30	72		
ASN	69	65		88	82						
BLK	36	41	32	49	58	46	39	59	76		
HSP	36	40	32	53	53	48	34	52	78		
MUL	48	40		71	74						
WHT	49	48	28	64	60	53	55	61	86		
FRL	34	38	32	49	54	45	34	51	76		

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	49
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	492
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	40
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	64
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	45
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	47
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	42
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	64
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	47
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 trends that emerge across grade levels, subgroups, and core content areas on 2022 FSA state assessments indicate that 34% of students are proficient in ELA, 45% are proficient in Math, 42% are proficient in Science, 54% are proficient in Civics, 91% are proficient in Algebra I. EOC, and 97% are proficient on Geometry EOC. In addition, 42% of students achieved ELA learning gains and 56% of students achieved math learning gains. In the identified subgroup of lowest 25% of students, 34% achieved ELA learning gains and 54% achieved math learning gains. These trends indicate a need for targeting the need of instruction to support increasing reading and mathematics proficiency of students.

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

Progress monitoring data and 2022 state assessments indicate that the focus will be ESSA and a schoolwide approach to improving ELA and mathematics instruction with the implementation of the B.E.S.T. standards. There will be a strong initiative to increase students' ELA and mathematics proficiency.

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

There is a need for additional Tier 1 intervention with focus on improving reading fluency. The new actions that would need to be taken to address this need for improvement is to implement Accelerated Reader to assist students with developing independent reading practice. In addition, a focus of teachers developing S.M.A.R.T goals for increasing student achievement and monitoring their academic performance on FAST progress monitoring assessments.

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

The data components that showed the most improvement from progress monitoring and 2022 state assessments included ELA learning gains, mathematics learning gains, mathematics lowest 25% subgroup, Civics EOC, Geometry EOC, and Middle School Acceleration. There was an increase of 4% in ELA learning gains, 19% in mathematics learning gains, 20% in mathematics lowest 25% subgroup, 7% in Civics EOC, 12% in Geometry EOC, and 22% in Middle School Acceleration. Progress monitoring assessments showed an increase of 7% for 6th grade, 6% for 7th grade, and 1% for 8th grade from BOY to EOY mathematics i-Ready diagnostic assessments.

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

The contributing factors to this improvement was focus on implementing parallel teaching strategies with classroom teachers, Tier I. Intervention teachers, and Support Facilitation teachers. ELL and Students with disabilities were scheduled into clusters to assist Tier I. Intervention teachers and Support Facilitation teachers with providing targeted instruction to them. Students who performed at proficiency levels on prior year assessments were scheduled into advanced classes to assist with acceleration of learning. In addition, teachers received 2 days of common planning that allowed them to identify what and how they are teaching. On the second day of common planning, teachers reviewed academic data with developing small group lesson plans.

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

The strategies that will need to be implemented in order to accelerate learning will be grouping teachers with instructional coaches and instructional facilitation teachers. Classroom teachers will be tiered by their prior-year assessment results and performance on evaluations. The planning with instructional facilitation teachers and classroom teachers will assist with reviewing classroom observation feedback and adjusting their teaching methods that support increasing students' academic performance.

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

The Professional Development opportunities that will be provided at the school to support teachers and leaders will be on the Florida B.E.S.T standards and Kagan engagement strategies. Instructional Facilitation teachers and instructional coaches will be working with teachers on the delivery of Florida B.E.S.T. standards and Kagan engagement strategies. Classroom observations will be conducted by instructional coaches and school administration to review the implementation on the delivery of Florida B.E.S.T standards and Kagan engagement strategies. Findings from the classroom observations will be shared with teachers to assist with adjusting instructional practices and follow up on future professional developments.

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

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will include data chats with teachers and school administration to monitor students' performance on formative assessments, FAST progress monitoring assessments, PMA's, and classroom observation findings. The data chats will assist with developing action steps to adjust teaching methods to increase academic achievement.

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 Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>The rationale for the area of focus is to increase the level of ELA and mathematics proficiency of Students with Disabilities. The rationale for determining the critical need of this ESSA sub group is 5.6% of Students with Disabilities were proficient on the FSA ELA assessment and 12% were proficient on the FSA Mathematics assessment. Students with Disabilities who receive Access Point Curriculum in a separate class from the regular school setting were 34% proficient on the FSAA ELA assessment and 41.2% proficient on the FSAA Mathematics assessment</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>The measurable outcome the school plan intends to achieve is to increase the proficiency levels of students with disabilities sub-group population to 12% on ELA FAST progress monitoring assessments and 24% on Mathematics FAST progress monitoring assessments. In addition, students with disabilities who participate in the FSAA assessments will increase proficiency levels to 40% on ELA assessment and 48% on mathematics assessment. This will correlate an increase of 6% of ELA FSAA assessment and 6.8% on Mathematics FSAA assessment from the 2021-2022 school year.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>This Area of Focus will be monitored for the desired outcome through data monitoring at weekly Professional Learning Community meetings, Classroom Walkthrough data, and targeted feedback on instructional delivery.</p>
Person responsible for monitoring outcome:	<p>James Montgomery (james.montgomery@ocps.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>During the 2022-2023 school year, ESE teachers who serve students on Access Point Curriculum from a separate class setting from the regular school will develop small group instruction within their class courses. Small group lesson plans will be used as a guide to assist ESE teachers with tracking IEP goals and providing targeted instruction on students' academic levels. Assigned paraprofessionals will follow the parallel teaching model with the assigned ESE teacher. Professional Learning Community meetings will have an assigned day to review student academic performance and make adjustments to small group instruction. Support Facilitation teachers will follow parallel teaching models with</p>

implemented for this Area of Focus. their assigned classroom teachers. During Learning Strategies services, Support Facilitation teacher will track student IEP goals and provide reteaching of instruction from information presented to students during ELA and Mathematics courses. The instructional strategies will be monitored when the school leadership team conducts classroom walkthrough (s) and classroom observations. In addition, data monitoring will be reviewed on a weekly basis by academic coaches and school administration to ensure teachers are progress monitoring their students' academic performance on formative and standardized FAST assessments.

Rationale for Evidence-based

Strategy: The rationale for selecting this specific strategy is to provide targeted instruction for students with disabilities within small group instruction. The targeted instruction within small group instruction can assist with providing academic support for students with use of visual aides, manipulatives, verbal encouragement, and positive reinforcement that may not occur within a whole group setting. In addition, the use of parallel teaching with assigned paraprofessionals will better align grade level content to specific students.

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy. Instructional strategies focusing on the use of small group instruction and data analysis during Professional Learning Communities will assist with reaching the measurable outcome of this area of focus.

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.

Support Facilitation ESE teachers will attend IMPACT trainings. IMPACT training will provide participants to adapt the Curriculum Resource Materials for teacher-led instruction, and collaborative, differentiated and independent learning. The IMPACT training professional developments will provide Support Facilitation ESE teachers a better understanding of providing delivery of instruction that supports student IEP goals aligned to grade-level standards.

Person Responsible James Montgomery (james.montgomery@ocps.net)

Support Facilitation ESE teachers will plan with general education teachers with providing effective instructional delivery platforms for their students. This will include the use of parallel teaching and one teach and one assist teaching models. Support Facilitation ESE teachers will be assigned by content rather than grade level. The targeted focus by content will provide Support Facilitation teachers to focus on the content of standard (e.g. ELA, Math) when planning for delivery of instruction to their students.

Person Responsible James Montgomery (james.montgomery@ocps.net)

Data Analysis of academic performance of students with disabilities on common assessments. Support Facilitation ESE teachers will be active participants at Professional Learning Community meetings with reviewing data, forming intervention groups, and sharing ideas with PLC team members of high yield instructional strategies for students with disabilities

Person Responsible James Montgomery (james.montgomery@ocps.net)

#2. 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.	<p>Based on the targeted support and improvements in subgroup outcome data, our ELL subgroup has consistently performed below the federal index of 41%. The most recent data shows a decline in student proficiency in ELA and math. This achievement proficiency data indicates a need for personalized/targeted action steps for this subgroup which included teacher professional development in the use of research based instructional practices.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Learning outcomes in achievement and learning gains will increase by 5% on the 2023 math and ELA FSA. Students will demonstrate evidence of learning gains on Progress Monitoring Assessments and unit summative assessments. Progress monitoring will be ongoing throughout the school year.</p> <p>In collaboration with the ESOL compliance specialist, instructional staff will meet regularly for student academic progress reviews to determine next steps in each individual student's academic achievement plan. Assessment data will be used to make instructional decisions, ensuring that ELL students are receiving specific targeted instruction supported in research based instructional practices for ELL students .</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The ESOL Compliance Specialist will facilitate monthly data meetings to review the progress of students within the ELL subgroup. Meetings will focus on assessment data, interventions, attendance, and discipline concerns if applicable. Progress monitoring will occur weekly within each PLC.</p> <p>With a student by student analysis approach, we will be able to determine the individual needs of each student while also identifying an appropriate approach to instructional delivery and strategies. Students will be responsible for tracking their assessment data, this includes monitoring and setting goals aligned to the desired outcome.</p>
Person responsible for monitoring outcome:	<p>Shalonda Jenkins (shalonda.jenkins@ocps.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>Instructional support will be provided weekly by the ESOL compliance specialist. Strategies for English Language Learners and high yielding instructional strategies will be incorporated into daily lessons as an added measure of instructional support. Instructional strategies will align with the 5 WIDA standards. When supporting students within the classroom, the ESOL Compliance Specialist will provide bilingual support to students, while also supporting teachers in their instructional delivery of research based instructional strategies for ELL students.</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this	<p>Through job-embedded learning opportunities teachers will develop a framework for instructional best practices that promote proficiency with English language learners. In collaboration with the ESOL compliance specialist, teachers will develop a culturally responsive approach to daily instruction and student engagement. Consistent ELL strategy implementation will enhance the development of academic</p>

specific strategy.

Describe the

resources/criteria language, comprehension and processing. The needs of the students will dictate the selection of resources and specific ELL strategies.

used for
selecting this
strategy.

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.

1. Job embedded professional development opportunities that promote culturally responsive instruction with an emphasis on best practices and research based high-yield instructional strategies for ELL students.
2. Monitoring of weekly lesson plans to identify use of appropriate instructional strategies.
3. Ongoing student data reviews that include next steps based on evidence of learning and teacher input.
4. Development of specific/ targeted interventions based on individual student needs.
5. The ESOL compliance specialist will provide ongoing progress monitoring of all ELL students and meet with teachers frequently to discuss progress.

Person

Responsible

Shalonda Jenkins (shalonda.jenkins@ocps.net)

#3. Positive Culture and Environment specifically relating to Life Skills

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>The need for life skills strategies directly aligns to challenges identified by discipline referrals, attendance rates, and academic performance of students. Panorama Student Survey results from 2021-2022 school year indicated that 42% of students believe they have a strong social connection between teachers and students within and beyond the classroom. This is a 13% drop from the 2020-2021 school year and 6% below comparison of other middle schools in Orange County Public School. In addition 31% of students feel they are valued members of the school community. This is a 3% drop from the 2020-2021 school year and 5% below comparison of other middle schools in Orange County Public schools. The areas of sense of belonging and teacher-student relationships are areas of critical need for promoting a positive culture and environment for Piedmont Lakes Middle School.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>The measurable outcome the school plans to achieve is lower the amount of students who receive 2 or more out of school suspension referrals from school. During the 2021-2022 school year, 40 students received one or more suspensions. The measurable outcome is to lower the number of students receiving one or more suspensions to 30. This will indicate a decrease of 10 students from the prior school year and a percentage of 5% of the school population of receiving one or more suspensions. The monitoring to determine the measurable outcome is being achieved will be identified through student academic performance through assessment data, student surveys, and discipline referral occurrences.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Progress monitoring of lowering the amount of students who receive one or more suspensions from school will include frequent analysis of multiple data points. Data will be collected during quarterly grade level meetings with Deans receiving feedback from classroom teachers, bi-weekly admin meetings will be conducted with Deans to identify common trends of discipline occurrences, and classroom observation feedback from discipline walkthrough's. Discipline data, students academic performance, and other early warning systems data will provide evidence of desired outcome.</p>
Person responsible for monitoring outcome:	<p>James Montgomery (james.montgomery@ocps.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Teachers will participate in professional developments focusing on implementing Kagan Cooperative learning strategies into their daily lessons. The Kagan Cooperative learning strategies provide opportunities to engage students into classroom lesson activities and provide a sense of self-belonging with their peers. It is the expectation that student and teacher relationships will increase thus enhancing the positive climate of the school and lowering the amount of disciplinary referrals.</p>

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

The rationale for selecting this specific strategy is to improve students' sense of belonging and enhancing teacher-student relationships. The cooperative learning strategies implemented through Kagan will promote peer relationships and enhance students' interest in classroom lessons. The increased focused on implementing engagement strategies through Kagan Cooperative Learning activities will assist with achieving the desired outcome of lowering the amount of students who receive one or more out of school suspension referrals from school.

Action Steps to Implement

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

Professional development on Kagan Cooperative learning strategies will be presented to teachers during pre-planning. Teachers will receive resources of activities aligned to Kagan strategies into their classroom lessons. Teachers will receive feedback from instructional coaches and school administration on the implementation of Kagan strategies during classroom walkthrough's. Specific Kagan strategies will be presented to the staff each month of the school year that focus on being into classroom lessons. Follow up professional developments will be conducted throughout the school year identifying common trends from the findings of classroom walkthrough's and response to the amount of discipline referral occurrences.

Person

Responsible

Wanakee McKenzie (wanakee.mckenzie@ocps.net)

Grade level Deans will conduct quarterly grade level meetings with classroom teachers to identify common trends from discipline referral occurrences and students responding to activities implemented from Kagan Cooperation Learning strategies. Classroom teachers will identify students who are exhibiting the need of receiving positive behavior intervention strategies. Intervention strategies will focus on Deans, MTSS coach, and Student Support services team progress monitoring students' targeted behaviors and scheduling parent conferences. Follow up meetings with deans and classroom teachers will be conducted with individual teachers, as needed.

Person

Responsible

Gerald Wright (gerald.wright@ocps.net)

School Administration will conduct bi-weekly discipline team meetings with grade level deans to identify trends of discipline referral occurrences. In addition, trends from discipline classroom walk through's will be reviewed to identify classroom management strategies to assist with supporting teachers. Teachers will be identified who are implementing Kagan strategies into their classrooms lessons with fidelity. Teachers who exhibit exemplar use of Kagan strategies will be utilized to model Kagan strategies with their colleagues and assist with facilitating professional developments with the faculty of the school.

Person

Responsible

James Montgomery (james.montgomery@ocps.net)

#4. 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.

The clear and concise focus of the Benchmarks for Excellent Student Thinking promote the development of foundation reading and math skills. With an intensive focus on skill and problem solving, ELA and math instructional practices and opportunities for learning will build proficiency and promote literacy. In 2022, the assessment of previous standards showed 34% of students demonstrated proficiency in ELA and 45% in mathematics.

Implementation of B.E.S.T. standards in ELA requires instructional practices that support analysis and interpreting meaning using text. In math the framework and instructional practices will increase proficiency by aligning with standards for mathematical thinking and reasoning. Professional development and collaboration are critical to successful implementation. Understanding the vertical and horizontal progressions are also necessary for instructional delivery and practice.

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

This school year our goal is to increase proficiency across all content areas. In addition to progress monitoring of learning gains, proficiency targets will be established for each student. The intentional student-by-student progress monitoring, proficiency targets of benchmarks, equitable learning opportunities and academic support will produce the following outcomes.
 ELA Achievement: 34 % to 39%
 Math Achievement: 45% to 50

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

The impact of instructional practices will be monitored using the following: Students will be monitored using a comprehensive MTSS framework. In collaboration with the MTSS coach, teachers will frequently progress monitor student's gains towards established learning targets. Appropriate interventions will be determined based on the evidence of learning. Formative, summative, and progress monitoring assessments will be used to determine areas of focus and needs.

Person responsible for monitoring outcome:

Shalonda Jenkins (shalonda.jenkins@ocps.net)

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

Instructional practices will be monitored through classroom observations and lesson planning. Small group instruction, student engagement in learning, academic discourse, and monitoring for understanding are examples of instructional practices that will support the frameworks for BEST standards. The effectiveness of those practices will be evaluated using multiple data points. With frequent feedback, monitoring for understanding, and implementation of best practices student will demonstrate academic gains in proficiency.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

Based on the 2022 FSA data, less than 50 percent of students demonstrated proficiency in math and ELA. By focusing on instructional practices and proficiency we will develop a system for monitoring the implementation of B. E.S.T. standards.

Describe the resources/criteria used for selecting this strategy.

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.

The action steps includes:

1. Professional Development: Understanding the Vertical and Horizontal Vertical Alignment
2. Through PLC collaboration: Utilizing the B.E.S.T. standards transition documents to understand what is be taught.
3. Progress monitoring
4. Classroom observations, coaching, and actionable feedback
5. Vetting instructional resources
6. Providing targeted interventions.

Person

Responsible

Shalonda Jenkins (shalonda.jenkins@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.

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

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.

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment is critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners. Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Identify the stakeholders and their role in promoting 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 mental health deficits of students as well as implement leadership opportunities for student success. Through a distributive leadership model, schools will analyze Panaroma Student Surveys to identify deficits of student life skills. 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 school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as School Advisory Council (SAC), to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Schools utilize staff such as Parent Engagement Liaisons to bridge the community and school culture.