

Orange County Public Schools

Wolf Lake Middle



2022-23 Schoolwide Improvement Plan

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Wolf Lake Middle

1725 W PONKAN RD, Apopka, FL 32712

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

Demographics

Principal: Cynthia Haupt

Start Date for this Principal: 6/8/2018

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)	83%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: B (54%) 2017-18: B (55%)
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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<https://wolflakems.ocps.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">83%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">72%</p>

School Grades History

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

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To ensure every student has a promising and successful future.

Provide the school's vision statement.

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

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
Haupt, Cynthia	Principal	<p>Provide a common vision for instruction and the use of data based decision making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures that the school based team is implementing multi tier system of support (MTSS); ensures implementation of intervention support and enrichment activities as well as collecting documentation; ensures adequate professional development to support core instruction and implementation of new programs or curriculum, including the use of digital devices; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers as well as review lesson planning; and communicates with parents regarding school based plans and activities.</p>
Ius, Patricia	Assistant Principal	<p>Support the common vision for instruction and the use of data based decision making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures implementation of intervention support and enrichment activities as well as collecting documentation; ensures adequate professional development to support core instruction and implementation of new programs or curriculum, including the use of digital devices; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers as well as review lesson planning; building the master schedule and coordinating with guidance counselors on program requirements; and communicates with parents regarding school based plans and activities.</p>
Palmer, Marcus	Dean	<p>Develop, support and monitor our school wide discipline plan; develop a school wide student motivational program; monitor and analyze the discipline data on a regular basis; coordinate the Behavior Leadership Team; observe in classrooms in order to offer suggestions to teachers on classroom management plans; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; serve on the administrative leadership team; serve on the CHAMPS committee; uphold our district's Student Code of Conduct; conduct Restorative Justice circles; and work closely with our teacher in the positive alternative to school suspension (PASS) program.</p>
Plotkin, Lisa	Other	<p>Develop, support and monitor our school wide discipline plan; develop a school wide student motivational program; monitor and analyze the discipline data on a regular basis; coordinate the Behavior Leadership Team; observe in classrooms in order to offer suggestions to teachers on classroom management plans; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; serve on the</p>

Name	Position Title	Job Duties and Responsibilities
		administrative leadership team; serve on the CHAMPS committee; uphold our district's Student Code of Conduct; conduct Restorative Justice circles; and work closely with our teacher in the PASS program.
Washington, Luther	Other	Implement comprehensive mentoring programs. Coordinate and serve on the Threat Assessment Team and ensure that district reporting is accurate and timely. Assist parents regularly with counseling and finding community resources as needed. Conduct Restorative Justice circles as necessary.
Schmidt, Danielle	Other	Administer school wide testing with fidelity and ensuring that all accommodated students receive appropriate accommodations. Collector of all data to include: state and district testing, Culminating summative testing, sub group information, effectiveness of tutoring on data, etc. Provide professional development regarding where data it, how to disaggregate it and how to incorporate it into instruction when it is disaggregated.

Demographic Information

Principal start date

Friday 6/8/2018, Cynthia Haupt

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.*

3

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.*

17

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

1,211

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

12

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

8

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	347	397	425	0	0	0	0	1169
Attendance below 90 percent	0	0	0	0	0	0	76	58	88	0	0	0	0	222
One or more suspensions	0	0	0	0	0	0	10	45	47	0	0	0	0	102
Course failure in ELA	0	0	0	0	0	0	9	6	1	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	2	2	6	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	75	103	133	0	0	0	0	311
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	79	100	82	0	0	0	0	261
Number of students with a substantial reading deficiency	0	0	0	0	0	0	75	103	133	0	0	0	0	311

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	72	91	100	0	0	0	0	263

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	2	1	0	0	0	0	3

Date this data was collected or last updated

Sunday 8/7/2022

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	468	456	493	0	0	0	0	1417
Attendance below 90 percent	0	0	0	0	0	0	60	94	104	0	0	0	0	258
One or more suspensions	0	0	0	0	0	0	17	35	33	0	0	0	0	85
Course failure in ELA	0	0	0	0	0	0	28	20	65	0	0	0	0	113
Course failure in Math	0	0	0	0	0	0	20	29	62	0	0	0	0	111
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	55	50	50	0	0	0	0	155
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	68	59	58	0	0	0	0	185
Number of students with a substantial reading deficiency	0	0	0	0	0	0	55	50	50	0	0	0	0	155

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	4	8	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

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	468	456	493	0	0	0	0	1417
Attendance below 90 percent	0	0	0	0	0	0	60	94	104	0	0	0	0	258
One or more suspensions	0	0	0	0	0	0	17	35	33	0	0	0	0	85
Course failure in ELA	0	0	0	0	0	0	28	20	65	0	0	0	0	113
Course failure in Math	0	0	0	0	0	0	20	29	62	0	0	0	0	111
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	55	50	50	0	0	0	0	155
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	68	59	58	0	0	0	0	185
Number of students with a substantial reading deficiency	0	0	0	0	0	0	55	50	50	0	0	0	0	155

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	91	100	0	0	0	0	263

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	2	4	8	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

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	50%	49%	50%				53%	52%	54%
ELA Learning Gains	45%						50%	52%	54%
ELA Lowest 25th Percentile	34%						39%	45%	47%
Math Achievement	61%	36%	36%				54%	55%	58%
Math Learning Gains	65%						49%	55%	57%
Math Lowest 25th Percentile	56%						41%	50%	51%
Science Achievement	58%	55%	53%				52%	51%	51%
Social Studies Achievement	68%	61%	58%				73%	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	56%	52%	4%	54%	2%
Cohort Comparison						
07	2022					
	2019	48%	48%	0%	52%	-4%
Cohort Comparison		-56%				
08	2022					
	2019	55%	54%	1%	56%	-1%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	41%	43%	-2%	55%	-14%
Cohort Comparison						
07	2022					
	2019	51%	49%	2%	54%	-3%
Cohort Comparison		-41%				
08	2022					
	2019	36%	36%	0%	46%	-10%
Cohort Comparison		-51%				

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	50%	49%	1%	48%	2%
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	72%	66%	6%	71%	1%
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	71%	63%	8%	61%	10%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	53%	41%	57%	37%

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	26	23	19	41	39	20	27	60		
ELL	24	32	29	42	58	48	22	47	40		
ASN	85	81		79	73						
BLK	41	42	37	49	63	58	46	61	75		
HSP	41	39	30	55	61	54	52	63	75		
MUL	48	41		62	57		50	65	64		
WHT	64	52	42	77	70	57	72	78	80		
FRL	33	37	32	44	60	50	42	56	71		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	28	23	19	31	31	8	26			
ELL	23	32	27	31	33	27	7	30			
ASN	85	63		90	84						
BLK	46	45	31	46	38	35	44	59	73		
HSP	42	44	32	50	44	33	40	54	69		
MUL	55	49		59	41			75	75		
WHT	66	56	36	74	53	56	65	76	86		
FRL	35	39	29	41	42	35	29	45	58		

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	9	33	32	13	31	28	16	26			
ELL	23	36	32	25	37	34	19	37	57		
ASN	75	70		79	65		67		100		
BLK	45	46	43	40	38	32	39	69	67		
HSP	44	48	33	45	48	39	51	65	70		
MUL	59	39		79	68			79	80		
WHT	66	54	41	70	59	53	65	81	82		
FRL	40	45	37	41	42	38	39	66	65		

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	56
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	50
Total Points Earned for the Federal Index	563
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	30
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	39
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	80
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	52
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	52
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	55
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	66
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?

Overall, Mathematics improved in all categories by a total of 42 points. There was a 19 percent gain in overall learning gains and an 18 percent gain mathematics learning gains of the lowest 25th percentile. Algebra and Geometry remain above the state and district proficiency scores. Overall, Reading has decreased from 53 percent proficiency in 2021 to 50 percent in 2022. Overall learning gains for Reading decreased from 49 percent in 2021 to 45 percent in 2022. This is the second year in a row we have seen decreases in Reading. Overall Civics proficiency increased by three percent and overall Science proficiency increased by eight percent. The Science proficiency score is the highest the school has had so far.

Students with Disabilities (SWD) proficiency in Reading decreased by one percentage point. These

students stayed the same in Mathematics proficiency at 19 percent and increased in learning gains by 10 percentage points from 31 percent to 41 percent. Science achievement increased by 12 percentage points, and social studies increased by 1 percentage point.

English Language Learners (ELL) proficiency in Reading increased by one percentage point. These students increased in Mathematics proficiency by 11 percentage points from a 31 percent to a 42 percent. The learning gains increased by 25 percentage points. Science achievement increased by 15 percentage points, and social studies increased 17 percentage points.

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

The greatest need for improvement is in Reading. The proficiency for reading has decreased overall by three percentage points. Learning gains for reading has decreased by four percentage points and the lowest 25th percentile for reading actually increased by one percentage point but this needs to be much higher. We also need to focus on our Students with Disabilities and English Language Learners proficiency rates in Mathematics and Reading.

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

A contributing factor to the Reading scores having low achievement is the lack of differentiated instruction taking place in the classroom. This factor is evident as we analyzed the classroom walkthrough data collected throughout the year. We believe that offering professional development and coaching teachers to analyze data and structure the classroom to allow for small group instruction will provide the opportunity to strategically target specific students' academic areas of need. We believe that focusing on Social Emotional Learning school wide will also help to close the achievement gap, increase positive relationships between students and teachers, and will increase the opportunities that students will have to be part of these targeted small group interventions.

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

Achievement in Mathematics learning gains showed the most improvement in the 2022 FSA scores. In 2021 the Mathematics overall learning gains was 46% and in 2022 the mathematics learning gains were 65%, this is a 19% increase. Another component that showed improvement was in Mathematics learning gains with the lowest 25th percent. In 2021 the learning gains for the lowest 25th percent was 38% and in 2022 the scores was 56%, this is an 18% increase. Another component that showed improvement was Science. In 2021, 50% of our students showed proficiency in Science. In 2022, 58% showed proficiency. This is an 8% increase and the highest the school has ever scored.

English Language Learners (ELL) proficiency in Reading increased by one percentage point. These students increased in Mathematics proficiency by 11 percentage points from a 31 percent to a 42 percent. The learning gains increased by 25 percentage points. Science achievement increased by 15 percentage points, and social studies increased 17 percentage points.

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

Our growth in math learning gains were due to several specific actions taken by our math department and administrators. The math PLCs met on a weekly basis with an instructional coach and assessing administrator to plan weekly lessons. Teachers attended district content specific professional development to dive deeper into the

standards. We implemented an intensive math elective for our level 1 students to receive specific support in the standards. The math PLCs progress monitored tested standards throughout the year tracking student progress and conferencing with students on their data and goals. The Math team also continues the process of data analysis of each common summative assessment, then determined a time to reteach and reassess each standard to those students that needed it. After the students are retaught and reassessed, if they still did not understand they were pulled into a small group with the Math coach.

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

This school year, differentiated instruction and small group interventions within the classroom will be critical to accelerate learning. Careful attention to lesson planning to ensure the rigor of the standards and analysis of formative data to drive the small group instruction will be essential to ensure that teachers can fill in gaps while addressing current standards. Attention to our ESSA subgroup of students with disabilities and tracking their learning in each unit of instruction will also be a critical step. There will also be a focus on accommodated students to ensure that they are receiving everything they need in order to be successful and attain the content.

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.

Both of the strategies identified to accelerate learning are the areas of focus for this year's school improvement plan. Professional development in data literacy in order to differentiate instruction will be done in small group common planning meetings, one-on-one during quarterly teacher data meetings, as well as coaching cycles for specific individual teachers as needed. Professional development in analyzing and using data will be critical for both grouping students for intervention as well as determining the gaps in learning. Professional development in standards aligned instruction including determining new learning as well as gaps from previous year standards will be done during common planning meetings and for specific teachers in individual teacher coaching cycles. The mechanics of setting up and managing small groups as well as using small group structures will also be a focus for teachers this school year.

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

After school tutoring focused on key standards in the content areas will be provided for targeted students. Interventionists will be working with small groups in each grade level of ELA and Math. Having two teachers in the rooms working with targeted students will help get the extra support to our students with accommodations. Support Facilitators will be in the classrooms as well pulling small groups of ESE students to work on the concepts and skills they need for intervention. Student data meetings will take place in order to help students set goals and participate in their own learning. Frequent monitoring of student data will ensure a quicker response to intervention needs and the MTSS committee will meet to review student progress regularly.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Student data from 2021-2022 shows that only half of our students are proficient in language arts (50%). Only 34% of our students in the lowest 25% of ELA achieved learning gains. Students received instruction that was misaligned to the intent and rigor of the grade level standard; in addition, assigned tasks were below grade level expectation. Research indicates that effective core instruction should meet the needs of 80% of the student body therefore we plan to improve the core standards based instruction that our students receive in all core content courses.

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

By increasing the rigor of standards based instruction, proficiency (level 3 or above) in ELA will increase from 50% to 55%; in Math from 61% to 65%; in Science from 58% to 65%; and in Civics from 68% to 73%.

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

This strategy will be monitored by administrators through the lesson planning process at PLC meetings and also through the use of a classroom walkthrough tool to collect observable data during classroom instruction. The monitoring process will include actionable feedback given to teachers on a weekly basis and discussions at PLC meetings. Student achievement data will be monitored through formative assessments and also summative assessments at the end of every unit of instruction. School wide data will also be analyzed for trends and instructional need areas.

Person responsible for monitoring outcome:

Patricia Ius (patricia.ius@ocps.net)

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

Students systematically engage in processing content to generate conclusions through collaborative interactions with other students.

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

In order for effective student construction of meaning to occur, 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.

**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.

Plan for students to engage in accountable talk as a processing tool and then to use literacy strategies to write with evidence in response to complex texts. Teachers will be provided with professional development on using close reading strategies, writing text dependent questions, engaging students in accountable talk, and using evidence to defend a claim through writing.

Person Responsible Patricia Ius (patricia.ius@ocps.net)

Provide core subject area Professional Learning Communities time and support for planning standards based instruction. Common planning time will be scheduled by department to facilitate discussions between the grade level professional learning communities and provide consistency of instruction.

Person Responsible Patricia Ius (patricia.ius@ocps.net)

Engage teachers in a variety of cross-curricular peer observation opportunities. Administrative team and instructional coaches will develop a list of teachers willing to be observed for specific instructional strategies. Teachers will be given time to observe peers during the school day to improve their own practice and/or provide feedback.

Person Responsible Patricia Ius (patricia.ius@ocps.net)

#2. Instructional Practice specifically relating to Differentiation**Area of Focus**

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

Classroom observation data from 2021-2022 reveals that students are receiving instruction through whole group instruction the majority of the time in the classroom. This use of whole group instruction is not supporting the individual learning needs of our students. The 2022 student FSA data shows that less than half of our students are making learning gains in the lowest 25% in reading (34%). We believe when teachers implement small group instruction into their daily lessons, students will receive targeted instruction and feedback on their learning which will lead to an increase in learning gains.

Measurable**Outcome:**

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

By implementing the use of differentiated instruction in the classroom, learning gains for the lowest 25% in ELA will increase from 34% to 50% and learning gains for the lowest 25% in Math will increase from 56% to 60%. By implementing the use of small group instruction in the classroom, learning gains in ELA will increase from 45% to 55% and learning gains in Math will increase from 65% to 70%.

Monitoring:

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

This strategy will be monitored by administrators through the lesson planning process at PLC meetings and also through the use of a classroom walkthrough tool to collect observable data during classroom instruction. The monitoring process will include actionable feedback given to teachers on a weekly basis and discussions at PLC meetings. Student achievement data will be monitored through formative assessments and also summative assessments at the end of every unit of instruction. School wide data will also be analyzed for trends and instructional need areas.

Person

responsible for monitoring outcome:

Cynthia Haupt (cynthia.haupt@ocps.net)

Evidence-based**Strategy:**

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

Students interact in small groups and utilize effective cognitive and conative skills while collaborating with other students to practice and deepen their knowledge. Student groups will be based on explicit learning goals and will change based on classroom data. Student use of conative and social emotional skills necessary for understanding and interacting with others allows students to strategically extend learning by enhancing procedural skills and deepening knowledge.

Rationale for**Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy.

Assigning students to small groups based on explicit learning goals, allows the teacher to monitor peer interactions, and provide positive and corrective feedback to support productive learning. Implementing small learning groups allows the teacher to accommodate learning differences, promote in-depth academic related interactions and teach students to work collaboratively.

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.

Develop and implement the use of small learning groups to assist our exceptional student education students with processing new content. The exceptional student education resource teachers will work collaboratively with the core content teacher to develop plans for the exceptional student education students who are not mastering standards.

Person Responsible Cynthia Haupt (cynthia.haupt@ocps.net)

Analyze student achievement data (summative and formative) to make instructional decisions that adjust teaching strategies and plan for small groups for the purpose of intervention/ re-teaching/ enrichment appropriate to address their students' needs.

Person Responsible Cynthia Haupt (cynthia.haupt@ocps.net)

Support for the Professional Learning Communities and classroom monitoring will be conducted by the school based leadership team. Classroom walk through and observation data will include actionable feedback to teachers to improve the implementation of small group strategies in the classroom.

Person Responsible Cynthia Haupt (cynthia.haupt@ocps.net)

Conduct professional development learning opportunities for teachers on implementing small group rotational models, centers and how to plan for a teacher led station using classroom and schoolwide data.

Person Responsible Cynthia Haupt (cynthia.haupt@ocps.net)

Positive Culture & Environment

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

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

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional

learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff. Our school has created a Positive Behavior Support System that includes clear expectations in all areas of the campus connected with rewards for following school expectations. Teachers mirror these expectations in their classrooms so that there is a common language. We also have established a school wide House system by grade level for year long competitions and activities. Restorative practices are put into place to resolve conflict between student peers and between students and teachers. The school has a social emotional learning site team that monitors the school climate data and can address any issues as they are arise. Intentional recognition and celebrations for students and faculty are planned in advance that reward a variety of strengths so that all students and faculty can be recognized for their contributions to our school's success as well as their individual successes.

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

The Student Support team is responsible for creating school wide expectations and for training the faculty and staff in using the system effectively. Deans are primarily responsible for following the discipline matrix and providing professional development in individual classrooms as needed. Additionally, deans, guidance counselors, and the SAFE coordinator are responsible for facilitating Restorative Justice circles between students as well as between teachers and students. Counselors and SAFE are responsible for providing individual, small group, as well as whole class lessons on mental health issues. Our PTSA recognizes students on a monthly basis in addition to holding academic and honor roll celebrations. The school has initiated a "Cheer" committee tasked with celebrating and recognizing the adults on campus. There will be monthly celebrations as well as a system for continuously recognizing the hard work of our staff. We have instituted a Staffuly member of the week as well as a PAW faculty member of the week. The school also has a social emotional learning team that attends district training on social and emotional learning and the CASEL Core Competencies. This team of teachers and administrators collects and monitors school climate data in order to modify school wide practices that will improve the culture of the school. The Principal and Assistant Principals are responsible for ensuring all stakeholders are aware of the resources available at the school as well as events and curriculum being provided to faculty, staff, students and families. The administrative team is responsible for monitoring the collection of data and modifications that need to take place. Our School Advisory Council and the PTSA work to implement positive activities and recognition for students and staff. All adults on campus are tasked with promoting a positive culture and environment. Teachers and staff will both be focused on building relationships with students, encouraging students to take learning risks and celebrating student growth.