

Orange County Public Schools

# Odyssey Middle



2022-23 Schoolwide Improvement Plan

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# Odyssey Middle

9290 LEE VISTA BLVD, Orlando, FL 32829

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

## Demographics

**Principal: Barbara Rumph**

Start Date for this Principal: 5/23/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	87%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (55%) 2018-19: B (57%) 2017-18: B (54%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Odyssey Middle

9290 LEE VISTA BLVD, Orlando, FL 32829

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">87%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">83%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	B	B	B	B

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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
Smith, Beatriz	Principal	Ms. Beatriz B. Smith - Principal; Responsible for overseeing curriculum and instruction, data analysis to ensure student achievement increases, and managing the learning environment.
Rumph, Barbara	Assistant Principal	Ms. Rumph - Assistant Principal; Monitors MTSS, oversees the Discipline department, School Operations and Social Media. Develops and implements the teacher induction program, shares research-based practices with teachers through ongoing instructional leadership methodologies, and assists principal in curriculum and instruction, and data analysis.
Cain, Brandi	Assistant Principal	Ms. Cain- Assistant Principal; Creates a master schedule that allows focus on student instruction to meet the needs of all students, oversees PLCs, shares research-based practices with teachers through ongoing instructional leadership methodologies, and assists principal in curriculum and instruction, and data analysis.
Kitts, Natalie	Instructional Coach	Mrs. Natalie Kitts - Instructional Coach/Testing Coordinator; Works with teachers to improve instruction and uses research-based strategies during instructional planning to obtain the maximum results possible in regards to student achievement.
Greene, Rachel	Instructional Coach	Ms. Greene - ECS/MTSS Coach; Assists teachers with interventions for the MTSS process. ESOL CT; Responsible for ESOL compliance concerns which includes testing students for the ESOL program and monitoring their progress. Provides ELL strategies to teachers as needed.
Maldonado, Javier	Dean	Mr. Maldonado - 7th/8th Grade Dean; Maintains a safe and orderly environment for students, facilitates restorative justice practices, and fosters positive relationships with students, faculty, and parents.
Stanley, Lori	Other	Ms. Stanley - SAFE Coordinator. Responsible for the implementation and monitoring of the school SEL plan and Mental Health strategies. Threat Assessment leader and Title IX coordinator.
Dewitt, Kimberly	Staffing Specialist	Ms. Dewitt - Staffing Specialist; Coordinates all IEP meetings for compliance and ensures IEP goals are being implemented and monitored to best meet student needs.



Name	Position Title	Job Duties and Responsibilities
Finnin, Traci	Instructional Media	Ms. Finnin -Media Specialist; Assists teachers with selecting appropriate literature in the classroom for instruction and to increase reading by students. Assists teachers with digital implementation and best practices related to digital instruction in the classroom.

**Demographic Information**

**Principal start date**

Thursday 5/23/2019, Barbara Rumph

**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.*

15

**Total number of teacher positions allocated to the school**

32

**Total number of students enrolled at the school**

675

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

9

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

15

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	243	204	240	0	0	0	0	687
Attendance below 90 percent	0	0	0	0	0	0	58	27	53	0	0	0	0	138
One or more suspensions	0	0	0	0	0	0	2	19	22	0	0	0	0	43
Course failure in ELA	0	0	0	0	0	0	7	12	18	0	0	0	0	37
Course failure in Math	0	0	0	0	0	0	1	3	6	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	39	44	76	0	0	0	0	159
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	42	58	63	0	0	0	0	163
Number of students with a substantial reading deficiency	0	0	0	0	0	0	39	44	76	0	0	0	0	159

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	35	44	76	0	0	0	0	155

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

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

Date this data was collected or last updated

Tuesday 8/16/2022

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	222	235	219	0	0	0	0	676
Attendance below 90 percent	0	0	0	0	0	0	23	43	56	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	2	14	12	0	0	0	0	28
Course failure in ELA	0	0	0	0	0	0	14	12	56	0	0	0	0	82
Course failure in Math	0	0	0	0	0	0	17	23	39	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	25	35	31	0	0	0	0	91
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	30	36	36	0	0	0	0	102
Number of students with a substantial reading deficiency	0	0	0	0	0	0	25	35	31	0	0	0	0	91

**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	29	39	61	0	0	0	0	129

**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	5	6	16	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	222	235	219	0	0	0	0	676
Attendance below 90 percent	0	0	0	0	0	0	23	43	56	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	2	14	12	0	0	0	0	28
Course failure in ELA	0	0	0	0	0	0	14	12	56	0	0	0	0	82
Course failure in Math	0	0	0	0	0	0	17	23	39	0	0	0	0	79
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	25	35	31	0	0	0	0	91
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	30	36	36	0	0	0	0	102
Number of students with a substantial reading deficiency	0	0	0	0	0	0	25	35	31	0	0	0	0	91

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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	29	39	61	0	0	0	0	129

**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	5	6	16	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	49%	50%				55%	52%	54%
ELA Learning Gains	48%						57%	52%	54%
ELA Lowest 25th Percentile	39%						45%	45%	47%
Math Achievement	52%	36%	36%				54%	55%	58%
Math Learning Gains	51%						50%	55%	57%
Math Lowest 25th Percentile	40%						42%	50%	51%
Science Achievement	55%	55%	53%				55%	51%	51%
Social Studies Achievement	79%	61%	58%				75%	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	50%	52%	-2%	54%	-4%
Cohort Comparison						
07	2022					
	2019	53%	48%	5%	52%	1%
Cohort Comparison		-50%				
08	2022					
	2019	57%	54%	3%	56%	1%
Cohort Comparison		-53%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019	28%	43%	-15%	55%	-27%
Cohort Comparison						
07	2022					
	2019	53%	49%	4%	54%	-1%
Cohort Comparison		-28%				
08	2022					
	2019	33%	36%	-3%	46%	-13%
Cohort Comparison		-53%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	51%	49%	2%	48%	3%
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	73%	66%	7%	71%	2%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	63%	19%	61%	21%

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	53%	37%	57%	33%

**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	29	24	16	25	17	19	45			
ELL	32	42	46	34	36	34	46	65	76		
ASN	67	67		74	62		71	86	94		
BLK	43	49	38	41	45	53	52	77	53		
HSP	47	46	40	49	49	35	53	77	79		
MUL	36			73							
WHT	56	44	33	58	59	57	56	82	77		
FRL	37	38	37	41	44	38	48	73	69		

  

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	25	24	19	30	32	10	29			
ELL	42	55	40	39	48	50	29	64	67		
ASN	76	60		80	65		71	90	79		
BLK	50	49	42	36	38	41	40	64	48		
HSP	52	50	34	51	39	38	44	61	74		
MUL	45			64							
WHT	61	50	29	57	40	47	69	70	79		
FRL	43	41	32	43	38	41	40	49	72		

  

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	21	40	35	23	32	30	18	38			
ELL	31	49	46	33	41	39	29	52	82		
ASN	75	64		81	69		83	82	93		
BLK	50	58	38	45	45	45	45	73	78		
HSP	52	56	48	50	49	44	54	72	79		
MUL	79	71		64	57						
WHT	61	56	39	67	50	30	56	83	88		
FRL	47	52	43	49	47	42	46	70	76		

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	544
Total Components for the Federal Index	10
Percent Tested	97%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
<b>English Language Learners</b>	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	53
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	58
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?**

Student performance data indicates a downward trend in proficiency in ELA for achievement, learning gains and learning gains of the bottom twenty-five percent from from the prior year. In Mathematics, student proficiency for achievement and learning gains for the bottom twenty-five remains about the same, whereas learning gains showed increase of ten percent. Science, Algebra and Civics performance levels improved several percentage points from the prior year.

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



The greatest need for improvement is in the area of ELA. Overall trends shows that across subgroups and grade levels, student performance is steadily decreasing. In the area of proficiency, performance decreased 54% in 2019 to 49% in 2022. In the area of students making learning gains, performance decreased from 50% in 2019 to 48% in 2022. Students in the bottom twenty-five percent performance decreased from 34% in 2019 to 39% currently.

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

Factors contributing to the decrease in student performance can be attributed to some changes in demographics of the school. An influx of students who are second language learners impacted ways in which the curriculum needed to be addressed. Thus requiring a need to meet regularly as a team to collaboratively plan and review student data. Actions that will be taking to address areas of improvement will included ensuring regularly scheduled time dedicated for collaborative planning, reviewing of data and decision making will be in place. Strategically placing additional instructional supports in areas of need based on data analysis will be ongoing and timely. Facilitators of PLCs will ensure that conversations focus on what we want students to know (B.E.S.T. Standards), determine how we will know if students learned it, how will we respond if they haven't learned it and how will we respond when students are proficient.

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

There were three areas in which student performance showed significant improvement. First, math learning gains increased by 10% from 40% in 2019 to 51% in 2022. Science proficiency scores increased by 6% from 49% in 2019 to 55% in 2022. Student proficiency in Civics increased 15% from 64% in 2019 to 79% in 2022.

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

Factors contributing to the improvements can be attributed by strong, consistent team in each of the areas. Content knowledge of teachers is strong and engaging students in learning the content standards in a variety of ways. Teachers often took the initiative to meet to collaboratively plan beyond the weekly scheduled Professional Learning Community (PLCs). Teachers leveraged digital tools in addition to their CRMs to engage students in the content that was meaningful and impactful to student growth.

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

In order to ensure that all students' learning will be accelerated, a greater emphasis on data accountability will be implemented. Through the work of the PLC, data analysis will be embedded in order to determine the effectiveness of instruction and its impact on student performance. Ongoing monitoring and data collection of practices observed in the classroom will be utilized to inform school-wide, department and individual classroom decisions as appropriate.

**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.**

There will be a variety of opportunities for the faculty to participate in professional development opportunities to support their professional growth.

- A. Canvas Courses: teachers will be enrolled or informed in self-paced and face-to-face Canvas courses relating to B.E.S.T. Standards in Reading/Language Arts and Mathematics, Science and Social Studies.
- B. Weekly PLC and monthly department meetings are scheduled for discussions/collaborations

impacting district and school-based initiatives and goals.

C. New hires new to teaching will be assigned a mentor and will participated in the school's mentoring program. The purpose of the mentoring program is support the teacher in classroom management, planning, teaching and learning and professionalism.

D. The principal's monthly school-wide newsletter and the assistant principals weekly Dragon Docket will serve as additional communication to provide clarifications on expectations and celebrations of evidences of follow-through with strategies discussed through PLC/department meetings.

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

In order to ensure sustainability of continued improvement, the school will build upon it systems of communication and supports that cultivates positive relationships between faculty/staff, students and families. Systems will be centered around the continuous improvement model. A variety of data will be utilized to make inform decision making regarding processes impacting the learning environment. Plans will be created, communicated and implemented to staff with mission, goals and focus. As plans are implemented, data will be collected and reviewed and input solicited, as appropriate, on an ongoing basis. A plan for response will followed and the cycle will continue. Within this model, we will cultivate teacher leadership and commitment toward sustaining a culture of improvement for year to come.

**Areas of Focus**

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

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**#1. Instructional Practice specifically relating to B.E.S.T. Standards**

**Area of Focus Description and Rationale:** Area Of Focus: This year OCPS schools are transitioning to B.E.S.T. standards. Student achievement outcomes in the areas of ELA and Math will depend on teachers' understanding and implementation of the new standards.  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Rationale: Even with Odyssey's increases in the majority of components and a letter grade of a B, continued focus is needed for ELA and Math. Strengthening teachers' understanding of content standards as well as planning for the delivery of instruction using B.E.S.T. standards will support the teaching and learning processes to produce gains in student achievement. The 2022 data indicated the need to increase overall student achievement, learning gains, and learning gains of the lowest 25% in ELA and math. Strategically focusing on what students should master based on the four strands: Foundations, Reading, Communication, and Vocabulary. will aid in increasing student achievement outcomes in ELA. The major strands (Number Sense and Operations, Algebraic Reasoning, Geometric Reasoning, Data Analysis and Probability) in various grade level bands will do the same for Math.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** The intended outcome is to increase student achievement, learning gains, and learning gains of the lowest 25%

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** Teachers will use common formative and summative assessment data to identify interventions and re-teach standards for which mastery has not been met. PLCs will use UNIFY and CRMs assessments. Instructional coaches will monitor data and the use of assessments throughout the year.

**Person responsible for monitoring outcome:** Beatriz Smith (beatriz.smith@ocps.net)

**Evidence-based Strategy: Describe the evidence-based strategy being** PM 1 - Beginning of the Year (Formative Assessment)  
 PM 2 - Middle of the Year ( Formative Assessment)  
 PM 3 - End of the Year ( Summative Assessment)  
 Assessments on the same standards will be given by teachers with the intention of examining the results. Some goals of examining these common assessments are to have teachers discuss and analyze their implementation of the B.E.S.T. standards and individual plans for student success. PM 1 and PM 2 will provide the opportunity to look at what modifications need to be made during curriculum planning and classroom instruction.

**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.**

A growth mindset will be needed for the school year. The B.E.S.T. strands have been simplified into 4 strands. • No standard is designed to be taught in isolation. There is no more progression from one standard and then blending into another – they are skills woven throughout our instruction. Teachers will need to really dig into the data from their students, identify the gaps in learning, and address those gaps immediately. Doing this will set students up for success throughout the school year. The analysis of data, including specific needs of students with 504's, and IEP will drive instructional decisions. This ongoing process will more than ever be a key element in accomplish the academic goals set for the 2022-2023 school year.

**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. Teachers will use common formative and summative assessment data to identify interventions and re-teach standards for which mastery has not been met. PLCs will use UNIFY and CRMs assessments. Instructional coaches will monitor data and the use of assessments throughout the year.

**Person Responsible** Beatriz Smith (beatriz.smith@ocps.net)

2. Track classroom data by reviewing ongoing progress monitoring (common assessment) data tracking sheets, scheduling, and facilitating i-Ready data chats with teams and individual teachers following the administration of PM1 and PM2. Additionally, weekly classroom walkthroughs (using a learning community-approved walkthrough Google form) are performed by the administration, and walkthrough data trends are identified and communicated to PLC leaders.

**Person Responsible** Beatriz Smith (beatriz.smith@ocps.net)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus**

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

Students with Disabilities (SWD) continue to perform below the 32% ESSA Federal Index three year in row starting from 2018 until present. The goal is to increase the subgroup's performance in Reading/Language Arts, Mathematics, Science and Civics; thus reducing the learning gap of non-SWD peers in proficiency, learning gains and SWD students identified in the bottom 25%.  
 OCPS Strategic Plan 2025: High Expectations for Students  
 KPI: Close the Achievement Gap- Decrease the amount of schools identified for Targeted Support and Improvement (TS&I) due to low performing subgroups.

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

The intended out is to increase the percentage of SWD student in achievement of proficiency, overall learning gains and learning gains of SWD students included in the bottom 25%. Projected increases will focus on exceeding the minimal ESSA Federal Index of 32%.

- ELA Achievement: 2022 Results (49%), 2023 Projected increase +6% (55%)
- ELA Learning Gains: 2022 Results (48%), 2023 Projected increase +9% (57%)
- ELA LG25%: 2022 Results (39%), 2023 Projected increase +6 (46%)
- Mathematics Achievement: 2022 Results (52%), 2023 Projected increase +5% (57%)
- Mathematics Learning Gains: 2022 Results (51%), 2023 Projected increase +4% (55%)
- Mathematics LG25%: 2022 Results (40%), 2023 Projected increase +7% (47%)
- Science Achievement: 2022 Results (55%), 2023 Projected increase +5% (60%)
- Civics: 2022 Results (79%), 2023 Projected increase +4% (83%)
- Overall Performance: 2022 Results (55%), 2023 Projected increase +7% (62%)

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

The continuous improvement model will be utilized as a system for monitoring outcomes for all students. Analysis of FSA and EOC performance levels in assessed areas has been conducted. A system centered around Professional Learning Communities (PLCs) will support weekly collaboration, data review and discussions about teaching and learning. District tools will be utilized to help score assessments and provide specific reports that will allow efficient analysis and response to areas of performance weaknesses. The leadership team will follow-up and provide timely feedback to individuals and teams based upon agreed upon plan are implemented with fidelity.

**Person responsible for monitoring outcome:**

Beatriz Smith (beatriz.smith@ocps.net)

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

In order to improve student outcomes across content area, PLCs will focus on utilizing a variety of evidence-based strategies. During whole group instruction, direct and explicit instruction will be present. Critical content will be chunked and opportunities to process in engaging ways will be present. Data will be utilized to help make decision relating to grouping students flexibly. Providing immediate feedback during lesson interactions as well on independent work will be evident.

**Rationale for Evidence-based**

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

There is a wealth of research documents that supports direct instruction complemented with other strategies that promote processing of information can accelerate student growth. "High Leverage and Evidence-Based Practices: A Promising Pair For All Learners," states high leverage practices in special education are explicit instruction, instructional design that is systematic, provides scaffolding, flexible grouping and Immediate feedback to name a few. All of which are high-yield strategies that are reflective in our Marzano instructional practice protocols and are embedded in curriculum resource materials (CRMs) provided to teachers.

**Action Steps to Implement**

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

Teachers will use common formative and summative assessment data to identify interventions and re-teach standards for which mastery has not been met. PLCs will use UNIFY and CRMs assessments. Instructional coaches will monitor data and the use of assessments throughout the year.

**Person Responsible** Beatriz Smith (beatriz.smith@ocps.net)

Common assessments on the same standards will be given by two or more teachers with the intention of examining the results. Some goals of examining these common assessments are to have teachers discuss and analyze their question-writing style and content, individual plans for student success, and an opportunity to look at what modifications need to be made during curriculum planning and classroom instruction.

**Person Responsible** Beatriz Smith (beatriz.smith@ocps.net)

Administrators will meet with department teams to analyze data, determine how standards mastery is being addressed, and next steps regarding target interventions or extension of learning opportunities for students who have reached mastery (every month).

**Person Responsible** Beatriz Smith (beatriz.smith@ocps.net)

**#3. Positive Culture and Environment specifically relating to Building Relationships**

**Area of Focus Description and Rationale:** Panorama Student survey results showed on the Sense of Belonging domain: 33% Favorable Responses, showing Connecting to Adults 22% Favorable Responses. In the School Safety domain: How often are people disrespectful to others at your school? 26% Favorable Responses. Connecting and building relationships based on trust is going to be our focus for adults and children on campus, with emphasis on students being able to have at least one adult on campus with whom they can go when they need help

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

**Measurable Outcome:** Panorama data, Character Lab data, meetings notes, and agendas will be used to monitor student engagement and the success of the implemented strategies. Decrease in the number of referrals for interpersonal relationships conflicts like bullying, disrespect, and defiance.

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

**Monitoring:** Monthly meetings (admin and leadership team). Skywards data.

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

**Person responsible for monitoring outcome:** Beatriz Smith (beatriz.smith@ocps.net)

**Evidence-based Strategy:** Teachers will promote student self-expression and communication through low-threatening activities. Such as Kagan's Structures: "Find Someone Who", " Inside-Outside Circle", "Team Up"

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

**Rationale for Evidence-based Strategy:** SEL strategies that are non-threatening and engaging, foster positive interactions, cooperation, and communication. Getting to know each other is the first step to promoting understanding and trust. The Kagan structures allow students opportunities for equal participation with individual accountability.

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

Focus Groups (all grade levels). Guided conversations about topics of students' interest.

**Person Responsible**                      Beatriz Smith (beatriz.smith@ocps.net)

Students will be assigned to adult on campus who will be biweekly to check on academics and personal aspects of students' lives

**Person Responsible**                      Beatriz Smith (beatriz.smith@ocps.net)

Professional Development Opportunities for teachers on Kagan Structures.

**Person Responsible**                      Beatriz Smith (beatriz.smith@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 address the cultural environment of the school, planning and implementation of systems are in place to address academic, socio-emotional well-being and safety for all stakeholders. Analysis of a variety of data such as student performance data, Panorama surveys and early warning indicators are utilized inform decision making. Part of the planning process includes input from teacher leaders regarding aspects of curriculum and instruction and safety and security. In order to provide opportunities for all personnel to collaborate and provide ongoing input, Professional Learning Communities (PLCs) are scheduled to meet weekly. The school's yearly theme is in alignment with the district's mission and mission and is shared with all stakeholders at the beginning of the school year. Clear expectations are communicated in multiple platforms such as morning announcements for faculty/staff/students, school-wide newsletters, social media, meetings with PTA and SAC and Connect Orange. The school's school-wide discipline plan is in alignment with the district's Student Code of Conduct and behavioral expectations are reviewed quarterly. A system of supervision is present in which students are actively supervised by adults. The school's SEL team which comprises of administration, school counselors and Safe Coordinator are available to address and support student and family socio-emotional needs. The process used to improve upon our culture is closely tied to the MTSS process. Through data-collection, a custom team is assembled to allow those impacted to contribute, build trust, and offer supports that are designed to positively impact student growth.

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



As the instructional leader, Ms. Smith's role in promoting a positive school culture is paramount. Strategically, Ms. Smith will continue to build the capacity of the teacher leaders on campus. Teacher leaders who are part of the leadership team will facilitate weekly Professional Learning Communities (PLCs) to promote collaboration and socio-emotional supports amongst the teams. Ongoing communication of progress or growth needed towards meeting school improvement goals along opportunities for faculty/staff input evident. Planning and implementation of instruction is based upon student performance data. Additional supports are provided in areas of highest priorities. Communication also extends to the families the school serves. Ms. Smith, Principal, sends home a monthly newsletters with updates about the school and opportunities to participate in school-related events. Along with a focus on performance outcomes, the physical environment also plays integral part in promoting an environment that is safe welcoming to all. Adequate supervision is available upon students arriving on campus through dismissal. Our discipline team are responsive to safety and disciplinary concerns and focuses on preventative and proactive measures to reduce incidences impacting safety and security on school grounds.