

Orange County Public Schools

# Maitland Middle



## 2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Maitland Middle

701 N THISTLE LN, Maitland, FL 32751

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

### Demographics

**Principal: Aski Melik Brown**

Start Date for this Principal: 7/24/2022

<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)	50%
<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 (58%) 2018-19: A (65%) 2017-18: B (61%)
<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, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>14</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Maitland Middle

701 N THISTLE LN, Maitland, FL 32751

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

### School Grades History

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

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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.**

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

**Provide the school's vision statement.**

To ensure every student has a promising a 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
Brown, Askimelik	Principal	Oversees all aspects of the school and communicates with all stakeholders to ensure shared decision making. Oversees Assistant Principals, Resource Teachers, selected Classified Staff, Social Studies Dept., Science Dept., and Fine Arts Dept.
Orseno, Amy	Instructional Coach	Oversees new teachers and induction initiatives. Develops and facilitates professional development and provides support for deliberate practice plans. Assists teachers in the development of common formative assessments. Serves as a member of the MTSS team and provides instructional coaching to for math and science courses.
Thomas, Carla	Other	Serves as an interventionist. Oversees the MTSS process.
simasek, kendra	Other	Provides intervention support to 6th grade ELA. Support campus initiatives (PBIS/HERO System)
Himschoot, Brian	Dean	Administrative and discipline dean that oversees referral and discipline infraction process. Monitors discipline data by subgroups and frequency. Coordinates with administration in operations, facilities, and school safety procedures. Serves as a member of the threat assessment team and supports the PASS classroom as needed. Coordinates with administration in developing and monitoring the effectiveness of mentoring programs.
Rauls, Cherrie	Other	Student Support - SAFE Coordinator - Responsible for coordinating counseling services for students, working with students in crisis, and coordinating services of support for students and families. Coordinates with administration in leading the threat assessment team, and supports PASS classroom in the implementation of restorative practices.
Singer, Randon	School Counselor	Provides counseling services and creates student schedules. Monitors student attendance, grades, credit recovery, and student assessment data. Coordinates with MTSS team members to monitor MTSS referrals to ensure proper placement. Develops 504 plans and facilitates parent conferences and 504 meetings with teachers, students, and parents.
John, Tricia	Staffing Specialist	Staffing Specialist - Oversees the ESE department, support facilitation model, gifted services model and learning strategy courses. Monitors the progress of ESE students. Monitors students in the top 30 percent and those assigned to high school courses. Coordinates with the MTSS coordinator to monitor referrals and the achievement gap.
	Assistant Principal	

### Demographic Information



**Principal start date**

Sunday 7/24/2022, Aski Melik Brown

**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.*

**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.*

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

46

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

741

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

11

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

12

**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	247	257	272	0	0	0	0	776
Attendance below 90 percent	0	0	0	0	0	0	50	13	5	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	0	24	32	0	0	0	0	56
Course failure in ELA	0	0	0	0	0	0	4	1	2	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	1	8	13	0	0	0	0	22
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	38	51	63	0	0	0	0	152
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	47	23	34	0	0	0	0	104
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	39	52	79	0	0	0	0	170

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	0	0	0	0	4

Date this data was collected or last updated

Monday 8/15/2022

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	259	232	258	0	0	0	0	749
Attendance below 90 percent	0	0	0	0	0	0	48	48	26	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	28	21	44	0	0	0	0	93
Course failure in ELA	0	0	0	0	0	0	14	15	37	0	0	0	0	66
Course failure in Math	0	0	0	0	0	0	14	19	37	0	0	0	0	70
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	20	19	48	0	0	0	0	87
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	32	19	48	0	0	0	0	99
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	43	34	37	0	0	0	0	114

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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	259	232	258	0	0	0	0	749
Attendance below 90 percent	0	0	0	0	0	0	48	48	26	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	28	21	44	0	0	0	0	93
Course failure in ELA	0	0	0	0	0	0	14	15	37	0	0	0	0	66
Course failure in Math	0	0	0	0	0	0	14	19	37	0	0	0	0	70
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	20	19	48	0	0	0	0	87
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	32	19	48	0	0	0	0	99
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	43	34	37	0	0	0	0	114

#### 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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## 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	58%	49%	50%				66%	52%	54%
ELA Learning Gains	45%						57%	52%	54%
ELA Lowest 25th Percentile	34%						47%	45%	47%
Math Achievement	61%	36%	36%				66%	55%	58%
Math Learning Gains	55%						63%	55%	57%
Math Lowest 25th Percentile	44%						49%	50%	51%
Science Achievement	63%	55%	53%				67%	51%	51%
Social Studies Achievement	77%	61%	58%				80%	67%	72%

### 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	19	31	32	24	39	32	25	44			
ELL	33	30	23	37	55	50	38	45			
ASN	81	57		90	86			100			
BLK	21	36	33	19	37	33	26	41			
HSP	51	40	30	49	53	48	52	61	75		
MUL	64	44		61	50			88			
WHT	69	49	39	75	59	54	78	91	84		
FRL	36	35	29	36	47	41	43	55	72		
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	13	31	27	16	24	22	14	47			
ELL	41	61	57	39	36	19	36	53			
ASN	85	65		92	50				91		
BLK	26	29	21	21	28	25	31	46	61		
HSP	54	50	40	48	36	26	45	67	83		
MUL	74	61		68	35						
WHT	76	62	52	80	51	56	72	92	90		
FRL	40	41	31	37	32	27	36	59	74		
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	25	37	28	24	32	24	13	55			
ELL	40	55	50	45	54	44	31	57	82		
ASN	65	67		85	72		82	92	87		
BLK	33	44	43	31	39	32	36	54	71		
HSP	54	55	48	53	55	43	52	63	90		
MUL	70	45		84	68		58		100		
WHT	82	62	52	83	74	75	83	94	94		
FRL	44	49	45	45	49	41	47	62	84		

### 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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	551

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	83
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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	41
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?

There has been a decline in proficiency across the grade levels, subgroups and content areas. However math learning gains did increase.

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

The greatest needs are building proficiency in English Language Arts (ELA) and Math. Proficiency and learning gains in ELA is declining. Math proficiency has declined, however, learning gains have increased.

ELA LG B25 Math LG B25  
 2018 63 55 42 64 57 42  
 2019 66 57 47 67 63 48  
 2021 63 53 36 63 43 33  
 2022 58 45 34 61 55 44

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

Based on the data points (iReady Diagnostics, PMAs, State Assessments) showing the decline. There will be a intentional focus on PLC planning and delivery of instruction. We will be utilizing our Tier 1 Interventionists to provide push in and pull out instruction to support instruction. There will be consistent data discussions to monitor student progress.

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

The learning gains in math showed the most improvement. The learning gains increased by 12 points and the lowest quartile increased by 11 points.

Math LG B25

2018 64 57 42

2019 67 63 48

2021 63 43 33

2022 61 55 44

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

After reviewing quarterly data during 2021-22 school year, we strategically developed tiered support for students in our lower quartile. In addition, we structured after school tutoring to support targeted standards. We also provided a 2 day intensive math blitz.

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

- Intentional planning/collaboration in PLCs, (Teacher, Tier 1 Interventionist, Support Facilitation, etc...)
- Utilizing teacher led/small group instruction with fidelity
- Utilize and monitoring research based strategies within the classroom. Ensure that there is a tranference of the strategies from PLC planning to classroom action.

**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.**

Teacher led professional development on instructional strategies as it pertains to enagement, processing, collaborative/cooperative structures, small groups, academic language and higher order questioning.

Peer Observations on instructional strategies (on campus and off campus).

IMPACT training by content area.

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

- Weekly monitoring of the PLC planning by instructional leadership team.
- Utilizing teacher leaders to support PLC planning.
- Provide safe space to practice.

**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 ELA

### Area of Focus Description and Rationale:

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

Proficiency for ELA has decrease for the last 3 years. It is our focus to increase ELA proficiency.

### Measurable Outcome:

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

The proficiency for ELA has declined: 2019 -66%; 2021 - 63%; 2022 - 58%. It is our focus to increase proficiency to 65%.

### Monitoring:

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

We will monitor student unit assessments, PLC planning will have a data focus with action items for reflection, and the district quarterly assessments to track progress.

Person responsible for monitoring outcome:

AskMelik Brown (askimelik.brown@ocps.net)

### Evidence-based Strategy:

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

Weekly PLC meetings will be used to discuss student data. Bringing 3 student samples as evidence (high, medium, low) to discuss in PLCs. Plan for small group/teacher led instruction.

### Rationale for Evidence-based Strategy:

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

These are the areas that will bring a focus to student achievement. Teachers will be able to discuss and plan with student evidences to help differentiate the learning.

### 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.

*No action steps were entered for this area of focus*



**#2. Instructional Practice specifically relating to Math**

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

Proficiency for Math has decrease for the last 3 years. It is our focus to increase ELA proficiency.

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

The proficiency for ELA has declined: 2019 -67%; 2021 - 63%; 2022 - 61%. It is our focus to increase proficiency to 65%.

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

We will monitor student unit assessments, PLC planning will have a data focus with action items for reflection, and the district quarterly assessments to track progress.

**Person responsible for monitoring outcome:**

AskMelik Brown (askimelik.brown@ocps.net)

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

Weekly PLC meetings will be used to discuss student data. Bringing 3 student samples as evidence (high, medium, low) to discuss in PLCs. Plan for small group/teacher led instruction. Develop high yield strategies to increase engagement and achievement.

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

These are the areas that will bring a focus to student achievement. Teachers will be able to discuss and plan with student evidences to help differentiate the learning.

**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.

*No action steps were entered for this area of focus*

### #3. Positive Culture and Environment specifically relating to School Climate and Culture (Safety and Security)

#### Area of Focus Description and Rationale:

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

After comparing and contrasting discipline data for 2021 and 2022 school years, there has been a significant increase in level 3 infractions. It is our goal to decrease 3 specific level 3 infractions: 3D - Disrespect, 3F - Fighting, 3H - Gross Insubordination.

#### Measurable Outcome:

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

It is the focus to decrease level 3 infractions in the following areas:

3D - Disrespect 50% decrease (42 to 21)

3F - Fighting 60% decrease (36 to 15)

3H - Gross Insubordination 73% (56 to 15)

#### Monitoring:

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

Our Student Services department (Discipline, Guidance, and SAFE), will utilize a student data form to track student progress in these areas. They will document restorative practices, threat assessments if warranted, and mental health check ins. We will be instituting PBIS also utilizing HERO to shift the focus to positive behaviors.

#### Person responsible for monitoring outcome:

Brian Himschoot (brian.himschoot@ocps.net)

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

The tracker will allow the team to discuss infractions, strategies that were used to de-escalate or prevent negative behaviors, and develop additional supports. In addition, we will monitor the HERO reports to highlight students who are making improvements as well as those who are following school policies and procedures.

#### Rationale for Evidence-based Strategy:

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

This strategy will allow all parties involved to have meaningful discussions to help change behaviors. By focusing on positive behaviors, students will shift their behaviors.

#### 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.

*No action steps were entered for this area of focus*

## **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.**

Maitland Middle School strives to build a positive school culture for all stakeholders. This is achieved by constantly reviewing the available data, which includes survey results, referral data, and school observations. During the 2022 - 2023 academic year, we will continue our House Community Teams for each student, faculty, and staff member. This will be coupled with our PBIS initiative in order to build a culture focused on positivity. By doing so, our goal will be to decrease discipline referrals and build school spirit. There will be monthly and quarterly activities where there will be healthy competitions between the Houses. This will help build a sense of belonging among the student body and foster school pride.

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

Parent, student, and teacher feedback is collected and analyzed in order to identify trends and make shifts in daily practice. This is accomplished via SAC/PTA meetings as well as the Panorama surveys. Finally, Maitland partners with the Winter Park Health Foundation to help support social, emotional, and physical health in our stakeholders. Each stakeholder provides suggestions to help bolster school spirit as well as increase student participation in extracurricular activities (clubs and organizations).