

Orange County Public Schools

# Glenridge Middle



## 2022-23 Schoolwide Improvement Plan

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## Glenridge Middle

2900 UPPER PARK RD, Orlando, FL 32814

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

### Demographics

**Principal: Daniel Kempinger**

Start Date for this Principal: 7/28/2021

<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)	80%
<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 (59%) 2018-19: B (61%) 2017-18: A (65%)
<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>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

## 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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## Glenridge Middle

2900 UPPER PARK RD, Orlando, FL 32814

<https://glenridgems.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	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

### School Grades History

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

### School Board Approval

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### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

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

Glenridge Middle School strives 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
Kempinger, Daniel	Principal	Oversees all aspects of the school and communicates with all stakeholders to ensure shared decision making. Oversees Assistant Principals, Resource Teachers, Classified Staff, Math Department and Foreign Language Teachers.
Phelps, Christy	Assistant Principal	Assistant Principal of instruction. Oversees campus student services including school counselors and SAFE, Language Arts Department, ESE Department and Fine Arts. Responsible for FTE, scheduling, credit recovery, and ensuring appropriate course offerings.
Bispott, Kimberly	Assistant Principal	Oversees school discipline, safety and operations, facilities, and Digital Device initiatives. Oversees Science, Social Studies, CTE and Physical Ed. Departments.
Astone, Matthew	Instructional Coach	Oversees implementation of the International Baccalaureate Middle Years Programme. Develops and facilitates professional development and provides support for deliberate practice plans. Assists teachers in the development of common formative assessments. Provides instructional coaching to for all courses.
Glenn, Michael	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. Facilitates Restorative Justice sessions.
Maisenholder, Nancy	Instructional Coach	Reading Coach - Monitors the identification of students in the bottom 30 percent in reading schoolwide. Works with the testing coordinator to provide professional development and supports teachers and administrators in their deliberate practice. Leads the reading department and monitors student data and implementation of a research-based intervention. Supports classroom teachers with reading strategies. Oversees new teacher mentoring.
Vandegrift, Chelsea	School Counselor	Provides counseling services and creates student schedules. Monitors student attendance, grades, credit recovery, and student assessment data. Facilitates parent conferences with teachers, students, and parents. Monitors progress of, and assesses ESOL students.
Livingston-Taylor, Melissa	Teacher, K-12	Student Support - SAFE Coordinator - Responsible for coordinating counseling services for students, working with students in crisis, and coordinating services of support for students



Name	Position Title	Job Duties and Responsibilities
		and families. Coordinates with administration in leading the threat assessment team.

### Demographic Information

**Principal start date**

Wednesday 7/28/2021, Daniel Kempinger

**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.*

0

**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.*

1

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

64

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

1,125

**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.**

13

**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	384	345	345	0	0	0	0	1074	
Attendance below 90 percent	0	0	0	0	0	0	100	95	105	0	0	0	0	300	
One or more suspensions	0	0	0	0	0	0	7	37	45	0	0	0	0	89	
Course failure in ELA	0	0	0	0	0	0	4	44	53	0	0	0	0	101	
Course failure in Math	0	0	0	0	0	0	1	35	33	0	0	0	0	69	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	92	97	84	0	0	0	0	273	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	103	93	68	0	0	0	0	264	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	92	97	84	0	0	0	0	273	

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	97	105	110	0	0	0	0	312	

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	1	0	0	0	0	2	

Date this data was collected or last updated

Tuesday 7/12/2022

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	347	333	403	0	0	0	0	1083	
Attendance below 90 percent	0	0	0	0	0	0	51	68	90	0	0	0	0	209	
One or more suspensions	0	0	0	0	0	0	0	7	15	0	0	0	0	22	
Course failure in ELA	0	0	0	0	0	0	6	19	124	0	0	0	0	149	
Course failure in Math	0	0	0	0	0	0	13	33	70	0	0	0	0	116	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	34	36	57	0	0	0	0	127	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	36	49	68	0	0	0	0	153	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		
	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	32	56	124	0	0	0	0	212

**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	347	333	403	0	0	0	0	1083
Attendance below 90 percent	0	0	0	0	0	0	51	68	90	0	0	0	0	209
One or more suspensions	0	0	0	0	0	0	0	7	15	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	6	19	124	0	0	0	0	149
Course failure in Math	0	0	0	0	0	0	13	33	70	0	0	0	0	116
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	34	36	57	0	0	0	0	127
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	36	49	68	0	0	0	0	153
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	32	56	124	0	0	0	0	212

#### 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	56%	49%	50%				60%	52%	54%
ELA Learning Gains	49%						57%	52%	54%
ELA Lowest 25th Percentile	32%						42%	45%	47%
Math Achievement	63%	36%	36%				63%	55%	58%
Math Learning Gains	66%						59%	55%	57%
Math Lowest 25th Percentile	56%						55%	50%	51%
Science Achievement	58%	55%	53%				61%	51%	51%
Social Studies Achievement	72%	61%	58%				68%	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	58%	52%	6%	54%	4%
Cohort Comparison						
07	2022					
	2019	53%	48%	5%	52%	1%
Cohort Comparison		-58%				
08	2022					
	2019	59%	54%	5%	56%	3%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	37%	43%	-6%	55%	-18%
Cohort Comparison						
07	2022					
	2019	51%	49%	2%	54%	-3%
Cohort Comparison		-37%				
08	2022					
	2019	51%	36%	15%	46%	5%
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	59%	49%	10%	48%	11%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	66%	-1%	71%	-6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	84%	63%	21%	61%	23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	53%	47%	57%	43%

### 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	15	28	23	30	49	42	27	29			
ELL	32	46	44	45	52	48	38	54	74		
ASN	80	66		87	88		90	92	84		
BLK	37	37	29	44	54	50	40	62	62		
HSP	44	45	32	52	61	56	46	60	73		
MUL	63	40		78	77		75	80	83		
WHT	71	56	33	78	70	57	74	87	90		
FRL	39	39	27	47	57	50	44	58	65		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	34	31	18	31	26	21	39			
ELL	33	49	43	40	48	41	35	47	64		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ASN	84	77		84	63		79	90	91		
BLK	49	45	27	39	40	21	48	58	76		
HSP	46	46	35	45	39	37	44	53	67		
MUL	78	59		70	55			83			
WHT	71	60	44	74	58	46	69	77	86		
FRL	49	48	33	44	41	37	49	49	67		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	40	29	25	46	46	20	36	71		
ELL	35	49	43	43	54	57	33	41	74		
ASN	73	65	53	88	76		77	76	96		
BLK	51	58	39	50	51	45	44	69	81		
HSP	48	50	38	50	52	57	47	52	79		
MUL	59	56		58	66		45	57	77		
WHT	72	62	51	76	65	55	76	85	89		
FRL	47	51	41	50	51	54	45	55	76		

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	59
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	55
Total Points Earned for the Federal Index	588
Total Components for the Federal Index	10
Percent Tested	97%
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%	1

English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	84
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	46
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	71
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	68
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?

We saw significant growth and improvement in our math across all grade levels and subgroups. Overall, ELA performance slipped for the third year in a row. Again, performance was fairly consistent across all grade levels with level 3 percentages ranging from 54-57%.

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

The greatest need for improvement is our lowest quartile students growth in ELA.

#### 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 majority of our lowest quartile students have more than one Early Warning Indicator. These students struggled with attendance and external manifestations of social-emotional challenges that lead to discipline concerns. We are utilizing tier 1 teachers on campus to serve as tier 2 support for these students this year to address the social-emotional, attendance and discipline factors that lead to lagging results.

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

Our lowest quartile students improved 22 points year over year in learning gains for math. This was our greatest gain.

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

We placed an emphasis on accelerating these students with remediation skills because we knew that our students had fallen behind in math as a result of distance learning in the prior year.

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

We will be utilizing our tier 1 teachers to support our students in math and reading to continue to focus on standards and skills that the students are struggling with. We will incorporate extended learning opportunities throughout the year to support as well.

**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.**

Our instructional coaches, and our Tier 1 lead teacher will provide professional development on the B.E.S.T standards as well as instructional strategies that support differentiated instruction.

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

Our Social Emotional Learning Team will be tracking data and working with students that externalize behaviors that our teachers have identified as debilitating towards learning. The goal is to improve behaviors to increase student learning and sense of community.

### **Areas of Focus**

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

:

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

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

Our second language learners performed significantly behind their English speaking peers. Only 47 percent of our ELL students scored a level 3 or above in math.

**Measurable Outcome:**

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

Our goal is to increase the percent of students scoring a level 3 or higher on the math assessment by 10 points.

**Monitoring:**

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

We will utilize state progress monitoring assessments and common assessments to monitor the growth of our second language learners.

**Person responsible for monitoring outcome:**

Daniel Kempinger (daniel.kempinger@ocps.net)

**Evidence-based Strategy:**

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

We will utilize small group instruction along with manipulatives to support our second language learners that are struggling.

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

Second language learners require multiple modalities, repeated exposure to examples and benefit from non-linguistic representations. We believe that this will help our students.

**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.

Schedule ESOL Para in math classrooms to support second language learners.

**Person Responsible**

Christy Phelps (christy.phelps@ocps.net)

Ongoing PD for math teachers on the use of small group instruction and manipulatives.

**Person Responsible**

Matthew Astone (matthew.astone@ocps.net)

Monitor the progress of ELL students weekly during PLCs.

**Person Responsible**

Daniel Kempinger (daniel.kempinger@ocps.net)

## #2. ESSA Subgroup specifically relating to Economically Disadvantaged

### Area of Focus Description and

#### Rationale:

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

Only 41% of our economically disadvantaged students scored a level 3 or higher on the state ELA assessment last year. They also account for almost 70% of our school population.

#### Measurable Outcome:

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

We will increase the percent of economically disadvantaged students that score a 3 or above on the state ELA assessment from 41% to 51%.

#### Monitoring:

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

We will monitor the growth using state progress monitoring assessments as well as local common assessments. These assessments will be monitored weekly during PLCs.

#### Person responsible for monitoring outcome:

Christy Phelps (christy.phelps@ocps.net)

#### Evidence-based

#### Strategy:

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

Small group instruction within ELA classrooms will be the major area of focus for our students. We will also support these students other needs using tier 1 intervention teachers.

#### Rationale for Evidence-based Strategy:

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

Research shows that students that are economically disadvantaged have greater needs that we must address before they are ready to learn in the classroom. We will utilize our tier 1 teachers to address those needs, while implementing small group instruction to insure students receive feedback from our teachers and get support with standards that they struggle with.

### 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.

Identify ED students for teachers.

#### Person Responsible

Nancy Maisenholder (nancy.maisenholder@ocps.net)

Create schedule for tier 1 teacher support in the classroom and PLC time for collaboration.

#### Person Responsible

Christy Phelps (christy.phelps@ocps.net)

Monitor the progress of our ED students throughout the year using various formative assessments.

#### Person Responsible

Christy Phelps (christy.phelps@ocps.net)

Revise instruction as needed based on progress monitoring.

**Person Responsible**

Nancy Maisenholder (nancy.maisenholder@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.**

One of the most important components to establishing and maintaining a culture that values trust, respect and high expectations is to provide a culture based on transparency and/or open communication. Including stakeholders in decision-making, valuing their insight, and remaining transparent in the process will help maintain a positive culture and environment. To maintain a positive culture and environment, Glenridge Middle School has several stakeholder-based governing bodies in place. A Curriculum Leadership Team (CLT), potentially going to be renamed to Guiding Team, is made up of all curriculum leaders (department chairs). The CLT's main focus is to discuss overall school performance data, curriculum and instructional practices, that focus on student and teacher learning. This year, with the school returning to teaming, a School Management Team (SMT) will be formed. The SMT's will be charged with reviewing and revising, as needed, schoolwide safety procedures. In addition, the SMT will oversee the Social Emotional Learning and Leadership initiative. To include students as stakeholders, both our School Advisory Council (SAC) and Parent-Teacher-Student Association (PTSA) have student members. More specifically, the SAC has a student representative from the PTSA student organization. In addition, to promote team morale, at every staff gathering "You Rocks" are announced. These are recognitions, made by team members to other team members, that are announced at our team gatherings.

In an effort to promote student achievement, Renaissance celebrations are held the 2nd, 3rd, and 4th quarters to celebrate students that have maintained high levels of academic achievement. In addition, as an IB School, we strive to promote our IB character traits. This year, we will be celebrating students that exemplify a specific IB character trait through monthly Character Trait breakfasts.

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

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student representative from the PTSA student organization. In addition, to promote team morale, at every staff gathering "You Rocks" are announced. These are recognitions, made by team members to other team members, that are announced at our team gatherings.

Our social-emotional learning team will be working with students to reduce external behaviors that manifest in disrespect or anger in some students. Each tier I teacher will provide supports to those students and communicate regularly with families to promote positive interactions on campus.

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