

Orange County Public Schools

Southwest Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Southwest Middle

6450 DR PHILLIPS BLVD, Orlando, FL 32819

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create an 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rosado, Damian	Principal	<p>Instructional leader and chief administrator of the school which involves developing, implementing and supporting policies, programs, curriculum activities, and budgets in a manner that promotes the educational, social and emotional development of each student, as well as the professional development of each staff member.</p> <ul style="list-style-type: none"> - Focuses on instructional practices throughout the school by leading, directing, counseling, and supervising a variety of personnel and programs with an emphasis on Social Studies, Math, PE, and Deans (Safety) and support departments - Provides a common vision for the use of data-based decision-making - Ensures the school based-team is providing intervention support and documentation - Ensures adequate professional development occurs for faculty and staff to ensure all students succeed - Works with technology team to create a plan to benefit student achievement - Participates on the School Threat Assessment Team (STAT) to ensure response protocols and interventions are discussed to assist with the academic needs, social-emotional needs and safety of all on campus - Identifies teacher leaders to continue the school's mission and vision - Engages parents and community members regarding school-based decisions
Haan, Destiny	Assistant Principal	<p>Assistant Principal of Operations -</p> <ul style="list-style-type: none"> - Assists the Principal as an instructional leader of the school in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff, and parents - Focuses on instructional practices throughout the school by leading, directing, counseling, and supervising a variety of personnel and programs with an emphasis on Science, Fine Arts, ESE, Computers, and Student Council. - Oversees, coordinates, and monitors the implementation of best practices for inclusive education for all SWDs - Oversees, coordinates, and monitors the implementation of the OCPS Code of Student Conduct and Restorative Practices - Oversees the School Threat Assessment Team (STAT) to ensure response protocols and interventions are discussed to assist with the academic needs, social-emotional needs and safety of all on campus - Provides a common vision for the use of data-based decision-making - Ensures the school based-team is providing intervention support and documentation - Ensures adequate professional development occurs for faculty and staff to ensure all students succeed - Works with technology team to create a plan to benefit student achievement - Works with implementation of testing through district, state, and national protocols

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Identifies teacher leaders to continue the school's mission and vision - Engages parents and community members regarding school-based decisions
Daher, Maria	ELL Compliance Specialist	<p>ELL Compliance Curriculum Teacher -</p> <ul style="list-style-type: none"> - Responsible for all federal, state, and district mandates governing the education of our English Language Learners (ELL) - Provides all teachers with professional development and technical assistance with implementation of data based instructional planning and practices with ELL students - Provides support to beginning new teachers with assistance in the implementation of best practices with ELL students - Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies - Provides whole school screening programs that provide early intervention services for students considered "at risk" - Assists with the implementation and support of progress monitoring, data collection, and data analysis - Supports reading teachers in the implementation of best practices for ELL students with reading deficiencies - Serve as the school contact for all State Reporting and FTE issues and data corrections regarding English Language Learners education through each FTE Survey period
Esquivel Perez, Imer	Other	<p>Technical Support Representative -</p> <ul style="list-style-type: none"> - Responsible for all technology on the school campus - Develops or brokers technology necessary to manage and display data - Provides technical support to teachers and staff regarding data management and display - Works to create systems that support a learning environment for all students that can be maintained by faculty and staff - Diagnoses technological issues and use information from students and teachers to fix various problems or schedules repairs if unable to fix on-site - Provides daily support to all users of various computer systems including answering questions, analyzing problems, and quickly forming solutions to return systems to proper operation - Installs and maintains hardware, software, and other equipment to meet school needs, and install security patches and updates when necessary - Maintains detailed records of reported issues and completed solutions along with any further actions required of TSR
Singletary, Peter	Other	<p>SAFE Coordinator -</p> <ul style="list-style-type: none"> - Provides a proactive program that collaborates with teachers and parents on identifying and intervening of a student's academic and social/emotional needs

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Collaborates with the school Social Worker and district personnel to ensure a safe, social and emotional learning environment - Mental health designee and community resource liaison - Participates with the school student service team to provide resources to staff and students - Creates a safe space for students and parents who have concerns that need to be addressed in a timely manner - Conducts restorative practice sessions with students to increase academic, social, emotional, and behavioral success - Participates the School Threat Assessment Team (STAT) to ensure response protocols and interventions are discussed to assist with the academic needs, social-emotional needs and safety of all on campus - Creates a safe space for students and parents who have concerns that need to be addressed in a timely manner
Sapp, Daniel	Curriculum Resource Teacher	<p>Curriculum Resource Teacher/Testing Coordinator -</p> <ul style="list-style-type: none"> - Facilitates and supports data collection activities - Assists in data analysis and construction of goal setting within Professional Learning Communities (PLC) - Provides professional development and technical assistance to teachers regarding data-based instructional planning - Supports the instructional implementation of Tier I, Tier II, and Tier III intervention - Plan, engage, implement, and support instructional use of technology - Participates in the design and delivery of professional development - Works with implementation of testing through district, state, and national protocols - Provides support to beginning new teachers with assistance in the implementation of best practices with all students, with an emphasis on ELL and SWD students - Provides professional development and technical assistance to teachers regarding the analysis of the SBUA, Read-180, IXL, and PMA data and shifts in instruction based on that data
Dixon, Jade	Dean	<p>Dean of 6th/7th grade students -</p> <ul style="list-style-type: none"> - Responsible for protecting the health and welfare of all our students - Assists students in establishing high standards of conduct and address the improvement of student attendance and discipline in accordance with OCPS Code of Student Conduct - Conducts Restorative Practice sessions with students to increase academic, social, emotional, and behavioral success - Participates the School Threat Assessment Team (STAT) to ensure response protocols and interventions are discussed to assist with the academic needs, social-emotional needs and safety of all on campus - Ensures the school based-team is providing intervention support and

Name	Position Title	Job Duties and Responsibilities
		<p>documentation</p> <ul style="list-style-type: none"> - Communicates daily with students, parents, and teachers regarding discipline matters - Assists staff with behavior management plans for students with chronic discipline problems - Assist with the supervision of organized student gatherings to ensure the safety of all attendees - Responsible for supervision of the 6th/7th grade student lunchroom and work duty assignments - Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals - Assists teachers with effective classroom management when needed
West, Keith	Dean	<p>Dean of 7th/8th grade students -</p> <ul style="list-style-type: none"> - Responsible for protecting the health and welfare of our students - Assists students in establishing high standards of conduct and address the improvement of student attendance and discipline in accordance with OCPS Code of Student Conduct - Conducts Restorative Practice sessions with students to increase academic, social, emotional, and behavioral success - Ensures the school based-team is providing intervention support and documentation - Communicates daily with students, parents, and teachers regarding behavioral matters - Assists staff with behavior management plans for students with chronic discipline problem - Assist with the supervision of organized student gatherings to ensure the safety of all attendees - Responsible for supervision of the 7th/8th grade student lunchroom and work duty assignments - Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals - Assists teachers with effective classroom management when needed
Thibeau, Mary	Math Coach	<p>Math Coach -</p> <ul style="list-style-type: none"> - Provides math teachers with professional development and technical assistance with implementation of data-based instructional planning and practices - Provides support to beginning new teachers with assistance in the implementation of best practices with ELL and SWD students - Supports math teachers through the coaching cycle - Provides support with the implementation of IXL and PMA's - Provides professional development and technical assistance to teachers regarding the analysis of SBUA data and shifts in instruction based on that data - Implements and supports MTSS, ESE, and 504 guidelines for Tier III intervention plans

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Facilitates and supports in the implementation for progress monitoring, data collection, and data analysis activities - Provides support for assessment and implementation monitoring
Bourgeois, Kaitlyn	Staffing Specialist	<p>ESE Staffing Specialist -</p> <ul style="list-style-type: none"> - Coordinates with school, district, teachers, service providers, families, and parent representatives to convene all Individual Education Plans (IEPs) and Educational Plans (EPs) - Facilitate and provide training to school staff relative to ESE procedures, least restrictive environment, PEER and other issues involving exceptional student education - Liaison/trainer to school staff regarding changes related to exceptional student education in school board policies/procedures, state and federal laws and program services provided by the district - Coordinate and participate in articulation meetings for students promoting from 5th-6th grade and 8th-9th grade - Consult with district personnel regarding strategies and teaching techniques - Coordinate the collection of all necessary documentation prior to a student being considered for eligibility under an exceptional education program and/or service - Assist in the development of all IEP, EP documents required for eligible and identified ESE students actively enrolled at the school site - Maintain accurate ESE paperwork and supporting documentation to reflect the appropriate service delivery models and compliance with services for all ESE students as identified on the IEP and EP - Maintain and ensure that all ESE paperwork is accurate and current for gifted students as identified on the EP - Maintain and organize ESE folder(s) in student cumulative files - Maintain all ESE student program data within the district's student database (Skyward) ensuring accuracy and current level of service identified in the student's IEP and EP in order to obtain maximum funding for ESE students - Serve as the school contact for all State Reporting and FTE issues and data corrections regarding exceptional student education through each FTE Survey period
Jay, Jill	School Counselor	<p>Lead and 6th Grade Guidance Counselor -</p> <ul style="list-style-type: none"> - Provides a proactive program that collaborates with teachers and parents on identifying and intervening of a student's academic and social/emotional needs - Develops student schedules based on student requests to provide the best opportunity for student success - Conducts restorative practice sessions with students to increase academic, social, emotional and behavioral success - Creates a safe space for students and parents to effectively communicate with and involve parents in improving student performance. This also includes the referral of students and parents to appropriate specialists in

Name	Position Title	Job Duties and Responsibilities
		<p>keeping with district guidelines</p> <ul style="list-style-type: none"> - Provides crisis intervention services, e.g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate - Maintains student guidance records and confidentiality - Confers with teachers to provide possible interventions for classroom academic or behavior modifications - Identifies and evaluates critical data such as grades, test scores, attendance, and behavior. Uses data to develop strategies to positively impact students. - Participates in a multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations.
Guerrero, Claribar	School Counselor	<p>7th Grade Guidance Counselor -</p> <ul style="list-style-type: none"> - Provides a proactive program that collaborates with teachers and parents on identifying and intervening of a student's academic and social/emotional needs - Develops student schedules based on student requests to provide the best opportunity for student success - Conducts restorative practice sessions with students to increase academic, social, emotional and behavioral success - Creates a safe space for students and parents to effectively communicate with and involve parents in improving student performance. This also includes the referral of students and parents to appropriate specialists in keeping with district guidelines - Provides crisis intervention services, e.g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate - Maintains student guidance records and confidentiality - Confers with teachers to provide possible interventions for classroom academic or behavior modifications - Identifies and evaluates critical data such as grades, test scores, attendance, and behavior. Uses data to develop strategies to positively impact students. - Participates in a multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations.
Guity, Rene	School Counselor	<p>8th Grade Guidance Counselor -</p> <ul style="list-style-type: none"> - Provides a proactive program that collaborates with teachers and parents on identifying and intervening of a student's academic and social/emotional needs - Develops student schedules based on student requests to provide the best opportunity for student success - Conducts restorative practice sessions with students to increase academic, social, emotional and behavioral success - Creates a safe space for students and parents to effectively communicate with and involve parents in improving student performance. This also includes the referral of students and parents to appropriate specialists in

Name	Position Title	Job Duties and Responsibilities
		<p>keeping with district guidelines</p> <ul style="list-style-type: none"> - Provides crisis intervention services, e.g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate - Maintains student guidance records and confidentiality - Confers with teachers to provide possible interventions for classroom academic or behavior modifications - Identifies and evaluates critical data such as grades, test scores, attendance, and behavior. Uses data to develop strategies to positively impact students. - Participates in a multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations.
<p>Harris, Lakesha</p>	<p>Behavior Specialist</p>	<p>ESE Behavior Specialist -</p> <ul style="list-style-type: none"> - Assists ESE teachers and acts as a classroom facilitator to assess best learning practices for teachers to use in the classroom - Monitors functional behavior assessments and behavior intervention programs - Conducts one-on-one social skills lessons with ESE students - Participates in a cooperative effort with faculty and staff to plan, implement and evaluate school wide ESE programs - Participates in Florida Department of Education required workshops and other trainings - Assist with PLC compliance issues - Maintains contact with teachers and parents in conjunction with administrative team (i.e. ESE teacher, assistant principal and principal) through teacher/parent conferences and IEP team meetings - Determines the appropriate methods to use in resolving student behavior problems with ESE students - Observes and assesses teacher/student needs to promote a productive learning environment - Responsible for timely and accurate information they maintain as a part of their job responsibilities - Trained in Professional Crisis Management (PCM) and Crisis Prevention Intervention (CPI)
<p>Wright, Angela</p>	<p>Instructional Media</p>	<p>Digital Media Specialist -</p> <ul style="list-style-type: none"> - Develops and maintains a collection of resources appropriate to the curriculum, the learners, the teaching styles, and instructional strategies used within the school community, in accordance with district policy - Joins with teachers and students to plan and implement meaningful experiences that will promote a love of reading and lifelong learning - Participates in the curriculum development process at both the school and district level to ensure that the curriculum includes the full range of literacy skills (information, media, visual, digital, and technological literacy) necessary to meet content standards and to develop lifelong learners - Provides and plans professional development opportunities within the school for and with all staff

Name	Position Title	Job Duties and Responsibilities
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- Shares expertise by presenting at faculty meetings, parent meetings, and school committee meetings developed and upto-date district policies concerning such issues as materials selection, circulation, privacy, reconsideration of materials, copyright, and acceptable use
- Encouraging the use of instructional technology to engage students and to improve learning, providing 24/7 access to digital information resources for the entire school
- Maintaining frequent and timely communication to stakeholders through the school and library website, parent newsletter, e-mail, and other formats

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Southwest Middle School generates clear, open communication with the parents of our students. SWMS uses a monthly newsletter, that gives us a platform for feedback on classroom activities or school programs. SWMS uses Facebook, School Marque, weekly messages from the principal, Canvas and Instagram for reminders of activities or deadlines for parents and students. Parents, the community and other stakeholders utilize these platforms as a means to communicate with school administration and teachers. Parent Surveys are also utilized to gauge the needs of parents and students. Our School Advisory Committee of parents and community members monitors the progress of our School Improvement Plan (SIP). Parents on this committee support the SIP by providing Teacher Grants with funds in order to furnish materials for a teacher initiated activity.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Southwest Middle School will implement early diagnostic/ baseline assessments. We will be progress monitoring throughout the year by utilizing standards-based common assessments, district-wide Progress Monitoring Assessments (PMA) and frequent formative assessments, and State Progress monitoring Assessments (PM). Teachers will engage in peer observations and share weekly feedback during Professional Learning Community Meetings (PLC).

The school will revise the plans based on what the data needs. Teachers will participate in department data chats, one-on-one data chats with admin, and student data chats. Teachers will use the data collected from assessments to drive student learning and the differentiation of instruction, reteach and remediate deficient standards.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	73%
2022-23 Economically Disadvantaged (FRL) Rate	77%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	105	139	136	380
One or more suspensions	0	0	0	0	0	0	21	34	44	99
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	56	26	82
Course failure in Math	0	0	0	0	0	0	0	76	43	119
Level 1 on statewide ELA assessment	0	0	0	0	0	0	137	178	165	480
Level 1 on statewide Math assessment	0	0	0	0	0	0	163	124	105	392
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	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 that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	139	163	152	454	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	115	131	108	354	
One or more suspensions	0	0	0	0	0	0	13	26	42	81	
Course failure in ELA	0	0	0	0	0	0	4	68	58	130	
Course failure in Math	0	0	0	0	0	0	11	65	49	125	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	144	119	155	418	
Level 1 on statewide Math assessment	0	0	0	0	0	0	179	135	147	461	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	216	228	232	676	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	144	151	166	461	

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	115	131	108	354
One or more suspensions	0	0	0	0	0	0	13	26	42	81
Course failure in ELA	0	0	0	0	0	0	4	68	58	130
Course failure in Math	0	0	0	0	0	0	11	65	49	125
Level 1 on statewide ELA assessment	0	0	0	0	0	0	144	119	155	418
Level 1 on statewide Math assessment	0	0	0	0	0	0	179	135	147	461
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	216	228	232	676

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	144	151	166	461

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48	48	49	51	49	50	55		
ELA Learning Gains				48			52		
ELA Lowest 25th Percentile				34			45		
Math Achievement*	54	57	56	53	36	36	51		
Math Learning Gains				62			37		
Math Lowest 25th Percentile				53			35		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	57	53	49	52	55	53	50		
Social Studies Achievement*	58	64	68	75	61	58	67		
Middle School Acceleration	86	77	73	90	52	49	79		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	46	43	40	39	79	76	57		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	349
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	2	
ELL	47			
AMI				
ASN	84			
BLK	42			
HSP	50			
MUL	72			
PAC				
WHT	75			
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	45			
AMI				
ASN	84			
BLK	48			
HSP	51			
MUL	73			
PAC				
WHT	61			
FRL	49			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	48			54			57	58	86			46
SWD	27			24			50	29			4	
ELL	29			45			34	45	81		6	46
AMI												
ASN	72			82			91	83	92		5	
BLK	32			31			43	43	63		5	
HSP	36			45			43	48	83		6	42
MUL	61			62			70	93			4	
PAC												
WHT	65			73			69	73	89		6	78
FRL	37			41			44	49	78		6	33

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	51	48	34	53	62	53	52	75	90			39
SWD	27	43	36	21	45	37	27	59				
ELL	30	40	28	35	52	47	32	56	91			39
AMI												
ASN	79	66		89	84	77	80	97	96			
BLK	37	42	36	28	56	59	32	66	79			
HSP	40	45	36	41	54	48	46	63	89			43
MUL	62	67		73	73			91				
PAC												
WHT	66	48	29	73	67	52	71	87	91			21
FRL	41	43	35	40	57	58	41	66	81			24

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	55	52	45	51	37	35	50	67	79			57
SWD	26	37	24	24	31	28	35	37				
ELL	30	54	53	30	43	43	28	51	71			57

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	89	67		89	40		92	100	93			
BLK	37	38	29	23	24	25	26	51	45			50
HSP	47	53	51	44	39	40	41	62	78			57
MUL	56	31		42	36							
PAC												
WHT	68	57	48	69	40	32	72	79	85			67
FRL	43	47	44	38	34	31	38	57	65			54

Grade Level Data Review– State Assessments (pre-populated)
 The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.
 An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	39%	45%	-6%	47%	-8%
08	2023 - Spring	43%	46%	-3%	47%	-4%
06	2023 - Spring	37%	44%	-7%	47%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	48%	53%	-5%	54%	-6%
07	2023 - Spring	29%	38%	-9%	48%	-19%
08	2023 - Spring	48%	58%	-10%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	50%	50%	0%	44%	6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	47%	46%	50%	43%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	45%	55%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	61%	-7%	66%	-12%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was Math Achievement at 30%. Following a two point increase at 53% in the 2021-2022 school year, achievement levels dropped fourteen points. The leading factor contributing to this performance is attainment of highly qualified instructors, building capacity of teachers within the building and the proper release of content within instruction along with instructional strategies in place. We find that the new actions to be taken to address this need for improvement include the use of interventions and supporting our teachers with professional development on best instructional practices available, as well as providing student remediation and enrichment as needed.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Social Studies Achievement declined from 75% to 54%. Teacher turnover and a team of new teachers to the content area contributed to this decline in the 2022-2023 school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that demonstrated the greatest gap when compared to the state average was achievement in Social Studies. Teacher turnover and a team of teachers new to the content area likely contributed to the gap when compared to the state average for the 2022-2023 school year.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was science achievement with a six point increase. The school's new actions included, as a PLC, review common assessment data using a data protocol.

Create and implement opportunities to spiral back to standards using the distractor rationale. In addition, through common planning, develop teachers' practices in monitoring and using formative data to adjust in-the-moment instruction as needed.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The two areas of concern is the performance of these two subgroups: Students with Disabilities, 37%; ELL, 45%.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Math Learning Gains
2. Math LG Low 25 to include SWD
3. ELA Learning Gains
4. ELA LG Low 25 to include SWD
5. Social Studies Achievement.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. Based on Panorama data student sense of belonging dropped from the 2022 school year to the 2023 school year. School climate survey results and classroom walkthrough trend data reveal a need for a focus on student engagement in order to improve the educative experience for all subgroups of students.

Measurable Outcome:

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

As a result of increased student collaboration, with respect to positive culture and environment, we will see a corresponding increase in the achievement of students. Improved culture and climate through collaborative learning structures and student response rate management strategies will play a contributing factor in the expected 8-point increase in proficiency of students with disabilities.

Monitoring:

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

Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

Person responsible for monitoring outcome:

Damian Rosado (damian.rosado@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will engage students in learning to decrease instances of negative student behavior through the implementation of collaborative learning structures and student response rate management strategies in order to increase student learning gains and proficiency.

Teachers will improve standards-based instruction through use of close reading and text dependent questions in all content areas in order to increase student learning gains and proficiency.

Teachers will implement collaborative learning structures and student response rate management strategies in order to engage students in learning and decrease instances of negative student behavior.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

School climate survey results and classroom walkthrough trend data reveal a need for a focus on student engagement in order to improve the educative experience for all subgroups of students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

School-based leadership team will provide training and support to teachers on strategies to authentically engage students in learning tasks.

Teachers will actively implement collaborative learning structures and response rate management strategies in order to motivate students to engage in the thinking of the standard taught.

School-based leadership team will provide focussed generative non-evaluative feedback to teachers in order to support teacher adoption and appropriate use of authentic engagement strategies.

School based leadership will provide incentives for students exhibiting positive behavior in the classroom throughout the school day resulting in a decrease in referrals and classroom disruptions.

Person Responsible: Destiny Haan (destiny.haan@ocps.net)

By When: Professional development on engagement strategies will take place quarterly. Classroom walk throughs will take place weekly. Student incentive program will take place daily.

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The data shows that our most critical need is with students with disabilities at 37% proficiency. This achievement gap indicates that our students are in need of differentiated instruction and targeted small group instruction.

Measurable Outcome:

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

We will increase proficiency in our students with disabilities from 37% to 45%.

Monitoring:

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

Data from common assessments, Read180, and Math180, District Progress Monitoring Assessments will be reviewed with teachers in common planning meetings as these assessments are completed. Additionally, IEP meetings with individual teachers, students and families will take place monitor the progress of students to determine instructional impact. This data will also be monitored and analyzed by coaches and administrators as they are completed in order to ensure that common planning includes intentional planning for differentiation and small group interventions.

Person responsible for monitoring outcome:

Damian Rosado (damian.rosado@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Providing professional development in data literacy and Individualized Education Plan implementation of our teachers are the strategies we will use to improve differentiated instructional practices and ensure proper specialized instruction and related services. This professional development will include how to analyze and interpret the data, in conjunction with the Individualized Education Plan, how to use the data to make instructional decisions, and how to discuss the data with students to track their goals identified within their Individualized Education Plan.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In our school and district there is an abundance of data that can help teachers to target specific areas of needs for students. Teachers must also keep the IEP in mind as they determine how they will collect and evaluate student progress toward educational goals. Data literacy helps teachers to assess whether their teaching approaches are effective and to change their practices accordingly.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The staffing specialist will provide professional development to assist teachers in planning, implementing, and monitoring educational plans.

Person Responsible: Kaitlyn Bourgeois (kaitlyn.bourgeois@ocps.net)

By When: An initial professional development was provided in August to provide teachers the opportunity to review their student's Individualized Education Plans and plan for differentiated instruction based on student accommodations.

Data meetings with each PLC will be conducted after each unit assessment in order to plan for remediation and enrichment. Individual teacher data meetings will be conducted each quarter so that teachers can reflect on their practices and strategically group students for differentiated instruction.

Person Responsible: Damian Rosado (damian.rosado@ocps.net)

By When: Data meetings will take place after each unit assessment.

Support facilitators will be assigned to one content. One for ELA and one for Math. Support facilitators will attend district training in order to become more familiar with the standards and instructional practices used for their assigned content area. Additionally, they will attend common planning meetings so that teachers can collaborate with support facilitators on intentional planning of interventions.

Person Responsible: Destiny Haan (destiny.haan@ocps.net)

By When: Support facilitators will common plan with teams before school, once a week.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Based on data from the 2022-2023 school year, our students with disabilities continue to perform below 41%. During the budget allocation process, funds were allocated to hire personnel specializing in ESE interventions. While no school improvement funding was allocated, adjustments were made to campus personnel and hiring to ensure these areas of need were adequately funded to support students.