

Orange County Public Schools

Piedmont Lakes Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Piedmont Lakes Middle

2601 LAKEVILLE RD, Apopka, FL 32703

<https://piedmontlakesms.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 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
Ray, Frederick	Principal	<p>Knowledge of teaching and learning processes. Knowledge of organization and management theory and practice. Knowledge and commitment to decentralized decision-making and accountability for results that facilitate creative processes toward achievement of district expected results. Knowledge of school finance, budget development and implementation, and support services delivery systems. Knowledge of and ability to work with labor relations and collective bargaining agreements. Ability to work and communicate effectively with people to focus resources (both human and financial) toward the achievement of district expected results. Ability to facilitate group processes in consensus building, conflict resolution, planning and decision making. Understands that quality teaching and learning are the essential processes and products of public schools and has the ability to focus human and financial resources toward this end.</p>
Frederick, Thomasine	Assistant Principal	<p>Manifests a professional code of ethics and values. Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. As delegated by the principal, manages the daily operations and functions of the school consistent with district goals. Administers policies that provide a safe and effective learning environment. Communicates the school's vision, mission and priorities to the community Serves as a member of the principal's leadership team and participates in the school's planning, development and evaluation. Keeps the principal informed of current school critical issues and incidents about which he/she should be aware. Makes decisions in a timely fashion using the best available data. Communicates and interacts effectively with all stakeholders in the community Plans and schedules one's own and others' work so that priorities and goals can be met. As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school and district goals. As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS comprehensive new teacher induction program. Pursues improvement of personal professional development. In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students. Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. Follow the district's policies and procedures as related to fixed assets. Develop leadership in subordinates. Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of</p>

Name	Position Title	Job Duties and Responsibilities
		<p>responsibility. Essential Performance Responsibilities Perform other duties and responsibilities as assigned by supervisor.</p> <p>Manifests a professional code of ethics and values. Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. As delegated by the principal, manages the daily operations and functions of the school consistent with district goals. Administers policies that provide a safe and effective learning environment. Communicates the school's vision, mission and priorities to the community Serves as a member of the principal's leadership team and participates in the school's planning, development and evaluation. Keeps the principal informed of current school critical issues and incidents about which he/she should be aware. Makes decisions in a timely fashion using the best available data. Communicates and interacts effectively with all stakeholders in the community Plans and schedules one's own and others' work so that priorities and goals can be met. As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school and district goals. As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS comprehensive new teacher induction program. Pursues improvement of personal professional development. In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students. Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. Follow the district's policies and procedures as related to fixed assets. Develop leadership in subordinates. Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. Essential Performance Responsibilities Perform other duties and responsibilities as assigned by supervisor.</p>
Montgomery, James	Assistant Principal	
McKenzie, Wanakee	Instructional Coach	<p>Duty Day 8:30-4:00pm Attends weekly curriculum leaders team meeting Creation of PLC schedule and monitoring of submission of meeting minutes to the shared drive. Create and maintain the calendar of professional development for the year to include the tracking and submission of in-service points for the staff. District Professional Learning Community Team Leader</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Communicate information from district level meetings to the leadership team monthly.</p> <p>Observe, coach, and assist teachers with implementing strategies and best practices in the classroom. Documents feedback that is tracked through the walkthrough tool.</p> <p>Assist teachers through the use of the Coaching Cycle as needed.</p> <p>Monitor Math and ELA PLCs throughout the year and assist with lesson planning, pacing, and data tracking.</p> <p>Beginning Teacher Program</p> <p>ACP program coordinator</p> <p>Lead Mentor and assignment of mentors to staff</p> <p>Push-in/Pull-out support for select students based on data points throughout the year.</p> <p>Assist with formation of Instructional Rounds/NLC data presentations during the year.</p> <p>Submit absences and TDY requests in a timely manner to the Principal.</p> <p>Other duties as assigned by the Principal</p>
Wright, Gerald	Dean	<p>Duty Day 8:30-4:00pm 8th Grade Discipline Dean, Attend weekly leadership team meeting. Facilitate grade level meetings throughout the year. General school supervision as assigned by the Principal. Lunch Duty as assigned Monitor grade level PBIS Program (HERO, Intervention Data, Incentives, etc.)</p> <p>Facilitate Restorative Practices and document these meetings appropriately.</p> <p>Coordinate meetings with parents once a semester for students with frequent referrals. Document and store the record of these interventions.</p> <p>Student Code of Conduct compliance coordinator (Beginning of year collection, quarterly review, reporting to administrative team on these items).</p> <p>Property/Asset Inventory lead in conjunction with the technology coordinator and property manager with quarterly reports.</p> <p>Emergency Procedures coordinator (Classroom posters, emergency preparedness binder, drill schedule).</p> <p>Assist in supervision of extracurricular activities</p> <p>Coordinates and schedules Teach-in activities at the school.</p> <p>Attend at least one SAC/PTSA meeting each semester.</p> <p>Pulling discipline reports each nine weeks</p> <p>Submit absences and TDY requests in a timely manner to the Principal.</p> <p>Other duties as assigned by the Principal</p>
Sanchez, Alexandra	ELL Compliance Specialist	<p>Follow Compliance procedures for ELL students. Provide Professional Developments for classroom teachers with implementing intervention strategies for ELL students. Conduct MPLC meetings with parents of ELL</p>

Name	Position Title	Job Duties and Responsibilities
		students to provide them academic resources and information for their child's education. Provide academic intervention support for ELL students.
Drayton, Nathifa	Staffing Specialist	Follow compliance procedures for ESE students. Conduct Professional Developments with classroom teachers for implementing accommodation procedures for ESE students. Facilitate IEP meetings for students and parents.

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.

Panorama Survey results from the 2022-2023 school year were used to acquire input from parents, students, and teacher stakeholders. Input is obtained from community members at SAC/PTSA meetings to assist in the development of School Improvement Plan.

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))

The school improvement plan will be monitored at FAST ELA/Math BOY, FAST ELA/Math MOY, and PMA Civics/Science assessments throughout the school year. Teacher Data chats will be conducted with school administration to review individual student performance from each teacher and determine if changes in instructional practices are needed. Instructional Coaches and School Administration will use findings from observations of classroom walk through's to assist with the implementation of coaching support. SIP mid-year reflection will be used to assist with developing intervention triage plans for lowering the achievement gap between students by EOY of assessments.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No

ESSA Identification *updated as of 3/11/2024	TSI
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: C 2019-20: C 2018-19: C 2017-18: C
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	54	97	94	245
One or more suspensions	0	0	0	0	0	0	35	81	75	191
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	9	31	40
Course failure in Math	0	0	0	0	0	0	0	3	40	43
Level 1 on statewide ELA assessment	0	0	0	0	0	0	101	115	97	313
Level 1 on statewide Math assessment	0	0	0	0	0	0	134	64	41	239
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

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	112	102	89	303

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	0	0
Students retained two or more times	0	0	0	0	0	0	1	1	3	5

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	92	116	131	339
One or more suspensions	0	0	0	0	0	0	8	91	51	150
Course failure in ELA	0	0	0	0	0	0	2	21	25	48
Course failure in Math	0	0	0	0	0	0	4	5	22	31
Level 1 on statewide ELA assessment	0	0	0	0	0	0	109	109	142	360
Level 1 on statewide Math assessment	0	0	0	0	0	0	108	109	111	328
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

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	99	136	142	377

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	1	3	3	7

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	92	116	131	339
One or more suspensions	0	0	0	0	0	0	8	91	51	150
Course failure in ELA	0	0	0	0	0	0	2	21	25	48
Course failure in Math	0	0	0	0	0	0	4	5	22	31
Level 1 on statewide ELA assessment	0	0	0	0	0	0	109	109	142	360
Level 1 on statewide Math assessment	0	0	0	0	0	0	108	109	111	328
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

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	99	136	142	377

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	1	3	3	7

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*	37	48	49	34	49	50	35		
ELA Learning Gains				42			38		
ELA Lowest 25th Percentile				34			31		
Math Achievement*	57	57	56	45	36	36	42		
Math Learning Gains				56			37		
Math Lowest 25th Percentile				54			34		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	39	53	49	42	55	53	39		
Social Studies Achievement*	48	64	68	54	61	58	47		
Middle School Acceleration	81	77	73	89	52	49	67		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	34	43	40	42	79	76	36		

* 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)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	296
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	10
Percent Tested	98
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	22	Yes	4	4
ELL	40	Yes	4	
AMI				
ASN	59			
BLK	52			
HSP	45			
MUL	47			
PAC				
WHT	63			
FRL	46			

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	26	Yes	3	3
ELL	40	Yes	3	
AMI				
ASN	64			
BLK	45			
HSP	47			
MUL	42			
PAC				
WHT	64			
FRL	47			

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	37			57			39	48	81			34
SWD	17			31			12	28			4	
ELL	22			50			21	39	72		6	34
AMI												
ASN	46			71							2	
BLK	36			53			39	45	88		5	
HSP	32			56			30	43	77		6	31
MUL	38			56							2	
PAC												
WHT	50			67			56	64	79		5	
FRL	35			55			36	45	78		6	28

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	34	42	34	45	56	54	42	54	89			42
SWD	16	21	18	25	42	35	25	28				
ELL	17	35	32	34	54	54	11	39	86			42
AMI												
ASN	47	64		67	79							
BLK	30	39	32	35	48	49	31	56	85			
HSP	30	39	32	44	57	53	39	45	90			39
MUL	44	25		44	56							
PAC												
WHT	51	55	47	62	63	74	65	68	90			
FRL	29	40	36	40	55	56	34	47	90			39

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	35	38	31	42	37	34	39	47	67			36
SWD	19	22	16	21	29	22	25	34				
ELL	13	24	30	24	27	24	11	21	42			36

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	62	58		77	62							
BLK	34	42	38	37	35	33	36	46	65			35
HSP	30	31	24	39	35	34	34	42	67			37
MUL	37	42		40	30							
PAC												
WHT	46	48	44	54	44	39	49	59	67			
FRL	29	34	33	35	36	33	33	43	62			32

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	30%	45%	-15%	47%	-17%
08	2023 - Spring	37%	46%	-9%	47%	-10%
06	2023 - Spring	34%	44%	-10%	47%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	53%	53%	0%	54%	-1%
07	2023 - Spring	55%	38%	17%	48%	7%
08	2023 - Spring	56%	58%	-2%	55%	1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	38%	50%	-12%	44%	-6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	47%	33%	50%	30%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	45%	51%	48%	48%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	61%	-15%	66%	-20%

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.

One or more suspensions from school showed the lowest performance at 191 students. The contributing factor to last year's low performance was the lack of MTSS intervention support for behavior. MTSS intervention meetings with parents will assist with lowering the number of students receiving one or more suspensions from school.

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

One or more suspensions from school showed the greatest decline from the prior year. In the 2021-2022 school year, 150 students received one or more suspensions from school. In the 2022-2023 school year, 191 students received one or more suspensions from school. This indicates a total of 40 additional students received one or more suspensions from school from the prior school year. The factors that contributed to this decline include a lack of monitoring of students who are receiving suspensions from school and providing alternative disciplinary consequences for out-of-school suspensions.

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.

State Average not available

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 Level 1 on the statewide math assessment. The number of students who received a level 1 on the statewide math assessment for the 2022-2023 school year was 239. This is a decrease of 89 students who received 1 on the statewide math assessment from the prior school year. The new actions that the school took in this area was an increased focus on intervention support within core instruction. In prior school years, an emphasis was on providing intervention support for the lowest 25% and targeting students to achieve learning gains. The intervention support was provided by math coaches, math interventionists, and weekly PLC meetings that monitored student achievement results.

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

1. One or more out of school suspensions from school
2. Absent 10% or more days,

These potential areas of concerns are impacting the students attendance at school to receive classroom instruction.

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

1. One or more out of school suspensions
2. Absent 10% or more days
3. Course failure in Math (8th grade)
4. Course failure in ELA (8th grade)
5. Level 1 in statewide ELA assessment

Area of Focus

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

#1. 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 rationale for the area of focus is to increase the level of ELA proficiency of Students with Disabilities. The rationale for determining the critical need of this ESSA sub group is 31% of Students with Disabilities were proficient on the FAST ELA assessment. Students with Disabilities who receive Access Point Curriculum in a separate class from the regular school setting were 44% proficient on the FSA ELA assessment.

Measurable Outcome:

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

The measurable outcome the school plan intends to achieve is to increase the proficiency levels of students with disabilities sub-group population to 15% on ELA FAST progress monitoring assessments. In addition, students with disabilities who participate in the FSA assessments will increase proficiency levels to 55% on ELA assessments. This will correlate with an increase of 11% in ELA FSA assessment from the 2022-2023 school year. Students will demonstrate evidence of learning gains on unit summative assessments. Progress Monitoring Assessments will also show evidence of student academic progress and will be ongoing throughout the school year.

Monitoring:

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

This Area of Focus will be monitored for the desired outcome through Professional Learning Communities where weekly data chats will be held to discuss trends in classrooms and across grade levels. Classroom Walkthrough data and targeted feedback on instructional delivery will also be utilized.

Person responsible for monitoring outcome:

Nathifa Drayton (nathifa.drayton@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.)

During the 2023-2024 school year, ESE teachers who serve students on Access Point Curriculum from a separate class setting from the regular school will implement small group instruction. Small group lessons will be based on IEP goals and weekly progress monitoring data that aligns to student's instructional levels. Assigned paraprofessionals will follow the parallel teaching model. Professional Learning Community meetings will have an assigned day to review instructional strategies, student academic performance and make adjustments to small group instruction.

Support Facilitation teachers will follow parallel teaching models and track student's IEP goals. During Learning Strategies services, Support Facilitation teacher will provide reteaching of instruction based on information presented to students during ELA course. School leadership team and Staffing Specialist will monitor instructional strategies by conducting classroom walkthroughs and observations. In addition, data monitoring will be reviewed weekly by coaches and school administration to ensure progress monitoring of students' academic performance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is to provide targeted instruction for students with disabilities within small group instruction. The targeted instruction within small group instruction can assist with providing academic support for students with use of visual aides, manipulatives, verbal

encouragement, and positive reinforcement that may not occur within a whole group setting. In addition, the use of parallel teaching with assigned paraprofessionals will better align grade level content to specific students. Instructional strategies focusing on the use of small group instruction and data analysis during Professional Learning Communities will assist with reaching the measurable outcome in this area of focus.

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.

Professional Learning Communities for teachers who serve students on Access Points will be individualized for two cycles because of the varying levels and needs of each classroom in the unit. After two cycles, the team will meet to collaborate on best practices for small group instruction, and data to promote student academic achievement. During PLC's the goal is to focus on supporting student IEP goals in the lessons, using progress monitoring data to make decisions on instruction.

Person Responsible: Nathifa Drayton (nathifa.drayton@ocps.net)

By When: Ongoing

Support Facilitation ESE teachers will collaborative during planning with general education teachers to provide effective instructional strategies and delivery for their students. This will include the use of parallel teaching and one teach and one assist teaching models. Support Facilitation ESE teachers will be assigned by content rather than grade level. The targeted focus by content will provide Support Facilitation teachers to focus on the content of standard (e.g. ELA, Math) when planning for delivery of instruction to their students.

Person Responsible: Nathifa Drayton (nathifa.drayton@ocps.net)

By When: Ongoing

Monthly Professional Developments will be held to provide ESE teachers who serve students on Access Point Curriculum, teachers of ESE students in general education classes and Support Facilitators to collaborate on instructional strategies for small group and parallel models. In addition, the monthly PD's will allow for time to review progress monitoring data and trends of the subgroup schoolwide.

Person Responsible: Nathifa Drayton (nathifa.drayton@ocps.net)

By When: Monthly

#2. ESSA Subgroup specifically relating to English Language Learners

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.

Based on the targeted support and improvements in subgroup outcome data, our English Language Learners, ELL subgroup has consistently performed below the federal index of 41%. The most recent data shows 5% of ELL students performing at proficiency levels for FAST ELA PM3 assessment and 24% of ELL students performing at proficiency levels for FAST Math PM3 assessment. This achievement proficiency data indicates a need for personalized/targeted action steps for this subgroup which included teacher professional development in the use of research based instructional practices.

Measurable Outcome:

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

Learning outcomes in achievement and learning gains will increase by 5% on the 2024 Math and ELA FAST assessments. Students will demonstrate evidence of learning gains on Progress Monitoring Assessments and unit summative assessments. Progress monitoring will be ongoing throughout the school year.

In collaboration with the ESOL compliance specialist and staffing specialist, instructional staff will meet regularly for student academic progress reviews to determine next steps in each individual student's academic achievement plan. Assessment data will be used to make instructional decisions, ensuring that ELL students are receiving specific targeted instruction supported in research based instructional practices for ELL students .

Monitoring:

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

The ESOL Compliance Specialist will facilitate monthly data meetings to review the progress of students within the ELL subgroup. Meetings will focus on assessment data, interventions, attendance, and discipline concerns if applicable. Progress monitoring will occur weekly within each PLC.

With a student by student analysis approach, we will be able to determine the individual needs of each student while also identifying an appropriate approach to instructional delivery and strategies. Students will be responsible for tracking their assessment data, this includes monitoring and setting goals aligned to the desired outcome.

Person responsible for monitoring outcome:

Alexandra Sanchez (alexandra.sanchez@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.)

Instructional support will be provided weekly by the ESOL compliance specialist. Strategies for English Language Learners and high yielding instructional strategies will be incorporated into daily lessons as an added measure of instructional support. Instructional strategies will align with the 5 World-class Instructional Design and Assessment (WIDA) standards. When supporting students within the classroom, the ESOL Compliance Specialist will provide bilingual support to students, while also supporting teachers in their instructional delivery of research based instructional strategies for ELL students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through job-embedded learning opportunities, teachers will develop a framework for instructional best practices that promote proficiency with English language learners. In collaboration with the ESOL compliance specialist, teachers will develop a culturally responsive approach to daily instruction and student engagement. Consistent ELL strategy implementation will enhance the development of academic language, comprehension, and processing. The needs of the students will dictate the selection of resources and specific ELL strategies.

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 2 - Moderate 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.

1. Job embedded professional development opportunities that promote culturally responsive instruction with an emphasis on best practices and research based high-yield instructional strategies for ELL students.
2. Monitoring of weekly lesson plans to identify use of appropriate instructional strategies.
3. Ongoing student data reviews that include next steps based on evidence of learning and teacher input.
4. Development of specific/ targeted interventions based on individual student needs.
5. The ESOL compliance specialist will provide ongoing progress monitoring of all ELL students and meet with teachers frequently to discuss progress.

Person Responsible: Alexandra Sanchez (alexandra.sanchez@ocps.net)

By When: Monitoring response to action steps at completion of each PM assessments (August 2023, January 2024, May 2024)

#3. Positive Culture and Environment specifically relating to Early Warning System

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.

Based on the Early Warning System 245 students were absent 10% or more days and 191 students had one or more suspensions in 2022-2023. In addition, 313 students scored a level 1 on the state ELA assessment and 239 students scored a level 1 on the state Math assessment. Increasing attendance and decreasing suspensions increase instructional time which are likely to impact ELA and Math scores on state assessments. These are areas of critical need for promoting a positive culture and environment for Piedmont Lakes Middle School.

Measurable Outcome:

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

The measurable outcome the school plans to achieve is lower the amount of students who are absent 10% or more days and receive 1 or more out of school suspension referrals from school. During the 2022-2023

school year, 191 students received one or more suspensions. The measurable outcome is to lower the number of students receiving one or more suspensions to . This will indicate a decrease of 38 students from the prior school year and a percentage of 20% of the school population receiving one or more suspensions. The monitoring to determine the measurable outcome is being achieved will be identified through student academic performance through assessment data, student surveys, and discipline referral occurrences.

Monitoring:

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

Attendance data will be monitored by the attendance clerk and students with consistent attendance issues will be shared with Administrators and Deans. Letters will be sent home analyzed by the Progress monitoring of lowering the amount of students who receive one or more suspensions from school will include frequent analysis of multiple data points. Data will be collected during quarterly grade-level meetings with Deans receiving feedback from classroom teachers, bi-weekly admin meetings will be conducted with Deans to identify common trends of discipline occurrences and classroom observation feedback from discipline walkthroughs. Discipline data, students' academic performance, and other early warning systems data will provide evidence of the desired outcome.

Person responsible for monitoring outcome:

Thomasine Frederick (thomasine.frederick@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.)

Students will participate in Piedmont Lakes Mediation program utilizing the Mediation Framework. Through participating in mediation regularly, students will learn the value of building and maintaining peaceful communities, develop and use language reflective of restorative practices and use soft skill questioning to help them communicate more effectively. This process will be monitored by the Mediation Team consisting of Administration, Deans and staff members.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is to improve students' sense of belonging, communication skills conflict resolution skills, and adult-student relationships. The mediation strategies implemented will promote peer relationships and enhance school culture and environment. The increased focus on

implementing engagement strategies through the Mediation Framework will assist with achieving the desired outcome of lowering the amount of students who receive one or more out-of-school suspension referrals from school.

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.

Mediation Team will be meet to review Mediation Framework and the three stages of mediation based on the situations that will arise. The team will be structured into teams to identify the stages of situations that occur. The Principal will monitor all situations to ensure that the stages warrant the situations that will occur.

Person Responsible: Frederick Ray (frederick.ray@ocps.net)

By When: quarterly

Grade level Deans will conduct quarterly grade level meetings with classroom teachers to identify common trends from discipline referral occurrences and students responding to activities implemented during Mediation. Classroom teachers will identify students who are exhibiting the need of receiving positive behavior intervention strategies. Intervention strategies will focus on the Mediation Team, Deans, MTSS coach, and Student Support services team progress monitoring students' targeted behaviors and scheduling parent conferences. Follow up meetings with deans and classroom teachers will be conducted with individual teachers, as needed.

Person Responsible: Gerald Wright (gerald.wright@ocps.net)

By When: Semester

School Administration will conduct bi-weekly discipline team meetings with grade level deans to identify trends of discipline referral occurrences. In addition, trends from discipline classroom walk through's will be reviewed to identify classroom management strategies to assist with supporting teachers. Mediation team will identify mediation strategies that are working.

Person Responsible: Thomasine Frederick (thomasine.frederick@ocps.net)

By When: on-going

#4. Instructional Practice specifically relating to ELA

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.

Implementation of B.E.S.T. standards in ELA requires instructional practices that support analysis and interpreting meaning using text. In math the framework and instructional practices will increase proficiency by aligning with standards for mathematical thinking and reasoning. Professional development and collaboration are critical to successful implementation. Understanding the vertical and horizontal progressions are also necessary for instructional delivery and practice.

Measurable Outcome:

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

This school year our goal is to increase proficiency across all content areas. In addition to progress monitoring of learning gains, proficiency targets will be established for each student. The intentional student-by-student progress monitoring, proficiency targets of benchmarks, equitable learning opportunities and academic support will produce the following outcomes.

ELA Achievement: 34 % to 39%

Monitoring:

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

The impact of instructional practices will be monitored using the following: Students will be monitored using a comprehensive data analysis through PLC meetings. In collaboration with the ELA coach, teachers will frequently progress monitor student's gains toward established learning targets. Appropriate interventions will be determined based on the evidence of learning. Formative, summative, and progress monitoring assessments will be used to determine areas of focus and needs.

Person responsible for monitoring outcome:

Wanakee McKenzie (wanakee.mckenzie@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.)

Instructional practices will be monitored through classroom observations and lesson planning. Small group instruction, student engagement in learning, academic discourse, and monitoring for understanding are examples of instructional practices that will support the frameworks for BEST standards. The effectiveness of those practices will be evaluated using multiple data points. With frequent feedback, monitoring for understanding, and implementation of best practices students will demonstrate academic gains in proficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on the 2023 PM3 FAST ELA data, less than 40 percent of students demonstrated proficiency in ELA. By focusing on instructional practices and proficiency, we will develop a system for monitoring the implementation of B. E.S.T. standards and build on the capacity to improve reading levels of students which will assist with improving student achievement in Science and Social Studies courses as well.

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 2 - Moderate 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.

he action steps includes:

1. Professional Development: Understanding gradual release model with I do, we do, you do with partner, you do independently
2. Through PLC collaboration: Utilizing the B.E.S.T. standards transition documents to understand what is be taught.
3. Progress monitoring
4. Classroom observations, coaching, and actionable feedback
5. Vetting instructional resources-backward design planning, reviewing assessments at PLC meetings prior to planning for lessons
6. Providing targeted interventions.

Person Responsible: Frederick Ray (frederick.ray@ocps.net)

By When: Review progress towards meeting measurable outcome at completion of each PM assessment (August, January, May)

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).

The process to review school improvement funding allocations and ensure resources are allocated based on needs include hiring instructional interventionist positions to support ELA and Math instruction. The instructional interventionists provide small group instruction for targeted students to address their academic deficiencies. Instructional Interventionist participate common PLC planning with classroom teachers to monitor the academic progress of their targeted students. In addition, Accelerated Reader is a funded resource to promote reading with students. Students will receive incentives for improving their reading levels through Accelerated Reader. These funding allocations are used to assist with meeting the areas of focus of the School Improvement Plan.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The dissemination of the School Improvement Plan will be provided to families at School Advisory and Parent Teacher Student Association meeting. The dissemination of the School Improvement Plan will be provided to the staff of Piedmont Lakes Middle School at faculty meetings. The dissemination of the School Improvement Plan will be provided to families through the school's website, <https://piedmontlakesms.ocps.net/>.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission, support the needs of students, and keep parents informed of their child's progress through monthly parental engagement activities. These activities include multi-cultural nights, literacy nights, All Pro Dad's, musical and choral performances, and family fall festival. These activities will be shared with families through the school's website, <https://piedmontlakesms.ocps.net/>.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through structured Professional Learning Community meetings. PLC meetings of the core content curriculum will meet 2x per week focusing on what is being taught and the gradual release of practice by students. In addition, PLC meetings will focus on analyzing students' academic data and provide differentiated instruction to support the academic needs of students through small-group instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination and integration with Federal and State programs, such as ESSA to provide areas of focus that target Federal Subgroups that are performing below the Federal Index Threshold. This plan has developed measurable outcomes and action steps to lower the achievement gap between students with disabilities and ELL students and increase their ratings of performing 41% and higher above the Federal Index Threshold.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject area are provided to all students. The school's student services team includes school counselors, safe coordinator, a social worker, a school psychologist, and a mental health counselor. The student services team meets weekly to review job roles, identify students who require counseling services, monitor threat

assessments and provide follow-up services, monitor student attendance rates, and track the academic behavior performance of students who are receiving counseling and school-based mental health services.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The students of Piedmont Lakes Middle School have the opportunity to receive Project Lead the Way electives through CTE that provide them the awareness of post-secondary workforce opportunities. These opportunities include Agricultural Science Foundations, Engineer, Computer Technical Education, and TV productions.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The implementation of a school wide tiered model to prevent and address problem behavior at our school is the development of the school mediation program. The school mediation program is used to identify at risk students and assign them to school mentors from our school and community. In addition, the mediation program is used to conduct restorative practice with groups of students to deescalate problematic behaviors between multiple students. The intent of the mediation program is to lower the amount of disciplinary referrals at our school and have available staff member that at-risk students can identify with to help them solve their problems.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers is weekly PLC meetings. PLC meetings are facilitated by academic coaches for ELA, Math, Science, and Social Studies. The facilitators provide opportunities for backward design planning that include teachers to review summative assessments, plan the pacing of lessons, provide gradual release of practice by students, and form small group instruction for students who need reteach instruction. The academic coaches provide modeling for delivery of instruction for teachers and feedback from classroom observations. In addition, Instructional Coach provides bi-weekly meetings for beginning teachers to monitor their progress of classroom management, planning of lessons, delivery of instruction, and analyzing student academic data. These professional learning activities assist with retaining effective teachers and improving student achievement at our school.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A