South Creek Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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South Creek Middle

3801 E WETHERBEE RD, Orlando, FL 32824

https://southcreekms.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
Tinsley, Lovely	Principal	The principal is responsible for overseeing curriculum and instruction, data analysis to ensure increases in student achievement, and manages the learning environment. The Principal conducts classroom observations in order to give actionable feedback.
Roman, Tony	Assistant Principal	The Assistant Principal is responsible for maintaining and fostering safe and orderly operations on school grounds in order for students to focus on learning and teachers to focus on teaching. The Assistant Principal assists the principal with curriculum, instruction, and data analysis and conducts classroom observations in order to give actionable feedback.The Assistant Principal supports the Math department, serves on the Leadership Team and supports the SIP and other duties as assigned by the Principal.
Broxton-Crawford, April	Assistant Principal	Responsible for the master schedule with a focus on instruction to meet students' academic needs. The Assistant Principal assists the principal with curriculum, instruction, and data analysis. The Assistant Principal conducts classroom observations in order to give actionable feedback and other duties as assigned by the Principal.The Assistant Principal serves on the Leadership Team, supports the SIP, supports the ELA and Social Science departments, and other duties as assigned by the Principal.
Taylor, Latif	Dean	The Dean is responsible for maintaining a safe and orderly school environment for all students including building and fostering trusting relationships with students. The Dean works with students, faculty, and parents in order to support positive behavior practices and modify unwanted behaviors. The Dean supports instruction through classroom visits for the purpose of assisting with classroom management. The Dean supports operations, such as drills, to help maintain safety and order on campus. The Dean gives input about students to the Threat Assessment Team. The Dean assists with school walkthroughs in order to help with observations and give actionable feedback.The Dean serves on the Leadership Team and supports the SIP and other duties as assigned by the Principal.
Kessler, Erin	Other	The ELA Resource Teacher monitors and supports students through the MTSS process. The Resource Teacher supports ELA/Reading collaborative teams, conducts classroom walkthroughs and gives feedback for support. The ELA Resource Teacher serves on the Leadership Team, supports the SIP, helps to create materials and resources for ELA/Reading teachers, supports school and district initiatives, and other duties as assigned by the Principal
Cintron, Gladys	Instructional Coach	The Instructional Coach monitors and supports students through the MTSS process. The Instructional Coach supports Math collaborative teams, conducts classroom walkthroughs and gives feedback for support. The Instructional Coach serves on the Leadership Team, supports the SIP, helps

Name	Position Title	Job Duties and Responsibilities
		to create materials and resources for Math teachers, supports school and district initiatives, and other duties as assigned by the Principal
Bess, Emily	Instructional Media	The Instructional Media Specialist supports school wide literacy programs. The Media Specialist maintains the school's website and social media accounts and conducts classroom observations in order to give actionable feedback. The Media Specialist supports the school's 1:1 digital program. The Instructional Coach serves on the Leadership Team and supports the SIP and other duties as assigned by the Principal.
Gonzalez Guzman, Ana	Dean	The Dean is responsible for maintaining a safe and orderly school environment for all students including building and fostering trusting relationships with students. The Dean works with students, faculty, and parents in order to support positive behavior practices and modify unwanted behaviors. The Dean supports instruction through classroom visits for the purpose of assisting with classroom management. The Dean supports operations, such as drills, to help maintain safety and order on campus. The Dean gives input about students to the Threat Assessment Team. The Dean assists with school walkthroughs in order to help with observations and give actionable feedback.The Dean serves on the Leadership Team and supports the SIP and other duties as assigned by the Principal.
Dubose, Courtney	School Counselor	The Guidance Counselor is responsible for creating student schedules based on needs and state requirements. The guidance counselor works with students and families to ensure academic success and grade-level progress. The Guidance Counselor supports student promotion and gradelevel requirements. The Guidance Counselor facilitates Parent-Teacher conferences. The Guidance Counselor conducts lessons throughout the year such as Naviance. The Guidance Counselor gives input about students to the Threat Assessment Team and other duties as assigned by the Principal.
Beaudin-Shields, Kimberly	Behavior Specialist	The Behavior Specialist collaborates with administration to coordinate behavioral and safety needs of ESE scholars or tiered 3 students. Schedule, plan and implement social skills groups for ESE scholars and tiered 3 scholars per IEP and/or EPT meeting notes and service page. Develop drafts of Social/Emotional goal page and coordinate monitoring and follow-up of ESE students whose IEP's assign them 100% of the time to mainstream. Responsible for development and monitoring of FBA/BIP for student's IEP. Assist ASD/IND teachers with data collection, classroom management, behavioral intervention, etc. Plan and consult with staffing specialist and administration Consult with parents, school and out-ofschool agencies concerning scholar challenges. Help intervention team develop a BASP when determining if a student needs ESE services. Observe students in classroom settings, collect and interpret data. Respond to crisis calls that involve ESE students and tiered 3 students. Provide an updated discipline response spreadsheet each Friday to all leadership team members. Attend IEP and MTSS meetings. Monitor MTSS Data. Follow the procedures, policies of

Name	Position Title	Job Duties and Responsibilities
		Orange County Public School discipline codes. Provide teachers support utilizing the classroom behavior incentive program. Assist with the implementation of the schoolwide behavior plan Work in collaboration with the, parent resource teacher, classroom teachers and other involved administrators in making home visits. Attend and contribute grade level PLCs and data meetings Provide support to teachers and scholars during the intervention block other duties as assigned by the principal.
Dos Santos Rego, Myriam	Staffing Specialist	Staffing Specialist/504 contact. The Staffing Specialist monitors ESE population of students, including the EBD unit. The Staffing Specialist is part of the MTSS team and also completes ESE documentation for compliance. The Staffing Specialist facilitates IEP and 504 meetings as well as attends and documents student manifestation meetings for discipline. The Staffing Specialist supports the support facilitation model on campus. The Staffing Specialist gives input about students to the Threat Assessment Team. Other duties as assigned by the Principal.
Choroco, Celeste	Instructional Coach	Responsible for working with teachers to improve instruction and use of research based best practices during lesson planning that maximize results with regard to student academic achievement. The Instructional Coach creates and implements professional development sessions based on school needs and initiatives. The Curriculum Resource Teacher serves on the Leadership Team and supports the SIP. The Instructional Coach assists with conducting classroom observations in order to give actionable feedback and other duties as assigned by the Principal.
Mitchell, Neva	School Counselor	The Guidance Counselor is responsible for creating student schedules based on needs and state requirements. The guidance counselor works with students and families to ensure academic success and grade-level progress. The Guidance Counselor supports student promotion and gradelevel requirements. The Guidance Counselor facilitates Parent-Teacher conferences. The Guidance Counselor conducts lessons throughout the year such as Naviance. The Guidance Counselor gives input about students to the Threat Assessment Team and other duties as assigned by the Principal.

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.

The leadership will reviewing data with staff and SAC and discussing possible goals, gaps and interventions. We will solicit feedback through surveys and SAC meetings regarding strategies and budget.

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))

We will monitor the SIP by conducting instructional walks with leadership team in the focus academic areas. We will have data discussions with leadership team and instructional staff and monitoring the growth towards the goal. Student data chats with teachers and monitored through classroom walkthroughs, actionable feedback, PLC collaborations, student formative and summative assessments, and coaching.

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	No
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	82%
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: B 2018-19: B 2017-18: B
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	72	90	91	253
One or more suspensions	0	0	0	0	0	0	2	35	30	67
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	8	8
Course failure in Math	0	0	0	0	0	0	0	3	24	27
Level 1 on statewide ELA assessment	0	0	0	0	0	0	79	105	112	296
Level 1 on statewide Math assessment	0	0	0	0	0	0	81	65	80	226
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	

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	64	83	95	242

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

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	89	103	123	315
One or more suspensions	0	0	0	0	0	0	2	5	16	23
Course failure in ELA	0	0	0	0	0	0	5	4	1	10
Course failure in Math	0	0	0	0	0	0	7	16	29	52
Level 1 on statewide ELA assessment	0	0	0	0	0	0	82	68	119	269
Level 1 on statewide Math assessment	0	0	0	0	0	0	89	78	126	293
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	

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	73	73	126	272

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	0	0	0	

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	89	103	123	315
One or more suspensions	0	0	0	0	0	0	2	5	16	23
Course failure in ELA	0	0	0	0	0	0	5	4	1	10
Course failure in Math	0	0	0	0	0	0	7	16	29	52
Level 1 on statewide ELA assessment	0	0	0	0	0	0	82	68	119	269
Level 1 on statewide Math assessment	0	0	0	0	0	0	89	78	126	293
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	

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	73	73	126	272

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	0	0	0	

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*	53	48	49	49	49	50	52		
ELA Learning Gains				47			48		
ELA Lowest 25th Percentile				34			34		
Math Achievement*	53	57	56	50	36	36	45		
Math Learning Gains				51			35		
Math Lowest 25th Percentile				47			33		
Science Achievement*	54	53	49	43	55	53	53		
Social Studies Achievement*	64	64	68	70	61	58	60		
Middle School Acceleration	66	77	73	71	52	49	73		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	46	43	40	42	79	76	50		

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	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	10
Percent Tested	97
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	12	Yes	4	4
ELL	48			
AMI				
ASN	83			
BLK	58			
HSP	53			
MUL	64			
PAC				
WHT	57			
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	25	Yes	3	3
ELL	38	Yes	1	
AMI				
ASN	72			
BLK	50			
HSP	49			
MUL	57			
PAC				
WHT	50			
FRL	46			

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	53			53			54	64	66			46
SWD	7			20			14	8			4	
ELL	39			45			35	58	63		6	46
AMI												
ASN	79			83			88	81	86		5	
BLK	49			53			57	59	70		5	
HSP	50			49			49	63	63		6	44
MUL	55			73							2	
PAC												
WHT	52			50			61	67	57		5	
FRL	46			46			45	54	63		6	27

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	49	47	34	50	51	47	43	70	71			42
SWD	11	35	34	9	36	35	10	26				
ELL	30	43	36	36	40	40	19	49	46			42
AMI												
ASN	73	59	40	83	77		68	89	86			
BLK	43	48	35	43	50	51	31	78	68			
HSP	48	46	35	48	48	45	43	65	69			41
MUL	50	58		64	55							
PAC												
WHT	48	42	32	53	45	45	41	78	68			
FRL	40	44	32	41	46	42	36	60	65			52

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	52	48	34	45	35	33	53	60	73			50
SWD	10	23	22	9	28	29	18	17				
ELL	23	39	38	21	28	26	22	29	44			50
AMI												
ASN	74	63		75	53		86	57	95			
BLK	47	45	36	37	32	20	44	53	76			
HSP	51	47	31	43	34	34	51	60	69			48
MUL	50	30		30	40							
PAC												
WHT	52	51	44	48	37	53	47	73	71			
FRL	45	46	34	42	33	38	50	55	67			38

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	46%	45%	1%	47%	-1%
08	2023 - Spring	49%	46%	3%	47%	2%
06	2023 - Spring	51%	44%	7%	47%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	60%	53%	7%	54%	6%
07	2023 - Spring	27%	38%	-11%	48%	-21%
08	2023 - Spring	53%	58%	-5%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	52%	50%	2%	44%	8%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	47%	24%	50%	21%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	45%	41%	48%	38%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	61%	1%	66%	-4%

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.

Math 7 showed the lowest performance of 27% proficiency. Students scoring level 1 and 2 on the FSA assessment were placed in Math 7. All 7th grade students who scored level 3, 4, 5 on the math FSA were placed in Math 7 Accelerated and took the FAST 8 Math assessment. Therefore, students who took FAST Math 7 were those currently not proficient.

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

Math 7 went from 46% to 26%, a decline of 20%. Rationale: proficient students who scored levels 3,4,5 on the math FSA were pulled to take the math 8 FAST assessment.

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.

Math 7 had a 20% gap compared to the state average.

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

FAST Math 8 had a 29% increase. Rationale: proficient 7th grade students (levels 3,4,5) were moved up to 8th grade to take the math 8 FAST assessment. Traditionally, only level 1 and 2 students take the math 8 assessment, as in years past.

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

Level 1 on statewide ELA assessment
Attendance - more than 10 days absent

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

Math 7 - 20% drop from previous year. 46% to 26%
Civics - 7% drop from previous year. 70% --> 63%
Algebra - 11% drop from previous year. 83% --> 72%

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 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.

Student - Teacher Relationships rated at 41% and Sense of Belong at 33% on the Spring Panorama Survey.

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

Using the Spring Panorama Survey, the goal is to have a 10% increase from 41% to 51% for Student-Teacher Relationships and an increase from 33% to 44% on Sense of Belonging,

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

The Fall Panorama Survey will give a point of reference for the 2023-24 school year. An internal school survey will be created with specific questions related to measuring growth in the areas of relationships and sense of belonging to gauge progress and make adjustments as needed. Activities designed to build relationships between staff and students will be implemented. Monitoring the number of clubs (number of students attending); athletic activities (number of students attending), etc. is another way to monitor a sense of belonging.

Person responsible for monitoring outcome:

Tony Roman (tony.roman@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.)

Fall and Spring Panorama survey will collect data.
Interventions will include 1 or more class activities with a focus on relationships where teachers and students build rapport. The mentorship program will be initiated again where teachers will be assigned specific students. Student report card grades will be used to determine intervention effectiveness.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

To help students increase their sense of belonging, it is important that students have a stronger connection with the staff and their teachers at South Creek Middle School. Students' self-esteem will improve as well as their academic performance. Student attendance will also increase if they feel a connection with the staff at South Creek as relationships are strengthened. With an overall goal of improving the academic outcome

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.

Mentorship Program.
-Design and roll out.
-Pair students and teachers/staff.

Person Responsible: Rhevelle Mitchell Paris (rhevelle.mitchellparris@ocps.net)

By When: September 30, 2023 - program will be introduced to staff

School based Survey
-Design survey with relevant questions
-Place on Canvas
-Provide specific day/period for students to complete

Person Responsible: Tony Roman (tony.roman@ocps.net)

By When: October 30, 2023

#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.

For the past 3 years, SWD (Students With Disabilities) has earned less than 41% proficiency on the state assessments (FSA/FAST- Florida Student Assessment/ Florida Assessment of Student Thinking). Proficiency for 2022-23 was approximately as follows: Math 22% and Reading 6%.

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

The goal for SWD (Students With Disabilities) is that at least 55% of the students are proficient in Reading and Math and 58% make learning gains as determined by the state's FAST (Florida Assessment of Student Thinking) assessment.

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

SBUA - Standards Based Unit Assessments will be administered according to the scope and sequence. Subgroups will be extracted to determine progress.
Monitoring student engagement and use of strategies while conducting classroom walkthroughs.
Discussions and collaborations in PLCs (Professional Learning Communities). Academic coaching and actionable feedback will be provided.
PM1 (Progress Monitoring 1) (August) and PM2 (Progress Monitoring 2) (December) (progress monitoring) assessments will determine the growth of subgroups.

Person responsible for monitoring outcome:

Lovely Tinsley (lovely.tinsley@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 receive a list of students with IEPs (Individual Education Plan) and their identified accommodations which must be administered accordingly. Support Facilitators will be scheduled into ELA (English Language Arts) and Math classes to offer support to identified ESE (Exceptional Student Education) students by pushing in to support.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Support facilitation is listed on select students' IEPs (Individual Education Plan) and must be implemented accordingly to identified content areas, typically math or language arts. When Support Facilitators work with SWDs (Students With Disabilities) in small group or one-on-one setting, these students perform with greater proficiency and more success.
In addition, educators are required to provide the identified learning accommodations for SWDs (Students With Disabilities) according to the IEP (Individual Education Plan) which will help each student perform with greater proficiency.

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.

No action steps were entered for this area of focus

#3. 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.

English Language Learners continues to perform less than 41% proficiency. In 2022-23, 8% of ELL students were proficient in Reading and 31% proficient in math. The proficiency dropped from 10% to 8% (by two-percent) based upon unscrubbed data in the most recent assessments (FSA to FAST).

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

The goal for proficiency is 25% in ELA for English Language Learners (ELL). This will help students recover the loss of skills and narrow the achievement gap.

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

Standards Based Unit Assessments (SBUA) - to monitor the performance of subgroups following each assessment. Monitoring student engagement and use of strategies while conducting classroom walkthroughs. Discussions and collaborations in PLCs. Academic coaching and actionable feedback will be provided.
PM1 (August) and PM2 (December) (progress monitoring) assessments will determine the growth of subgroups.

Person responsible for monitoring outcome:

Sandra Theodoredis (sandra.theodoredis@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.)

The students will need to both identify new content and vocabulary. Students will systematically engage in identifying content and vocabulary through collaborative interactions with other students. Students will interact in small groups to utilize effective conative skills necessary for collaboration to process and deepen knowledge.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These strategies are based upon ESOL strategies that offer greater yield in proficiency for English Language Learners.

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.

We will progress monitor the ELD English Language Development) and DLA-R (Developmental Language Arts- Reading) classes once a month.

Person Responsible: Sandra Theodoredis (sandra.theodoredis@ocps.net)

By When: Monthly

We will monitor the FAST (Florida Assessment of Student Thinking) data for the beginning of the year (BOY), middle of year (MOY) and end of the year (EOY)

Person Responsible: Sandra Theodoredis (sandra.theodoredis@ocps.net)

By When: Beginning of the year (August), middle of year (December) and end of the year (May).

Monitor assessments for ELD/DLAR classes (SBUAs).

Person Responsible: Sandra Theodoredis (sandra.theodoredis@ocps.net)

By When: Monthly

#4. -- Select below -- specifically relating to

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.

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

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

Person responsible for monitoring outcome:

[no one identified]

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.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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.

No action steps were entered for this area of focus

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).

Any purchases made which will align to the area of focus will be allocated according or marked to come from the specified budget line item. The goal will be to not overceed the amount allocated although there is some room if needed. The budget will be printed and compared to the requested purchase order prior to spending to stay within budget.