

Orange County Public Schools

Piedmont Lakes Middle



2018-19 Schoolwide Improvement Plan

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Piedmont Lakes Middle

2601 LAKEVILLE RD, Apopka, FL 32703

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

School Demographics

School Type and Grades Served

(per MSID File)

Middle School
6-8

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate

(as reported on Survey 3)

98%

Primary Service Type

(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate

(Reported as Non-white on Survey 2)

77%

School Grades History

**Year
Grade**

2017-18

C

2016-17

C

2015-16

C

2014-15

C*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the help and support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Thompson, Edward	Principal
Bartfield, Jeffrey	Assistant Principal
Lewis, Francella	Dean
McKenzie, Wanakee	Instructional Coach
Parris, Justin	Assistant Principal
Noles, Ashlie	Guidance Counselor
Musha, Erin	Instructional Coach
Daley, Stacyann	Instructional Coach
Wright, Gerald	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The roles of the members of the administrative team are varied. Each member has a common role to monitor the curriculum and instruction for a particular department within our school. One of our instructional coaches, Wanakee McKenzie, monitors the Math Department under the supervision of the principal. Her role is to ensure standards based instruction occurs daily in preparation for the end of course examinations. The Leadership Team progress monitors our various subgroups, and works as an intervention team implementing strategies based on data driven decisions. As instructional leaders, each member of the leadership team is in classrooms daily to observe and evaluate teaching and learning. Principal Thompson and Assistant Principals, Bartfield and Parris, are in all classrooms throughout the week on a rotating schedule. This allows leadership to provide timely relevant feedback to our teachers daily. The instructional coaches, Musha and Daley, focus on core class instruction and MTSS intervention strategies for learners in our core content areas. The Deans, Lewis and Wright, focus on their grade level and help design interventions and restorative justice as applicable. The guidance counselors visit at least three classrooms within their grade level each day and status with department leader Ashlie Noles. The Leadership Team provides immediate feedback

to teachers in order to improve instruction and the integration of digital resources. In addition, the Administrative Team provides a mentorship role for students. We meet weekly and will be reviewing the PLC notes from the teachers. We then decide how to move forward in helping to support the teachers in providing interventions. Interventions are given to support remediation as well as for enrichment.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	70	61	65	0	0	0	0	196
One or more suspensions	0	0	0	0	0	0	59	48	51	0	0	0	0	158
Course failure in ELA or Math	0	0	0	0	0	0	83	92	63	0	0	0	0	238
Level 1 on statewide assessment	0	0	0	0	0	0	141	110	120	0	0	0	0	371

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	108	87	79	0	0	0	0	274

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	2	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	0	0	0	2	1	9	0	0	0	0	12

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	70	82	85	0	0	0	0	237
One or more suspensions	0	0	0	0	0	0	51	67	52	0	0	0	0	170
Course failure in ELA or Math	0	0	0	0	0	0	79	77	60	0	0	0	0	216
Level 1 on statewide assessment	0	0	0	0	0	0	125	129	110	0	0	0	0	364

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	90	91	75	0	0	0	0	256

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	70	82	85	0	0	0	0	237
One or more suspensions	0	0	0	0	0	0	51	67	52	0	0	0	0	170
Course failure in ELA or Math	0	0	0	0	0	0	79	77	60	0	0	0	0	216
Level 1 on statewide assessment	0	0	0	0	0	0	125	129	110	0	0	0	0	364

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	90	91	75	0	0	0	0	256

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The ELA data component had the lowest achievement percentage last year at 42% and also showed a drop in learning gains of 4%. The ELA scores have also been the lowest performing component over the past few years so it has been a trend.

Which data component showed the greatest decline from prior year?

The ELA data component had the greatest decline for the 2017-2018 school year in comparison to the prior year. The 4% decrease in achievement and learning gains highlighted this area of opportunity for our school.

Which data component had the biggest gap when compared to the state average?

The ELA data component had the largest gap when compared to the state average on the same assessment. Our scores had an 11% decrease in comparison on achievement and a 9% decrease in learning gains as well.

Which data component showed the most improvement? Is this a trend?

The mathematics data component showed the most improvement based on this year's assessment data. There was an increase of 2% in achievement and 5% in learning gains over the prior year data. This has been a trend with the mathematics data component over the past three years running as there has been a consistent level of achievement that has outperformed other data components.

Describe the actions or changes that led to the improvement in this area

The PLC process was very strong within these teams. There was an instructional coach allocated to support this department throughout the year to assist in designing appropriate units of instruction each quarter. We also provided interventions such as after school tutoring, Saturday tutoring, and targeted tutoring throughout the school day to reinforce the concepts delivered daily.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	43%	52%	53%	46%	52%	52%
ELA Learning Gains	44%	50%	54%	49%	53%	54%
ELA Lowest 25th Percentile	39%	42%	47%	35%	42%	44%
Math Achievement	53%	53%	58%	52%	53%	56%
Math Learning Gains	57%	51%	57%	52%	55%	57%
Math Lowest 25th Percentile	46%	44%	51%	39%	48%	50%
Science Achievement	44%	51%	52%	45%	49%	50%
Social Studies Achievement	60%	68%	72%	58%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	70 (70)	61 (82)	65 (85)	196 (237)
One or more suspensions	59 (51)	48 (67)	51 (52)	158 (170)
Course failure in ELA or Math	83 (79)	92 (77)	63 (60)	238 (216)
Level 1 on statewide assessment	141 (125)	110 (129)	120 (110)	371 (364)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	40%	48%	-8%	52%	-12%
	2017	50%	52%	-2%	52%	-2%
Same Grade Comparison		-10%				
Cohort Comparison						
07	2018	44%	48%	-4%	51%	-7%
	2017	42%	52%	-10%	52%	-10%
Same Grade Comparison		2%				
Cohort Comparison		-6%				
08	2018	43%	55%	-12%	58%	-15%
	2017	43%	52%	-9%	55%	-12%
Same Grade Comparison		0%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	26%	35%	-9%	52%	-26%
	2017	38%	43%	-5%	51%	-13%
Same Grade Comparison		-12%				
Cohort Comparison						
07	2018	51%	51%	0%	54%	-3%
	2017	45%	52%	-7%	53%	-8%
Same Grade Comparison		6%				
Cohort Comparison		13%				
08	2018	34%	32%	2%	45%	-11%
	2017	42%	30%	12%	46%	-4%
Same Grade Comparison		-8%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	42%	49%	-7%	50%	-8%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	62%	66%	-4%	71%	-9%
2017	58%	67%	-9%	69%	-11%
Compare		4%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	61%	36%	62%	35%
2017	96%	53%	43%	60%	36%
Compare		1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	94%	65%	29%	56%	38%
2017	85%	43%	42%	53%	32%
Compare		9%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	28	28	23	41	42	27	28			
ELL	11	34	43	28	43	42	4	29			
ASN	86	79		93	87						
BLK	42	43	38	51	55	41	41	63	92		
HSP	34	36	38	47	54	47	31	52	93		
MUL	56	44		71	47						
WHT	57	57	45	65	65	56	66	67	89		
FRL	38	41	36	50	55	45	38	54	92		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	30	26	15	35	32	13	26			
ELL	16	33	26	27	34	29	21	36			
ASN	75	75		67	75						
BLK	41	46	36	44	50	40	35	58	89		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP	41	47	35	49	48	35	43	51	86		
MUL	63	57		72	76		69		92		
WHT	57	53	33	65	58	45	55	69	86		
FRL	46	49	35	52	52	39	45	58	87		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Standards based instruction with a connection to DPLC (Accelerate Student Performance)
Rationale	We want to ensure standards based instruction is effectively being implemented within each content area with imbedded literacy strategies.
Intended Outcome	<p>By ensuring standards based instruction is effectively implemented, we will increase our assessment achievement data with the following goals:</p> <p>ELA from 42% to 47% Mathematics from 54% to 59% Science from 44% to 49% Social Studies from 60% to 65%</p> <p>This 5% increase across all statewide assessments will push us towards the desired outcome while raising student achievement and the overall school growth for the 2018-2019 school year.</p>
Point Person	Edward Thompson (edward.thompson@ocps.net)
Action Step	
Description	<p>Professional development on DPLC strategies will take place throughout the year. Strategies on close reading, text complexity, and other literacy strategies will be integrated into the lessons for each core content area throughout the year.</p> <p>We will continue to utilize the PLC process as we design lessons to increase student mastery each instructional unit. Common planning will allow our teachers to examine the rigor of the standard while implementing their lessons with the assessment in mind. This will ensure that we are teaching to the depth of what will be assessed at year's end as we prepare the students for the next grade level.</p> <p>Our leadership team will also follow up on the data analysis to ensure that the entire campus is driving towards this goal through the use of common assessments inside our grade level teams. This will allow us to compare all learners on a performance task that measures their movement towards standard mastery.</p> <p>Data chats will then occur amongst the teams with the school based leadership team co-facilitating these discussions. This will allow the teams to create future lessons, interventions, and enrichments as they plan their next instructional shift based on the data obtained. This model will push our teachers to meet the needs of all learners while providing timely feedback to the students as to their areas of strengths and opportunities.</p> <p>The data driven process will benefit our school as we focus on this area of school improvement for the school year.</p>
Person Responsible	Edward Thompson (edward.thompson@ocps.net)
Plan to Monitor Effectiveness	

Description	The leadership team will conduct classroom walkthroughs, co-facilitated PLC meetings on a weekly basis and will provide feedback on instructional strategies observed. The DPLC team will conduct additional walkthroughs as well as design and implement professional development based on areas of need.
Person Responsible	Edward Thompson (edward.thompson@ocps.net)

Activity #2

Title Narrow achievement gap through a culturally responsive school

Rationale We have large gaps in our achievement when we compare our subgroups on data components tied to assessment. This has allowed us to identify the need for this type of program on our campus.

We intend to close the achievement gap through the utilization of our subgroup achievement data following the goals below. These numbers are an area of focus in comparison to the non-minority achievement data on our campus. We have a larger minority population overall that have not demonstrated the same levels of proficiency.

Intended Outcome

Hispanic learners from 33% to 38% on ELA
47% to 52% on Mathematics
31% to 36% on Science

Black learners from 40% to 45% on ELA
51% to 56% on Mathematics
41% to 46% on Science

While these goals are only incremental in the scope of our entire school goals, our team sees this as a step in the appropriate direction when it come to accomplishing this area of focus.

Point Person

Edward Thompson (edward.thompson@ocps.net)

Action Step

Training will be provided to help deepen teachers understanding of implicit bias. This will be structured through our CHAMPS program, restorative justice, and other culturally responsive initiatives based on the needs of the campus. These items will be conducted on a monthly basis as part of our Wednesday professional development sessions designed by our instructional coaching team. Participant feedback and survey data will be considered as each session is designed as well.

Description

The goal of the training cycle described above is to create an environment of equity that encourages the success of all learners on our campus. Our leadership team hopes to equip teachers with more tools to create successful outcomes with the diverse learners in their classes while concurrently observing better relationship building during observations. PLC teams will also look to build these strategies into lesson units and will discuss outcomes as they relate to the subgroups identified. These successes should also be visible during data analysis of common assessments as this will be the measure of successful implementation from a quantitative perspective. The goal is to keep students in class and push them towards achievement every day on standards based units of instruction.

The leadership team will also look into discipline/suspension data in correlation to the achievement of the targeted subgroups. Any course correction that is needed can be discussed at a leadership level and then disseminated down to the individual teams as appropriate. Support personnel such as the instructional coaches, the MTSS coordinator, the ELL/CCT, and the

assessing administrators will follow up with assigned teams of teachers to ensure that this process continues the entire year.

When reflection occurs during post-planning it will allow our team to see progress made while also designing the continuation of these areas of focus as they might apply to future school years as well.

Person Responsible Jeffrey Bartfield (jeffrey.bartfield@ocps.net)

Plan to Monitor Effectiveness

Description PLC teams will breakdown data in each unit of instruction so that they can see how the achievement gap impacts each subgroup in their classes. The leadership team will monitor the performance data on i-Ready, PMAs, and common assessments to gauge student growth inside each unit of instruction. This information will be shared in classroom observation feedback and in the scheduled data chats that each team completes multiple times throughout the year. This approach helps provide timely feedback to the teachers so that appropriate instructional shifts can take place to meet the needs of the learners, especially those in our targeted subgroups. Future lessons and strategies should include elements that were identified during these feedback sessions as part of the continual focus on these learners and closing the achievement gap. Implementation will be monitored through these two avenues as well as there should be intentional strategies being put into action that accounts for a growth in these subgroups by year's end. Follow up trainings will be designed based upon the needs of the faculty once these discussions have occurred. This way the strategies presented will be the most beneficial to the school as a whole.

Person Responsible Justin Parris (justin.parris@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

See uploaded Title I Parent Involvement Plan.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social-emotional needs of all students are met through a comprehensive school counseling program delivered by the grade level school counselors, Leanna Brotherson, Laurie Stanton, and Ashlie Maciak. This program includes the following:

Individual Counseling/SAFE: Crisis or short term counseling is consistently available with school counselors. Requests for individual or small group counseling may be made by a teacher, student, parent/guardian, or administration. If a student's needs warrant additional long-term counseling, a referral to a partner SEDNET agency counselor is made, where long-term counseling is set up and students, as well as their families, receive long term support inside and outside of the school setting. In addition, our school has an on-site licensed mental health counselor through New Horizons, a contracted company through OCPS.

Academic Planning: The grade level counselors meet with each student to determine their academic plan, ensuring that each student is challenged and engaged in the most rigorous opportunities available. The counselors monitor their students' progress by collaborating with all stakeholders, including the students' teachers, families, and administrators. Select students are also chosen to be part of the COMPACT Mentoring program, and members of the staff partner with students for the purpose of mentoring. .

Restorative Justice: As the interactions of students or students and adults may not require a direct form of discipline, administrators, deans, and counselors participate in restorative justice sessions. These sessions are facilitated in a structured manner to allow all parties involved to speak in a safe controlled setting as well as listen to the concerns of others. Although RJ does not replace consequences for violations of the code of student conduct, it does allow the individuals involved to hear out what may have been the underlying or unseen cause of concern.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Incoming 6th grade students have the opportunity to choose their classes while still enrolled at the elementary level. During the summer, there is an offered sixth grade Boot-camp which was run by students and teachers to afford the sixth graders the opportunity to learn how to be successful at the middle school level. In addition, they have to complete a scavenger hunt which developed their knowledge of the layout of the campus. To meet the needs of our outgoing eighth students, the eighth grade counselor begins talking with them about how their academic choices, change and broaden their future college and career readiness as they transition to the high school level. Furthermore, the eighth grade students meet with the high school counselors to begin planning their courses at the next level.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The process the school leadership identified and aligned resources in order to meet the needs of all students and maximize desired student outcomes is based on Piedmont Lakes

Middle School as being identified as a Title I School. We will use our Title I funds to purchase a math and indtructional. We will also provide Academic Tutoring Services after school twice per week including transportation for tutoring students. Professional development will be ongoing throughout the year including time during the school day for Professional Learning Communities to plan standards based lessons and assessments. In addition, we offer extended media hours before school beginning at 7:30 AM.

Grade level teams meet weekly to collaborate on students' academic performance. Student data is shared and student data sheets are completed prior to the weekly collaboration. Teachers focus on academic performance data, behavior needs, etc. During this collaboration, it is determined what will need to be progress monitored and what initial supports need to be in place for the student to begin to show success.

The MTSS coordinator reviews progress monitoring data to determine if rate of progress is adequate. If rate of progress is not adequate, the MTSS team meets again to determine if the problem/concern was identified correctly and interventions were appropriately matched. If needed, changes are made and progress monitoring continues until the student's rate of progress is adequate or student has met grade level expectations.

Decisions made for appropriating the various funds were based on increasing student achievement. As needs arise for our students, we will strive to meet those needs. This plan supports the goals for our School Improvement plan. It will support student learning in Reading and Math and will help move many of our students to proficiency as well as support them making significant learning gains.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

College and career readiness is emphasized in a variety of areas of the campus. Counselors will schedule two to three visits into a core instruction classroom to have students log into Naviance. This district supported program, allows students to begin thinking about their future. Sixth graders will use interest inventories embedded within the program to determine areas of strengths or interest. Seventh and Eighth graders will begin to build resumes with activities and awards they have received while in middle school, on and off campus activities. In addition, eighth graders begin focusing upon later college or technical college options and what must be done while in high school to meet those goals. Piedmont continues to offer high school rigorous courses such as Digital Video Design, Spanish, Algebra I Honors, Geometry Honors, Agriscience. Piedmont will continue with Project Lead the Way and has added a second teacher to expand participation within the program.

Part V: Budget

Total:	\$2,500.00
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