Palm Harbor Middle School

2020-21 Schoolwide Improvement Plan

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Palm Harbor Middle School

1800 TAMPA RD, Palm Harbor, FL 34683

http://www.ph-ms.pinellas.k12.fl.us/

Demographics

Principal: Peggy Fowler S   Start Date for this Principal: 6/9/2017

2019-20 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (62%) 2016-17: B (59%) 2015-16: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	33%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

100% student success

Provide the school's vision statement.

Educate and prepare each student for college, career and life.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Lampert, Michelle	Assistant Principal	Instructional leader - Reading & Language Arts, APC, instructional materials, MTSS/CST member, SAC Chair, SIP coordinator
Wynn, Julius	Assistant Principal	Instructional leader - Math and ESE, athletic coordinator, transportation coordinator, site and safety committee, discipline committee coordinator, Olweus investigator, YMCA liason /mentor, MTSS / CST / CRT
Comeau, Don	Assistant Principal	Instructional leader - Social Studies and electives, testing coordinator, ELP coordinator. MTSS/CST
Athanson, Melissa	Principal	Instructional leader - Science, evaluations, operations, budgeting, facilities, lease, PBIS, AVID, MTSS / CST, Professional Development, PTA

Demographic Information

Principal start date
Friday 6/9/2017, Peggy Fowler S

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
16

Total number of teacher positions allocated to the school
59

Demographic Data

2020-21 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
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/9/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	10	1	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	1	0	1	0	0	0	0	2

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	10	1	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	1	0	1	0	0	0	0	2

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	65%	52%	54%	60%	51%	52%
ELA Learning Gains	58%	55%	54%	52%	51%	54%
ELA Lowest 25th Percentile	58%	47%	47%	45%	40%	44%
Math Achievement	66%	55%	58%	65%	54%	56%
Math Learning Gains	59%	52%	57%	57%	52%	57%
Math Lowest 25th Percentile	48%	46%	51%	48%	44%	50%
Science Achievement	60%	51%	51%	60%	51%	50%
Social Studies Achievement	85%	68%	72%	76%	65%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**			**Total**
	6	**7**	**8**	
	(0)	(0)	(0)	0 (0)

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	2019	64%	51%	13%	54%	10%
	2018	70%	49%	21%	52%	18%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2019	68%	51%	17%	52%	16%
	2018	54%	48%	6%	51%	3%
Same Grade Comparison		14%				
Cohort Comparison		-2%				
08	2019	61%	55%	6%	56%	5%
	2018	62%	55%	7%	58%	4%
Same Grade Comparison		-1%				
Cohort Comparison		7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	48%	44%	4%	55%	-7%
	2018	59%	45%	14%	52%	7%
Same Grade Comparison		-11%				
Cohort Comparison						
07	2019	74%	60%	14%	54%	20%
	2018	69%	59%	10%	54%	15%
Same Grade Comparison		5%				
Cohort Comparison		15%				
08	2019	36%	31%	5%	46%	-10%
	2018	35%	31%	4%	45%	-10%
Same Grade Comparison		1%				
Cohort Comparison		-33%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	59%	51%	8%	48%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	61%	53%	8%	50%	11%
Same Grade Comparison		-2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	84%	68%	16%	71%	13%
2018	76%	66%	10%	71%	5%
Compare		8%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	55%	28%	61%	22%
2018	88%	57%	31%	62%	26%
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	56%	42%	57%	41%
2018	100%	56%	44%	56%	44%
Compare		-2%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	52	57	27	40	27	38	52	56		
ELL	45	66	79	49	46	33	36	81	73		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	79	71		76	64		56	100	80		
BLK	39	63	56	31	38	33					
HSP	57	57	61	59	56	46	48	76	79		
MUL	62	33	40	56	51	45	50	75	83		
WHT	67	59	58	69	61	49	64	87	81		
FRL	54	56	56	50	51	41	55	74	76		

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	23	38	41	30	51	49	24	54	39		
ELL	32	57	58	56	70	47	42	50	75		
ASN	69	75		89	72		87	70	100		
BLK	32	42	38	32	46	50		80			
HSP	50	45	38	57	53	62	46	65	71		
MUL	57	52	40	63	61	71	63	92	67		
WHT	65	55	47	69	59	51	64	78	81		
FRL	54	51	43	56	55	51	55	67	71		

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	26	39	36	35	53	44	41	48	24		
ELL	31	63	61	56	62	50	43	50	82		
ASN	86	62		83	76		81	92	88		
BLK	44	43	25	43	47	50	38	70	50		
HSP	54	52	54	56	44	43	45	66	66		
MUL	56	49		55	57		64	69			
WHT	61	52	44	67	59	49	63	78	72		
FRL	49	49	45	54	53	45	45	71	65		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	638
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our L25 Math students showed a drop in there performance from he previous year. These students show a proficiency of 48%. This is above district average. Possible contributing factors are: a lack of skills, identifying and providing adequate remediation to students throughout the year and a lack of close monitoring of what specific skills the students are missing and how to best remediate those skills.

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

Our greatest decline was in our L25 math students. We went from 53% proficient to 48% proficient. Our biggest drop in our L25 math was in our 6th grade group. It is difficult to compare these students with the previous years group because they are entering from a variety of schools and come with a variety of deficits. Possible factors for the decline are stated above.

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

The greatest gap again is in 6th grade math. The state was at 55% proficient and we were 48% proficient. Possible factors are stated above.

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

Our overall greatest gains were in Civics. We improved by 8% overall with proficiency. These three teachers worked collaboratively in lesson planning, used specific AVID strategies, DBQ's and made sure that they were focused on unpacking the standard. Additionally they utilized higher order questioning within their daily lessons to prepare those students for the EOC.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our African American proficiency in math and ela

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

1. Math proficiency; specifically our L25
2. Overall Science proficiency
3. ELA proficiency; specifically in gains
4. Proficiency overall of our ESE students
5. Maintaining and increasing proficiency of our L 3,4,5 students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Strong reading and writing skills are needed for all children throughout life Our ELA / Reading scores need to be focused on reading comprehension as well as writing strategies because it is the foundation for understanding all subjects.
Measurable Outcome:	The percent of all students reaching proficiency will increase from 65% to 70% as measured by the FSA in May 2021.
Person responsible for monitoring outcome:	Michelle Lampert (lampertm@pcsb.org)
Evidence-based Strategy:	Strategy 1: Increase the understanding and use of complex tasks and critical thinking strategies. Strategy 2: Provide lessons that are standards based with target / task alignment at the depth of the standard. Strategy 3: Utilize data through formal / informal assessments in order to organize students to interact with the content and provide differentiation / scaffolding.
Rationale for Evidence-based Strategy:	ELA / Reading skills are utilized in every content area. It is essential that all staff are trained and understand how to implement these strategies accurately. All staff will implement the key strategies to reinforce them as it applies to their area. By doing this, students will gain exposure to applying their knowledge and receive support across all discipline.

Action Steps to Implement

Strategy 1:
* monitor and provide timely and specific feedback to students to support learning
* design lessons on a trajectory of difficulty with multiple checkpoints and critical questions
* utilize AVID strategies - inquiry board, quick writes, reading strategies, etc to increase critical reading, comprehension and writing skills

Strategy 2:
*Provide professional development to understand how to unpack standards, create lessons to the depth of the standard and allow for differentiation to meet the needs of all learners across all subgroups.
Strategy 3:
* regularly assess and utilize data to modify and adjust instruction
* ensure that data used can be differentiated, allows for intervention and enrichment while scaffolding learning to increase student performance across all students and subgroups
* During PLC's collaboration within content area grade levels will occur to review data.

Person Responsible	Michelle Lampert (lampertm@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our focus in mathematics is in dis-aggregating the student data and determining the areas of student deficiencies. The teachers will create plans to remediate and reteach students in these foundation skills. Once these skills are master they are better able to understand new and complex content.
Measurable Outcome:	The percentage of all students meeting proficiency will increase from 65%-70% as measured by the FSA in May 2021.
Person responsible for monitoring outcome:	Julius Wynn (wynnj@pcsb.org)
Evidence-based Strategy:	Strategy 1: Increase the understanding and use of complex tasks and critical thinking strategies. Strategy 2: Provide lessons that are standards based with target / task alignment at the depth of the standard. Strategy 3: Utilize data through formal / informal assessments in order to organize students to interact with the content and provide differentiation / scaffolding.
Rationale for Evidence-based Strategy:	If we align lessons and resources to the standards then student understanding of concepts should increase resulting in an increase of FSA scores. Conducting data analysis and understanding the items that are not being met by the students should lead to more focused lessons and opportunities for remediation. Making learning visible and providing ample opportunities for cumulative practice aid in the retention and comprehension of new skills.

Action Steps to Implement

Strategy 1:
* monitor and provide timely and specific feedback to students to support learning
* design lessons on a trajectory of difficulty with multiple checkpoints and critical questions
* utilize AVID strategies - inquiry board, quick writes, reading strategies, etc to increase critical reading, comprehension and writing skills

Strategy 2:
*Provide professional development to understand how to unpack standards, create lessons to the depth of the standard and allow for differentiation to meet the needs of all learners across all subgroups.
Strategy 3:
* regularly assess and utilize data to modify and adjust instruction
* ensure that data used can be differentiated, allows for intervention and enrichment while scaffolding learning to increase student performance across all students and subgroups

Person Responsible	Julius Wynn (wynnj@pcsb.org)

#3. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Strengthen staffs ability to engage students in complex tasks and comprehension of social studies curriculum. Utilizing a variety of strategies and modalities will foster student growth and retention of challenging concepts.
Measurable Outcome:	The percentage of all students reaching proficiency of the Civics EOC will increase from 85% to 90% as measured by the EOC in May 2021.
Person responsible for monitoring outcome:	Don Comeau (comeaud@pcsb.org)
Evidence-based Strategy:	Strategy 1: Increase the understanding and use of complex tasks and critical thinking strategies. Strategy 2: Provide lessons that are standards based with target / task alignment at the depth of the standard. Strategy 3: Utilize data through formal / informal assessments in order to organize students to interact with the content and provide differentiation / scaffolding.
Rationale for Evidence-based Strategy:	Complex tasks and text are embedded in the Civics EOC as well as other content area assessments. Through the use of DBQ's that have students elaborate on topics related to social studies, students will be able to expand their through processes. Additionally through use of rigor and writing skills students will enhance these skills for use on the EOC.

Action Steps to Implement

Strategy 1:
* monitor and provide timely and specific feedback to students to support learning
* design lessons on a trajectory of difficulty with multiple checkpoints and critical questions
* utilize AVID strategies - inquiry board, quick writes, reading strategies, etc to increase critical reading, comprehension and writing skills

Strategy 2:
*Provide professional development to understand how to unpack standards, create lessons to the depth of the standard and allow for differentiation to meet the needs of all learners across all subgroups.
Strategy 3:
* regularly assess and utilize data to modify and adjust instruction
* ensure that data used can be differentiated, allows for intervention and enrichment while scaffolding learning to increase student performance across all students and subgroups

Person Responsible	Don Comeau (comeaud@pcsb.org)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science FSA scores have been stagnant. A greater focus on data and standard target alignment is needed. A process for monitoring and remediating / reteaching of targets needs to be implemented. Additionally, an increase in exposure to higher order questions, various types of text with rigor and hands on activities needs to occur to meet the needs of our learners.
Measurable Outcome:	The percentage of all students reaching proficiency will increase from 60% to 70% as measured by the FSA in May 2021.
Person responsible for monitoring outcome:	Melissa Athanson (athansonm@pcsb.org)
Evidence-based Strategy:	Strategy 1: Increase the understanding and use of complex tasks and critical thinking strategies. Strategy 2: Provide lessons that are standards based with target / task alignment at the depth of the standard. Strategy 3: Utilize data through formal / informal assessments in order to organize students to interact with the content and provide differentiation / scaffolding.
Rationale for Evidence-based Strategy:	There is a lack of reading comprehension / exposure to informational text; especially rigorous scientific passages. By exposing and utilizing these text in combination with various AVID strategies we will be able to meet the needs of our students and their understanding of science concepts.

Action Steps to Implement

Strategy 1:
* monitor and provide timely and specific feedback to students to support learning
* design lessons on a trajectory of difficulty with multiple checkpoints and critical questions
* utilize AVID strategies - inquiry board, quick writes, reading strategies, etc to increase critical reading, comprehension and writing skills

Strategy 2:
*Provide professional development to understand how to unpack standards, create lessons to the depth of the standard and allow for differentiation to meet the needs of all learners across all subgroups.
Strategy 3:
* regularly assess and utilize data to modify and adjust instruction
* ensure that data used can be differentiated, allows for intervention and enrichment while scaffolding learning to increase student performance across all students and subgroups

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

#5. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	STEM is a focus area at PHMS. We have created a career academy of technology that includes our Manufacturing / Robotics program, Wood Tech and Computer Technology courses. These courses provide students with skills that allow them to enter college and the workforce with essential skills.
Measurable Outcome:	The number of students becoming industry certified will increase from 383 to 430 by May 2021 as measured by Microsoft / Spark certification tests.
Person responsible for monitoring outcome:	Melissa Athanson (athansonm@pcsb.org)
Evidence-based Strategy:	Enhance capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy:	Students, staff and families need to be aware of what digital resources are available for their students and how to use these programs efficiently and effectively on a daily basis. This will assist them in their day to day studies and prepare them for high school and college / career.

Action Steps to Implement

Strategy 1:
* Teachers will be provided professional development on how to utilize the O365 office package with their students on a daily basis as well as canvas

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

2. Business education teachers will maintain / attain their certifications in all areas of Microsoft and spark

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

3. Business education teachers will create a system for certifying students in the areas stated above on a routine basis.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

Teachers will be provided professional development on: O365, Nearpod, Canvas and Teams. This will occur during preschool, monthly PLC meetings and DWT.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

Students will receive explicit training on how to utilize O365, Focus, Canvas & Teams during the first week of school. They will be expected to use these platforms daily throughout the school year.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

#6. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale:	AVID is an area of focus that we infuse throughout our everyday work in instruction and in planning at PHMS. The strategies utilized within the AVID umbrella are strategies that can be considered best practices and are geared toward increasing student engagement.
Measurable Outcome:	The use of AVID strategies will be evident on a daily basis in 50% of all classrooms by May 2021.
Person responsible for monitoring outcome:	Melissa Athanson (athansonm@pcsb.org)
Evidence-based Strategy:	Strategy 1: AVID strategies are designed to activate and increase student engagement
Rationale for Evidence-based Strategy:	These identified strategies are targeted for their ability to engage students in rigorous inquiry and provide scaffolding support to students to achieve success.

Action Steps to Implement

Professional development will be provided to teachers in the areas of AVID listed above during pre-school training, monthly PLC's and faculty meetings and in DWT.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

The AVID site team will meet on a monthly basis to determine areas of need, discuss students within the AVID courses and to increase enrollment in this program.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

The AVID site team will infuse in their curriculum exposure to college and career choices, steps to prepare for high school magnet programs and field trips to colleges / businesses.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

#7. Other specifically relating to Bridging the Gap	
Area of Focus Description and Rationale:	Our overall index of black students achieving proficiency on the FSA is at 43%. Throughout district and state studies, these students receive a higher percentage of referrals and are less exposed to advanced coursework than their non-black classmates.
Measurable Outcome:	The percentage of black students that are proficient in ELA will increase from 39% to 45%; in mathematics we will see an increase in proficiency from 31% to 36% as measured by the FSA / EOC in May 2021.
Person responsible for monitoring outcome:	Julius Wynn (wynnj@pcsb.org)
Evidence-based Strategy:	Ensure equitable practices in placing students in advanced courses while providing appropriate support both during class and through out ELP program.
Rationale for Evidence-based Strategy:	Providing students opportunities to advance and challenge themselves with support should increase their proficiency on state assessments.

Action Steps to Implement

Each grade level counselor will examine black students data and place them in advanced courses if applicable.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

Counselors and Administrators will monitor and ensure students are being successful in courses and offer additional support through ELP. Monitoring will occur every 3-4 weeks.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

Mentors will be assigned to students that are in need.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

Professional development will be offered to all staff on equity training and culturally relevant teaching during pre-school and through monthly PLC's. Topics include: implicit bias, equitable grading, student voice and choice as well as school and socialization.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

#8. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	In order for students to be successful in school they need to be present to learn.
Measurable Outcome:	Our average daily attendance will increase 96.4% to 98% by May 2021
Person responsible for monitoring outcome:	Melissa Athanson (athansonm@pcsb.org)
Evidence-based Strategy:	PBIS
Rationale for Evidence-based Strategy:	By providing a positive school climate that is engaging and nurturing students will want to attend.

Action Steps to Implement

Teachers will take daily attendance and notify grade level offices of students with excessive absences.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

CST will meet bi-weekly and go through the appropriate processes to address chronic attendance issues: phone calls, home visit, attendance warning letters, referrals to teen and truancy court.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

#9. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	The students at PHMS do not represent a diverse ethnic culture. It is essential that we as staff provide our students with a learning environment that focuses on providing equitable opportunities for all students to learn and equal opportunities for rigorous courses through culturally relevant classrooms.
Measurable Outcome:	By increasing teacher use of culturally relevant classroom strategies we should see a decrease in referrals of classroom disruption and defiance by 10% by May 2021.
Person responsible for monitoring outcome:	Melissa Athanson (athansonm@pcsb.org)
Evidence-based Strategy:	Equity and culturally relevant professional development.
Rationale for Evidence-based Strategy:	By providing teachers with professional development in equity and cultural relevance they will be more aware of strategies and tools they can implement within their classrooms to meet the needs of their learners.

Action Steps to Implement

Professional development will be provided to teachers during pre-school and throughout the year in faculty meetings and PLC's. Topics include: implicit bias, equitable grading, school culture and environment.

Person Responsible	Julius Wynn (wynnj@pcsb.org)

Cooperative learning walks will take place quarterly to expose teachers to classrooms that have been identified as culturally relevant or teachers that have attained their equity champion certification.

Person Responsible	Julius Wynn (wynnj@pcsb.org)

MTSS will monitor discipline data on a bi-monthly basis. Teachers that are struggling with classroom disruption / defiance issues will be provided with additional supports to implement these strategies in their rooms.

Person Responsible	Julius Wynn (wynnj@pcsb.org)

#10. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale:	Our current level of performance is 6 out of 6 topics for Bronze level recognition, as evidenced in Alliance for a Healthier Generation, Healthy Schools Program Framework. We expect to achieve silver recognition by April 2021. Our barrier to achieving silver recognition includes lack of opportunities for activity during the school day and limited exposure to healthy snacks and foods.
Measurable Outcome:	Our school will be eligible in 6 out of 6 topics for silver recognition by April 2021 as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework.
Person responsible for monitoring outcome:	Melissa Athanson (athansonm@pcsb.org)
Evidence-based Strategy:	Provide students opportunity for movement throughout the day along with providing healthy food choices and snacks.
Rationale for Evidence-based Strategy:	Healthy students attend school regularly and therefor are more likely to be successful.

Action Steps to Implement

Our Garden Club will continue to meet bi-weekly. The items grown in the garden are shared with the cafeteria and are served to our students free of charge to get them to try new foods.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

Our wellness champion will continue to schedule opportunities for staff to participate in monthly challenges, health awareness programs and continue to have the blood mobile and mobile mammogram bus come to our school.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

Snacks offered during the day will be healthy and follow guidelines. No sugary snacks or drinks will be provided during the day.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

School-wide fundraiser is an activity based fundraiser and does not promote the selling of sweets.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

#11. Other specifically relating to Community Involvement	
Area of Focus Description and Rationale:	Our goal as a school is to increase parent participation in our school. Parents participation in our PTA program will assist them with being knowledgeable of what events are occurring on our campus in addition to attending parent information sessions.
Measurable Outcome:	Our parent pta membership will increase from 25% to 40% by May 2021.
Person responsible for monitoring outcome:	Melissa Athanson (athansonm@pcsb.org)
Evidence-based Strategy:	Providing parents will information on PHMS PTA facebook page, memberhub and information on our school website it will encourage their involvement in the school.
Rationale for Evidence-based Strategy:	Students of parents who are actively involved in the school are more likely to feel a sense of belonging and connection to the school. This in turn can have a positive impact on their performance.

Action Steps to Implement

PTA will hold three general sessions throughout the year as well as during open houses to increase parent participation and membership.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

#12. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Our school utilizes PBIS throughout our school. This system is used to review and reinforce guidelines for success, expectations and operational processes throughout the building. Our Pro-Active approach increases students engagement and decreases disciplinary referrals.
Measurable Outcome:	Currently, defiance/insubordination and classroom disruptions are the highest in referral numbers. All staff will monitor student behavior in common areas and will engage with students to provide feedback, both positive and corrective, and will refer to signage reflecting Guidelines for Success that are posted in common areas.
Person responsible for monitoring outcome:	Melissa Athanson (athansonm@pcsb.org)
Evidence-based Strategy:	Our monthly PBIS team will review data and provide PD through grade level PLC's. This professional development ill be focused on preventative and proactive strategies as well as minor and major corrective feedback provided in culturally responsive ways.
Rationale for Evidence-based Strategy:	The PBIS/SBLT Team will establish plans for expectations to be reviewed weekly based on current data to be used in weekly dilemma circles.

Action Steps to Implement

Train staff on school-wide expectations
Encourage staff to participate in PBIS committee
Implement Check-in and Check-out (CICO) point sheets to closely monitor progress of academic and social compliance

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Data will be reviewed routinely through content areas, SBLT, MTSS and grade levels. Routine monitoring of instructional processes and delivery of instruction.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our goal this year is to invite the community in by creating and posting Panther Podcasts. We are creating a system of highlighting different programs, electives, special activities, clubs and the like that occur on our campus on a monthly basis. Our students that are in journalism and tv production will create digital videos, podcasts and photos that will be posted onto our school website for our families and community to see. This monthly Panther Podcasts forum allows us to highlight all aspects of our school and what we do here. We have discovered that the more visible and transparent a school can be the more positive the viewpoint of the community and stakeholders has of the school. Additionally, this will allow parents and students to get a better idea of what we offer and how we can better serve their students. To our school community made up of teachers, students and faculty, it helps to build that greater sense of belonging to the organization. We strive to find ways to recognize and uplift all of our students through a positive school culture.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Instructional Practice: ELA**				**$600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	140-Substitute Teachers	3191 - Palm Harbor Middle School	School Improvement Funds		$600.00
			Notes: Provide substitute coverage allows for teachers to attend professional development to improve their craft and knowledge of strategies.			
2	III.A.	**Areas of Focus: Instructional Practice: Math**				**$600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	140-Substitute Teachers	3191 - Palm Harbor Middle School	School Improvement Funds		$600.00
			Notes: Provide substitute coverage allows for teachers to attend professional development to improve their craft and knowledge of strategies.			
3	III.A.	**Areas of Focus: Instructional Practice: Social Studies**				**$600.00**

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	140-Substitute Teachers	3191 - Palm Harbor Middle School	School Improvement Funds		$600.00
			Notes: Provide substitute coverage allows for teachers to attend professional development to improve their craft and knowledge of strategies.			
4	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$2,100.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3336	239-Other	3191 - Palm Harbor Middle School	School Improvement Funds		$1,500.00
			Notes: Science Lab Materials need to be replenished and restocked. This will encourage greater use of hands on activities.			
	6400	140-Substitute Teachers	3191 - Palm Harbor Middle School	School Improvement Funds		$600.00
			Notes: Provide substitute coverage allows for teachers to attend professional development to improve their craft and knowledge of strategies.			
5	**III.A.**	**Areas of Focus: Instructional Practice: Career & Technical Education**				**$0.00**
6	**III.A.**	**Areas of Focus: Instructional Practice: Career & Technical Education**				**$0.00**
7	**III.A.**	**Areas of Focus: Other: Bridging the Gap**				**$0.00**
8	**III.A.**	**Areas of Focus: Culture & Environment: Student Attendance**				**$0.00**
9	**III.A.**	**Areas of Focus: Culture & Environment: Equity & Diversity**				**$300.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	140-Substitute Teachers	3191 - Palm Harbor Middle School	School Improvement Funds		$300.00
			Notes: Provide substitute coverage allows for teachers to attend professional development to improve their craft and knowledge of strategies.			
10	**III.A.**	**Areas of Focus: Other: Healthy Schools**				**$0.00**
11	**III.A.**	**Areas of Focus: Other: Community Involvement**				**$0.00**
12	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$0.00**
					Total:	**$4,200.00**