Howard W. Bishop Middle School

2021-22 Schoolwide Improvement Plan

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Howard W. Bishop Middle School

1262 NW 31ST DRIVE, Gainesville, FL 32605

https://www.sbac.edu/bishop

Demographics

Principal: Jennifer Wise   Start Date for this Principal: 9/7/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2020-21 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: B (57%) 2017-18: B (58%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Alachua 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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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.

The mission of Howard Bishop Middle School is to educate all students to achieve their highest level of academic and technical performance, while fostering positive growth in social/emotional behaviors.

Provide the school's vision statement.

In order to support our District's mission statement that "We are committed to the success of every student" we accept that it is our job to overcome obstacles and do all we can to ensure our students are prepared to move to the next level. We are creating a caring school that is committed to the success of ALL of our students.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Gamble, Mike	Principal	The school's leadership team meets weekly on Mondays after school. The school's leadership team is comprised of the Principal, both Assistant Principals, six team leaders (two from each grade level), department chairs, and teacher leaders. Leadership team members share progress data with their teams and departments. The leadership team is chaired by the Principal who is responsible for implementing, supporting and evaluating data and ensuring processes are working in conjunction with the goals of the school improvement plan. Information is shared with the leadership team, who are then responsible for sharing the information with all members of their teams (all teachers are assigned to a team). Oftentimes team leaders are asked to discuss school wide initiatives/concerns and bring feedback from their teams to the leadership meeting. Thus, all members of the school community have an opportunity to participate in the process.
Reddick, Clay	Assistant Principal	Assistant Principal of Curriculum. Duties include making the master schedule, organizing schedule changes, and organizing standardized testing. He is also the site coordinator for AVID. Doing classroom snapshots to provide instructional feedback is also a priority. The APC is also on a variety of committees including Steering and Student Services
Padgett, Patricia	Teacher, K-12	6th grade Gold Stars Team Leader- Our school is organized around grade-level teams that share students. There are two teams per grade level. The grade-level teams meet once a week to share information about students of concern, choose a Student of the Week, and to plan activities. Team leaders usually take the lead during parent conferences too.
Mudra, Christopher	Teacher, K-12	7th grade Starbursts Team Leader-Our school is organized around grade-level teams that share students. There are two teams per grade level. The grade-level teams meet once a week to share information about students of concern, choose a Student of the Week, and to plan activities. Team leaders usually take the lead during parent conferences too.
Yancey, Patricia	Teacher, K-12	8th grade Conquerors Team Leader-Our school is organized around grade-level teams that share students. There are two teams per grade level. The grade-level teams meet once a week to share information about students of concern, choose a Student of the Week, and to plan activities. Team leaders usually take the lead during parent conferences too.
Speer, James	Assistant Principal	Assistant Principal of Administration. Duties include primary administrator in charge of student services and facilities. Doing classroom snapshots to provide instructional feedback is also a priority. Mr. Speer chairs the biweekly meetings of the student services team. He also serves on a variety of committees including Steering and SAC.

Name	Position Title	Job Duties and Responsibilities
Cornelison, Teresa	Teacher, K-12	Science Department Chair - Department Chairs are responsible for disseminating information from the District about curriculum to the subject-area teachers. Department chairs also solicit feedback from teachers about curriculum pacing guides, AIMS, etc. Departments meet once a month.
Carr, Raymond	Teacher, K-12	Social Studies Department Chair-Department Chairs are responsible for disseminating information from the District about curriculum to the subject-area teachers. Department chairs also solicit feedback from teachers about curriculum pacing guides, AIMS, etc. Departments meet once a month.
Beres, Amy	Teacher, K-12	Electives Department Chair-Department Chairs are responsible for disseminating information from the District about curriculum to the subject-area teachers. Department chairs also solicit feedback from teachers about curriculum pacing guides, AIMS, etc. Departments meet once a month.
Bailey, Iris	Dean	Dean of Students-Responsibilities include supervision of students and ensuring we are following the code of student conduct. Details include meeting with students, groups, teachers, parents, and conducting EPTs. Deans process discipline referrals, determine consequences and restorative practices, and notifies parents.
Jennings-Lopez, LaToya	Other	Director of the Howard Bishop Community Partnership School
Thomas, Rachel	Teacher, ESE	ESE Department Chair-Department Chairs are responsible for disseminating information from the District about curriculum to the subject-area teachers. Department chairs also solicit feedback from teachers about curriculum pacing guides, AIMS, etc. Departments meet once a month.
Bailey, John	Teacher, Career/ Technical	6th grade Titans Team Leader-Our school is organized around grade-level teams that share students. There are two teams per grade level. The grade-level teams meet once a week to share information about students of concern, choose a Student of the Week, and to plan activities. Team leaders usually take the lead during parent conferences too.
Leskosky, Kathryn	Teacher, ESE	7th grade Supersonics Team Leader-Our school is organized around grade-level teams that share students. There are two teams per grade level. The grade-level teams meet once a week to share information about students of concern, choose a Student of the Week, and to plan activities. Team leaders usually take the lead during parent conferences too.
Musselman, Ann	School Counselor	School Counselor Students J-Z -Responsible for providing a comprehensive school counseling program to help meet student needs. The provide a proactive program that engages students in a variety of

Name	Position Title	Job Duties and Responsibilities
		social/emotional areas. School counselors consult with students, parents, deans, teachers, and multiple agencies to reach these goals.
Davis, Susan	Instructional Media	Media Specialist - Responsibilities include providing accessible tools for students and staff to direct, enhance, and support the learning process. The media specialist serves on the Steering and Literacy Committees as well as maintains the school calendar and website.
Nipper, Lizzie	Teacher, K-12	Math Department Chair-Department Chairs are responsible for disseminating information from the District about curriculum to the subject-area teachers. Department chairs also solicit feedback from teachers about curriculum pacing guides, AIMS, etc. Departments meet once a month.
Quintana, Ricardo	Teacher, K-12	8th grade Elite Eights Team Leader-Our school is organized around grade-level teams that share students. There are two teams per grade level. The grade-level teams meet once a week to share information about students of concern, choose a Student of the Week, and to plan activities. Team leaders usually take the lead during parent conferences too.
Anhalt, Kelsey	School Counselor	School Counselor Students A-K -School Counselor Students J-Z - Responsible for providing a comprehensive school counseling program to help meet student needs. The provide a proactive program that engages students in a variety of social/emotional areas. School counselors consult with students, parents, deans, teachers, and multiple agencies to reach these goals.
Dickey, Laura	Teacher, K-12	LA Department Chair-Department Chairs are responsible for disseminating information from the District about curriculum to the subject-area teachers. Department chairs also solicit feedback from teachers about curriculum pacing guides, AIMS, etc. Departments meet once a month.

Demographic Information

Principal start date
Tuesday 9/7/2021, Jennifer Wise

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.*
28

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.*
13

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

704

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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	280	224	200	0	0	0	0	704
Attendance below 90 percent	0	0	0	0	0	0	54	31	42	0	0	0	0	127
One or more suspensions	0	0	0	0	0	0	3	7	8	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	39	37	44	0	0	0	0	120
Course failure in Math	0	0	0	0	0	0	53	42	57	0	0	0	0	152
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	45	42	41	0	0	0	0	128
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	47	42	32	0	0	0	0	121
Number of students with a substantial reading deficiency	0	0	0	0	0	0	45	42	41	0	0	0	0	128

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	64	65	69	0	0	0	0	198

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	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	5	9	6	0	0	0	0	20

Date this data was collected or last updated

Tuesday 9/7/2021

2020-21 - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	214	216	191	0	0	0	0	621
Attendance below 90 percent	0	0	0	0	0	0	34	48	20	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	7	17	13	0	0	0	0	37
Course failure in ELA	0	0	0	0	0	0	6	12	10	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	5	10	5	0	0	0	0	20
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	45	49	38	0	0	0	0	132
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	39	34	33	0	0	0	0	106

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	32	26	23	0	0	0	0	81

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	214	216	191	0	0	0	0	621
Attendance below 90 percent	0	0	0	0	0	0	34	48	20	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	7	17	13	0	0	0	0	37
Course failure in ELA	0	0	0	0	0	0	6	12	10	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	5	10	5	0	0	0	0	20
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	45	49	38	0	0	0	0	132
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	39	34	33	0	0	0	0	106

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	32	26	23	0	0	0	0	81

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				59%	59%	54%	58%	60%	53%
ELA Learning Gains				54%	56%	54%	58%	58%	54%
ELA Lowest 25th Percentile				30%	41%	47%	44%	40%	47%
Math Achievement				60%	60%	58%	57%	60%	58%
Math Learning Gains				54%	56%	57%	62%	62%	57%
Math Lowest 25th Percentile				37%	46%	51%	41%	45%	51%
Science Achievement				55%	53%	51%	57%	56%	52%
Social Studies Achievement				69%	73%	72%	65%	73%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	56%	53%	3%	54%	2%
Cohort Comparison						
07	2021					
	2019	54%	54%	0%	52%	2%
Cohort Comparison		-56%				
08	2021					
	2019	60%	61%	-1%	56%	4%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	55%	52%	3%	55%	0%
Cohort Comparison						

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	57%	59%	-2%	54%	3%
Cohort Comparison		-55%				
08	2021					
	2019	6%	27%	-21%	46%	-40%
Cohort Comparison		-57%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	53%	54%	-1%	48%	5%
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	69%	-3%	71%	-5%

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	56%	38%	61%	33%

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	48%	52%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

All students participate in the Alachua Instruction Measurement System (AIMS) benchmark assessment to ascertain mastery of grade level standards.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.5	41.4	56.3
	Economically Disadvantaged	19.7	24.1	28.2
	Students With Disabilities	0	0	0
	English Language Learners	16.7	25	16.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48.4	28.6	29.6
	Economically Disadvantaged	30.7	14	11
	Students With Disabilities	9.1	0	0
	English Language Learners	60	25	20

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56.3	44.9	60.5
	Economically Disadvantaged	38.9	17.9	37.2
	Students With Disabilities	0	0	14.3
	English Language Learners	66.7	66.7	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.4	61.7	34.2
	Economically Disadvantaged	10.4	48.6	13.5
	Students With Disabilities	15.4	28.6	0
	English Language Learners	50	50	25
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	66.4	44.7	32.7
	Economically Disadvantaged	47.6	26.7	14.6
	Students With Disabilities	0	0	0
	English Language Learners	100	0	66.7

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	61.2	45.8	65.1
	Economically Disadvantaged	37	22.1	43.1
	Students With Disabilities	0	10.5	8.3
	English Language Learners	75	50	100
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	49.1	32.2	50.9
	Economically Disadvantaged	41	25.6	49.4
	Students With Disabilities	22.2	29.4	53.3
	English Language Learners	75	50	75
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	61.2	40.4	61.6
	Economically Disadvantaged	45.9	22.2	36.8
	Students With Disabilities	26.3	18.8	6.3
	English Language Learners	50	50	50

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	15	29	18	13	24	20	7	18			
ELL	58	58		67	33						
ASN	93	70		93	70		83		100		
BLK	27	36	29	24	24	19	25	35	56		
HSP	67	57		54	30		75	50	53		
MUL	66	61		67	44		71	77	75		
WHT	89	72	50	86	60	20	85	88	90		
FRL	30	34	28	25	20	18	25	37	53		
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	15	26	20	15	30	33	21	17			
ASN	97	66		97	65			100	96		

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
BLK	31	38	29	34	39	36	27	46	80		
HSP	89	67		82	61			87	93		
MUL	80	70		72	58		70		95		
WHT	85	72		87	73		90	88	94		
FRL	37	41	29	34	40	36	28	47	83		
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	15	42	44	15	43	34	4	21			
ASN	97	74		97	84		94		93		
BLK	30	47	42	26	43	36	23	44	67		
HSP	79	63		76	71		86	80	95		
MUL	84	70		82	74		69	83	70		
WHT	86	70	73	88	84	61	87	94	87		
FRL	36	49	45	33	50	38	28	46	78		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	9
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

One trend is that both Economically Disadvantaged and Students With Disabilities subgroups were consistently well behind the All Students subgroup across every grade level and core content area. The rest of the data points are vary volatile. Scores for each sub group, core content area, and grade level either go up, go down, or do both without any noticeable pattern.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The two data components that need the greatest improvements are Students with Disabilities and Economically Disadvantaged students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Last year a number of our ESE students were digital students for most of the year. Across the board the majoirty of digital students performed lower on all assessments. Also, all of our teachers were teaching hyflex last year. This was a strain on their ability to teach both digital and brick and mortar students. In order to help improve on these areas we are being proactive in the truancy process to keep our ESE (and all) students in a school as much as possible. Also, we are going to target ESE and Economically Disadvantaged students for remediation in our after school program.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Across a few grade levels and core content areas (7th ELA, 7th Civics, 8th ELA, 8th MA) our ELL students scored above All students on the AIMS assessments.

What were the contributing factors to this improvement? What new actions did your school take in this area?

There are a small number of ELL students and the majority of them are in our magnet program so they are high achievers on assessments. Our teachers establish an inclusive classroom welcoming to all students.

What strategies will need to be implemented in order to accelerate learning?

Focusing on using iReady in our intensive reading classes to target specific skill gaps for each student. In math we will use IXL to target specific skill gaps for each student in our regular math sections.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We have monthly professional development faculty meetings that will focus on culturally responsive teaching for all of our teachers. This will help support student engagement in all of our diverse classrooms. There will be regular iReady professional development meetings for Reading teachers led by Mr. Fitzpatrick, the district's ELA curriculum specialist. Both ELA and Math teachers will participate in administrative data chats that will then be replicated with their students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The community partnership school will apply additional resources this year and beyond to help support our students and families. These resources include an afterschool program with a coordinator, a parent support coordinator, and health and wellness coordinator. These support personnel will work to link families with resources to support them in and outside the school building. The community partnership school will also supply funds to support multiple types or tutoring as well as support needs in teacher's classrooms.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Increase the achievement of SWD. The SWD subgroup at Bishop severely languished behind their peers in every component of AIMS testing last school year.
Measurable Outcome:	Increase the federal index rating for Students With Disabilities to meet or exceed the ESSA target of 41%.
Monitoring:	We will be using AIMS for progress monitoring three times during the school year before FSA testing. Teachers will be able to see how SWD perform compared to their peers. This will be discussed in teacher/admin data chats.
Person responsible for monitoring outcome:	James Speer (speerjh@gm.sbac.edu)
Evidence-based Strategy:	Bishop's strategy is to increase inclusion of SWD into regular education classrooms by removing all but 4 resource classes from the master schedule, while using a Differentiated Instructional Coach to support teachers with inclusion. Support facilitation is now being used in Reading sections instead of Language Arts so that small group instruction can be paired with the differentiation in i-Ready. SWD will also be targeted for our afterschool program to be exposed for active tutoring.
Rationale for Evidence-based Strategy:	Research shows inclusion increases the achievement of SWD. This also allows the school to offer more co-teach classes. We will have our co-teachers and regular education teachers trained by district staff to increase effective teaching in the classrooms. These students will also be supported academically in our afterschool program.

Action Steps to Implement

Develop ESE schedule with district ESE supervisor.

Person Responsible	Clay Reddick (reddicce@gm.sbac.du)

Meet with ESE department chair to determine co-teach placement of SWDs.

Person Responsible	James Speer (speerjh@gm.sbac.edu)

Assign regular and ESE teachers to PD on co-teaching.

Person Responsible	James Speer (speerjh@gm.sbac.edu)

Monthly ESE department meetings to discuss progress.

Person Responsible	Rachel Thomas (thomasra@gm.sbac.edu)

Share list of SWD with our afterschool coordinator to prioritize their invitations to the afterschool programming.

Person Responsible	Clay Reddick (reddicce@gm.sbac.du)

SWD will be invited to three afterschool academic boot camps to prepare for FSA testing.

Person Responsible   LaToya Jennings-Lopez (jenninlt@gm.sbac.edu)

In-house volunteers and mentors targeting lowest quartile students.

Person Responsible   LaToya Jennings-Lopez (jenninlt@gm.sbac.edu)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Increase the learning gains of the Lowest Quartile in ELA and MA statewide assessments. In order to decrease the achievement gap, our lowest students need to progress towards proficiency. It is not realistic to expect every level 1 and 2 student to become proficient this school year, however it is a powerful goal to believe every student can make a gain.
Measurable Outcome:	Our goal is to increase LQ learning gains in both ELA and MA. In ELA, our goal is to achieve 45% LQ learning gains. In MA, our goal is to achieve 42% LQ learning gains.
Monitoring:	We will be using AIMS for progress monitoring three times during the school year before FSA testing. Teachers will be able to see how lowest quartile students perform compared to their peers. This will be discussed in teacher/admin data chats.
Person responsible for monitoring outcome:	Clay Reddick (reddicce@gm.sbac.du)
Evidence-based Strategy:	Targeting our LQ students for enrollment into our after school program where they will use IXL for targeted instruction in MA. Our grade level teachers use RTI/MTSS to target strategies to help fill in gaps in student knowledge and abilities. We are also targeting our LQ students with i-Ready Online Instruction in our reading sections. i-Ready measures Phonemic Awareness, Phonics, High frequency Words, Vocabulary, Literature Comprehension and Informational Comprehension.
Rationale for Evidence-based Strategy:	IXL is a vetted program that was recommended for after school program use by the district TSAs for ELA and MA. This strategy was in use when LQ learning gains was at its highest level at Bishop over the last four years. RTI/MTSS is research-based to identify student needs, and used Tier 2 and Tier 3 strategies to target improvement. i-Ready is also a vetted program that was recommended for use in our reading sections by the district TSA for ELA. It is now being used in every middle school in the district to support students who are testing below grade level.

Action Steps to Implement

Analyze test scores to see which regular students can be moved up to advanced classes

Person Responsible	Clay Reddick (reddicce@gm.sbac.du)

Develop a master schedule focused on regular class averages around 20 and advanced class averages around 24.

Person Responsible	Clay Reddick (reddicce@gm.sbac.du)

The advanced Science teachers will use curriculum that includes laboratories, projects, and other hand on activities increasing student interest. Students also work collaboratively to increase engagement

Person Responsible	Ricardo Quintana (quintanar@gm.sbac.edu)

Teachers consciously push students toward high quality work with high expectations. This includes exposing students below grade level in Rd/MA to grade-level work.

Person Responsible Clay Reddick (reddicce@gm.sbac.du)

Teacher explicitly plan higher order thinking questions for their lessons daily, with an emphasis on critical thinking/problem solving activities.

Person Responsible Clay Reddick (reddicce@gm.sbac.du)

A 6th, 7th, and 8th grade AVID elective periods will be taught by Ms. Tombler, Ms. Leskosky, and Ms. Thames that will be populated with recruited students . Students are recruited using interest surveys, student interviews, parent interviews, and potential in advanced course work. These students will also be placed in Advanced Civics or Advanced World History according to the student's grade level. Students will be taught
note-taking, study skills, and critical thinking skills along with tutoring twice a
week. The emphasis will be that each of these students are expected to go to
college.

Person Responsible Kathryn Leskosky (leskoskm@gm.sbac.edu)

Laptops will be prioritized in a way for our Reading sections to be able to access i-Ready on a weekly basis.

Person Responsible Susan Davis (comollise@gm.sbac.edu)

Lowest quartile students will be targeted for selection into the afterschool program to add academic supports.

Person Responsible LaToya Jennings-Lopez (jenninlt@gm.sbac.edu)

In-house volunteers and mentors targeting lowest quartile students.

Person Responsible LaToya Jennings-Lopez (jenninlt@gm.sbac.edu)

Lowest quartile students will be invited to three afterschool academic boot camps to prepare for FSA testing.

Person Responsible LaToya Jennings-Lopez (jenninlt@gm.sbac.edu)

#3. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	Close the achievement gap between white and black students Alachua County has the largest achievement gap between white and black students in the state. In order to reduce the gap, we have to purposefully use an equity lens when making school decisions.
Measurable Outcome:	The measurable outcome for Bishop is to continue to decrease the achievement gap in ELA and MA. Our goal is to lower the gap in ELA 3% points to 51% and to lower the gap in MA 3% points to 52%.
Monitoring:	We will be using AIMS for progress monitoring three times during the school year before FSA testing. Teachers will be able to see how students of color perform compared to their peers. This will be discussed in teacher/admin data chats.
Person responsible for monitoring outcome:	Clay Reddick (reddicce@gm.sbac.du)
Evidence-based Strategy:	• Decreasing the class size of our regular academic classes (these classes contain our level 1 and 2 students). • Placing level 3's and higher in advanced classes to increase the likelihood they remain a 3 and/or achieve a learning gain. • Bishop is in the third year of AVID implementation through a 6th, 7th, and 8th grade AVID electives.
Rationale for Evidence-based Strategy:	In order for students to make learning gains and reach proficiently they need to be in class. By decreasing the class size, we can improve classroom behavior and student time on task. Students who are not challenged may regress in testing the next year. We schedule all our level 3's into at least one advanced class. The AVID elective is targeting our neighborhood students and also placing them in Advanced Math, World History and/or Civics to expose them to advanced curriculum.

Action Steps to Implement

Analyze test scores to see which regular students can be moved up to
advanced classes.

Person Responsible	Clay Reddick (reddicce@gm.sbac.du)

Develop a master schedule focused on regular class averages around 20
and advanced class averages around 24.

Person Responsible	Clay Reddick (reddicce@gm.sbac.du)

Move students who scored at least one level 3 into advanced classes.

Person Responsible	Clay Reddick (reddicce@gm.sbac.edu)

The advanced Science teachers will use curriculum that includes
laboratories, projects, and other hands-on activities increasing student
interest. Students also work collaboratively to increase engagement.

Person Responsible	Ricardo Quintana (quintanar@gm.sbac.edu)

Teachers consciously push students toward high quality work with high expectations. This includes exposing students below grade level in Rd/MA to grade-level work.

Person Responsible	Clay Reddick (reddicce@gm.sbac.edu)

Teachers explicitly plan higher order thinking questions for their lessons daily, with an emphasis on critical thinking/problem solving activities.

Person Responsible	Clay Reddick (reddicce@gm.sbac.du)

A 6th, 7th, and 8th grade AVID elective periods will be taught by Ms. Tombler, Ms. Leskosky, and Ms. Thames that will be populated with recruited students . Students are recruited using interest surveys, student interviews, parent interviews, and potential in advanced course work. These students will also be placed in Advanced Civics or Advanced World History according to the student's grade level. Students will be taught note-taking, study skills, and critical thinking skills along with tutoring twice a week. The emphasis will be that each of these students are expected to go to college.

Person Responsible	Kathryn Leskosky (leskoskm@gm.sbac.edu)

Laptops will be prioritized in a way for our Reading sections to be able to access i-Ready on a weekly basis.

Person Responsible	Susan Davis (comollise@gm.sbac.edu)

#4. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	Reduce exclusionary discipline Students will not learn if they are not engaged in class. The more time spent on task in a classroom the more our students will improve.
Measurable Outcome:	Bishop's goal is to reduce the OSS rate by 15% to 53 days or less.
Monitoring:	The OSS rate will be reviewed at our biweekly Student Services Meetings.
Person responsible for monitoring outcome:	James Speer (speerjh@gm.sbac.edu)
Evidence-based Strategy:	• Refrain from mandatory consequences for infractions. • Teachers will utilize clear expectations in their classrooms. • Teachers will develop engaging lessons to keep students in their classrooms. • Parents/guardians will be contacted about student behavior at school with fidelity. • Utilize a behavior para-professional as a check-in person for at-risk students. • Utilize a re-start room for students to deescalate before a referral is written.
Rationale for Evidence-based Strategy:	Anytime mandatory consequences/sentencing is used, a disproportionate number of black students are affected. In order to change inappropriate behavior without the use of exclusionary discipline, the school will increase the use of restorative justice practices in lieu of suspension. If students are engaged in their work, they are less likely to act out and receive disciplinary consequences. Teachers and administrators will utilize whichever contact method works best for each student's parents/guardians. The behavior paraprofessional will be the go-to daily contact for our at-risk students to evaluate how their daily performance is in relationship with their individual goals. The restart room is a supervised area where students who are escalated can go to spend a short amount of time doing calming activities before returning to class.

Action Steps to Implement

Develop a discipline committee

Person Responsible	James Speer (speerjh@gm.sbac.edu)

Committee meets monthly to discuss issues including restorative justice.

Person Responsible	James Speer (speerjh@gm.sbac.edu)

Counselors and deans trained in restorative justice practices.

Person Responsible	James Speer (speerjh@gm.sbac.edu)

Suspension numbers reviewed bi weekly by administration and the student services team.

Person Responsible	James Speer (speerjh@gm.sbac.edu)

Teachers will share classroom expectations with each other in their teams during pre-planning, and with students continually throughout the year

Person Responsible Mike Gamble (gamblemp@gm.sbac.edu)

Teachers and administration will use whichever method is best (phone, email, text, Instagram, Twitter, Remind) to contact the parent/guardian of a student about behavior

Person Responsible James Speer (speerjh@gm.sbac.edu)

The behavior para-professional will be given a list of students (which will be adjusted as needed) to check in with. During these check-ins, the positives and negatives of the student's behavior for that day will be discussed along with techniques to use to improve behavior.

Person Responsible Iris Bailey (baileyid@gm.sbac.edu)

Creating a Restart Room - The restart room is a calming space for students to release emotions, reflect, and "reset" their brain when they are engaged in a trauma response- fight, flight, freeze, or flee. When students come, they pick a calming station (mindfulness, sensory, creativity, reflection) to participate in for a set amount of time, and check in with the counselor afterwards about their experience.The goal is to reduce discipline and teach our students positive coping skills that they can use in school and throughout their lives.

Person Responsible Kelsey Anhalt (anhaltkm@gm.sbac.edu)

#5. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	ncrease the number of black students in advanced classes Part of the district's equity plan is to increase black students' access to advanced curriculium. Bishop works towards this goal by placing students who scored a 3 or higher on their ELA or MA state test into advanced classes with our magnet students.
Measurable Outcome:	Bishop plans to increase black student placement in advanced classes by 3%
Monitoring:	Bishop will monitor the number of students who are added to the magnet classes who are zoned students not in the magnet
Person responsible for monitoring outcome:	Clay Reddick (reddicce@gm.sbac.du)
Evidence-based Strategy:	• Adjust student requests so that they are scheduled in more advanced classes by utilizing previous school year's test scores. • Teachers will offer before and/or after school tutoring to all students who need it. • Variable grouping in advanced classes. • Utilize a Differentiated Instructional Coach to support teachers. • Implement an AVID elective and AVID focused note taking to the faculty.
Rationale for Evidence-based Strategy:	In order improve student achievement, expectations need to be raised. By exposing students to advanced curriculum and supporting their transition to that type of classroom, more black students will be ready for advanced curriculum in high school. A federal grant will be utilized which will provide a period for a teacher to support these students. We will also reach out to the District's Differentiated Instructional Coach to help our teachers adjust to these new students. Students who are new to advanced curriculum may struggle with the increased rigor and work demand. Before and/or after school tutoring can be used to help fill in the gaps as students adjust to their new expectations. Variable grouping is used in our advanced classes to strategically place students with role model peers to increase academic performance. Differentiation will be provided to help all learners.

Action Steps to Implement

1. Check test scores over the summer and change student placement when appropriate. If a student was elevated into advanced classes, the year before they automatically remain in advanced classes unless their score dropped to a 1 and had poor grades. The only exception is Algebra 1 Honors, since it is a high school course for high school credit.

Person Responsible	Clay Reddick (reddicce@gm.sbac.edu)

2. Provide teachers, and the teacher on the federal grant, a list of these elevated students to help support them before they get behind.

Person Responsible	Clay Reddick (reddicce@gm.sbac.edu)

4. Require parent conferences and interventions before removing a student from an advanced class.

Person Responsible	Clay Reddick (reddicce@gm.sbac.du)

5. Teachers purposefully create groups with new students in advanced classes paired with experienced/model students to increase academic performance.

Person Responsible   Clay Reddick (reddicce@gm.sbac.du)

A 6th, 7th, and 8th grade AVID elective periods will be taught by Ms. Tombler, Ms. Leskosky, and Ms. Thames that will be populated with recruited students . Students are recruited using interest surveys, student interviews, parent interviews, and potential in advanced course work. These students will also be placed in Advanced Civics or Advanced World History according to the student's grade level. Students will be taught note-taking, study skills, and critical thinking skills along with tutoring twice a
week. The emphasis will be that each of these students are expected to go to
college.

Person Responsible   Clay Reddick (reddicce@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Upon reviewing the Safe Schools for Alex report data the primary area of concern is the Very High #512 (out of 553) School incident rating of 9.8 incident per 100 students. Howard Bishop prides itself on accurately coding referrals based on the incident that happened. However, the Total Reported Suspensions is rated middle with 15.6 Suspensions per 100 Students. This ranks Bishop at #6 out of the 69 schools in the county. This reflects the schools policy of not using any mandatory penalties for infractions and trying to find methods other than exclusionary discipline to reteach students who make mistakes. Bishop believes that continuing to teach PBIS expectations for behavior consistently throughout the year through individual, small group, and large group settings will help lower the incident rate.

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.

The mission of Howard Bishop Middle school is to educate all students to achieve their highest level of academic and technical performance while fostering positive growth in social/emotional behavior. Howard Bishop Middle school works to unite the most important influences in a child's life—school, family, and

community, to create a network that supports their development towards student success. Howard Bishop has four core partners that assist in the development and success of the programs at the school. The four partners are the University of Florida, Santa Fe College, School Board of Alachua County, Department of Health, and Children Home Society. Overall, collectively, the cabinet actively works together as a group and takes ownership of fundamental practices for each standard. We have finalized our goals for the 2021-2022 school year. To support our health and wellness initiative, we started our social, emotional groups in our expanded learning programs; this is for students who have been identified through the discipline referral process or the campus-wide nest referral process.

Our Community Partnership School is partnering with the University of Florida to develop an in-house volunteer and mentorship program that will better serve the staff and students at Howard Bishop. This program aims to assist with the volunteering process that will allow volunteers to work with programs that are embedded in the Howard Bishop culture. We also want volunteers to build a more consistent relationship with Howard Bishop that may potentially lead those to become mentors. This will increase support campus-wide for students and teachers. One of our cabinet goals is to improve our students with disabilities. Santa Fe College, another one of our university partners, Santa Fe College, has been assisting with mentoring and working with the student leadership council. School Board Alachua County has provided support for Howard Bishop by assisting in our summer support of the Acceleration Program. Afterschool enrollment is still growing. Students are actively attending. We will have three boot camps this year to support our disabled students.

Howard Bishop Middle is a Community school, sometimes called "full-service" or "extended service." It's a school that combines the rigorous academics of a quality school with a wide range of vital in-house services, supports, and opportunities to promote children's learning and development. The Community school unites the most important influences in children's lives- schools, families, and communities to create a web of support that nurtures their development toward productive adulthood. Families can receive but are not limited to flu vaccination, dental and vision care, and other medical services. Howard Bishop has a licensed mental health therapist on campus to provide services for students and families.. T. School Board of Alachua County has provided support with space and renovating building 26 which will soon be called our Nest. Children Home Society is the non-profit that provides the staff who is currently working at Howard Bishop, such as the CPS Director, Parent Coordinator, Expanded Learning Coordinator, and Health and Wellness coordinator. Howard Bishop being a community partnership school all, allows for students and families to have support, all while building a bridge through community outreach. The parent Coordinator is working with school counselors to ensure consistency with parents in need of service. She is actively participating in the student support service team meetings. The students' support service team consists of the principal, assistant principals, community partnership director, school resource officer, school counselor, deans, the school nurse, and the expanded learning coordinator. The purpose of the support service team is to come together to collaborate and inform the selected group members of the school climate and activities. She is engaged and working with the community leadership counselors to get information out to the community—Educating Parents in technology (EPIT).

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

See section A.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00

3	III.A.	**Areas of Focus: Culture & Environment: Equity & Diversity**	**$0.00**
4	III.A.	**Areas of Focus: Culture & Environment: Discipline**	**$0.00**
5	III.A.	**Areas of Focus: Culture & Environment: Equity & Diversity**	**$0.00**
		Total:	**$0.00**