

Pinellas County Schools

Fitzgerald Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	35
Budget to Support Goals	36

Fitzgerald Middle School

6410 118TH AVE, Largo, FL 33773

<http://www.fitzgerald-ms.pinellas.k12.fl.us>

Demographics

Principal: Ija Hawthorne

Start Date for this Principal: 7/28/2021

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)	100%
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 (56%) 2017-18: C (52%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	36

Fitzgerald Middle School

6410 118TH AVE, Largo, FL 33773

<http://www.fitzgerald-ms.pinellas.k12.fl.us>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>98%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>60%</p>

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to promote the highest academic achievement of students using an equity lens to promote a positive and safe learning environment for all.

Provide the school's vision statement.

Our vision is for all students to enter high school with the skills necessary for a successful high school career and life outside of high school. (High School Readiness).

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
Hawthorne, Ija	Principal	Instructional and operational leader within the school community who is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff.
Douglass, Christine	Assistant Principal	
Donnelly, Leah	Assistant Principal	
Trombley, Calvin	Assistant Principal	
Arof, Melissa	Teacher, K-12	
Steeves, Heather	Teacher, K-12	
Jones, Carol	Teacher, K-12	
Tunstall, Brittany	Teacher, K-12	
Vergara, Veronica	Teacher, K-12	
Maiani, Marlana	Teacher, K-12	
Vidi, Heather	Teacher, K-12	

Demographic Information

Principal start date

Wednesday 7/28/2021, Ija Hawthorne

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.*

3

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.*

10

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

1,139

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

14

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

13

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	361	377	371	0	0	0	0	1109
Attendance below 90 percent	0	0	0	0	0	0	56	53	61	0	0	0	0	170
One or more suspensions	0	0	0	0	0	0	52	42	16	0	0	0	0	110
Course failure in ELA	0	0	0	0	0	0	27	10	10	0	0	0	0	47
Course failure in Math	0	0	0	0	0	0	27	8	0	20	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	45	69	124	0	0	0	0	238
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	62	88	0	0	0	0	200
Number of students with a substantial reading deficiency	0	0	0	0	0	0	11	9	6	0	0	0	0	26

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	112	97	105	0	0	0	0	314

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	22	9	16	0	0	0	0	47
Students retained two or more times	0	0	0	0	0	0	6	5	3	0	0	0	0	14

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	371	397	362	0	0	0	0	1130
Attendance below 90 percent	0	0	0	0	0	0	92	66	54	0	0	0	0	212
One or more suspensions	0	0	0	0	0	0	7	60	39	0	0	0	0	106
Course failure in ELA	0	0	0	0	0	0	13	24	3	0	0	0	0	40
Course failure in Math	0	0	0	0	0	0	13	27	22	0	0	0	0	62
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	68	93	81	0	0	0	0	242
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	68	86	89	0	0	0	0	243
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	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	48	58	47	0	0	0	0	153

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	7	17	7	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

2020-21 - 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	371	397	362	0	0	0	0	1130
Attendance below 90 percent	0	0	0	0	0	0	92	66	54	0	0	0	0	212
One or more suspensions	0	0	0	0	0	0	7	60	39	0	0	0	0	106
Course failure in ELA	0	0	0	0	0	0	13	24	3	0	0	0	0	40
Course failure in Math	0	0	0	0	0	0	13	27	22	0	0	0	0	62
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	68	93	81	0	0	0	0	242
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	68	86	89	0	0	0	0	243
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	48	58	47	0	0	0	0	153

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	7	17	7	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

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				51%	52%	54%	47%	50%	53%
ELA Learning Gains				52%	55%	54%	49%	50%	54%
ELA Lowest 25th Percentile				37%	47%	47%	37%	42%	47%
Math Achievement				57%	55%	58%	50%	54%	58%
Math Learning Gains				56%	52%	57%	52%	54%	57%
Math Lowest 25th Percentile				45%	46%	51%	45%	48%	51%
Science Achievement				52%	51%	51%	47%	52%	52%
Social Studies Achievement				68%	68%	72%	65%	65%	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	46%	51%	-5%	54%	-8%
Cohort Comparison						
07	2021					
	2019	46%	51%	-5%	52%	-6%
Cohort Comparison		-46%				
08	2021					
	2019	55%	55%	0%	56%	-1%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	37%	44%	-7%	55%	-18%
Cohort Comparison						
07	2021					
	2019	54%	60%	-6%	54%	0%
Cohort Comparison		-37%				
08	2021					
	2019	44%	31%	13%	46%	-2%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	50%	51%	-1%	48%	2%
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	65%	68%	-3%	71%	-6%

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	95%	55%	40%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	56%	44%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tools used to compile the data were: iREADY for ELA, Cycle Assessments for Mathematics, Science, and Civics.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	14	18
	Economically Disadvantaged	12	10	18
	Students With Disabilities	2	8	3
	English Language Learners	0	2	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37		40
	Economically Disadvantaged	34		27
	Students With Disabilities	17		8
	English Language Learners	21		12

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	20	18
	Economically Disadvantaged	10	21	12
	Students With Disabilities	10	0	0
	English Language Learners	4	14	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51		53
	Economically Disadvantaged	46		48
	Students With Disabilities	24		20
	English Language Learners	23		32
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	44	48	57
	Economically Disadvantaged	39	43	52
	Students With Disabilities	6	25	26
	English Language Learners	16	31	29

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	30	39
	Economically Disadvantaged	24	27	34
	Students With Disabilities	16	17	24
	English Language Learners	13	15	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	68		40
	Economically Disadvantaged	36		32
	Students With Disabilities	25		10
	English Language Learners	27		23
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	49		51
	Economically Disadvantaged	39		34
	Students With Disabilities	30		18
	English Language Learners	18		16

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	11	28	23	16	26	26	10	19			
ELL	24	38	34	31	38	37	9	36	59		
ASN	78	71		85	66		63	81	88		
BLK	34	41	27	38	39	32	26	45	67		
HSP	38	41	30	39	36	31	32	44	62		
MUL	55	54		63	68		64	57			
WHT	55	52	37	58	50	37	55	53	77		
FRL	36	39	25	40	38	28	29	46	63		
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	12	35	31	15	35	38	6	24			
ELL	26	43	38	38	45	41	24	60	79		

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	78	68		84	79	67	84	88	94		
BLK	26	37	31	28	45	55	15	44			
HSP	41	52	40	46	48	39	37	61	71		
MUL	64	64		59	59	27	60	77	92		
WHT	58	52	39	66	60	47	60	75	86		
FRL	37	46	35	43	49	43	38	58	77		
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	12	35	33	13	42	40	10	30			
ELL	14	35	38	21	37	48	6	31	25		
ASN	73	63	29	73	67	80	80	83	92		
BLK	18	35	40	19	32	30	15	36	60		
HSP	34	41	36	38	47	57	32	56	62		
MUL	59	50		61	58	60	53	77	100		
WHT	56	55	35	60	56	39	56	71	79		
FRL	34	43	38	38	42	41	34	51	66		

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	463
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	76
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	39
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	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
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	52
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	38
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?

The emerging trend across grades levels is a school wide need for a clear and concise alignment between what the standard is targeting and how the task is aligned to that standard. Based on our analysis our actions should move to align the target and the task. All school grade components observed an increase except our lowest 25th percentile of learners. Our subgroup of African American youths are making learning gains, but not achieving proficiency. While our students with disabilities have an opportunity for growth in all school grade components, we need to ensure that there is target and task alignment. These data points support the need for a clear and concise alignment to the level of rigor the standards are targeting and the level of rigor of the learning task assigned to scholars.

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

The data components that demonstrate the greatest need for improvement is the lowest 25th percentile in both English Language Arts and Mathematics. ELA and mathematics L25%ile of learners remained unchanged from the 2018 FSA data captured. The L25%ile cohort performance on the 2020-21 school year progress monitoring assessments reflected the 2019 FSA performance.

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

Teachers responding to instructional practices based on data disaggregation. Continuous improvement cycle was not implemented with fidelity when scholars were not making progress towards mastery or growth. New actions that can support improvement in the identified areas of improvement are as follows: identify L35%ile; schedule L35%ile as to provide best learning environment with most impactful teachers; data chat with teachers about the identified L35%ile scholars strengths and opportunities; focus on what the scholars can do; monitor and control instructional exit tickets, mini assessments, unit assessments, and cycle assessments. As an administrative team, we will use said information to drive PLCs and classroom "look fors" to provide coaching cycles for teachers based on their individual opportunities for growth.

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

The data component that showed the greatest improvement was middle school acceleration. Middle school acceleration increase by 8 percentage points from 78% in 2018 to 86% in 2019, This school grade component is an amalgamation of industry certifications, algebra 1, and geometry.

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

Data chats in Algebra 1, Geometry, and with our CTAE teachers was the lever that contributed to this improvement. The data chats drilled down to critical standards that had the greatest impact on FSA and industry certification achievement. We utilized a tutor for Algebra 1 during the scholars' electives and after school to drill down to high impact standards.

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

The strategy implemented for the 2021-22 school year to accelerate learning will be the use of conducting data chats to identify trend data that will be used to drive our professional learning communities(PLCs), support our L25 scholars and accelerate our 60th percentile or higher scholars. As an administrative team, we will collect walk-thru data to provide meaningful and actionable feedback to optimize the instructional practices that are having a positive impact on our scholars.

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.

The lever that will assist to accelerate learning is the follow through of moving learned skills from professional learning communities to practical application. "From PLCs to practice" is the shared vision of professional learning. For example, during PLCs we will focus on data to drive the following areas: doing the math, preparing learning opportunities in science, B.E.S.T. transition in ELA combined with rigor and writing, and civics is moving from facts to skills.

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

The PLC structures will be normalized with common language and forms. The common language and forms will seek to reinforce the practice, making it the Phantom way of work. We will provide opportunities for our staff to participate in book studies based on various data points of need, i.e. Marzano data, walkthrough data, and data from scholar cycle assessment data.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our current level of performance is 48% proficiency and 48% overall gains, as evidenced in the Spring 2021 FSA Achievement. Our ELA Learning gains among our L25 scholars showed no improvement, with 31% gains as opposed to 37% learning gains in 2019. The problem/gap is occurring because there is a lack of differentiation/scaffolding of instruction based on scholar data to support complex tasks/rigor for our diverse learners.

Measurable Outcome: We will increase our ELA gains by 5% from 31% to 36% among our L25 scholars and our ELA overall gains by 5% from 48% to 52% as measured by the ELA FSA.

Monitoring: The desired outcome will be monitored by monthly scholar data analysis through the use of classroom formative assessments and district assessments such as iReady and Write Score.

Person responsible for monitoring outcome: Leah Donnelly (donnellyl@pcsb.org)

Evidence-based Strategy: Strategy 1: Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of each student.

Strategy 2: Administration and instructional staff developers will enhance staff capacity to identify critical content from the Standards in alignment with district resources.

Rationale for Evidence-based Strategy: Through the use of scholar data analysis by using formative assessments, Write Score, and iReady, teachers will be able to utilize that data to create groups that allow for differentiation of instruction for all. Teachers will work to enhance ability to identify critical content from the standards to support impactful differentiation based on the needs of the scholars and through culturally relevant teaching. These actions will increase scholar interest and engagement.

Action Steps to Implement

Conduct regular Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and plan for instruction based on data.

Person Responsible Leah Donnelly (donnellyl@pcsb.org)

Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

Person Responsible Leah Donnelly (donnellyl@pcsb.org)

Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators conduct walkthroughs for evidence of reading informational texts in content classrooms. Administrator visits classroom(s) and provides feedback to teacher(s) and literacy coach/staff developers, and administrator and literacy coach/staff developer collaborate to determine next steps. Literacy coaches and staff developers are available in English/language arts and reading classes for the purpose of implementing culturally relevant lessons inspired by the LAFS/B.E.S.T. and differentiated for students based on data

Person Responsible Leah Donnelly (donnellyl@pcsb.org)

ELA teachers utilize a planning roadmap to choose strategies and resources for use as they plan, to ensure high engagement, rigor and progress monitoring.

Person Responsible Leah Donnelly (donnellyl@pcsb.org)

Teachers use Culturally Responsive strategies for close reading such as communicating high expectations, multiple means of action and expression, and use of texts from student-generated topics of interest.

Person Responsible Leah Donnelly (donnellyl@pcsb.org)

Schoolwide Avid training with a focus on student collaboration

Person Responsible Leah Donnelly (donnellyl@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	<p>Our 2020-2021 level of performance is 52% proficiency, as evidenced in FSA Achievement. We expect our performance level to be 56% proficiency by the 2022 Spring FSA.</p> <p>Based on 2020-2021 walkthrough data students were not consistently engaged in tasks that help them develop automaticity in the content.</p> <p>If instructional strategies and tasks are implemented around helping students practice skills, strategies, and processes than the lowest 25th percentile of learners component will increase from 31% to 45% as measured by the spring 2022 Florida Standardized Assessments mathematics grades 6-8.</p>
Measurable Outcome:	<p>FSA Mathematics Achievement component will improve 4% from (52% to 56%) FSA Mathematics Learning Gains Component will improve by 10% from (46% to 56%) FSA Mathematics Lowest 25th Percentile Component will improve 12% from (33% to 45%)</p>
Monitoring:	<p>Based on 20-21 walkthrough data helping students practice skills, strategies, and processes to develop automaticity will ensure student achievement in the 21-22 academic year. The first priority will be to ensure that the learning is released to scholars so they can build on their understanding of the content.</p> <p>Practicing skills and cognitively complex tasks will be monitored during weekly walkthroughs and classroom/cycle assessment data. Data from observations will be presented during PLCs, observational feedback, and SBLT meetings.</p>
Person responsible for monitoring outcome:	<p>Calvin Trombley (trombleyca@pcsb.org)</p>
Evidence-based Strategy:	<p>1-Support math teachers' deepening their understanding of standards so teacher-led instruction is delivered efficiently.</p> <p>2-Enhance math teachers' understanding and implementation of cognitively complex tasks that will support students practicing and building automaticity in skills.</p>
Rationale for Evidence-based Strategy:	<p>Based on 20-21 walkthrough data, students were not consistently given the opportunity to own the instruction and practice skills. The overarching purpose of systematic implementation of helping students practice skills is for scholars to be able to complete isolated elements of the standard.</p>

Action Steps to Implement

Administration and the math department will participate in 2 peer observational rounds during the first semester. Observational rounds' objective will be for teachers to observe and provide feedback focusing on task complexity and individualized student comprehension. Observers will also look for utilization of real-word problems, wait time, target task alignment, and productive struggle.

Teachers and admin will utilize the Observation Round pdf tool found in iObservation.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

Teachers will facilitate data tracking activities with students to understand and monitor their learning. Tracking sheets will include FSA, Cycle, and district provide software data. The data tracking sheets will be completed and monitored once a quarter.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

Conduct regular, biweekly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student work and formative assessments.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

Admin and the math department will participate in professional learning opportunities around standards-based instruction and planning that align with the Marzano goals and scales.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

Admin, math department, ESE support facilitators will participate in professional learning opportunities centered around instructional strategies to support ELL & AA scholars. This training will include the proper utilization of math tools and manipulatives (rulers, number lines, counters, pattern blocks, base ten blocks, etc.).

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

Teachers and the math administrator will attend Facilitated Planning to collaborate on lesson plans. The key focus for attendance will be to set taxonomy levels in plans and ensure tasks are rigorous, Resources will be shared with grade-level peers during school-based common planning.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Our current level of performance is our ELL students' proficiency in ELA is %, as evidenced in 2020-2021 Florida Standards Assessment. The problem/gap is occurring because teachers do not have adequate information to determine ELL student language levels to successfully differentiate instruction and to implement instructional supports.

Measurable Outcome: The percent of ELL students proficient in ELA will increase from % to % , as measured by 2021 - 2022 Florida Standards Assessment.

Monitoring: The ELL department will meet biweekly to monitor the implementation of action steps and progress towards the desired outcome.

Person responsible for monitoring outcome: Christine Douglass (douglassc@pcsb.org)

Evidence-based Strategy: Strategy 1: Establish effective interventions for ELL students based on their proficiency levels and time in the US.

Strategy 2: Each teacher plans and delivers lessons that meet the needs of EL students based on English language proficiency levels and length of time in U.S. schools to ensure the academic success of each EL in their class.

Rationale for Evidence-based Strategy: Understanding ELL current language level and time in the US will allow teachers to plan appropriate lessons that support the need of ELL students. While collaborating with the ELL department including bilingual assistants, teachers will be able to utilize UDL and CRT instructional strategies and embed them in their lessons.

Action Steps to Implement

Administration will provide WIDA Can Do Descriptors and Model Performance Indicators (MPIs) reports to teachers during the preschool planning days and will go over how to read and utilize the information as well as how to access the database in preschool training.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Provide regular opportunities for ESOL and content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction during PLC's and through strategy walks to be held monthly.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Provide training and guidelines to all teachers with regard to ELL grading policies and practices.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Work with the ESOL office to utilize resources and events to keep families engaged and create an inclusive environment for our ELL students and their families. For example, promoting back to school nights and informational forums.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Utilize Marzano Focus Model Go To Strategies for English Language Learners to document and provide ongoing feedback to teachers of ELL's in order to support the development of their practice in providing comprehensible and effective grade-level instruction to ELL's.

Person Responsible Christine Douglass (douglassc@pcsb.org)

#4. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale: Our 2020-2021 level of performance is 25% proficiency, as evidenced in Certiport Data. We expect our performance level to be 40% proficiency by end of the 2021-2022 school year.

Measurable Outcome: This is a measure via Certiport data and supported by district provided assessment data.

Monitoring: This strategy will be monitored biweekly using the Acceleration Tracking spreadsheet.

Person responsible for monitoring outcome: Ija Hawthorne (hawthornei@pcsb.org)

Evidence-based Strategy: Strategy 1-Enhance staff capacity to identify critical content from the Standards/Benchmarks in alignment with district resources.

Strategy 1-Strengthen teacher implementation of rigorous instructional practices with monitoring.

Rationale for Evidence-based Strategy: Enhance staff's understanding of their content area so they can effectively plan and deliver rigorous lessons by ensuring Learning Goals are stated completely and repeatedly in conjunction with having a scale for students.

Action Steps to Implement

Administration and the CTE instructor will participate in quarterly facilitated planning with the CTAE support facilitator.

Person Responsible Ija Hawthorne (hawthornei@pcsb.org)

The teacher provides administration with biweekly tracking sheets that show students' performance on all assessments includes practice tests.

Person Responsible Ija Hawthorne (hawthornei@pcsb.org)

The teacher provides administration with biweekly tracking sheets that show students' performance on all assessments includes practice tests.

Person Responsible Ija Hawthorne (hawthornei@pcsb.org)

Administrators and teachers engage in a focused learning walk facilitated by a proven mentor teacher in the district.

Person Responsible Ija Hawthorne (hawthornei@pcsb.org)

#5. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Our 2020-2021 level of performance in school-wide behavior is 606 total referrals. The problem/gap in behavior performance is occurring because the behavior support structures were not consistently followed in the 2020-2021 school year. The school culture needs to consistently follow the Three A's and how to effectively use PBIS with fidelity. PBIS should be aligned to classroom expectations and consequences, but also include restorative practices.

Measurable Outcome: Through the use of PBIS and the Three A's the occurrence of ODRs would be reduced by 10% as evidenced by total number of referrals.

Monitoring: We will analyze and review our data for the effective implementation of our strategies by the end of the first grade reporting period to include schoolwide celebrations for students meeting the Three A's expectation and quarterly PBIS celebrations.

Person responsible for monitoring outcome: Leah Donnelly (donnellyl@pcsb.org)

Evidence-based Strategy: Strategy 1: Expectations and rules are developed and effective procedures for dealing with discipline are established (staff).
 Strategy 2: Expectations are clearly defined, taught, and reinforced (students).
 Strategy 3: Establish and maintain positive relationships with students

Rationale for Evidence-based Strategy: Student discipline needs to address the needs of individual students and needs to be fair, consistent, and restorative.

Action Steps to Implement

During the first 10 days of school, students will engage in lessons on common area expectations from the behavior matrix. Administration will monitor this practice through weekly walk throughs.

Person Responsible Leah Donnelly (donnellyl@pcsb.org)

Quarterly PBIS celebrations are planned and coverage is arranged so that staff can participate and interact with students in a social setting.

Person Responsible Leah Donnelly (donnellyl@pcsb.org)

Students will be surveyed to provide input of what rewards should be offered for school wide recognition program as well as to improve our PBIS school store.

Person Responsible Leah Donnelly (donnellyl@pcsb.org)

#6. Instructional Practice specifically relating to Science

Area of Focus
Description and Rationale: SSA, cycle data and walk through data shows that classroom practices do not consistently include rigor and teachers do not consistently use data, monitor for learning and differentiation is not readily apparent.

Measurable Outcome: Our current level of performance is 44%, as evidenced in 2021 Spring SSA. We expect our performance level to increase by 8% to 52% by 2022 Assessment. In grades 6 and 7, 65 percent of scholars will achieve 60% of points possible as measured by district cycle and common unit assessments.

Monitoring: This will be monitored through PLC's and classroom walkthroughs with effective and timely feedback provided to teachers.
 FCIM mini assessments will be used in grade 8 to monitor target and task alignment.
 Unit Assessments will be used in all science courses to monitor student response to instruction.
 District cycle assessments will be used to monitor progress toward SSA goal of 52%.

Person responsible for monitoring outcome: Calvin Trombley (trombleyca@pcsb.org)

Evidence-based Strategy: Strategy 1: Enhance staff capacity to identify critical content from the standards in alignment with district resources.
 Strategy 2: Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Rationale for Evidence-based Strategy: Enhance staff capacity to identify critical content from the standards in alignment with district resources and support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Action Steps to Implement

Strategy 1: Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to the Standards.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

Strategy 1 and Strategy 2: Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons as evidenced by the Intentional Thinking Map.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

Strategy 1: Include AVID strategies daily to support student achievement at all levels and to improve student collaboration daily in classes.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

Strategy 1 and Strategy 2: Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

Strategy 1: Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers, literacy coach and science Instructional Staff Developer to support next steps.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

Teachers will incorporate vertical planning in their planning.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

#7. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: The problem/gap is occurring because scores have only risen incrementally over the last four years. ISM visit data shows that classroom practices do not consistently include learning environments with rigor and teachers do not consistently monitor for learning and differentiation is not readily apparent. This is evidenced mainly by our Civics EOC data, which is 52%, but also our midterm/final exam data.

Measurable Outcome: The percent of 7th and 8th grade students achieving proficiency on the Civics EOC will increase from 52% to 59%, as measured by the spring administration of the Civics EOC.

Monitoring: Administration will meet with Civics Teachers bi weekly after implementing collaborative planning with reading teachers. Ongoing progress monitoring with unit assessments to determine which standards require remediation to reduce the number of scholars not scoring proficient.

Person responsible for monitoring outcome: Christine Douglass (douglassc@pcsb.org)

Evidence-based Strategy: Strategy 1: Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Strategy 2: Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student

Rationale for Evidence-based Strategy: Enhance staff capacity to identify critical content from the Standards in alignment with district resources and support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Action Steps to Implement

Teachers utilize systemic documents (curriculum guides, suggested model lessons, DBQs, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to Standards

Person Responsible Christine Douglass (douglassc@pcsb.org)

Strategy 1: Ensure teachers receive professional development around planning and implementing teaching through inquiry, using Historical Thinking Skills. Teachers of our striving readers receive professional development around planning and implementing teaching with rotations..

Person Responsible Christine Douglass (douglassc@pcsb.org)

Provide primary source documents at varying complexity levels throughout the year (Writing in Response to Text resources on SharePoint, Curriculum Guide links, DBQs)

Person Responsible Christine Douglass (douglassc@pcsb.org)

Strategy 1 and Strategy 2: Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Strategy 1 and Strategy 2: Administrators monitor teacher practice and provide feedback to support teacher growth.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Strategy 2: Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Strategy 1 and Strategy 2: Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Strategy 1: Include AVID strategies daily to support student achievement at all levels and increase student collaboration.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Strategy 1 and Strategy 2: Teachers monitor and provide feedback to students to support learning.

Person Responsible Christine Douglass (douglassc@pcsb.org)

#8. Other specifically relating to Gifted

Area of Focus Description and Rationale: Our current level of performance of our Gifted students scoring a level 4 or 5 on the ELA FSA was 76% and Math FSA was 84% in the 2018-19 school year. The problem exists because teachers are not engaging students in rigorous and effective questioning that will deepen students' knowledge in critical content.

Measurable Outcome: Gifted FSA Achievement will increase by 5% in ELA and Math evidenced by the 2022 FSA.

Monitoring: On going progress monitoring as evidenced by biweekly formative assessments as determined by bi monthly department meetings.

Person responsible for monitoring outcome: Leah Donnelly (donnellyl@pcsb.org)

Evidence-based Strategy: Effective question techniques are critical in creating good classroom discussions and ensure student engagement. When students are given the opportunity to answer effective questions and engage in small group discussions teachers are given the opportunity to deepen students' understanding.

Rationale for Evidence-based Strategy: Morgan Fitzgerald will improve student achievement by utilizing data to plan differentiated instruction. Differentiating instruction will allow CGS instructors the opportunity to deliver a rigorous line of questions that will deepen students understanding of concepts.

Action Steps to Implement

MFMS CGS instructors will participate in biweekly PLCs that will support instruction that is differentiated for gifted learners through adapting content, thinking skills, resources, and/or objectives.

Person Responsible Leah Donnelly (donnellyl@pcsb.org)

In partnership with professional development, MFMS CGS Teachers will participate in professional development to deliver cognitively complex tasks during instruction and "differentiation for gifted learners".

Person Responsible Leah Donnelly (donnellyl@pcsb.org)

Teachers will utilize the district instructional diagnostic assessment data to remediate or accelerate students based on their performance.

Person Responsible Leah Donnelly (donnellyl@pcsb.org)

#9. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: African American scholars represent 16% of our enrollment, but receive 26.5% of our referrals. Our African American scholars made up 40% of our out of school suspensions as this is disproportionate in comparison to our white scholars who made up 25% of our out of school suspensions. A disproportionate number of our African American scholars are removed from classes through suspensions. This is creating a pronounced loss of instructional time and negatively affecting the academic performance of African American scholars and the overall classroom climate and school culture.

Measurable Outcome: If we were to reduce the number of referrals for our African American scholars and out of school suspension by 20%, we could improve attendance and assessment performance by 10%.

Monitoring: This will be monitored through the use of data reviews in our PBIS, SBLT, MTSS and ATeam meetings to track progress and identify areas for improvement monthly to reduce the amount of African American scholars receiving a disproportionate amount of ODR's resulting in suspensions and removal from classrooms, which impacts instruction.

Person responsible for monitoring outcome: Leah Donnelly (donnellyl@pcsb.org)

Evidence-based Strategy: Develop a school wide plan with a focus on implementing positive, proactive behavior support practices, clear, objective discipline procedures, and institute processes and procedures around Restorative Practices, Equity, and CRT.

Rationale for Evidence-based Strategy: African American scholars are disproportionately removed from classes and receive consequences that interfere with learning. If we make restorative practice an expectation, we will limit this loss and increase student performance. We have site-based CR trainers and Four Equity Champions on staff and three of our four administrators are Equity Champions. Additionally, the administrative staff actively recruited teachers to participate in AVID CRT training with the expectation for implementation. Restorative practices and culturally relevant teaching are proven methods of reducing behavioral incidences. With a focus centered around implementing positive proactive behavior supports as well as objective discipline procedures we can reduce the amount of time our African American scholars are removed from the instructional setting and limit the loss of learning.

Action Steps to Implement

Ongoing and systemic equity training will become part of our professional development calendar with the expectation that at a minimum we have a school wide Equity activity once per quarter. School based Equity Champions will be involved in planning and implementing training and follow up. Three of our four administrators are Equity Champions, and we have 4 faculty members who have completed the training as well as several more who are in the process of becoming Equity Champions. Our Equity Champions will engage in formal and informal dialogue with fellow faculty and staff around issues of cultural awareness and equity. They will support our whole faculty and staff through promoting awareness and understanding of diversity.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Ongoing professional development for all faculty and staff around Restorative Practice. Our site-based trainer will arrange and monitor participation in this training in conjunction with the administration. Administration will follow up with weekly walkthroughs employing a checklist focused on RP and offer feedback and additional support where needed.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Ongoing professional development for all faculty and staff around positive, proactive behavior support practices throughout our PLC's

Person Responsible Leah Donnelly (donnellyl@pcsb.org)

The PBIS team will create lesson plans quarterly in which there are lessons that include examples and non-examples to assist in creating consistency in school wide expectations, in addition the discipline matrix will be shared with staff but referred to and monitored throughout the school year.

Person Responsible Leah Donnelly (donnellyl@pcsb.org)

#10. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale: Intentionally build relationships with families and community partners starting immediately and continuing thru the 21/22 school year. MFMS plans to task our Family and Community Liaison with 65% responsibility of obtaining this goal. The other 35% will be a collective approach from all MFMS Staff members for the 2021-2022 school year.

Measurable Outcome: Currently, we do not have business partners for the 2021-22 school year. By October of 2021, we will have two business partners. By January of 2022, we will have four business partners. By the end of the 2021-22 school year we will have procured five high-quality business partners. High quality is to mean a business that contributes more than \$1000.00 annually and is an active participant during Morgan Fitzgerald events.

Monitoring: The area of focus will be monitored during monthly meetings with the community liaison. The assistant principal and community liaison, termed the marketing team will review business leads and next steps required to meet the targets and the overall desired outcome of five high quality business partners.

Person responsible for monitoring outcome: Calvin Trombley (trombleyca@pcsb.org)

Evidence-based Strategy: Fostering opportunities and collaboration with businesses to build positive relationships and opportunities for improved academics of students.

Rationale for Evidence-based Strategy: Improve school culture by increasing the amount of high quality business partnerships

Action Steps to Implement

The assistant principal and community liaison to be called the marketing team will meet with business in the school's neighborhood. In the meeting, we will discuss the potential positive community image of supporting the youth's and faculty of Morgan Fitzgerald. What are the benefits for the business if they sponsor our school will drive the conversation. The marketing team will expand our search for high quality business partners each month to meet our goal.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

Implement business engagement monthly which is centered on Academic and Behavioral benefits to scholars when businesses sponsor schools.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

Increase communication from School to business by recognizing positive impact of sponsorships in monthly marketing meetings.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

Conduct monthly Q & A sessions with businesses. These virtual / in-person sessions will be facilitated by School Principal and designated leadership team member.

Person Responsible Ija Hawthorne (hawthornei@pcsb.org)

#11. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Our 20-21 data indicates 170 or 15% of students with less than 90% attendance. The distribution is relatively even among grade levels.

Measurable Outcome: We will improve our attendance rate by 10% to ensure 95% of our students are present more than 90% of the time.

Monitoring: The CST team, consisting of the social worker, school psychologist, administrative and guidance teams will meet regularly to identify and monitor individual attendance by grade level.

Person responsible for monitoring outcome: Calvin Trombley (trombleyca@pcsb.org)

Evidence-based Strategy: Teachers will notify grade level teams when students miss more than three classes. Guidance will be the first point of contact with parents, identifying barriers and potential solutions. Ongoing support will be offered through the grade level offices and student service team to make sure all students have access and resources to overcome attendance barriers.

Rationale for Evidence-based Strategy: Monitoring and frequent parent contact will create an inclusive environment and offer assistance to parents and students struggling with attendance.

Action Steps to Implement

We will create a form for teachers to report students who miss more than three classes.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Guidance and grade level offices will follow up with the parents to identify the barrier and offer solutions for students who are missing school.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

CST Team will meet biweekly to create systemic plans to improve attendance as well as to work with grade level teams to find individual solutions.

Person Responsible Calvin Trombley (trombleyca@pcsb.org)

#12. -- Select below -- specifically relating to**Area of Focus Description and Rationale:****Measurable Outcome:****Monitoring:****Person responsible for monitoring outcome:**

[no one identified]

Evidence-based Strategy:**Rationale for Evidence-based Strategy:****Action Steps to Implement***No action steps were entered for this area of focus***Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.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.

According to Safe Schools our 2019-2020 comparative number of violent incidents was high with an incident rate of 3.46 per 100 students. Our focus will be on preventing violent incidents from occurring and/or recurring. As part of our orienting activities, we will include a violence prevention seminar for all grade levels. The sixth grade students meet weekly with the violence prevention specialist as part of their physical education program.

At the individual student level, we will refer students to the violence prevention specialist who have a history of violent incidents at the start of the school year and will ask her to investigate and intervene when new incidents occur. Additionally, our MTSS team will focus on students with multiple behavioral infractions and create systemic supports for these students to include behavior groups, behavior plans, and a menu of interventions.

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.

We will take a proactive approach to improve school safety and promote positive behavior. We use PBIS as a prevention, not punishment. We will include the need to speak from a stance of equity at all times incorporating PBIS, Equity, Restorative Practices, and CRT into our processes daily.

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

- Mrs. Donnelly, Assistant Principal- PBIS Coordinator
- Ms. Chan, Teacher- PBIS Team Leader
- Mrs. Douglass, Assistant Principal- Equity Champion
- Ms. Hawthorne, Principal- Equity Champion
- Mr. Trombley- Equity Champion (coming soon)

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	0000	140-Substitute Teachers	1281 - Fitzgerald Middle School	School Improvement Funds		\$1,000.00
			<i>Notes: Substitutes will be used once cycle assessment data returns to allow for data chats and planning. Postage may be used to notify families too in addition to social media platforms.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	0000	140-Substitute Teachers	1281 - Fitzgerald Middle School	School Improvement Funds		\$1,000.00
			<i>Notes: Substitutes will be used once cycle assessment data returns to allow for data chats and planning.</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	0000	239-Other	1281 - Fitzgerald Middle School	School Improvement Funds		\$1,000.00
			<i>Notes: Data chat night coupled with resources for parents after cycle assessment data is released. Marketing items may need to be ordered</i>			
4	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	0000	140-Substitute Teachers	1281 - Fitzgerald Middle School	School Improvement Funds		\$600.00
			<i>Notes: To visit other schools with high yielding certifications to glean strategies to implement</i>			

	0000	239-Other	1281 - Fitzgerald Middle School	School Improvement Funds		\$200.00
			<i>Notes: Marketing</i>			
5	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		239-Other	1281 - Fitzgerald Middle School	School Improvement Funds		\$600.00
			<i>Notes: Support the initiatives of PBIS.</i>			
6	III.A.	Areas of Focus: Instructional Practice: Science				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	0000	140-Substitute Teachers	1281 - Fitzgerald Middle School			\$1,000.00
			<i>Notes: Substitutes will be used once cycle assessment data returns to allow for data chats and planning. Postage may be used to notify families too in addition to social media platforms.</i>			
7	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	0000	140-Substitute Teachers	1281 - Fitzgerald Middle School	School Improvement Funds		\$700.00
			<i>Notes: Substitutes will be used once cycle assessment data returns to allow for data chats and planning. Postage may be used to notify families too in addition to social media platforms.</i>			
8	III.A.	Areas of Focus: Other: Gifted				\$0.00
9	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$0.00
10	III.A.	Areas of Focus: Culture & Environment: Community Involvement				\$0.00
11	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
12	III.A.	Areas of Focus: -- Select below --:				\$0.00
					Total:	\$6,100.00