

Pasco County Schools

Raymond B. Stewart 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	12
Planning for Improvement	19
Positive Culture & Environment	25
Budget to Support Goals	26

Raymond B. Stewart Middle School

38505 10TH AVE, Zephyrhills, FL 33542

<https://rbsms.pasco.k12.fl.us>

Demographics

Principal: Joshua Border

Start Date for this Principal: 7/1/2012

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
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: C (47%) 2017-18: C (47%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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 Pasco 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	12
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	26

Raymond B. Stewart Middle School

38505 10TH AVE, Zephyrhills, FL 33542

<https://rbsms.pasco.k12.fl.us>

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	Yes	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

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

School Board Approval

This plan is pending approval by the Pasco 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.

Raymond B. Stewart Middle School provides a nurturing and safe learning environment that values diversity and challenges its student to achieve their academic readiness through a world-class education.

Provide the school's vision statement.

Our vision is to prepare our students to achieve success in college, career, and in life.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Davis, Shae	Principal	Administration: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, assesses MTSS skills of staff, ensures implementation of intervention support and documentation including our PBIS system, provides professional development to support MTSS implementation, and communicates MTSS activities within the school to parents.
		Select General Education Teachers: Participates in data collection and data analysis and the development of Tier I instruction/intervention, collaborates with other staff to implement, integrate, and analyze the effectiveness of Tier I, II and III interventions.
		Learning Design Coaches and Assistant Principals: Identifies and analyzes existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. Develops, leads, and evaluates school data analysis processes. Identifies patterns of student need and assists with school-wide identification of "at-risk" students for early intervention services. Assists in the design and implementation for progress- monitoring, data collection and analysis, and provides support for our data tracker system, assessment and implementation monitoring.
		School Psychologist: Participates in discussion and interpretation of data; facilitates development of intervention plan/problem-solving worksheets (PSW); provides support for intervention fidelity and documentation; facilitates data-based decision-making activities.
		School Counselor(s) and Social Worker: Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans and PSW's; provides support for intervention fidelity and documentation; facilitates data-based decision- making activities. Provides expertise on program design and individualized student services. Provides connection between the school and families by supporting the student's academic, emotional, and behavioral success.
Copeland, Deedra	Assistant Principal	
Rodriguez, Jesyriam	Assistant Principal	
Borders, Joshua	Assistant Principal	
Hellwig, Christina	Teacher, K-12	
Poulsen, Amanda	Teacher, K-12	
Vandeberg, Charla	Teacher, K-12	
Bianchi, Elizabeth	Teacher, K-12	

Name	Position Title	Job Duties and Responsibilities
Butto, Ginger	Teacher, K-12	
Rogers, India	Teacher, K-12	
Porcelli, Cynthia	Teacher, K-12	
Mathis, Greg	Teacher, K-12	
Pellegrino, Mike	Teacher, K-12	
Urgo, Mandi	Teacher, K-12	
Alexander, Jeffery	Teacher, K-12	
Erdmann, Jennifer	Teacher, K-12	
Lessem, Jewl-Lee	School Counselor	
Mathews, Shannon	Teacher, K-12	
Simon, Shannon	Teacher, ESE	
Hawk, Amanda	Teacher, K-12	
Pickett, Deborah	Instructional Coach	
Drury, Amy	Instructional Coach	
Hammond, Victoria	Instructional Coach	
Meyer, Lori	Teacher, K-12	
McKinnies, Brian	Teacher, K-12	
Schmidt, Stephanie	Teacher, K-12	
Morris, John	Teacher, K-12	
Williams, Marisa	Teacher, K-12	

Demographic Information

Principal start date

Sunday 7/1/2012, Joshua Border

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.*

2

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.*

19

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

987

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

2

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

7

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	321	309	358	0	0	0	0	988	
Attendance below 90 percent	0	0	0	0	0	0	64	95	104	0	0	0	0	263	
One or more suspensions	0	0	0	0	0	0	78	87	83	0	0	0	0	248	
Course failure in ELA	0	0	0	0	0	0	91	120	78	0	0	0	0	289	
Course failure in Math	0	0	0	0	0	0	25	53	47	0	0	0	0	125	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	72	82	80	0	0	0	0	234	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	84	103	96	0	0	0	0	283	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	156	5	0	0	0	0	0	161	

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	83	115	114	0	0	0	0	312	

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 7/21/2021

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	318	347	326	0	0	0	0	991	
Attendance below 90 percent	0	0	0	0	0	0	76	40	35	0	0	0	0	151	
One or more suspensions	0	0	0	0	0	0	36	104	84	0	0	0	0	224	
Course failure in ELA	0	0	0	0	0	0	12	8	6	0	0	0	0	26	
Course failure in Math	0	0	0	0	0	0	12	8	6	0	0	0	0	26	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	72	82	80	0	0	0	0	234	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	84	103	96	0	0	0	0	283	

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	67	80	75	0	0	0	0	222	

The number of students identified as retainees:

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

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	318	347	326	0	0	0	0	991	
Attendance below 90 percent	0	0	0	0	0	0	76	40	35	0	0	0	0	151	
One or more suspensions	0	0	0	0	0	0	36	104	84	0	0	0	0	224	
Course failure in ELA	0	0	0	0	0	0	12	8	6	0	0	0	0	26	
Course failure in Math	0	0	0	0	0	0	12	8	6	0	0	0	0	26	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	72	82	80	0	0	0	0	234	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	84	103	96	0	0	0	0	283	

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	67	80	75	0	0	0	0	222	

The number of students identified as retainees:

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

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				43%	52%	54%	41%	50%	53%
ELA Learning Gains				51%	55%	54%	43%	50%	54%
ELA Lowest 25th Percentile				49%	47%	47%	36%	41%	47%
Math Achievement				49%	60%	58%	49%	56%	58%
Math Learning Gains				50%	61%	57%	57%	59%	57%
Math Lowest 25th Percentile				41%	52%	51%	53%	53%	51%
Science Achievement				42%	52%	51%	42%	51%	52%
Social Studies Achievement				58%	68%	72%	60%	69%	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	38%	56%	-18%	54%	-16%
Cohort Comparison						
07	2021					
	2019	35%	51%	-16%	52%	-17%
Cohort Comparison		-38%				
08	2021					
	2019	48%	58%	-10%	56%	-8%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	41%	59%	-18%	55%	-14%
Cohort Comparison						
07	2021					
	2019	34%	42%	-8%	54%	-20%
Cohort Comparison		-41%				
08	2021					
	2019	56%	68%	-12%	46%	10%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	41%	54%	-13%	48%	-7%
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	57%	70%	-13%	71%	-14%

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	85%	60%	25%	61%	24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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	9	19	18	13	24	27	10	47			
ELL	15	38	47	21	35	43	22	47			
ASN	69			64							
BLK	25	24	14	21	30	31	22	44			
HSP	22	31	32	25	37	40	32	52	37		
MUL	33	26	9	24	27	23	20	64			
WHT	36	35	24	42	38	35	44	63	26		
FRL	29	30	22	31	35	33	35	54	24		
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	17	51	48	21	44	37	20	24			
ELL	10	50	57	24	33	28	25	38			
ASN	60	70		90	70						
BLK	32	44	38	34	51	44	28	40			
HSP	36	51	57	37	41	34	42	50	50		
MUL	37	47	54	54	58	50	42	63	42		
WHT	48	53	47	55	52	45	45	62	35		
FRL	39	51	51	46	49	42	40	54	38		
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	14	33	30	20	42	40	13	37			
ELL	14	33	29	34	58	42	18				

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
ASN	54	69		77	77						
BLK	37	38	41	40	51	36	44	55			
HSP	40	42	33	46	57	58	36	60	35		
MUL	41	55		54	55			65			
WHT	42	43	36	51	58	53	45	60	42		
FRL	39	42	35	46	55	50	40	57	38		

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	36
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	67
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	26
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	36
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	28
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
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?

We began using NWEA and MAPs data to predict student proficiency on state testing. We compared Fall to Winter MAPs data and saw an increase in students being at or approaching proficiency. We also found that the students we had selected for our Tier II intervention (Feb 30) were also on track to be proficient for state testing.

FSA trends over three years:

SWDs: Area of most improvement

Strengths: ELA-Ach (+3), ELA-LG (+18), ELA-LG L25% (+20), Math-Ach (+4), Sci-Ach (+7)

Improvements: Math-LG L 25% (-3), SS-Ach (-13)

FRL/ED: Gains in ELA

Strengths: ELA-LG (+7%), ELA-LG L25% (+16%)

Improvements: Math-LG (49%), Math-LG L25% (-8%), SS-ACH (-3%)

Black: Learning Gains in Math and ELA

Strengths: ELA-LG (+6%), Math-LG 25% (+8%)

Improvements: ELA-Ach (-5%), ELA-LG L25% (-3%), Math-Ach (-6%), Sci-Ach (-16%), SS-Ach (-3%)

Hispanic: Learning Gains in ELA and Science

Strengths: ELA-LG (+9%), ELA-LG L25% (+24%), Sci-Ach (+6%)

Improvements: ELA-Ach (-4%), Math-Ach (-9%), Math-LG (-16%), Math-LG L25% (-24%), SS-Ach (-10%)

ELL/LEP: Gains in ELA and Science

Strengths: ELA-LG (+17%), ELA-LG L25% (+28%), Sci-Ach (+7%)

Improvements: ELA-Ach (-4%), Math-Ach (-10%), Math-LG (-25%), Math-LG L25% (-14%)

Lowest Percentile: Gains in ELA

Strengths: SWD ELA-LG L25% (+20), ELL ELA-LG L25% (+28%), FRL ELA-LG L25% (+16%), Black Math-LG 25% (+8%), Hispanic ELA-LG L25% (+24%),

Improvements: SWD Math-LG L 25% (-3), ELL Math-LG L25% (-14%), FRL Math-LG L25% (-8%), Black ELA-LG L25% (-3%), Hispanic Math-LG L25% (-24%)

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

1. Students with Disabilities (SWD), English Language Learners (ELL), and Black students were the subgroups that did not exemplify improvements as they are the lowest areas of proficiency in all subject areas.
2. Fall to Winter ELA data slightly declined in 6th grade advanced and 8th grade while 7th grade dropped by 7%
3. No data available for Algebra students to see growth or areas of concern
4. Fall to Winter Science 6th grade data dropped 12% while all other grade levels plateaued or had a slight decline.
5. Using Quarterly Data Checks data for Civics, 55% of our students are below proficiency.
6. The data component demonstrates the greatest need for improvement in 7th-grade FSA

Mathematics. When comparing the school performance with district and state performance, data reveals that the school is performing 8% below district level and 20% below the state level.

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

Student disengagement was the main contributing factor to this need for improvement due to external factors such as distance learning, Covid-19, quarantined, and the Pandemic.

Strategies to use to address this need for improvement:

- 1 on 1 sessions with ESE students who were quarantined
- small group sessions
- Tier II and III sessions

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

1. English Language Arts: All advanced courses proficiency rates proved to exceed the district. Also, our 6th grade ELA students that are approaching or at proficiency increased by 10%
2. Math: Every grade level proved to show growth from Fall to Winter assessments and from winter assessments every course was above the Title I average
3. Science: All advanced grade-level courses were above the Title I average in 7th grade and exceeding the district averages in 6th and 8th-grade advanced courses.
4. Social Studies: Based on quarterly data for 7th-grade civics, there is a noticeable growth in regular and advanced courses from Quarter 1 to Quarter 2 testing, especially in our advanced civics courses, which exceeded district averages.
5. The data component that showed the greatest improvement is 8th-grade math. When comparing data from 2018 to 2019, the achievement level increased from 51% to 56% resulting in a 5% growth. In addition, data reveals that the school is performing 10% above the state level.

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

1. The addition of a new Stem Coach that focused on innovation and technology; therefore, allowed more opportunities for the ELA and Math coaches to go into classes and provide coaching support and engagement.
2. This year, teachers worked more as a grade-level team to work on student engagement strategies, teaching strategies, and data analysis to enhance proficiency.

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

Strategies that will be used school-wide will be the use of Tiered Interventions to accelerate learning.

Tier I: Core Program (All Students Have Access)

Tier II: Additional Time on grade level essential learning

Tier III: Intensive Remediation in Universal Skills

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.

PD focused on strategies in order to monitoring learning during instruction, including:

- Understanding of MTSS and RTI
- Differentiated instructional strategies
- How to incorporate Tier 1 instructional practices with Tier 2 in mind
- Implementing Tier 2 intervention (academically and behaviorally)

PD for intensive reading courses that cover how to implement foundational skills and strategies are taught in order to include Tier 3 interventions for students.

- How to utilize SF teachers in classes and trainings specific to students with needs

PD focused on classroom management strategies

- De-escalation
- Re-establishing various committees including discipline/attendance

PD on collaborative structures to increase student engagement

- Incorporating technology; Makerspace
- Utilizing technology to enhance learning in the classroom

Social Committee will continue to plan activities and create incentives for staff throughout the school year

Utilizing Early Release Days throughout the year, to implement PD that strategically and thoroughly digs into equitable practices school-wide.

- What is equity?
- Raising awareness of equity concerns
- How to impact subgroups (ELL, minority, SWD)
- How to impact all students with needs
- Providing more opportunities to students
- PD on formative assessment and how to closely analyze student work
- Continuing Data Chats/goal setting with students

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

1. Academic supports continued from the Priority Schools Team
2. Gallup Strength Finder training and supports for staff- Teach to your Strengths
3. Any supports for our ELL students-strategies for teachers to use in the classroom
4. Using our SF teachers more effectively- any training

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Use standards-based, high-impact instructional strategies within content areas and/or blended learning environments that result in increased academic proficiency. Rationale: 1. Exposing students to grade-level curriculum and text while also filling significant learning gaps. 2. Some teachers' lack of understanding of how to plan for and implement rigorous instruction that engages students in higher-order thinking and problem-solving.
Measurable Outcome:	1. Teachers deliver lessons that are aligned to the rigor of the standards (essential standards), reflect the instructional shifts, and integrate best instructional practices (including AVID strategies and focused notes). 2. Teachers will implement Cora Actions 1, 2, and 3. 3. RBSMS will offer monthly Professional Development (intertwine equitable practices school-wide throughout all PD). 4. Teachers will dig deeper into daily classroom time, and daily academic intervention time to engage in various academic opportunities to extend and refine learning.
Monitoring:	This area will be monitor through Common Formative Assessment Data, Core Action Walkthrough Data, SharePoint, myStudent, NWEA data, and Evaluation Summary/Trends.
Person responsible for monitoring outcome:	Jesyriam Rodriguez (jegarcia@pasco.k12.fl.us)
Evidence-based Strategy:	1. Professional Learning Communities 2. Learning Design Coaches 3. The Florida Standards 4. Common planning time for teachers by content and grade level 5. Professional Development 6. Support Facilitation 7. AVID 8. Infinity 9. Bulldog College 10. MTSS meeting structures (SLT, SIT, TBIT, PLCs)
Rationale for Evidence-based Strategy:	Educators need to understand how to plan and implement rigorous lessons that are aligned to the Florida Standards, reflect shifts in instruction, and how MTSS is implemented with fidelity to ensure high impact instruction and learning is taking place in order for student proficiency levels to increase.

Action Steps to Implement

1. Continue to implement Core Actions 1,2, and 3 with a focus on questioning techniques, monitoring for learning, and student-to-student discourse (including AVID and WICOR strategies, and including focused notes).
2. Using the prevention loop and Tier II form more strategically to track and monitor trends and student progress throughout the year; implementing a teacher resource library for remediation prior to re-taking an assessment and using SF teachers
3. Offer monthly Professional Development. (intertwine equitable practices school-wide throughout all PD)
4. Students will complete one informational or argumentative writing piece per quarter, in each content area using WICOR strategies.
5. Dig deeper into daily classroom time and daily academic intervention time to engage in various

academic opportunities to extend and refine learning

6. Teachers will utilize resources such as technology and maker space to promote creativity, innovation, and collaborative problem-solving.

Person
Responsible Shae Davis (sldavis@pasco.k12.fl.us)

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

Create a collaborative culture that increases staff and student engagement through positive behavior intervention systems and community involvement opportunities.

**Area of Focus
Description and
Rationale:****Rationale:**

1. Faculty and staff members want more opportunities to build and strengthen relationships with their colleagues.
2. Using Positive Behavior Intervention Systems effectively, maximizes student engagement, thus increase academic achievement.
3. Data from the Gallup Survey reveals that many students are not engaged academically.

**Measurable
Outcome:**

1. Workgroups and committees will be established (or continued) to monitor staff and student engagement and overall school culture.
2. Students and faculty will be recognized frequently through multiple sources for achievement or improvement in academics, behavior, and attendance.
3. PLCs will use grade-level data to plan for instruction.
4. Use of Gallup Strength Finders to increase teacher-to-teacher collaboration and pedagogy.

Monitoring:

This area will be monitored through EWS Data, Surveys, Staff Gallup Survey, Student Gallup Survey, myStudent, and SharePoint.

**Person
responsible for
monitoring
outcome:**

Deedra Copeland (dcopelan@pasco.k12.fl.us)

**Evidence-based
Strategy:**

1. Protected meeting time
2. Professional Development
3. Community Connection Nights
4. Positive Behavior Intervention Support
5. Common planning time for like content and grade level teachers

**Rationale for
Evidence-based
Strategy:**

1. A positive school culture creates a more effective learning environment.
2. Recognition and incentives through PBIS rewards increase student and teacher motivation to work hard and succeed.
3. Effective data monitoring throughout the year allows determining progress toward meeting the goal of improving student and staff engagement through PLCs and MTSS infrastructures.
4. PTSA helps to create a positive learning environment that ensures all stakeholders work together to move the school forward and support teaching and learning.

Action Steps to Implement

1. Grade level teams and PLCs will continue to enhance staff and student engagement to and increase overall school culture.
2. Students and faculty will be recognized frequently through multiple sources for achievement or improvement in academics, behavior, and attendance.
3. Teacher to teacher PD will occur across grade levels and subject areas to increase collaboration, knowledge, and skill.
4. Include more opportunities for stakeholder (parents, faculty, businesses, students) collaboration to increase recognition and cohesiveness.
5. The school will host a Community Connections family night during each quarter to create a home/school partnership.
6. Use the Gallup results to develop learner's attitudes, beliefs, and skills needed for success.

7. Use of Gallup Strength Finders to increase teacher-to-teacher collaboration and pedagogy.
8. Optimize RBSMS' teacher-student mentoring program.
9. Student Congress will be facilitated by the administration to address school-wide initiatives and programs.

Person

Responsible

Deedra Copeland (dcopelan@pasco.k12.fl.us)

#3. Other specifically relating to Data Driven Decisions

	Utilize data to inform educational decisions.
Area of Focus Description and Rationale:	<p>Rationale:</p> <ol style="list-style-type: none"> 1. Student achievement has not shown adequate gains. 2. Analyzing data allows room for improvement. 3. Analysis of student data drives curriculum, planning, and classroom instruction
Measurable Outcome:	<ol style="list-style-type: none"> 1. Teachers will use data-tracking software to monitor and respond to Common Formative Assessment (CFA) results. 2. Teachers will utilize the TBIT process to problem solve student academic achievement and behavior. 3. The School Intervention Team (SIT) will analyze myEWS data to develop and monitor school-wide Tier III structures for academic achievement and behavior. 4. Teachers will use a variety of data sources to identify all students in need and differentiate in Tier I and intervene in Tier II, as needed (Additional focus on subgroups to ensure meeting all students' needs).
Monitoring:	This are will be monitored by using Common Assessment Data, Meeting Minutes, EWS Data, NWEA MAPs Data, myStudent, SharePoint
Person responsible for monitoring outcome:	Joshua Borders (jjborder@pasco.k12.fl.us)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. SSAP Teacher 2. MTSS Committee 3. Early Warning System Data 4. Instructional Design Coaches 5. School-Based Problem Solving Team 6. Positive Behavior Intervention Support Program
Rationale for Evidence-based Strategy:	Providing a tiered system of differentiated academic and behavioral support for students increases positive educational outcomes.

Action Steps to Implement

1. Use data tracking software to monitor and respond to Common Formative Assessment (CFA) results.
2. RBSMS will utilize the TBIT process to problem solve student academic achievement and behavior.
3. The School Intervention Team (SIT) will analyze EWS data and SIT form to develop and monitor school-wide Tier III structures for academic achievement and behavior.
4. Teachers will use a variety of data sources to identify all students in need and differentiate in Tier 1 and intervene in Tier 2, as needed (Additional focus on subgroups to ensure meeting all students' needs)
5. RBSMS will monitor current attendance processes to identify and address student attendance concerns.
6. Utilize NWEA MAP's Assessment Data to monitor and respond to student performance.

Person Responsible Joshua Borders (jjborder@pasco.k12.fl.us)

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.

The primary areas of concern are the number of discipline incidents reported per every 100 students which place us in the high category when compared to all the middle/junior schools in the state. This ranked us at 423 out of 553. We will be focusing specifically on fighting, physical attack, and tobacco.

The use and implementation of the following will be used to monitor the school culture through the lens of behavior or discipline data:

- Self-management Academy
- PACE program for girls
- Pasco County Sherriff's Youth Program
- School counselor 1 on 1 sessions with our students
- Tiered Behavior Interventions (RBSMS Bulldog Steps)
- RBSMS Behavior Expectations
- 2.5 Discipline Assistants on campus
- School Intervention Team (SIT) for each grade level

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.

Educators at Raymond B. Stewart middle school have core values, beliefs, norms, and traditions that integrate a healthy dialogue among students, parents, and faculty in order to understand everyone's needs and expectations. Not all schools have the same core values and beliefs, nor do they have the same culture; however our school's main goal is to build and establish strong and lasting relationships among all stakeholders. We ensure that students, teachers, parents, and all stakeholders feel respected and supported by their school administrators. Communication, consistency, problem-solving, trust, and inclusion are at the heart of how our school builds a positive school culture and environment in order to involve all stakeholders. When trust is a vital component of the school's culture, then all stakeholder feel more vested in the success of the school as a whole.

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

All stakeholders are responsible for promoting a positive culture and environment at RBSMS. School Leaders, teachers, students, parents, and all stakeholders of RBSMS contribute to creating a healthy and collaborative school culture where learning involves not only the students but also the faculty and staff. The responsibilities include shaping a vision of academic success for all students, creating a climate hospitable to education, cultivating leadership in others, improving instruction, and managing people, data and processes to foster our school's improvement. Overall, to establish a healthy school culture, one must have an army of teachers that feel supported, acknowledged, and encouraged.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
3	III.A.	Areas of Focus: Other: Data Driven Decisions	\$0.00
Total:			\$0.00