Franklin Middle Magnet School

2021-22 Schoolwide Improvement Plan

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Franklin Middle Magnet School

3915 E 21ST AVE, Tampa, FL 33605

[no web address on file]

Demographics

Principal: Konrad Mccree

Start Date for this Principal: 7/1/2011

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)	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 (54%) 2017-18: B (55%) 2016-17: B (58%)
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 Hillsborough County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Franklin Middle Magnet School

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	71%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

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

School Board Approval

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SIP Authority

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.

In a single gender environment, we will deliver an education which will inspire and empower young men to master rigorous academic standards by instilling in them a strong work ethic and expecting them to model core values in both school and community.

Provide the school's vision statement.

Molding young men of distinction who will achieve greatness.

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
Haley, John	Principal	Directs and coordinates educational, administrative, and counseling activities of a middle or a career center public school site. Demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards. Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. Administers and develops educational programs for students with mental or physical disabilities. Confers with teachers, students, and parents concerning educational and behavioral problems in school. Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. Requisitions and allocates supplies, equipment, and instructional material as needed. Directs preparation of class schedules, cumulative records, and attendance reports. Walks about school building and property to monitor safety and security. Plans and monitors school budget. Plans for and directs building maintenance. Performs any other duties as assigned. Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district. SUPERVISORY EXPECTATIONS: Manage assigned clerical staff and subordinate professional personnel in one or more sections of the department. Take responsibility for the overall direction, coordination, and evaluation of assigned teams. Carry out supervisory responsibilities in accordance with the district's policies and applicable state and federal laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.
Hall, Gregory	Assistant Principal	Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. Influences the school stakeholders by a variety of means, such as persuasive

Name	Position Title	Job Duties and Responsibilities
		argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and non-evaluative manner; is able to write clearly and concisely. Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. Establishes systematic processes to receive and provide feedback about the progress of work being done. Leads by example, setting goals that encourage self and others to reach higher standards. Holds high and positive expectations for the growth and development of all stakeholders, including self. Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. Assists with oversight of and responsibility for the school's instructional program and its results. Assists with oversight of and responsibility for the safety and discipline of school's students. Assists with oversight of and responsibility for the school's human resources selections, management, and development. Assists with oversight of and responsibility for the school's business and research efforts. Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports. Assists with oversight of and responsibility for the school's administration and operation.

Name	Position Title	Job Duties and Responsibilities
		Assists with oversight of and responsibility for the school's property and physical plant. Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan. Performs any other duties as assigned. SUPERVISORY EXPECTATIONS: Manage assigned clerical staff and subordinate professional personnel in one or more sections of the department. Take responsibility for the overall direction, coordination, and evaluation of assigned teams. Carry out supervisory responsibilities in accordance with the district's policies and applicable state and federal laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.
Menteer, Adrienne	Other	Plans and implements the library media center program. Creates and maintains the library media center environment. Delivers library media services by providing resources and instruction so that both students and teachers become independent users of information. Adheres to professional responsibilities in accordance with the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida. Plans, prepares, and provides instruction in the skills necessary to access, evaluate, analyze, and organize information in all formats to ensure optimal student achievement. Implements instruction large group, small group, and individual settings. Plans, prepares, and provides literature activities to promote a love of reading and lifelong learning for students. Establishes and maintains an environment for learning, which includes areas designated and equipped for various functions, such as leisure reading, classroom activities, individual inquiry, and computer use. Maintains standards for acceptable student behavior using appropriate techniques. Demonstrates an understanding of best practice elements, including a research model, digital literacy, and knowledge of population-appropriate literature. Engages in professional development activities that enhance this knowledge. Establishes and maintains a positive, collaborative relationship with all stakeholders, including

Name	Position Title	Job Duties and Responsibilities
		school and district staff, students, and parents and community members to ensure an environment that supports learning. Develops and maintains a balanced comprehensive collection of print, non-print, and digital resources to support classroom curriculum and the reading interests of students. Assists staff in the selection of resources to support student achievement. Uses, models, and assists stakeholders with instructional applications and the use of technology for academic engagement. Understands copyright, Fair Use, and licensing of intellectual property, and assists users with their understanding and observance of the same within district policies and procedures. Performs any other duties as assigned. Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.

Demographic Information

Principal start date
Friday 7/1/2011, Konrad Mccree

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.*
7

Total number of teacher positions allocated to the school
34

Total number of students enrolled at the school
319

Identify the number of instructional staff who left the school during the 2020-21 school year.
9

Identify the number of instructional staff who joined the school during the 2021-22 school year.
3

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	85	90	137	0	0	0	0	312
Attendance below 90 percent	0	0	0	0	0	0	3	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	20	22	44	0	0	0	0	86
Course failure in ELA	0	0	0	0	0	0	14	50	38	0	0	0	0	102
Course failure in Math	0	0	0	0	0	0	3	18	24	0	0	0	0	45
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	55	41	34	0	0	0	0	130
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	55	30	30	0	0	0	0	115
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	5	7	0	0	0	0	13

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	7	9	11	0	0	0	0	27

The number of students identified as retainees:

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

Date this data was collected or last updated

Friday 1/7/2022

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	73	112	131	0	0	0	0	316
Attendance below 90 percent	0	0	0	0	0	0	17	48	45	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	8	14	2	0	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	31	37	55	0	0	0	0	123
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	27	45	61	0	0	0	0	133

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	2	6	2	0	0	0	0	10

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	13	6	16	0	0	0	0	35
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	73	112	131	0	0	0	0	316
Attendance below 90 percent	0	0	0	0	0	0	17	48	45	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	8	15	2	0	0	0	0	25
Course failure in ELA	0	0	0	0	0	0	0	4	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	1	5	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	31	37	55	0	0	0	0	123
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	27	45	61	0	0	0	0	133

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	2	6	2	0	0	0	0	10

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	13	6	16	0	0	0	0	35
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				46%	51%	54%	45%	52%	53%
ELA Learning Gains				53%	52%	54%	46%	53%	54%
ELA Lowest 25th Percentile				46%	47%	47%	50%	48%	47%
Math Achievement				49%	55%	58%	52%	56%	58%
Math Learning Gains				53%	57%	57%	51%	59%	57%
Math Lowest 25th Percentile				42%	52%	51%	46%	52%	51%
Science Achievement				47%	47%	51%	53%	47%	52%
Social Studies Achievement				70%	67%	72%	69%	66%	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	43%	53%	-10%	54%	-11%
Cohort Comparison						
07	2021					
	2019	47%	54%	-7%	52%	-5%
Cohort Comparison		-43%				
08	2021					
	2019	48%	53%	-5%	56%	-8%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	31%	49%	-18%	55%	-24%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	59%	62%	-3%	54%	5%
Cohort Comparison		-31%				
08	2021					
	2019	14%	31%	-17%	46%	-32%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	46%	47%	-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	70%	67%	3%	71%	-1%
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	80%	63%	17%	61%	19%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	57%	38%	57%	38%

Grade Level Data Review - Progress Monitoring Assessments

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

Spring: FSA- ELA, Math, Science
Spring: EOC-Civics
School City: pre Fall
midterms: Winter
end of year: Spring

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	1428	1831	1690
	Economically Disadvantaged	11.5	11.34	11.34
	Students With Disabilities	20	20	40
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	43	N/A
	Economically Disadvantaged	27	36	N/A
	Students With Disabilities	27	30	N/A
	English Language Learners	N/A	N/A	N/A

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20.79	34.53	34.35
	Economically Disadvantaged	18.25	22.98	31.6
	Students With Disabilities	56.85	77	88
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	42	N/A
	Economically Disadvantaged	31	33	N/A
	Students With Disabilities	34	50	N/A
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	35	56	N/A
	Economically Disadvantaged	36	47	N/A
	Students With Disabilities	42	65	N/A
	English Language Learners	N/A	N/A	N/A

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29.04	45.35	51.02
	Economically Disadvantaged	17.41	24.52	26.75
	Students With Disabilities	50.8	29.61	29.62
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	48	N/A
	Economically Disadvantaged	30	41.15	N/A
	Students With Disabilities	34	44	N/A
	English Language Learners	N/A	N/A	N/A
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	63	58.75	N/A
	Economically Disadvantaged	49	47.5	N/A
	Students With Disabilities	51	33	N/A
	English Language Learners	N/A	N/A	N/A

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	16	31	28	15	31	33	15	38			
ELL	33	50	50	26	43	44	31	47			
BLK	26	32	29	24	31	28	19	47	69		
HSP	51	52	31	44	42	35	41	63	93		
MUL	25	40		29	44						
WHT	59	50		60	52		57	83	83		
FRL	33	37	29	30	36	33	24	53	77		
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	26	56	48	28	43	46	25	46	80		
ELL	27	34	35	30	46	53		48			
BLK	35	48	46	35	50	38	29	60	69		

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
HSP	52	55	48	52	51	57	50	74	85		
MUL	41	57		45	57						
WHT	61	60	38	72	62	39	77	81	88		
FRL	38	50	46	40	49	44	33	65	80		
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	26	50	50	28	46	43	35	41			
ELL	21	38	50	36	36	31					
ASN	64	64		82	82						
BLK	33	41	42	34	42	43	36	59	76		
HSP	46	49	56	58	51	31	56	72	84		
MUL	48	54		48	54						
WHT	62	50	59	70	61	71	74	89	88		
FRL	37	45	50	44	48	40	49	60	78		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	9
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	34
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	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	35
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	63
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	39
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?

A prominent issue among all groups is that our students inconsistently justify or elaborate upon their answer(s) to questions. This is evidenced by the drop in performance on FSA Writes.
We experienced a drop in performance across all core content areas in all grade levels and subgroups. This was noted in both quarterly grades and annual state assessments.

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

FSA data in all categories decreased in the 20-21 school year. Therefore, all data components are considered to be highly important within our school improvement plan.

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

Our school had a hybrid environment for classes in the 2020-21 school year. As such, our teacher's attention was divided and progress monitoring did not take place in a timely manner. This school year we have adopted regular assessment as one of our instructional priorities, and we have received PD from the district on "Aggressive Monitoring" to enable our teachers to assess student mastery during the delivery of instruction. In this manner, changes to instruction can take place on the spot when more than 2 or 3 students are not comprehending. There was a lack of consistency due to the volume of teacher absences related to COVID and other extenuating factors. This year, we have a team approach to addressing teacher absences. Staff members generally volunteer to step in and delivery lessons that are prepared in advance to maintain the momentum of rigorous instruction. Teachers also provide daily lunch tutorials to catch students up when key concepts are missed or when the delivery of instruction has been compromised.

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

All data points showed decreases across the board on our 2020 state assessments.

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

n/a

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

Elaborate on instructional priorities

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.

Aggressive monitoring PD, ILT, CCC training across all content areas (Sept and Jan)

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

Tutorials, after school enrichments, lunch intervention, Professional Development.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA Achievement Points were below district as well as below the state. This is due to the FSA reading scores were low. Our low 25% only made 46% gains.
Measurable Outcome:	5% increase in reading scores on the 2022 FSA.
Monitoring:	Current district assessments will be used to monitor individual student needs and to develop differentiated class lessons based on those needs. Data driven reading strategies, developed by the ELA SAL, will be used with students during electives and lunch as a tier 2 intervention. Continued focus on reading standards through lunch tutorials, learning interventions, and peer tutor labs through accelerated learning.
Person responsible for monitoring outcome:	John Haley (john.haley@hcps.net)
Evidence-based Strategy:	Read on myON, books, chunk texts, text-dependent questions
Rationale for Evidence-based Strategy:	Reading levels are below grade level. Progress monitoring using SchoolCity, Brightfish, Read Theory data, Newsela.

Action Steps to Implement

Text-dependent questions throughout all classes

Person Responsible	John Haley (john.haley@hcps.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Students FSA scores and baseline writing scores showed a need for students to be able to not only cite evidence but explain through commentary how the evidence proves their claim.
Measurable Outcome:	A 5% growth will be reflected within the writing scores. Writing will be monitored through samples through ELA classes as well as within other content areas.
Monitoring:	Through CCC writing- students should have a clear claim, use evidence, and elaborate original thoughts through commentary.
Person responsible for monitoring outcome:	John Haley (john.haley@hcps.net)
Evidence-based Strategy:	Growth will be monitored through regular informal writing assessments utilizing Spring Board and Newsela assignments.
Rationale for Evidence-based Strategy:	We should see growth within writing scores but cannot compare baseline to midyear. This is due to baseline being explanatory writing and midyear being argumentative.
Action Steps to Implement	

Offering professional development through faculty meetings.

Person Responsible	John Haley (john.haley@hcps.net)

PLCs to support all departments with CCC writing within their classes.

Person Responsible	John Haley (john.haley@hcps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	The SEL data from Panorama SEL survey that was taken in fall and spring. SEL survey on school environment and one on supports with school environment. Focus is social awareness-student. support focus on belonging and student/teacher relationships.
Measurable Outcome:	Students will increase in the following areas: 9% Sense of Belonging-How much students feel they are valued members of the school community. 7% Teacher- Student Relationships- How strong the social connection is between teachers and students within and beyond the classroom. 6%Social Awareness- How well students consider the perspectives of others and empathize with them.
Monitoring:	SEL monitoring through Panorama SEL survey. Additionally, looking at discipline through Behavior Tracker and referrals will reflect improvements in this area.
Person responsible for monitoring outcome:	John Haley (john.haley@hcps.net)
Evidence-based Strategy:	House mentor lessons and SEL lessons through Elective classes. School Creed and College Preparatory Attributes helps to create a sense of self and belonging.
Rationale for Evidence-based Strategy:	Pulling evidence based strategies from the Panorama Playbook. Discipline strategies are driven through the school Creed and College Preparatory Attributes helps to create a sense of self and belonging.

Action Steps to Implement	
SEL based strategies incorporated through House system mentor lessons.	
Person Responsible	John Haley (john.haley@hcps.net)
SEL strategies through the Elective team and Wheel classes to help transition 6th graders to life in middle school.	
Person Responsible	John Haley (john.haley@hcps.net)
SEL strategies through the PE team with 7th and 8th graders health and well-being.	
Person Responsible	John Haley (john.haley@hcps.net)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The Math baseline to the end of year formative did not show significant growth when compared to the district scores.
Measurable Outcome:	Increase FSA overall Math scores by 5% schoolwide.
Monitoring:	By giving purposeful assessments both formal and informal specifically using the data to drive instruction. Planning lessons to incorporate designated time to elaborate students understanding of material covered.
Person responsible for monitoring outcome:	John Haley (john.haley@hcps.net)
Evidence-based Strategy:	Every grading quarter provide data from 3 School City district or teacher created assessments.
Rationale for Evidence-based Strategy:	The previous year assessment data indicated the need according to Math SAL.

Action Steps to Implement

Fluency checks during bell work at least 2 days a week.

Person Responsible	John Haley (john.haley@hcps.net)

#5. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	91.7 % (11) of our LY students were not proficient on the FSA ELA Exam.
Measurable Outcome:	Our ELL subgroup will demonstrate an increase of 5% in FSA reading scores.
Monitoring:	Current district assessments will be utilized to progress monitor our ELL students. Our administrative staff and subject area leader for ELA will provide ongoing training of proven ELL strategies to all faculty members with ELL students on their rosters. As our bilingual aide position is a posted vacancy, all ELL students will be provided pull-out assistance as needed to receive one-on-one or small group support in areas of struggle. This support will come from a variety of individuals to include administration, reading teachers, ESE teachers, the ELA Subject Area Leader, and our Assistant Teacher.
Person responsible for monitoring outcome:	John Haley (john.haley@hcps.net)
Evidence-based Strategy:	Students are grouped or partnered with peers with varying levels of English proficiency, allowing them to learn content while having the opportunity to practice their English-language skills in a safe environment. Strategies taught to our ELL students include summarizing, inferring, making connections, and asking questions. As elaboration is one of our instructional priorities, teachers are keenly focused on assessment feedback on ELL students with the progression of the aforementioned skills. Peer discussion and collaborative activities are included throughout the before-during-after reading process. Students use reading strategies to monitor their comprehension, review and synthesize information, ask and answer questions, and take steps to improve their understanding.
Rationale for Evidence-based Strategy:	Our rationale comes EBP-for-english-learners.pdf (ufl.edu), a peer-reviewed body of research published by the Office of Special Education Programs within the US Department of Education. Peer support provides a safe environment for ELs to thrive, perform, participate, and produce (S. Baker et al., 2014; Echevarria et al., 2012; Gersten et al., 2007)} Teaching ELs learning strategies to access content information as they read is important (Echevarria et al., 2012).

Action Steps to Implement

The ELA and Reading teachers will identify members and assign students to peer support groups in the first month of school.
Faculty instruction/discussion will occur monthly through professional learning communities and within faculty meetings once per 9 weeks.

Person Responsible	John Haley (john.haley@hcps.net)

Additional Schoolwide Improvement Priorities

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

Franklin ranked 'very high' on the SafeSchoolsforAlex.org discipline data. The highest incidents were listed as violent and property.

Primary concern is a consistent use of our school's behavioral flowchart.

The school culture this year is a continuation of previous years with a focus on following the teacher behavioral flowchart, mediation, and intervention to prevent escalation before it evolves into a higher level of incident.

Students who have one or more early indicators will receive additional support from our Student Success Coach working one-on-one and in small groups increasing the use of planners for progress monitoring and home/school communication.

To encourage positive behaviors in individuals, classrooms, and schoolwide, we will do the following:
*Emphasis on academic success
*Emphasis on positive and appropriate behaviors
*Mentor meetings through our House system has mentor meetings which focus on our school creed and mission statement, character development, and SEL strategies.
*Emphasis throughout the school day on our school creed which drives discipline.
*Grade level Town Hall Meetings once a quarter to encourage positive behaviors.
*Focusing on our College Prep Attributes
*Focus on our Cambridge Global Perspective

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.

Our goal is to create a positive school culture and environment at BPA is driven by our school Creed, College Prep Attributes, and SEL learning strategies. There is an emphasis on academic success and positive and appropriate behaviors. We have positive referrals to call parents or guardians with successes happening at school. Our House system has mentor meeting which focus on our school creed and mission statement, character development, and SEL strategies. Individual classrooms consistently encourage

growth in these areas rewarding students positive and appropriate behaviors. This year 6th graders are being introduced to Cambridge Learner Attributes and Cambridge's embedded work ethic Cambridge.

BPA focuses on communicating every child's progress to the parents by sending home quarterly progress alerts and holding parent teacher conferences. School staff, students, parents, and the community work collaboratively to improve skills and habits for personal and academic
success.

Encouraging parents and guardians to participate in all of our events by sending home newsletters and flyers, making parent link calls, and posting everything on our website and social media is a priority. In addition, we utilize Canvas (a course management system that support learning and teaching) to increase teacher/student/parent communication.
Communication amongst stakeholders include but are not limited to:
• Open House
• SAC/PTSA
• Newsletter/Websites/Canvas/Marque/Twitter
• Parent Link/Remind (phone text system)
• Conference Nights
• Volunteer Orientation/Recognition
• Committee Events
• Great American Teach-In
• Community service
• Ongoing community partnerships
• Volunteer program
• Gold Star Families Memorial Monument
• Woody Williams Foundation

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

Administration and staff drive school culture through a focus on the BPA school Mission statement, Creed and College Prep Attributes.
Students adhere to the above and participate in the school House system.
The House system builds community through peer to peer bonds. Teachers are mentors to a small group of boys and give mentor lessons based on the Creed, College Prep Attributes, and Social Emotional Learning.
Our PTSA is involved in community projects and supports the school's focus on character development.

Part V: Budget

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

1	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
3	III.A.	**Areas of Focus: Culture & Environment: Social Emotional Learning**	$0.00
4	III.A.	**Areas of Focus: Instructional Practice: Math**	$0.00
5	III.A.	**Areas of Focus: ESSA Subgroup: English Language Learners**	$0.00
		Total:	**$0.00**