Burns Middle School

leadership
analysis
students
Florida
mission
college and career
ambitious
school improvement
family and community involvement
striving
achievement
teaching
relationships
success
resources
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
growth

2021-22 Schoolwide Improvement Plan

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Burns Middle School

615 BROOKER RD, Brandon, FL 33511

[no web address on file]

Demographics

Principal: Mathew Diprima

Start Date for this Principal: 3/29/2014

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)	52%
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: A (65%) 2017-18: A (65%) 2016-17: A (67%)
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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Burns Middle School

615 BROOKER RD, Brandon, FL 33511

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	45%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

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

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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.

The students at Burns Middle School will acquire the attributes of good and successful citizens by becoming independent thinkers and problem solvers who exhibit honesty and integrity.
They will practice personal responsibility, both towards other people and the environment.
They will become life-long learners who contribute to society.

Provide the school's vision statement.

All Burns Middle School students will become productive, responsible, and compassionate citizens.

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
DiPrima, Matthew	Principal	Oversee SIP and provide support for systems, resources and personnel towards goals.
Palmer, Marilyn	Assistant Principal	Master Schedule - Instructional Leader - APC

Demographic Information

Principal start date
Saturday 3/29/2014, Mathew Diprima

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.*
4

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.*
22

Total number of teacher positions allocated to the school
65

Total number of students enrolled at the school
1,300

Identify the number of iniIstructionaI staff who left the school during the 2020-21 school year.
30

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

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	403	377	495	0	0	0	0	1275
Attendance below 90 percent	0	0	0	0	0	0	40	68	82	0	0	0	0	190
One or more suspensions	0	0	0	0	0	0	13	16	39	0	0	0	0	68
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 FSA ELA assessment	0	0	0	0	0	0	63	60	81	0	0	0	0	204
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	67	36	40	0	0	0	0	143
Number of students with a substantial reading deficiency	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	8	6	17	0	0	0	0	31

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	17	18	18	0	0	0	0	53
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
Thursday 10/21/2021

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	391	447	414	0	0	0	0	1252
Attendance below 90 percent	0	0	0	0	0	0	12	14	26	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	8	55	51	0	0	0	0	114
Course failure in ELA	0	0	0	0	0	0	1	59	65	0	0	0	0	125
Course failure in Math	0	0	0	0	0	0	0	59	65	0	0	0	0	124
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	39	52	66	0	0	0	0	157
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	55	79	70	0	0	0	0	204

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	23	36	0	0	0	0	61

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	5	4	5	0	0	0	0	14
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	391	447	414	0	0	0	0	1252
Attendance below 90 percent	0	0	0	0	0	0	12	14	26	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	8	55	51	0	0	0	0	114
Course failure in ELA	0	0	0	0	0	0	1	59	65	0	0	0	0	125
Course failure in Math	0	0	0	0	0	0	0	59	65	0	0	0	0	124
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	39	52	66	0	0	0	0	157
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	55	79	70	0	0	0	0	204

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	23	36	0	0	0	0	61

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	5	4	5	0	0	0	0	14
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				61%	51%	54%	66%	52%	53%
ELA Learning Gains				55%	52%	54%	59%	53%	54%
ELA Lowest 25th Percentile				45%	47%	47%	49%	48%	47%
Math Achievement				69%	55%	58%	68%	56%	58%
Math Learning Gains				68%	57%	57%	64%	59%	57%
Math Lowest 25th Percentile				52%	52%	51%	44%	52%	51%
Science Achievement				64%	47%	51%	59%	47%	52%
Social Studies Achievement				81%	67%	72%	87%	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	57%	53%	4%	54%	3%
Cohort Comparison						
07	2021					
	2019	60%	54%	6%	52%	8%
Cohort Comparison		-57%				
08	2021					
	2019	60%	53%	7%	56%	4%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	55%	49%	6%	55%	0%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	72%	62%	10%	54%	18%
Cohort Comparison		-55%				
08	2021					
	2019	40%	31%	9%	46%	-6%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	61%	47%	14%	48%	13%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	81%	67%	14%	71%	10%
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	93%	63%	30%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	57%	43%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

By grade level progress monitoring will be done with common assessments, formative assessments and district progress monitoring tools used via School City. Baseline and mid-year assessments will also be used in conjunction to demonstrate student progress.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31%	39%	44%
	Economically Disadvantaged	27	31	35
	Students With Disabilities	38	45	50
	English Language Learners	33	33	33
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	58	
	Economically Disadvantaged	50	53	
	Students With Disabilities	62	67	
	English Language Learners	80	92	

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	36	44
	Economically Disadvantaged	20	23	29
	Students With Disabilities	35	38	45
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	58	
	Economically Disadvantaged	36	54	
	Students With Disabilities	78	75	
	English Language Learners	11	59	
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	57	
	Economically Disadvantaged	40	42	
	Students With Disabilities	63	71	
	English Language Learners	40	32	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	41	46
	Economically Disadvantaged	20	28	31
	Students With Disabilities	30	37	35
	English Language Learners	0	0	14
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	64	
	Economically Disadvantaged	54	60	
	Students With Disabilities	84	75	
	English Language Learners	43	41	
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	68	57	
	Economically Disadvantaged	49	34	
	Students With Disabilities	79	61	
	English Language Learners	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	27	34	26	28	35	20	19	42	79		
ELL	41	53	45	44	44	43	18	51			
ASN	71	69		84	69			88	85		
BLK	42	47	30	32	35	26	26	52	64		
HSP	51	49	28	50	47	34	39	60	77		
MUL	59	46	30	58	49	38	47	70	92		
WHT	71	62	42	69	59	38	59	78	89		
FRL	48	47	28	46	45	35	34	56	72		
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	31	52	43	39	49	44	39	48	70		
ELL	23	61	59	46	64	48	41	46			

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	58	80		81	76			92			
BLK	51	48	47	61	67	51	50	83	92		
HSP	52	56	46	63	65	52	61	80	78		
MUL	66	52	52	66	68	55	68	89	79		
WHT	66	56	39	74	68	52	68	80	90		
FRL	50	50	42	58	62	50	53	74	81		

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	27	42	34	31	41	33	22	65	73		
ELL	35	52	53	45	49	45	35	56			
ASN	72	68		85	69		64		100		
BLK	47	56	44	44	48	41	18	83	75		
HSP	61	57	50	65	61	46	51	79	87		
MUL	70	67	59	62	56	30	79	95	84		
WHT	71	59	47	73	68	45	68	92	93		
FRL	55	54	46	59	58	40	44	84	86		

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	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	568
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	78
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	51
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	54
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	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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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 see a trend with students missing pieces of prior curriculum (need for acceleration versus remediation). We will use the accelerated model outlined by the district to provide timely and purposeful accelerated bits to teach grade level content standards across all core content areas. ESE and SWD sub-group data show a continued need to focus on math and ELA grade level content. The bottom quartile struggles to make learning gains in math and ELA. We did see success compared to the district in 6th grade and in some areas of 8th grade math. We also are above the district average in most areas. We have dipped this past year across the board and in some areas quite significantly.

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

2021 - Our bottom quartile in all areas from data reported from last year's FSA reading/writing and FSA math tests show a dip with our students that struggle the most.

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

The constant changes to the master schedule made it challenging to develop a consistent classroom and school-wide culture for learning. Student quarantine and staff retirements/resignations led to inconsistency with instructional momentum. Action steps taken to address the area of need was consistent and clear messaging with school wide expectations, hiring a complete instructional staff, and providing ongoing student and teacher support.
Peer collaboration with high-functioning PLCs to address student gaps from common and formative assessments, then, timely scaffolding(ROCKETING) to meet the needs of students and fill-in gaps where they exits. Learning instructional strategies to move the learner forward. Teachers understanding how to scaffold their teaching strategies to engage all learners. Sharing successes and creating a growth mindset where stumbling may occur as we learn from our mistakes. Moving forward with the mindset that all stakeholders have the best of intentions will be important to build faculty culture.
To target our bottom quartile students we'll attempt to keep our bottom quartile classes small in class size to provide a lower teacher to student ratio. We will seek additional ESE resources and supports from the district to provide additional supports. Content district support will be used to gain feedback from classroom walkthroughs and teacher feedback. Professional development for teachers to meet their PLC goals will occur with PLC work. Time will be provided at least twice per month to support PLC work. Communication from PLC facilitators to the ILT will support teacher instructional practices and student learning strategies.

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

2019 to 2021 - Our math courses were successful on the EOC, FSA and mid-year data points in 6th and 8th grade areas. Both 6th and 8th grade showed gains from 2019 to 2021 of 8 percentage points. The 8th grade assessment included many high level 7th grade students as the curriculum in 7th grade advanced coursework included more 8th grade standards and the 7th grade advanced students took the 8th grade math FSA. The 7th grade bottom quartile were the only students assessed with the 7th grade FSA math test and comparing our decrease with other schools we were significantly lower in performance than most comparative schools. ELA scores in 6th grade were significantly better in ELA with 9 percentage point improvement. 7th and 8th grade did not fare as well with both showing a 4% decrease in performance.

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

We were doing our best with eLearners, but struggled to attain efficiency with individual feedback. Writing conferences were more of a challenge. We attempted to keep feedback moving from teacher to teacher when schedule changes occurred. We used Achieve 3000 and individual goal setting to attack challenges with individual students with writing and reading strategies. Students took ownership with their own progress monitoring data sheet. Students were able to share where their growth was and where they needed more growth. ELA PLC focused on using ACHIEVE 3000 to show growth in Lexile level score. Students could see performance and challenge themselves to improve. Science and Social studies attempted to support the efforts with including once a month Achieve activities. Math PLCs were at different levels of capacity and personnel changes were made in different grade levels. As teachers progressed in the pandemic year the math PLC became important in bridging the learning gaps. District support with walk throughs from supervisor and coordinator assisted with support. Although unit cuts occurred in most subject areas math was left untouched in most cases to keep continuity and consistency with curriculum and instruction.
Our school-wide priority with building a growth mindset within our students was a contributing force as we attempted to build grit and confidence in all learners.
We also encouraged and created opportunities for high level student discourse to be evident in every class every period.

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

Administration will need to provide PLC time and supports for teachers to build their capacity to continue to teacher content grade level standards while being able to assess and scaffold learning. Teachers will need to use common and formative assessments to constantly gauge progress of the individual learner and provide quick scaffolds and supports to engage the learner. Stressing content grade levels standards is a must. Using the district provided supports to "ROCKET" learning strategies with provided plans of support and scaffolds for learners that meet grade level standards. Teachers should work within grade level PLCs to share information regarding access to district curriculum supports, common and formative assessment data and target weaknesses in grade level standards. Teachers should use specific learning targets that address areas of weakness demonstrated by these formative assessments for small group instructional opportunities. Supporting those that have common needs of support and providing enrichment for others. A move away from remediation of skills and an expectation and action steps towards scaffolding targeted areas of weakness to meet grade level standards is a must. Learning strategies need to be differentiated and scaffolded to move students forward with grade level content standards. Differentiated strategies could be demonstrated in the end product or in providing alternative processes to get the end target.

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.

Teachers - All should build their capacity in understanding the district provided common assessments, formative assessment and other assessments to determine success and/or acceleration in meeting grade level content standards. Building the capacity of PLCs to efficiently look at data, compare and discuss differentiated strategies that could be used to scaffold new learning will assist all teacher experience levels. Teachers can use district created accelerated curriculum tools (ROCKET) to specifically target student needs in meeting standards. Also, teachers lesson sharing and planning will provide more efficient ways that teachers can provide high level instruction. Modeling effective PLC work and accelerated strategies in planning and classroom instruction should be shared and reviewed by teachers to identify best practices.

Administration - Admin. needs district supports to learn about the district provided curriculum resources, assessments and processes to efficiently and effectively share structures for teachers to be successful. Professional development opportunities should include a needs assessment and follow up with opportunities for practice and support/feedback.

The ILT and PLCs will drive professional development communication to and from the PLC work. PLC work should be weekly to bi-weekly and formative assessment data and engaging learning strategies should be shared on an ongoing basis.

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

Additional services will be provided by the district office of student engagement, regional office, students services team(PSLT) and grade level teams to target students in Tier 2 and Tier 3 behavioral supports. Using our student services team to support the RTI process for students struggling with behavior as well as academic and attendance issues are a concern. However, an emphasis on meeting the needs of our students with the most challenging behaviors needs to occur in a systematic way to support their learning and the classroom culture. Tier 1 school-wide behavioral supports need to be reinforced with our PBIS plan. Teachers will support grade level incentives and structures to incentivize positive behaviors within their grade level team. Our student led morning show will provide a conduit for consistent communication to staff and students regarding school related events to support school-wide clubs, culture, athletic opportunities, incentives, etc.

Our students services team will present school-wide information regarding conflict resolution strategies, mental health matters curriculum, Act Now - Suicide Prevention Curriculum and other supports for students.

SEL curriculum will be fostered in each grade level through district based programs.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Rationale: Due to cuts and change in subject area leadership a emphasis on building capacity within our ILT will be a focus as we look to use district and school resources to build PLCs to support student acceleration.
Measurable Outcome:	Our bottom quartile will improve in their performance on formative pre and post tests and end of year assessments(state). .
Monitoring:	ILT meetings will include opportunities to reflect and measure effectiveness of PLCs based on PLC facilitator feedback
Person responsible for monitoring outcome:	Matthew DiPrima (matthew.diprima@hcps.net)
Evidence-based Strategy:	Plan-do-check-act Cycle of continuous improvement will be used to goal-set, complete action steps, check and monitor progress and act accordingly adjusting as necessary.
Rationale for Evidence-based Strategy:	Resources - District provided supports, SAL meetings, Teacher and PLC needs stemming from collaborative PLC work.

Action Steps to Implement

Bi-weekly PLC and ILT meetings to support progress, growth and communication of adjustments/needs.

Person Responsible	Matthew DiPrima (matthew.diprima@hcps.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Significant decrease in bottom quartile growth.
Measurable Outcome:	Goal is a 2% increase in students scoring 3 and above across all grade levels as measured by the 2022 FSA/EOC scores
Monitoring:	PLC monitoring using formative data from pre and post measurements, common assessments. Teacher support from DRT.
Person responsible for monitoring outcome:	Tracey Comlish (tracey.comlish@hcps.net)
Evidence-based Strategy:	Differentiation using mixed sized grouping strategies (small group instruction)
Rationale for Evidence-based Strategy:	Research demonstrated success of students who were in a model of acceleration versus remediation.

Action Steps to Implement

PLC work building common assessments or finding them already created by the district to target specific content related strategies and using differentiated strategies and small group instruction to support student learning.

Person Responsible	Tracey Comlish (tracey.comlish@hcps.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Panorama survey showed the lack of ESE students reflecting on their ability to self-regulate emotions.

Measurable Outcome:	The Burns ESE team will accelerate self regulation skills in our students by improving self-regulation subsections by 10% as demonstrated by the Panorama data from pre to post survey.
Monitoring:	ESE student referrals will be reviewed to monitor progress. Student data from behavior tracker will be reviewed by case managers during case management time. Teachers will communicate to case managers, ESE Specialist and admin. progress of student self-regulation.
Person responsible for monitoring outcome:	Kristy Jones (kristy.jones@hcps.net)
Evidence-based Strategy:	Check and connect program with student services team members and ESE case managers will support process. Other evidence-based strategies such as behavior point sheets and safety plans will be used to support self-regulatory behaviors.
Rationale for Evidence-based Strategy:	Resources for teachers, paras and other support staff will be ongoing to enhance development and success. PBIS strategies will support the process. Behavioral plans from FBA and PBIPs will be used for individuals with specific needs. Parental-school conferences will be used for reinforcement from home.

Action Steps to Implement

District SEL curriculum will taught with fidelity
Building relationships with parents and students - being proactive in creating systems for students to feel successful.
Implementing Second Step curriculum with targeted groups such as learning strategies classes and others.
Using point systems and level systems to provide clear expectations for students and staff
ESE established common procedures with supporting students with disabilities and teaching rules and expectations.

Person Responsible	Kristy Jones (kristy.jones@hcps.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Goal: To incorporate acceleration points into our science lesson planning and implementation (where appropriate) by providing pre-assessments to determine areas of concern. We will utilize data from Form 1 Assessment to identify the benchmarks that are lacking and incorporate those concepts in current lessons to provide scaffolding and improve comprehension strategies.
Measurable Outcome:	Student mid-year assessments will demonstrate growth in benchmarks leading to increased semester exam scores compared to like schools and ultimately increase SSA scores from the previous year.
Monitoring:	PLC monitoring of student progress and teacher acclimation to acceleration model.
Person responsible for monitoring outcome:	Fabienne Justiniano-Rivera (fabienne.justinianorivera@hcps.net)
Evidence-based Strategy:	Pre-assessment strategies - PMA and Kelly probes with informal assessments, use guided lessons to provide acceleration opportunities and to collect data, create fluid groupings as a result of data collection, then follow up with data chats with students.
Rationale for Evidence-based Strategy:	Nature of Science (NOS) - incorporate all year. Use the 5E model, Kagan strategies, Small group instruction based on literacy needs and acceleration needs. Cyclical teaching with bellwork, exit tickets, technologically enriched strategies.

Action Steps to Implement

Using the acceleration model - identify needs with pre-assessment information and create strategies listed above to target specific student needs.

Person Responsible	Fabienne Justiniano-Rivera (fabienne.justinianorivera@hcps.net)

#5. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Elective Team - Promote acceleration of student learning using growth mindset mentality as a tool to create opportunities to succeed and learn from failures as evidenced by end of semester assessments.
Measurable Outcome:	Growth mindset is individually captured on the Panorama survey. A measurable outcome would to see double digit growth from the first survey to the second survey.
Monitoring:	End of semester student surveys about the implementation of GM; Mid-year assessment to identify areas to improve SEL fidelity(acceleration)
Person responsible for monitoring outcome:	Lee Farrell (lee.farrell@hcps.net)
Evidence-based Strategy:	Student survey; positive feedback and areas of improvement from students from student led feedback and discussion.
Rationale for Evidence-based Strategy:	Growth mindset strategies to enhance student agency.

Action Steps to Implement

Student led reflection and goal setting strategies taught
Provide classroom aids and talking points for reflection and goal setting strategies
Provide support to students and strategies to use failure as a tool for learning and to bounce back from failure.

Person Responsible	Lee Farrell (lee.farrell@hcps.net)

#6. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Literacy will meet in their PLC at least twice a month during common planning (in addition to the Tuesday 2x per month PLC meetings). PLCs will be a focus to build continuity with new and existing staff. Grade level standards will be used to focus their formative assessments. PLCs will identify grade level trends by using strategies in order to promote acceleration.
Measurable Outcome:	The promotion of acceleration versus remediation for grade level standards. Reading and writing strategies will be shared amongst the team.
Monitoring:	Quarterly check-up on review of progress monitoring.
Person responsible for monitoring outcome:	Dawn Simon (dawn.simon@hcps.net)
Evidence-based Strategy:	Small group instruction such as writing conferences, high level student discourse and scaffolding for writing and reading strategies.
Rationale for Evidence-based Strategy:	PLCs will use each other during PLC work to support team with resources.

Action Steps to Implement

Ongoing work with PLC to focus on student needs using the acceleration model.

Person Responsible	Dawn Simon (dawn.simon@hcps.net)

#7. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Goal: The physical education department will work to build a safe and inclusive environment where every student feels safe to participate to their highest level of ability
Measurable Outcome:	Increase participation so ALL students are involved in participation.
Monitoring:	Conduct a quarterly climate survey to assess the effectiveness of all implementations.
Person responsible for monitoring outcome:	Leon O'connell (leon.oconnell@hcps.net)
Evidence-based Strategy:	SEL strategies, Step In and Speak Up, Growth Mindset
Rationale for Evidence-based Strategy:	SEL Curriculum, Multi-media capabilities to support student safety and team building lessons.

Action Steps to Implement

Conducting SEL lessons

Person Responsible	Leon O'connell (leon.oconnell@hcps.net)

#8. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	The Super Social Studies Team will collaborate to use common assessments to collect data to differentiate targeted small groups to facilitate an inclusive classroom that fosters student acceleration.
Measurable Outcome:	The SSS Team will monitor formative data to create improved pre and post test results. Grade level content and benchmarks will be reviewed from formative assessments to increase performance on semester assessments and Civics EOC.
Monitoring:	Formative and mid-year assessments will demonstrate progress monitoring.
Person responsible for monitoring outcome:	Jana Smith (jana.smith@hcps.net)
Evidence-based Strategy:	Differentiation with targeted small group instruction.
Rationale for Evidence-based Strategy:	Use of district provided resources for common assessments and acceleration plans to target differentiation.

Action Steps to Implement

Create a common assessment or pull one from the district database and use it early in grade level content areas to determine next steps with differentiation in the classroom

Person Responsible	Jana Smith (jana.smith@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.

Discipline data analysis shows an increase in physical attacks and fight between students, disruptive behavior and excessive tardies coupled with leaving class without permission. Panorama data (student culture) and faculty data surveys demonstrate an increase of students and staff feeling unsafe due to fighting incidences between students. Data was shared with the faculty identifying trends in faculty survey and student culture survey. On the other hand, data from the Panorama student survey showed growth mindset attitudes increased from the pre to the post survey.

Enhanced communication with expectations for procedures and rules was reinforced this year and will continue to be reinforced throughout the year. We will minimize time in AM from being indirectly supervised to students being directly supervised two minutes earlier in class. BTV and first week procedures will be reinforced throughout the school year. Starbucks(PBIS) will be used to incentivize positive behaviors with students. Students with ongoing behavioral challenges will be reviewed by IEP teams, RTI teams and if needed, the Office of Student Engagement. Continued training with faculty about students with behavioral disabilities and students that have experienced trauma will be offered. Student services team members including the ESE team will work in conjunction with one another to support student self-regulation and individual safety plans, FBAs and PBIPs.

Administration will work with teacher teams to support school-wide behaviors, classroom behavioral plans and PBIS.

Administration will PLC practices to teach students through PE classes how to resolve conflict effectives, seek out assistance of staff when needed, Title IX sexual harrassment definitions as well as bullying especially when it comes to cell phone responsibility and inappropriate use of technology.

Student clubs will be available as well as student government. Students will also participate in our School Advisory Council.

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.

Student clubs will be supported such as NJHS, SGA, SAC, Chess, Spanish Honor Society, Art Honor Society, Skittles and other student-interest clubs.
We will provide opportunities to to support mental health through our Growth Mindset practices, SEL fidelity

checks and self-reflection of our RTI/MTSS process using a rubric for "grading".

We will communicate through our student led BTV morning show daily. We will build reflection time for one minute or longer in every morning of the day.

Bullying and harassment are not tolerated. We teach the students what the definition is for both and review district procedures as well as tools students can use to report such behavior.

We monitor progress with SGA input in meetings with administration. We adapt and listen to our students to meet their needs.

Our SIT is comprised of a diverse population of faculty, staff, business partners, parents and students. We meet regularly to vote and approve the school improvement plan and review progress of goals throughout the year.

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

PE and elective team - SEL, Team building, growth mindset

Administration - Create a safe, caring and orderly environment. Provide support and oversight with daily functions of school activities, classroom instruction and school culture.

Teachers and staff - communicate and teach school-wide expectations and Positive Behavioral Intervention Strategies in the classroom.

Team Leaders - Liaison between teachers, student services and admin. to bridge links to support PBIS, classroom culture and student incentives

PLCs - To foster the greatest learning experience for students. To keep kids engaged and challenged with grade level content.

Student Services - Create Mental Health supports, Academic Achievement and Promotion information, support programs to assist students navigating the middle school waters.

Clerical - Support the instructional program and provide a superior customer service experience

Custodial - Provide a clean and safe environment for all on a daily basis.