Marshall Middle Magnet School

2021-22 Schoolwide Improvement Plan

Table of Contents

Marshall Middle Magnet School

18 S MARYLAND AVE, Plant City, FL 33563

[no web address on file]

Demographics

Principal: Dennis Mayo

Start Date for this Principal: 7/2/2020

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* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (44%) 2017-18: C (46%) 2016-17: D (40%)
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.

Table of Contents

Marshall Middle Magnet School

18 S MARYLAND AVE, Plant City, FL 33563

[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	Yes	82%

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

School Grades History

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

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 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.

Marshall Middle Magnet is empowering students to become global thinkers, lifelong learners, and effective communicators who embrace diversity.

Provide the school's vision statement.

Marshall Middle Magnet is preparing all students to be active, reflective, critical thinkers ready to shape their environments.

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
Mayo, Dennis	Principal	Instructional Leader for the site (e.g. responsible for student achievement, focused conversations with teachers, classroom visits, shares and models effective teaching strategies, confronts classroom mediocrity, has high expectations, provides structure, strong disciplinarian, creates and maintains positive school climate (orderly), drive to move school forward, and includes all staff in the team effort in promoting student achievement) for the purpose of providing support to site staff in order to increase student achievement.The job also includes the overall site operations; receiving, distributing and communicating information to enforce school, district and state policies; maintaining safety of school environment; coordinating school activities; communicating information to staff; and addressing situations, problems and/or conflicts that could negatively impact the school. Advocates for the students, staff, school, district and public education (e.g. responsive to parents and community, creates a welcoming climate and culture, markets school programs, promotes and emphasizes support for parental involvement) for the purpose of encouraging and promoting community involvement and outreach.
Todd, Chandra	Assistant Principal	An instructional leader responsible for supporting the district and principal's instructional vision. The Assistant Principal deals tactfully and fairly with persons from diverse cultural backgrounds, supervise operations in support of the principal. Comply with federal and state laws, evaluate teacher and learning resources to determine strengths and areas of enrichment. Demonstrates awareness of school-community needs and is self-driven to meet those needs. The Assistant Principal aides to develop a discipline management system that results in positive student behavior and increases student achievement. The Assistant Principal maintains emotional control, works with good judgement, maintains confidence and seeks to continuously grow as a professional to develop him/her self and others.
Shaw, Ira	Assistant Principal	Instructional leader responsible for supporting the district and principal's instructional vision. The Assistant Principal deals tactfully and fairly with persons from diverse cultural backgrounds, supervise operations in support of the principal. Comply with federal and state laws, evaluate teacher and learning resources to determine strengths and areas of enrichment. Demonstrates awareness of school-community needs and is self-driven to meet those needs. The Assistant Principal aides to develop a discipline management system that results in positive student behavior and increases student achievement. The Assistant Principal maintains emotional

Name	Position Title	Job Duties and Responsibilities
		control, works with good judgement, maintains confidence and seeks to continuously grow as a professional to develop him/her self and others.
Richardson, Michelle	Instructional Coach	Has a shared responsibility to increase student achievement, effectively support and work professionally with all personnel on campus, make informed decisions serving the best interest of the school, has a continuous eye for advancement that guides their focus and drive, encourages others to be their best, efficient problem-solver, quickly adapts to change.
Webb, Kathy	Instructional Coach	MYP Coordinator and Magnet lead teacher responsible for the implementation and support of our International Studies Magnet theme. This includes professional development trainings for teachers, support during PLCs with the Instructional Framework of MYP Unit Planning, marketing, and involving parents and community stakeholders, using all aspects of Social Media including School website, Twitter, and Facebook.
Smith, Adrienne	Teacher, ESE	Teach students in a classroom setting, build caring relationships with students and parents and staff, manage student work, differentiated instruction, and behaviors in the classroom while upholding high expectations daily. Develop teaching and learning material needed for use in class, including lesson plans, projects, and assignments that promote critical thinking and preparation for life. Writing and implementing Individual Education Plans to achieve student's success. Mrs. Thomas also supports other teachers on the staff.
Wiyda, Peter	Teacher, K-12	Teach students in a classroom setting, build caring relationships between students and staff, managing student work output and behavior in the classroom. Mr. Wiyda is also department head for the Science department where he leads the instructional community with development of the highest academic standards. Mr. Wiyda is responsible for the curriculum and budget of the science department. In addition, he supports other teachers on the staff and act as an instructional role model for best practices.

Demographic Information

Principal start date
Thursday 7/2/2020, Dennis Mayo

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.*
1

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.*

14

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

960

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

10

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

8

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	319	344	310	0	0	0	0	973
Attendance below 90 percent	0	0	0	0	0	0	63	98	101	0	0	0	0	262
One or more suspensions	0	0	0	0	0	0	9	53	69	0	0	0	0	131
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	59	68	78	0	0	0	0	205
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	53	82	65	0	0	0	0	200
Number of students with a substantial reading deficiency	0	0	0	0	0	0	3	10	12	0	0	0	0	25

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	3	25	31	0	0	0	0	59

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	2	3	2	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	1	3	3	0	0	0	0	7

Date this data was collected or last updated

Tuesday 8/31/2021

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	332	283	324	0	0	0	0	939
Attendance below 90 percent	0	0	0	0	0	0	67	52	71	0	0	0	0	190
One or more suspensions	0	0	0	0	0	0	9	47	57	0	0	0	0	113
Course failure in ELA	0	0	0	0	0	0	0	88	166	0	0	0	0	254
Course failure in Math	0	0	0	0	0	0	0	88	166	0	0	0	0	254
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	66	74	95	0	0	0	0	235
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	77	59	105	0	0	0	0	241

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	97	83	94	0	0	0	0	274

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	71	34	91	0	0	0	0	196
Students retained two or more times	0	0	0	0	0	0	4	6	8	0	0	0	0	18

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	332	283	324	0	0	0	0		939
Attendance below 90 percent	0	0	0	0	0	67	52	71	0	0	0	0		190
One or more suspensions	0	0	0	0	0	9	47	57	0	0	0	0		113
Course failure in ELA	0	0	0	0	0	0	88	166	0	0	0	0		254
Course failure in Math	0	0	0	0	0	0	88	166	0	0	0	0		254
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	66	74	95	0	0	0	0		235
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	77	59	105	0	0	0	0		241

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	97	83	94	0	0	0	0	274

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	71	34	91	0	0	0	0	196
Students retained two or more times	0	0	0	0	0	0	4	6	8	0	0	0	0	18

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				33%	51%	54%	34%	52%	53%
ELA Learning Gains				42%	52%	54%	44%	53%	54%
ELA Lowest 25th Percentile				35%	47%	47%	42%	48%	47%
Math Achievement				43%	55%	58%	41%	56%	58%
Math Learning Gains				52%	57%	57%	52%	59%	57%
Math Lowest 25th Percentile				48%	52%	51%	48%	52%	51%
Science Achievement				29%	47%	51%	32%	47%	52%
Social Studies Achievement				44%	67%	72%	47%	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	32%	53%	-21%	54%	-22%
Cohort Comparison						
07	2021					
	2019	33%	54%	-21%	52%	-19%
Cohort Comparison		-32%				
08	2021					
	2019	27%	53%	-26%	56%	-29%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	31%	49%	-18%	55%	-24%
Cohort Comparison						
07	2021					
	2019	48%	62%	-14%	54%	-6%
Cohort Comparison		-31%				
08	2021					
	2019	27%	31%	-4%	46%	-19%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	27%	47%	-20%	48%	-21%
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	40%	67%	-27%	71%	-31%

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	87%	63%	24%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	57%	-57%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

LA -Achieve 3000
Math - Baseline and Mid year Math
Civics - Baseline and Mid year math

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15	18	21
	Economically Disadvantaged	12	13	16
	Students With Disabilities	28	33	35
	English Language Learners	7	13	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	46	
	Economically Disadvantaged	29	45	
	Students With Disabilities	34	50	
	English Language Learners	24	38	

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7	10	12
	Economically Disadvantaged	7	8	10
	Students With Disabilities	17	20	25
	English Language Learners	16	17	17
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30	42	
	Economically Disadvantaged	29	41	
	Students With Disabilities	31	49	
	English Language Learners	24	29	
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	31	41	
	Economically Disadvantaged	31	40	
	Students With Disabilities	34	45	
	English Language Learners	26	33	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15	17	20
	Economically Disadvantaged	12	15	17
	Students With Disabilities	24	22	21
	English Language Learners	17	19	29
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	43	
	Economically Disadvantaged	28	42	
	Students With Disabilities	28	43	
	English Language Learners	27	33	
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	41	40	
	Economically Disadvantaged	40	39	
	Students With Disabilities	43	40	
	English Language Learners	29	30	

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	13	26	22	12	18	16	6	28			
ELL	18	26	20	16	17	17	4	20			
BLK	20	16	4	16	20	18	4	33			
HSP	29	32	27	25	23	19	16	35	63		
MUL	27	36		27	27						
WHT	39	42	24	40	33	23	29	46	69		
FRL	28	31	23	25	23	20	18	36	60		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	31	32	22	47	47	17	18			
ELL	12	30	30	28	50	49	12	27	71		
BLK	35	50	45	39	48	43	20	27			

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	29	38	32	39	50	44	26	40	78		
MUL	36	45		50	55						
WHT	38	45	40	50	56	55	33	58	67		
FRL	31	41	34	41	52	48	26	44	71		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	36	33	17	37	38	11	31			
ELL	15	36	41	24	42	43	7	30	50		
BLK	20	42	38	31	51	52	10	43			
HSP	32	45	41	37	50	43	23	43	78		
MUL	56	59		59	65						
WHT	40	43	44	48	53	57	50	53	76		
FRL	33	44	41	38	51	48	29	46	73		

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	31
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	24
Total Points Earned for the Federal Index	305
Total Components for the Federal Index	10
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	18
English Language Learners Subgroup Below 41% in the Current Year?	YES

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	16
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	29
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	29
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	29
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?

There was a decline in learning gains across all subgroups in ELA or Math. Science achievement dropped 22 points ELA achievement dropped 1 point, math achievement increased by 3 points, science achievement decreased by 3 points, and social studies decreased by 3 points. Across grades levels 6-8 ELA achievement 21-26 points below the district. In Math achievement across grade levels Marshall was 4-18 points below the district. Science achievement 20 points below district. Civics achievement 27 points below district and Algebra achievement was 24 point above district, however at 71% way below middle school average.

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

ELA lower quartile had a decrease of 7% points for all grade levels. Based on progress monitoring tools the 8th grade students were in need of the most interventions.

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

Contributing factors include lack of rigorous instruction and standards based planning with professional learning communities. We will continue to focus on engaging lessons and accelerating students through small group instruction. A large portion of our title 1 budget has been allocated to laptops to provide teachers with additional tools in the classroom to support acceleration models.

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

The data component that showed the most improvement was in the area of Math, with achievement for the school at 87% as compared to the state at 61% for Algebra. This data has been consistent for 2 years.

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

New actions taken in this area include the school adopting a research support class for specific students and providing additional supports using computer based programs as well as the resource, Algebra Nation. Consistency with course instructors is another key factor for this area.

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

Common planning in PLCs to analyze data to develop lessons that scaffold to assist with student grouping to accelerate learning. We also need training and support for framework modules.

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 will receive professional development in instructional frameworks, data driven grouping, PLCs
District coaches will support along with onsite coaching by reading resource and administration.

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

We continue to recruit and retain effective teachers with this year having a full VE staff and only one current vacancy in science. Our scheduling model has changed to provide more support facilitation for VE students and we have behavior support for our neediest students. We are re-branding our school as an International Studies school and recruit families to support the schools vision. We are offering accelerated math courses and continue have a high number of students receive industry certifications. We are investing in technology to support right time interventions based on teacher input. We currently have a full student services team to provide wrap around services including interventions, migrant student support and ESE supports.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Area of focus will be centered around FSA achievement levels. Students With Disabilities (SWD) in English Language Arts (ELA), Science, and Social Studies were below 20% points. Students scored far below their peers.
Measurable Outcome:	Based on the 2021 FSA, our goal for all areas (ELA, Science and Social Studies) is to be above 20% if not higher. 5% increase in ELA, science 3%, and social studies 2%. Math success was at 22% and we are expecting to see growth to 25%.
Monitoring:	Monitoring through PLCs analyzing the baselines, common assessments, and semester exams
Person responsible for monitoring outcome:	Dennis Mayo (dennis.mayo@hcps.net)
Evidence-based Strategy:	Instructional framework includes small group instruction and strategic pull outs. Targeted interventions such as lunch and learn as well as boot camps for specific groups of students who have been identified based on IEP goals and FSA scores.
Rationale for Evidence-based Strategy:	Working with small groups of students that have similar needs, the standards can be reviewed and retaught as needed. Specific strategies can be re-enforced by groups of teachers all working towards mastery of the standards.

Action Steps to Implement

Working with the ESE teachers and core area teachers, students will be grouped based on needs. Once grouped, lessons and standards will be reviewed using specific strategies. Students will be able to use critical thinking skills, apply knowledge, reflect and verbalize strategies they will use to answer the questions.

Person Responsible	Dennis Mayo (dennis.mayo@hcps.net)

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

Area of Focus Description and Rationale:	Area of focus will be on science (20% achievement), social studies (27% achievement), ELA (35%), and math (39% achievement).

Measurable Outcome:	Effective instruction in ELA centered around Achieve 3000 data will help to track progress toward this goal. African American students will score at or above the Lexile levels of their peers. Over all goal for school - 75% of students will increase their Lexile level as measured by the level-set assessment by the end of the year. FSA result will show at least 5% increase in measured areas.
Monitoring:	Monitoring through PLCs analyzing the baselines, common assessments, and semester exams
Person responsible for monitoring outcome:	Dennis Mayo (dennis.mayo@hcps.net)
Evidence-based Strategy:	Conference regularly with student to review growth in proficiency, using multiple points. Small group pull out for students scoring below average; Bright Fish Program will be used with these students. Reading resource will model and support teachers around the instructional frameworks. Utilize USA Test Prep for support with Civics assessment and monitor data for growth of targeted students.
Rationale for Evidence-based Strategy:	Students must be aware of their performance and develop goals to improve. Students must have access to relevant, current reading material, promoting independent reading, which increases vocabulary and performance on standardized assessments. Use of Bright Fish will help student build fluency and confidence to close the achievement gap and comprehend grade level text. Modeling the expectation of the instructional framework will build confidence in the teachers ability to implement with fidelity and increase student engagement. USA Test Prep increases Civics vocabulary and interpretation of questions, promoting critical thinking skills necessary.

Action Steps to Implement

Capture baseline assessment data.
Create structure around using Newsela in all classes
Create small groups of students to review strategies and standards.

Person Responsible	Chandra Todd (chandra.todd@sdhc.k12.fl.us)

#3. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	On the 2019 FSA, our ELL students scored at 12% for ELA achievement, 28% for math, 12% for science, and 27% for social studies. All areas are of concern with a specific focus on ELA achievement.
Measurable Outcome:	The school will focus on improving ELA achievement from 12% to 20%, an 8% increase. We believe that the additional focus in ELA will provide gains in the other subjects as well.
Monitoring:	Monitoring through PLCs analyzing the baselines, common assessments, and semester exams
Person responsible for monitoring outcome:	Ira Shaw (ira.shaw@sdhc.k12.fl.us)
Evidence-based Strategy:	Targeted interventions such as lunch and learn and boot camps for specific groups of students. Small group instruction utilizing the ELL paras to give individualized attention and strategic pull out for students scoring below average. Bright Fish Program will be used with these students to build fluency and comprehension skills needed to close the achievement gap and comprehend grade-level text. Reading resource will mode and support teachers around the instructional frameworks.
Rationale for Evidence-based Strategy:	Resource personnel will be used to support students in the classrooms. Our rationale is that by focusing on small groups of students with language and strategy supports we will be able to close gaps in learning.

Action Steps to Implement

Select the criteria
Identify students
Develop remediation lessons and follow up with review of data from the progress monitoring tool- Bright Fish

Person Responsible	Dennis Mayo (dennis.mayo@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.

Our Out of School suspension rate is high but it has shown a significant decrease over the past four years. We will continue to use our Positive Behavior System to promote desired behaviors, utilize SEL and our student services department to promote appropriate decision making strategies and we will continue to offer other consequences besides Out of School Suspension.

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 school addresses a positive school culture by celebrating students accomplishments and goals on our morning show and special awards presentations throughout the year. The principal celebrates with students who achieve the honor roll, high honor roll, perfect attendance and children of military families. Award programs are held with families, when possible and students are constantly encouraged to do their best.
We have a token economy where students early "dollars" to spend weekly in the school store and for our newest school-wide academic program students could earn "Achieve Dollars and Brightfish Bucks." The incentive store is run by both students and staff.
Teachers are requested to add note to the behavior tracker and are expected to contact parents for behavior concerns. The principal meets with students and families to come up with improvement plans when students receive 5 or more referrals.
Teachers are celebrated for their accomplishments as well. Teachers are recognized as being experts in their field and whenever possible they are highlighted for their contributions. Snack carts, scavenger hunts, lunches and sunshine events contribute to their contributions to a positive school culture.

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

Community members and organizations help by providing support for our teachers and staff. Community members support students by acting as club sponsors, providing mentoring and support and financhial support.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
		Total:	$0.00