Orange Grove Middle Magnet School

2021-22 Schoolwide Improvement Plan

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Orange Grove Middle Magnet School

3415 N 16TH ST, Tampa, FL 33605

[no web address on file]

Demographics

Principal: Michael M IR Anda

Start Date for this Principal: 7/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	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 (52%) 2017-18: B (57%) 2016-17: B (54%)
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.](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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Orange Grove Middle Magnet School

3415 N 16TH ST, Tampa, FL 33605

[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	77%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

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

At Orange Grove Middle Magnet School of the Arts, success is the expectation. We seek to empower well-rounded individuals through all disciplines. We will create a community of respect and sensitivity while fostering an appreciation of the role of Arts in life. We will accomplish our Vision by:

* Maintaining a standard of excellence for every student
* Broadening student experiences in Arts and Academics
* Promoting a creative and artistic approach to learning
* Fostering a creative, cooperative environment
* Providing experience and training in all content areas that goes beyond what is offered in traditional middle school curriculum
* Encouraging active involvement of students, parents, and the community
* Embracing the critical role we play in the K-12 Fine Arts Program

This will empower students to become respectful, successful, lifelong learners and productive citizens.

Provide the school's vision statement.

Our vision at Orange Grove is to prepare every student to be successful and creative by promoting high academic standards through an arts integrated approach to learning.

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
Miranda, Michael	Principal	Instructional leader and manager of school. Responsible for budget, schedules, hiring, safety and supervision of students and staff. Leverages leadership of all staff members to ensure all activities and professional development are aligned with the school's magnet theme of the arts and instructional priorities.
Fleischmann, Adam	Assistant Principal	Leverage leadership of teachers, supervise Team Leaders, lead the Instructional Leadership Team (ILT), participate in the Culture committee to discuss school-wide discipline and culture amongst teachers and staff as well as students, and oversee the Student Services Team (counselors, school psychologist, social worker)
Nelson, Tracey	Assistant Principal	Leverage leadership of teachers, supervise Team Leaders, lead the Instructional Leadership Team (ILT), participate in the Culture committee to discuss school-wide discipline and culture amongst teachers and staff as well as students, and oversee the Student Services Team (counselors, school psychologist, social worker)
Bowles, Bridgette	SAC Member	Set meeting agendas, ensure SAC composition and SIP approval forms are completed and uploaded, facilitates discussion on school improvement and action steps.
Miceli, Darlene	Teacher, K-12	Participate in ILT, Team meetings, Culture committee, PLC's to provide input and alignment with the school's instructional priorities, SIT Plan, and impact review.
Espinoza, Laura	Teacher, K-12	SAL who participates in ILT, Culture committee, PLC's to provide input and alignment with the school's instructional priorities, SIT Plan, and impact review.
Moragne, Altelio	Behavior Specialist	Success Coach who participates in ILT, Culture committee, administrative staff meetings (weekly) to provide input and alignment with the school's instructional priorities, school culture and ABC data (attendance, behavior, course performance), SIT Plan, and impact review.

Demographic Information

Principal start date
Thursday 7/29/2021, Michael M IR Anda

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.*
13

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.*

16

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

505

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

2

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

2

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	162	178	165	0	0	0	0	505
Attendance below 90 percent	0	0	0	0	0	0	1	3	1	0	0	0	0	5
One or more suspensions	0	0	0	0	0	0	2	2	3	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	30	25	32	0	0	0	0	87
Course failure in Math	0	0	0	0	0	0	30	25	32	0	0	0	0	87
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	24	39	0	0	0	0	91
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	38	30	33	0	0	0	0	101
Number of students with a substantial reading deficiency	0	0	0	0	0	0	39	50	40	0	0	0	0	129

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	0	1	2	0	0	0	0	3

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	3	5	5	0	0	0	0	13
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

Monday 9/6/2021

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	200	168	151	0	0	0	0	519
Attendance below 90 percent	0	0	0	0	0	0	5	6	5	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	54	32	55	0	0	0	0	141
Course failure in ELA	0	0	0	0	0	0	12	10	8	0	0	0	0	30
Course failure in Math	0	0	0	0	0	0	12	8	8	0	0	0	0	28
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	43	29	21	0	0	0	0	93
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	63	43	26	0	0	0	0	132

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	0	13	15	0	0	0	0	28

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	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	2	17	0	0	0	0	0	19

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	200	168	151	0	0	0	0	519
Attendance below 90 percent	0	0	0	0	0	0	5	6	5	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	54	32	55	0	0	0	0	141
Course failure in ELA	0	0	0	0	0	0	12	10	8	0	0	0	0	30
Course failure in Math	0	0	0	0	0	0	12	8	8	0	0	0	0	28
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	43	29	21	0	0	0	0	93
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	63	43	26	0	0	0	0	132

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	0	13	15	0	0	0	0	28

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	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	2	17	0	0	0	0	0	19

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				53%	51%	54%	57%	52%	53%
ELA Learning Gains				49%	52%	54%	55%	53%	54%
ELA Lowest 25th Percentile				40%	47%	47%	44%	48%	47%
Math Achievement				49%	55%	58%	52%	56%	58%
Math Learning Gains				55%	57%	57%	55%	59%	57%
Math Lowest 25th Percentile				47%	52%	51%	51%	52%	51%
Science Achievement				41%	47%	51%	46%	47%	52%
Social Studies Achievement				52%	67%	72%	64%	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	52%	53%	-1%	54%	-2%
Cohort Comparison						
07	2021					
	2019	55%	54%	1%	52%	3%
Cohort Comparison		-52%				
08	2021					
	2019	53%	53%	0%	56%	-3%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	39%	49%	-10%	55%	-16%
Cohort Comparison						
07	2021					
	2019	56%	62%	-6%	54%	2%
Cohort Comparison		-39%				
08	2021					
	2019	25%	31%	-6%	46%	-21%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	41%	47%	-6%	48%	-7%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	52%	67%	-15%	71%	-19%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	63%	22%	61%	24%
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.

Achieve 3000, NewsELA, SchoolCity Assessments, CommonLit assessments, District baseline and mid-year, semester exams

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19	22	24
	Economically Disadvantaged	16	20	21
	Students With Disabilities	24	27	29
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	45	50
	Economically Disadvantaged	38	42	48
	Students With Disabilities	38	42	48
	English Language Learners	35	40	42

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	45	50
	Economically Disadvantaged	38	43	48
	Students With Disabilities	38	43	48
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	45	50
	Economically Disadvantaged	40	45	50
	Students With Disabilities	41	48	51
	English Language Learners	38	40	45
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	56	56
	Economically Disadvantaged	52	52	52
	Students With Disabilities	52	52	52
	English Language Learners	48	48	48

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	38	42
	Economically Disadvantaged	23	31	35
	Students With Disabilities	87	89	89
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	45	50
	Economically Disadvantaged	35	38	42
	Students With Disabilities	32	35	40
	English Language Learners	30	32	42
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	41	41	41
	Economically Disadvantaged	38	38	38
	Students With Disabilities	38	38	38
	English Language Learners	35	35	35

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	16	18	20	27	25		31			
ELL	36	39	31	38	39	45		64			
BLK	37	39	29	29	36	37	19	42	63		
HSP	55	52	24	50	50	47	50	64	81		
MUL	57	41		36	38						
WHT	69	56		68	60		48	76	78		
FRL	43	44	31	37	41	44	28	52	64		
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	11	19	20	17	35	27	12	25			
ELL	32	28	25	17	42						
BLK	36	40	38	34	48	45	19	43	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
HSP	58	52	44	53	58	48	44	58	64		
MUL	50	44		61	67		50				
WHT	80	62	54	69	60	43	74	68	92		
FRL	44	45	36	41	53	47	26	48	68		
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	17	51	52	19	37	35	18	21			
ELL	35	43	36	22	48	44					
BLK	41	48	43	36	47	46	27	50	83		
HSP	64	56	50	56	62	58	38	69	95		
MUL	63	63		52	39			60			
WHT	74	65	25	72	66	59	72	82	85		
FRL	50	52	44	44	51	48	38	54	83		

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	3
Progress of English Language Learners in Achieving English Language Proficiency	23
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
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	37
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	49
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	43
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	65
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	41
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?

There is a trend for students in the bottom quartile (comprised of many SWD and ELL) not making adequate yearly progress nor being proficient on FSA assessments in Reading, Writing, and Math. Slow steady growth in ELA throughout the year.

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

EWS data, district systems data, progress monitoring data, attendance records, Achieve3000, School City assessments, CommonLit assessments, and semester exams.

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

Multiple schedule changes with students and teachers, as a result of the pandemic and shifts from e-learning to on campus and vice versa. Demands for social distancing in the classroom necessitated many teachers not conducting small groups, and consequently not differentiating instruction as needed.
Administration, district staff, and subject area leaders will conduct more frequent walk-throughs with targeted feedback as well as ongoing job-embedded professional development with continuous data chats with students and progress monitoring.

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

Achieve3000 and CommonLit, semester exams, baseline and midyear district assessments

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

Reading Coach and ELA teachers closely monitored data and Achieve3000 assessments were done with fidelity and also done monthly within science and social studies classes.

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

Our school-wide action steps will include: (1) Standards-based and arts integrated planning (weekly or every other week) for content area teachers, with a focus embedding higher order questioning and discussion among students in a teacher-led small group setting, integration of knowledge (i.e. READ strategy, vocabulary graphic organizers, Key Word Notes), and use of ongoing assessment to differentiate instruction in lesson plans and instruction; (2) teachers will spiral back with Standards needing focus through their bellwork/launch activity each day; (3) in math, the math resource coach

will pull students individually and in small groups out of P.E. daily for tutoring to accelerate learning of concepts and close gaps in math skills; (4) administration will provide weekly targeted feedback for teachers depending on their preferred method of receiving feedback (i.e. text from administrator after walk-through, informal observation not counted in LTM, formal observation not counted in LTM, verbal or scripted feedback tied to 4 Principles of Excellent Instruction, side-by-side coaching, etc.)

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.

Professional development offered on: Assessment, Differentiating Instruction, Teach Like A Champion book study, embedding rigor in instruction, effective small groups, Kagan strategies, integrating the arts for student engagement.

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

Walk-throughs conducted by administrative team will be captured, with individualized feedback given based on teacher input, and trend data analyzed weekly. Data chats will be held with students and teachers quarterly. Students in the bottom quartile will be targeted (including SWD and ELL) and strategies impemented (ex. READ) to increase reading comprehension. Small group rotations and instruction will be done with fidelity in classrooms to allow for differentiated instruction. Success coach will monitor Attendance, Behavior, and Course Performance and progress monitor students and set weekly goals. Counselors will offer mental and emotional health, SEL opportunities for students and staff throughout the year. Students will be pulled out by Math Coach and APC for tutoring and small group remediation in math.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning	
Area of Focus Description and Rationale:	Our focus based on critical need and student data as well as observation data from administration and district observers will be on improving teachers' instructional practice as it related to aligning learning targets with content standards, ensuring grade level appropriate and rigorous content and tasks for students, and having ongoing formative assessment with differentiation of instruction. There will be a focus in ELA classes for improving literacy and writing skills as it relates to information and literary text. Teachers will focus on helping students unpack the prompt, cite textual evidence, and layer in commentary aligned to their points. Teachers in all content areas will also focus on key ideas and details within the text.
Measurable Outcome:	The measurable outcomes will be improved reading and writing scores (as well as math, science, and Civics) on the state assessment and district level baseline/mid-year/final exams for all students with close progress monitoring of SWD, ELL, Black, Hispanic, and Multiracial students.
Monitoring:	Administration will conduct daily and weekly walk-through's and informal and formal observations with targeted feedback, in addition to quarterly data chats with teachers where we discuss strategies for failing students, students not meeting the benchmarks, etc. in order to progress monitor teacher practice. Administration will also actively participate in twice/month PLC's with the subject areas in order to monitor data disaggregation and how it is used to leverage small group instruction, collaborative planning and strategies, and closing achievement gaps with the bottom quartile students.
Person responsible for monitoring outcome:	Michael Miranda (michael.miranda@hcps.net)
Evidence-based Strategy:	The R.E.A.D strategy (Re-state, Evidence, Analyze, Draw a Conclusion) was taught by ELA teachers to all teachers in all content areas. In addition, professional development was provided by an ELA teacher on teacher-led small group instruction and a District trainer on questioning and discussion with rigorous content. In addition, an ELA/ESE teacher presented Key Word Notes and a Vocabulary graphic organizer to be used in all content areas.
Rationale for Evidence-based Strategy:	The READ strategy, Key Word Notes, and vocabulary graphic organizers were selected for their positive correlation with increased students' writing and reading scores as measured on the baseline and mid-year assessments, NewsELA, and Springboard assessments.

Action Steps to Implement

1. ELA teachers will look at their own assessment data and implement the READ strategy in their instruction as well as Key Word Notes, and vocabulary graphic organizers.
2. ELA teachers will provide professional development for all content areas on these strategies.
3. ELA/ESE teacher will provide modeling in the classroom of these strategies and side by side coaching, if requested. Demonstration classrooms will also be provided with observing teachers doing reflection sheet.
4. Administration and District DRT's and observers will ensure the fidelity of these strategies being taught through weekly and monthly walk-throughs.
5. Content area teachers will meet twice/month in a PLC setting to analyze student data, collaborate, share
strategies and best practices.

Person Responsible   Michael Miranda (michael.miranda@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.

Based on our discipline data, we will target professional development and support for all teachers related to the high % of our black subgroup and their higher than average % of disciplinary referrals. The focus will be on clear expectations for school-wide policies and procedures, effective classroom management techniques, demonstration classrooms, monthly support meetings for new teachers, embracing diversity, establishing mutual respect and rapport, providing specific feedback related to domain 2 on EET rubric, etc.

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 staff cultivates and builds a positive school culture and environment by fostering 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. We have a "Sunshine" committee who plans events and recognitions throughout the year to build collective efficacy and collaboration among all staff.

We involve various stakeholder groups (core, non-core, parents, instructional staff, instructional support staff, students) to employ school improvement strategies that impact the positive school culture and environment. Our PTSA Board meets monthly to discuss ways they can support the school in our vision and goals.

Stakeholders play a key role in school performance and addressing equity. Our Instructional Leadership Team (ILT) meets twice/month to discuss our school's vision, mission, values, goals, and employing school improvement strategies aligned with our instructional priority and magnet theme of the arts..

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

Principal, Assistant Principals: Create meaningful parental involvement, celebrate achievement and behavior (school-wide events and incentives), establish norms and high expectations that build values, set consistent discipline, meet student and staff needs on a daily basis.

Subject Area Leaders: Lead their respective departments and provide ongoing support for professional needs and training.

Team Leaders: Collaborate with teachers on team to discuss students, incentives, communication with parents and administration to meet the individual needs of students.

Resource staff (success coach, counselors, social worker, psychologist): Focus on the mental and emotional health of all students and staff with trainings and professional development in Second Step, Kognitio, Panorama survey results, 7 Mindsets, SEL, suicide and threat assessments, etc.

Teachers: Establish expectations, procedures, and classroom culture that fosters mutual respect and rapport as well as accountability for learning. They praise students when they succeed and assist them when they fail. They encourage students to "reach for the stars" in our magnet school for the arts, helping each student develop as learners and performers.

Instructional Support (secretaries, data processor, bookkeeper, assistant teacher, custodians, cafeteria staff, bi-lingual aide, nurse): They support all staff with supplies needed, assist with parent communication, help keep the campus clean, feed students, make sure the students are where they are supposed to be for student safety, help students who may have lost an item or needs another shirt to wear, treat students who get hurt or don't feel well, etc.)

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning	$0.00
		Total:	$0.00