

Hillsborough County Public Schools

Sligh Middle School



2021-22 Schoolwide Improvement Plan

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Sligh Middle School

2011 E SLIGH AVE, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Angela Brown

Start Date for this Principal: 6/14/2021

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 (45%) 2017-18: D (37%) 2016-17: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	SIG Cohort 3
Year	N/A
Support Tier	N/A
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the 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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Sligh Middle School

2011 E SLIGH AVE, Tampa, FL 33610

[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	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

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

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<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.

To provide an educational community for students to become Positive, Respectful, Innovators, Determined for Excellence (P.R.I.D.E)!

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. With that in mind, we have developed the following Vision for our school:

Creating a Culture of Excellence to ensure student success

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
Jones, Anthony	Principal	Vision / Mission / Norms Overall operation of all school functions to include Instructional Priority oversight and cultural goals Supervision/Evaluation of all school personnel EET – Observation & Evaluation Process CTA/Steering Committee Liaison - District / AS / Professional Standards Principal Council Representative Administrative Duty assignments School Budget / Finances / Internal Accounts Pre-Planning & Faculty Meeting Agendas
Calloway, Thalia	Teacher, K-12	SAC Chair Develop SAC Work with SAC and school staff to ensure implementation of SIP Assist with editing the SI
		Assist and leader alongside Principal with the following:
Vega, Cristina	Assistant Principal	Vision / Mission / Norms Overall operation of all school functions to include Instructional Priority oversight and cultural goals Supervision/Evaluation of all school personnel EET – Observation & Evaluation Process CTA/Steering Committee Liaison - District / AS / Professional Standards Principal Council Representative Administrative Duty assignments School Budget / Finances / Internal Accounts Pre-Planning & Faculty Meeting Agendas
	Assistant Principal	

Demographic Information

Principal start date

Monday 6/14/2021, Angela Brown

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.*

0

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.*

5

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

576

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

4

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

3

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	200	180	196	0	0	0	0	576
Attendance below 90 percent	0	0	0	0	0	0	46	37	38	0	0	0	0	121
One or more suspensions	0	0	0	0	0	0	12	16	23	0	0	0	0	51
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	56	59	69	0	0	0	0	184
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	70	73	75	0	0	0	0	218
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	6	5	14	0	0	0	0	25

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	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	55	40	50	0	0	0	0	145

Date this data was collected or last updated

Tuesday 6/8/2021

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	181	200	173	0	0	0	0	554
Attendance below 90 percent	0	0	0	0	0	0	13	30	30	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	14	28	27	0	0	0	0	69
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	25	48	33	0	0	0	0	106

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	4	25	22	0	0	0	0	51

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	9	4	8	0	0	0	0	21

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	181	200	173	0	0	0	0	554
Attendance below 90 percent	0	0	0	0	0	0	13	30	30	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	14	28	27	0	0	0	0	69
Course failure in ELA	0	0	0	0	0	0	8	4	1	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	2	2	1	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	56	59	69	0	0	0	0	184
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	70	73	75	0	0	0	0	218
Course failure in ELA or Math	0	0	0	0	0	0	25	48	33	0	0	0	0	106

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	4	25	22	0	0	0	0	51

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	9	4	8	0	0	0	0	21

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				32%	51%	54%	26%	52%	53%
ELA Learning Gains				45%	52%	54%	32%	53%	54%
ELA Lowest 25th Percentile				38%	47%	47%	31%	48%	47%
Math Achievement				31%	55%	58%	28%	56%	58%
Math Learning Gains				50%	57%	57%	38%	59%	57%
Math Lowest 25th Percentile				53%	52%	51%	35%	52%	51%
Science Achievement				27%	47%	51%	20%	47%	52%
Social Studies Achievement				52%	67%	72%	40%	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	37%	53%	-16%	54%	-17%
Cohort Comparison						
07	2021					
	2019	34%	54%	-20%	52%	-18%
Cohort Comparison		-37%				
08	2021					
	2019	26%	53%	-27%	56%	-30%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	23%	49%	-26%	55%	-32%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	36%	62%	-26%	54%	-18%
Cohort Comparison		-23%				
08	2021					
	2019	13%	31%	-18%	46%	-33%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	24%	47%	-23%	48%	-24%
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	51%	67%	-16%	71%	-20%
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	81%	63%	18%	61%	20%
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.

Teachers are using active monitoring tools in their classrooms. Each subject area has determined a specific monitoring tool and process to use active monitoring in their classrooms.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	
	Economically Disadvantaged	6	9	9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.5	19.2	
	Economically Disadvantaged	49.6	22.2	
	Students With Disabilities	46.55	15.13	
	English Language Learners	14	11.8	

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	28	39
	Economically Disadvantaged	9	13	13
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.5	35.5	
	Economically Disadvantaged	30.7	37.51	
	Students With Disabilities	0	0	
	English Language Learners	0	0	
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	55.8	50.64	
	Economically Disadvantaged	40.7	44.15	
	Students With Disabilities	0	0	
	English Language Learners	0	0	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	44	44
	Economically Disadvantaged	5	11	16
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	61.9	46.15	
	Economically Disadvantaged	37.05	40.99	
	Students With Disabilities	14.45	30.14	
	English Language Learners	0	0	
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	57	31.98	
	Economically Disadvantaged	25.5	27.3	
	Students With Disabilities	32.2	16.26	
	English Language Learners	0	25.45	

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	3	19	22	6	33	50	4	17			
ELL	24	43	42	19	28	44	15	48			
BLK	14	20	25	11	31	60	9	35	52		
HSP	37	43	39	25	28	44	33	53	71		
MUL	27	18		20	20						
WHT	35	31		37	41		46	60			
FRL	23	28	26	17	30	52	18	42	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	15	32	31	13	51	53	17	25			
ELL	25	38	35	21	48	48	25	46			
BLK	22	41	39	25	48	51	19	45	59		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	52	54	37	43	54	52	40	57	82		
MUL	67	67		53	55			70			
WHT	59	53		54	60		42	67			
FRL	30	45	38	30	50	53	26	51	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	3	13	20	6	34	39		14			
ELL	17	35	36	17	36	44		42			
BLK	19	26	29	23	35	32	15	36	90		
HSP	35	39	26	35	39	38	25	52	69		
MUL	53	62		43	50						
WHT	66	59		52	67		55	64			
FRL	24	31	31	26	38	35	19	39	85		

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	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	26
Total Points Earned for the Federal Index	332
Total Components for the Federal Index	10
Percent Tested	95%
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	32
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	29
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	41
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	21
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	42
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	33
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?

On the 2021 FSA, student performance dropped across all 9 cells. When broken down e-Learning vs Brick & Mortar, EL students performed better in ELA than Math.

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

Historically, Sligh scores below the district average for students showing proficiency in ELA and Math as compared to the district. Many students come to the school already below level.

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

e-Learning and time out of class were quarantines played a huge factor. Student and teacher absences were up year to date.

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

In 2021, Civics scores grew over 2018 totals. This is a better comparison because in 2019 the school did not test level 1 7th graders. In 2021, students who were level 1 ELA in 7th grade tested Civics in 2021 as 8th graders resulting in a 4 point bump

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

Exposure of level 1 students to Civics standards over 2 years
Rigid progress monitoring with fidelity resulting in targeted Tier 2 intervention groups being pulled for support.

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

Lesson planning for differentiation will result in teachers planning small group instruction based on key/targeted standards missed in 2021 while continuing to teacher grade level standards.

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.

Teacher will plan 1-on-1 with subject area leaders to produce differentiated and data-driven lesson plans
Teacher will get real time, side by side coaching from administration and teacher-leaders

Data from learning walks will be used to plan whole school PD around areas of focus based instructional priority

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

The school is a member of the district Transformation Network which creates smaller groups of schools so supports can be more frequent and intense.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

A review of achievement data was conducted including 2019 FSA as well as formative data from the 2020-2021 school year and priority was given to the following:

Area of Focus Description and Rationale:

Too many students at Sligh still read below grade level once they leave the school or complete a grade at the school

A "5 Whys" protocol was conducted by school leadership and they arrived at the final why that . . .

Planning is not focused on differentiation (HCPS Frameworks) of student tasks and teacher time using data and applied during Tier 1 instruction in all classes

Measurable Outcome:

Increase in ELA learning gains for Black students in ESE

Increase in learning gains in ELA for students with FRL

Increase in ELA learning gains for students identified as ELL.

Each teacher will participate in a weekly PLCs with teachers of same subject and grade facilitated by their subject area teacher leader focusing on differentiated lesson planning around the HCPS Frameworks and/or disaggregating student achievement data.

Teacher-leaders will walk classes in their subject area with administrators weekly to look for alignment between planning and the classroom. School administrators will attend their assigned PLCs based on observation & student achievement data.

Monitoring:

Each teacher will receive side-by-side in the moment coaching using our tiered Walkthrough System. Administrators will walk classes using a tiered system can collect data online. Administration will coach teachers on the spot to include "glows" and "grows."

Professional learning around best practices for teachers planning around how to differentiate student tasks and their time with small groups based on data (HCPS Frameworks) will be the focus of summer training as well as pre-planning.

Person responsible for monitoring outcome:

Anthony Jones (anthony.jones@hcps.net)

Evidence-based Strategy:

Weekly PLC's

Targeted groups of students

Common Objective Board Configuration

Tier support for teachers

Daily walk through

Coaching cycles

Rationale for Evidence-based Strategy:

Formative data indicated potential gains in ELA on the 2020 FSA. In response, the leadership team has decided to identify key strategies effective in ELA to coach in all subject areas for 2020-2021 where alignment to standards in planning was high but more for the class as a whole based on walkthrough / observation data

Action Steps to Implement

Hiring of a Reading Coach (1.0 FTE) serving Grades 6-8. Their primary objective will be the coaching of / modeling best practice for Reading teachers on a weekly basis around implementing lessons reflecting

differentiation of standard-aligned students tasks and teacher time (HCPS Frameworks) using student performance data. The Reading Coach will facilitate weekly PLCs with Reading teachers focusing on lesson planning and/or the review of formative data with an emphasis on “which students will be performing which tasks based on data.” The Reading Coach will walk Reading classes weekly with a designated school administrator to review the alignment of PLCs & lesson planning to what is happening in the classroom. This data will be used to coach not only the coach but inform the practice of individual teachers.

Person Responsible Anthony Jones (anthony.jones@hcps.net)

Hiring of a Writing Res Teacher (.33 FTE) Serving Grades 6-8. Their primary objective will be the coaching of / modeling best practice for ELA teachers on a weekly basis around implementing lessons reflecting differentiation of standard-aligned students tasks and teacher time (HCPS Frameworks) using student performance data. The WRT will facilitate weekly PLCs with ELA teachers focusing on lesson planning and/or the review of formative data with an emphasis on “which students will be performing which tasks based on data.” The WRT will walk ELA classes weekly with a designated school administrator to review the alignment of PLCs & lesson planning to what is happening in the classroom. This data will be used to coach not only the coach but inform the practice of individual teachers.

Person Responsible Cristina Vega (cristina.vega@hcps.net)

Hiring of a RTI Resource Teacher (.33 FTE) Serving Grades 6-8. Their primary objective will be the coaching of / modeling best practice for teacher-leaders (RC, MRT, WRT, SRT) and Student Success Coaches, and Student Services Staff (Guidance, ESE Specialist, Social Worker, etc) around disaggregating student academic, behavioral, and attendance data . The RTI Resource will facilitate monthly bi-monthly ILT meetings where school wide data is reviewed and trends are identified. This data will be used school administrators to inform the practice of individual teacher-leaders. The RTI Resource as well as school administrators will visit PLCs to give feedback to teacher-leaders on their use of data in planning. The RTI Resource will manage a school wide data dashboard where individual student performance data is housed and used to create “targeted” students.

Person Responsible Anthony Jones (anthony.jones@hcps.net)

Hiring of a Reading Coach (1.0 FTE) serving Grades 6-8. Their primary objective will be the coaching of / modeling best practice for Reading teachers on a weekly basis around implementing lessons reflecting differentiation of standard-aligned students tasks and teacher time (HCPS Frameworks) using student performance data. The Reading Coach will facilitate weekly PLCs with Reading teachers focusing on lesson planning and/or the review of formative data with an emphasis on “which students will be performing which tasks based on data.” The Reading Coach will walk Reading classes weekly with a designated school administrator to review the alignment of PLCs & lesson planning to what is happening in the classroom. This data will be used to coach not only the coach but inform the practice of individual teachers.

Person Responsible Anthony Jones (anthony.jones@hcps.net)

Hiring of a Writing Res Teacher (.33 FTE) Serving Grades 6-8. Their primary objective will be the coaching of / modeling best practice for ELA teachers on a weekly basis around implementing lessons reflecting differentiation of standard-aligned students tasks and teacher time (HCPS Frameworks) using student performance data. The WRT will facilitate weekly PLCs with ELA teachers focusing on lesson planning and/or the review of formative data with an emphasis on “which students will be performing which tasks based on data.” The WRT will walk ELA classes weekly with a designated school administrator to

review the alignment of PLCs & lesson planning to what is happening in the classroom. This data will be used to coach not only the coach but inform the practice of individual teachers.

Person Responsible Cristina Vega (cristina.vega@hcps.net)

Hiring of a RTI Resource Teacher (.33 FTE) Serving Grades 6-8. Their primary objective will be the coaching of / modeling best practice for teacher-leaders (RC, MRT, WRT, SRT) and Student Success Coaches, and Student Services Staff (Guidance, ESE Specialist, Social Worker, etc) around disaggregating student academic, behavioral, and attendance data . The RTI Resource will facilitate monthly bi-monthly ILT meetings where school wide data is reviewed and trends are identified. This data will be used school administrators to inform the practice of individual teacher-leaders. The RTI Resource as well as school administrators will visit PLCs to give feedback to teacher-leaders on their use of data in planning. The RTI Resource will manage a school wide data dashboard where individual student performance data is housed and used to create “targeted” students.

Person Responsible Anthony Jones (anthony.jones@hcps.net)

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

Area of Focus Description and Rationale:	Positive Behavior Intervention has been identified as a target area of focus based off of the referral data, teacher input and also the climate and culture of the surrounding environment. Our House System has been adopted as an tier 1 support to help encourage and promote making good choices in the area of behavior as well as academically.
Measurable Outcome:	We would like to see a 10% decrease in referrals due to violent incidents for the 2021-22 school year for black students We would like to see a decrease of referrals for students with disabilities We would like to see a decrease in referrals for ELL students
Monitoring:	Progress Monitoring will start with the teacher, and the teacher will communicate with the grade level RTI as well as the success coaches. We have decided as a school that we are also using the Note section in Education Connection to keep open lines of communication. We have also implemented an RTI Protocol form to be used this year. There is a mentoring form that is completed for documentation. We believe that with the additional tier 1 supports that are in place this school year we can reduce the amount of escalated tier 2 and tier 3 situations. Each grade level has 2 RTI leads that will work with the success coaches to identify and provide support to students as soon as students have been identified. We want to be preventative, not reactive to behavior concerns.
Person responsible for monitoring outcome:	Thalia Calloway (thalia.calloway@hcps.net)
Evidence-based Strategy:	House System Cougar cash system has been implemented this year. Evidence has shown that rewards and incentives help to promote better behavior from the students. The system includes tiered incentives and ways to earn and spend money. The system also focuses on getting the student to class on time by using tardy lock outs.
Rationale for Evidence-based Strategy:	We chose to implement the cougar cash system to offer an immediate positive reward to the students. This system allows the students the opportunity to see a real time positive consequence for an action. The students have to be responsible to keep track of their money and they are free to purchase items during their lunch.

Action Steps to Implement

School wide House meetings- everyone
 Behavior Trackers- Teacher
 Grade level RTI leads Interventions/ mentoring- Specified teachers for each grade level
 Success Coach Interventions- Success coaches
 Referrals - Teachers and Admin

Person Responsible Cristina Vega (cristina.vega@hcps.net)

Additional Schoolwide Improvement Priorities

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

Sligh Reported 9.0 incidents per 100 students When compared to all middle/junior high schools statewide, it falls into the very high category. The highest numbers being in the area of violent incidents. Sligh has shown a decrease in the amount of out of school and in school suspensions in the last 3 years. Our goal is to continue to decrease the amount of violent incidents yearly and move from the very high category. We believe that with the positive interventions that we have in place we can see a reduction this year as well in suspensions both out of school and in school.

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 primary Tier 1 intervention to meet the SEL needs of all students is our House System. Every student and staff member is placed in a "House" where they will engage in friendly competition based on key performance indicators. Each House will also take part in SEL training and experiences during their monthly House meetings.

At Tier 2 and Tier 3, our school SEL Team will engage around data designed to provide more targeted support through the formation of groups and arranging for individual counseling. To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction. Analyze student outcomes and make data-driven decisions:

- What is the problem?
- Why is it occurring?
- What are we going to do about it?
- Is it working?
- Assess implementation of the SIP:
- Does the data show positive student growth?
- Are we making progress toward the SIPs intended outcomes?
- What can we do to sustain what's working?
- What barriers to implementation are we facing?
- What should be our plan of action?

Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure support systems, small group, and individual needs are met, the PSLT:

- Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
- Supports implementation of high quality instructional practices during core and intervention blocks;
- Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains;
- Communicates school-wide data to PLCs and facilitate problem solving within content/grade level teams.

The PSLT meets regularly. The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, others as needed

The work of ILT and PSLT will focus on targeted ESSA Groups - Black, ESE, and ELL students

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

Hiring of a RTI Resource Teacher (.33 FTE) serving Grades 6-8.

Their primary objective will be the coaching of / modeling best practice for teacher-leaders (RC, MRT, WRT, SRT) and Student Success Coaches, and Student Services Staff (Guidance, ESE Specialist, Social Worker, etc) around disaggregating student academic, behavioral, and attendance data . This person will coordinate positive behavior management at all Tiers to include Tier 1 (House System) and Tiers 2 & 3 (Teacher referral logs to student services). They will also manage databases around the various tiers (House Points / Log of Student & Mental Health Services / Tardy / Dress Code / Teacher Behavior Support) under the supervision of the Principal with they will meet weekly. The RTI Resource will facilitate monthly meetings with Student Success Coaches to where student behavior data is reviewed and plans are made by to lead Grade Level RTI Teachers on best practice to engage their teachers in addressing the needs of students . The RTI Resource as well as school administrators will visit Grade Level RTI meetings to give feedback to Student Success Coaches on their use of data in planning. The RTI Resource will manage a school wide data dashboard where individual student performance data is housed and used to create "targeted" students.

Hiring of Student Success Coaches (2.0).

The primary objective of the SSCs is to work with targeted lists of students based on academic and behavior data to set goals, provide 1-on-1 mentoring, and conduct group sessions. The SSC will meet weekly with the RTI Resource and a designated administrator bi-monthly to review their case load goals. In addition, SSCs will meet weekly with Grade Level RTI Leads to plan PLCs for teachers to make Tier 2 intervention plans for targeted students (behavior & attendance) in conjunction with Student Services (Guidance / ESE / Social Work / School Psy / etc). The SSC will chair Tier 3 student PSLTs along with the Grade Level RTI teachers, Student Services, and Administration on a bi-monthly basis. The SSCs will also work with the House Leaders and the RTI Resource to coordinate Tier 1 rewards through the House System.

Hiring a Title 1 Paras (FTE 2.0).

These staff members will report to the success coaches as they meet the immediate needs of targeted students regarding behavior in class. They will respond with "on the ground" mentoring purposed to give students a chance to reflect before going back into class.

Grade Level RTI Leads will be given stipend pay to monitor student behavior at each grade level. Each

GLRTIL will have a targeted list of student they support and mentor based on data. They will meet monthly with Student Success Coaches as well as fellow classroom teachers to plan interventions for individual students. They will also provide coaching support to teachers in need of behavior support

Hiring of a Parent/Family Liaison.

As mandated by ESSA Section 1116 meaningful activities will be conducted to provide the communication and support necessary to assist and build the capacity of all families and staff in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. Please refer to the Parent & Family Engagement Plan for specific details.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00