

Pinellas County Schools

Pinellas Park Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Pinellas Park Middle School

6940 70TH AVE N, Pinellas Park, FL 33781

<http://www.pp-ms.pinellas.k12.fl.us>

Demographics

Principal: Kimberly Miller

Start Date for this Principal: 7/1/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (47%) 2018-19: C (52%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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 Pinellas 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

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Pinellas Park Middle School

6940 70TH AVE N, Pinellas Park, FL 33781

<http://www.pp-ms.pinellas.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

This plan is pending approval by the Pinellas 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.

The mission of Pinellas Park Middle School is to educate students for college, career, and a global society.

Provide the school's vision statement.

100% Student Success

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Shedrick, Jason	Principal	
Schmittdiel, Amber	Assistant Principal	
Miller, Kimberly	Assistant Principal	
Smith, Michael	Assistant Principal	

Demographic Information

Principal start date

Monday 7/1/2019, Kimberly Miller

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

Identify the number of instructional staff who joined the school during the 2022-23 school year.

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	355	377	398	0	0	0	0	1130
Attendance below 90 percent	0	0	0	0	0	0	142	185	194	0	0	0	0	521
One or more suspensions	0	0	0	0	0	0	32	19	23	0	0	0	0	74
Course failure in ELA	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	1	3	3	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	0	0	0

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 6/15/2022

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	364	410	397	0	0	0	0	1171
Attendance below 90 percent	0	0	0	0	0	0	120	129	134	0	0	0	0	383
One or more suspensions	0	0	0	0	0	0	4	10	7	0	0	0	0	21
Course failure in ELA	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	3	4	4	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	235	254	204	0	0	0	0	693
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	169	207	150	0	0	0	0	526
Number of students with a substantial reading deficiency	0	0	0	0	0	0	169	207	150	0	0	0	0	526

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	110	169	119	0	0	0	0	398

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	4	7	5	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	364	410	397	0	0	0	0	1171
Attendance below 90 percent	0	0	0	0	0	0	120	129	134	0	0	0	0	383
One or more suspensions	0	0	0	0	0	0	4	10	7	0	0	0	0	21
Course failure in ELA	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	3	4	4	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	235	254	204	0	0	0	0	693
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	169	207	150	0	0	0	0	526
Number of students with a substantial reading deficiency	0	0	0	0	0	0	169	207	150	0	0	0	0	526

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	110	169	119	0	0	0	0	398

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	4	7	5	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	46%	50%				41%	52%	54%
ELA Learning Gains	43%						51%	55%	54%
ELA Lowest 25th Percentile	33%						49%	47%	47%
Math Achievement	44%	30%	36%				55%	55%	58%
Math Learning Gains	48%						55%	52%	57%
Math Lowest 25th Percentile	45%						46%	46%	51%
Science Achievement	38%	52%	53%				42%	51%	51%
Social Studies Achievement	65%	52%	58%				55%	68%	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	2022					
	2019	42%	51%	-9%	54%	-12%
Cohort Comparison						
07	2022					
	2019	34%	51%	-17%	52%	-18%
Cohort Comparison		-42%				
08	2022					
	2019	45%	55%	-10%	56%	-11%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	57%	44%	13%	55%	2%
Cohort Comparison						
07	2022					
	2019	55%	60%	-5%	54%	1%
Cohort Comparison		-57%				
08	2022					
	2019	27%	31%	-4%	46%	-19%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	41%	51%	-10%	48%	-7%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	68%	-14%	71%	-17%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	55%	22%	61%	16%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	56%	39%	57%	38%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	9	23	22	13	35	36	8	21			
ELL	29	40	38	41	45	45	27	62	63		
ASN	59	53	68	72	59	43	58	78	78		
BLK	21	37	33	24	43	43	22	56	63		
HSP	35	44	35	39	47	49	26	64	61		
MUL	38	42	33	37	43	46	42	60	77		
WHT	41	40	24	45	47	42	43	65	64		
FRL	32	38	30	38	45	46	29	60	63		

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	6	17	15	13	27	27	12	7			
ELL	33	42	24	46	39	29	35	63	58		
ASN	58	55	38	70	51	36	68	87	83		
BLK	20	34	30	25	34	37	16	38	46		
HSP	36	35	22	38	31	26	46	50	50		
MUL	43	37	24	43	27	33	41	62	68		
WHT	37	33	23	44	34	33	35	53	67		
FRL	30	34	26	34	33	32	29	51	54		

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	33	32	15	35	36	11	34			
ELL	30	51	60	53	54	44	32	45	69		
ASN	58	58	74	78	66	70	61	73	88		
BLK	23	45	48	31	40	31	19	43	53		
HSP	42	54	48	53	54	51	37	52	64		
MUL	36	57	56	63	61	62	44	46			
WHT	41	49	43	55	56	48	43	56	64		
FRL	35	50	50	50	53	46	37	50	66		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	63
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

- Consistent growth has been seen in the area of Civics and Algebra 1.
- ELA achievement levels remain consistent but learning gains have increased.
- Math achievement levels have increased in 7th grade, as have learning gains.
- Both Geometry and Science achievement levels decreased.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

- a. Students with disability achievement levels were low in both ELA and Math.
- b. African American student achievement levels is also an area for growth.
- c. Science and ELA are also areas needing improvement.

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

- a. Contributing factors: Lack of deep understanding of the critical content with some teachers, inconsistent planning for UDL, SDI, and rigorous tasks.
- b. New actions: Consistent common planning and utilization of common formative assessment, writing in all content areas with a common writing rubric, focused note-taking school-wide, consistent and ongoing facilitated planning and professional development.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

- a. Civics
- b. Algebra 1
- c. 7th grade Math

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

Consistency and collaboration led to ongoing improvement in these content areas. Teachers planned for student-centered lessons including collaboration and formative assessment. Teachers intentionally planned for remediation and guided students in tracking their own data.

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

Consistency and collaboration in intentional planning in all content areas, with a focus on writing in all content areas, focused note-taking, and common assessments. Students also need to know and understand their progress toward achieving content 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.

At the beginning of the school year, teachers will be provided professional development on focused note-taking, in addition to opportunities for targeted professional development through department meetings and PLCs.

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

- a. Administrators and content area coaches will be in classrooms often, providing instructional feedback and targeted professional development.
- b. Administrators and content area coaches will be facilitating PLCs and common planning and data analysis.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

1. Our current level of performance is 39% proficiency, as measured by the 2021-22 FSA ELA.
2. We expect our performance level to be 49% by the 2022-23 FAST ELA.
3. The problem/gap is occurring because of lack of a deep understanding of the content standards, aligning lessons to the appropriate cognitive complexity, and embedding rigorous activities into daily lessons developed through common planning.
4. If teachers gain a deeper understanding of the content standards, increase the cognitive complexity of lesson tasks, and prepare rigorous activities and assessments through common planning, the problem would be reduced by 10% as measured by the 2022-23 FAST ELA.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving ELA proficiency will increase from 39% to 49% as measured by the 2022-23 FAST ELA.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be continually monitored through unit assessments, cycle assessments, and remediation tracking through PLCs, in collaboration with teachers and administrators. Additionally, administrators will monitor through walkthroughs and observations.

Person responsible for monitoring outcome:

Kimberly Miller (millerkimb@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Enhance staff capacity to identify critical content from the standards in alignment with district resources and engage students in rigorous content.
2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student through use of ongoing, common formative assessment.
3. Enhance staff capacity to support students through purposeful activation and transfer strategies.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing support in helping staff enhance their capacity to identify the critical content of the standards, students will have access to content at the appropriate cognitive complexity. By also implementing PLCs with fidelity, teachers will collaborate to identify areas of strength and weakness from student data, develop highly effective lessons, and increase equitable practices.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Utilize Core Connections resource toolbox and strategies to facilitate rigorous instruction and lesson planning.
- Teachers use district resources to create and implement lesson plans aligned to the appropriate level of cognitive complexity and standards.
- Conduct weekly PLCs inclusive of data chats to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical

reading, and skill/strategy-based groups to implement during core instruction to support success with complex tasks.

Person Responsible Kimberly Miller (millerkimb@pcsb.org)

- Conduct weekly PLCs inclusive of data chats to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading, and skill/strategy-based groups to implement during core instruction to support success with complex tasks.
- Regularly assess (formally and informally) and utilize common assessment data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. Collaborate with students in creating in-the-moment remediation to address misconceptions and engage in ownership of their own progress/data.
- Administrators visit classrooms and provide feedback to teachers on standards-based instruction, rigorous tasks, and cognitive complexity, and collaborate with teachers to determine next steps for improvement, with an emphasis on target/task alignment and text marking.
- Teachers monitor and provide timely feedback on progress toward standards mastery to students.

Person Responsible Kimberly Miller (millerkimb@pcsb.org)

- Implement equitable practices for all students, inclusive of UDL and intentionally planning culturally responsive lessons during common planning.
- Administrators visit classrooms and provide feedback to teachers on standards-based instruction, rigorous tasks, and cognitive complexity, and collaborate with teachers to determine next steps for improvement, with an emphasis on target/task alignment and text marking.
- Promote and emphasize the belief that all students are capable learners and the importance of 'effort' as a key component to success developed through ongoing professional development (AVID PD, Teacher Learning Series).
- Use data to drive student goal-setting.

Person Responsible Kimberly Miller (millerkimb@pcsb.org)

#2. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

1. Our current level of performance is 65% proficiency, as measured by the 2021-22 Civics EOC assessment, as well as 54% on the US History final, 42% on the World History final, and 50% on the Pre-AP World History final.
2. We expect the percent of all students achieving Civics proficiency will increase from 65% to 75% as measured by the 2021-22 EOC Civics Assessment, 54% to 64% on the US History final, 42% to 52% on the World History final, and 50% to 60% on the Pre-AP World History final.
3. The problem/gap is occurring because of a lack of intentionally planned and embedded interventions and reading and writing strategies, aligning lessons to the appropriate cognitive complexity, and embedding rigorous activities into daily lessons developed through common planning.
4. If teachers intentionally embed interventions and high-yield reading and writing strategies, while increasing the cognitive complexity of lesson tasks, and prepare rigorous activities and assessments through common planning, the problem would be reduced by 10% as measured by the 2022-23 Civics EOC and final exams.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving Civics proficiency will increase from 65% to 75% as measured by the 2022-23 EOC Civics Assessment, from 54%-64% as measured by the US History final, from 42% to 52% as measured by the World History final, and 50% to 60% as measured by the Pre-AP World History final.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be continually monitored through unit assessments, cycle assessments, and common assessment remediation tracking through PLCs, in collaboration with teachers and administrators. Additionally, administrators will monitor through walkthroughs and observations.

Person responsible for monitoring outcome:

Amber Schmittiel (schmittiela@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Enhance staff capacity to identify critical content from the standards in alignment with district resources, while strengthening staff ability to engage students in complex tasks.
2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
3. Enhance staff capacity to support students through purposeful activation, transfer, and high-yield reading and writing strategies.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this

By providing support in helping staff enhance their capacity to identify the critical content of the standards, students will have access to content at the appropriate cognitive complexity. By also implementing PLCs with fidelity, teachers will collaborate to identify areas of strength and weakness from student data, develop highly effective lessons, plan intentional reading intervention strategies, and increase

specific strategy.

Describe the resources/ criteria used for selecting this strategy.

equitable practices. Through the use of UDL, rigorous, student-centered instruction will be intentionally planned for to ensure effective transfer occurs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Teachers will utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous, inquiry-based performance tasks aligned to the standards.
- Conduct weekly PLCs inclusive of data chats to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading, and skill/strategy-based groups to implement during core instruction to support success with complex tasks.
- Utilize supplemental resources and integrate BEST standards for Literacy to social studies content via Document Based Questions (DBQs) project materials. Follow the DBQ method through the writing stage (3 before May).
- Administrators visit classrooms and provide feedback to teachers on standards-based instruction, rigorous tasks, and cognitive complexity, and collaborate with teachers to determine next steps for improvement, with an emphasis on target/task alignment and focused note taking.

Person Responsible

Amber Schmittiel (schmittiela@pcsb.org)

nduct weekly PLCs inclusive of data chats to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading, and skill/strategy-based groups to implement during core instruction to support success with complex tasks.

- Teachers monitor and provide timely feedback on progress toward standards mastery to students to support success.
- Regularly assess and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. Collaborate with students in creating in-the-moment remediation to address misconceptions and engage in ownership of their own progress/data.
- Administrators visit classrooms and provide feedback to teachers on standards-based instruction, rigorous tasks, and cognitive complexity, and collaborate with teachers to determine next steps for improvement, with an emphasis on target/task alignment and focused note taking.

Person Responsible

Amber Schmittiel (schmittiela@pcsb.org)

- Teachers monitor and provide timely feedback on progress toward standards mastery to students to support success.
- Implement equitable practices for all students, inclusive of UDL and intentionally planning culturally responsive lessons during common planning.
- Administrators visit classrooms and provide feedback to teachers on standards-based instruction, rigorous tasks, and cognitive complexity, and collaborate with teachers to determine next steps for improvement, with an emphasis on target/task alignment and focused note taking.
- Use data to drive student goal-setting.
- Promote and emphasize the belief that all students are capable learners and the importance of 'effort' as a key component to success.
- Ensure teachers receive professional development around the writing rubric that follows the FAST writing

rubric as well as how to create and structure short response, text-dependent questions based on primary source documents.

Person Responsible Amber Schmittdiel (schmittdiela@pcsb.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

1. Our current level of performance is 38% proficiency, as measured by the 2022-23 SSA, 45% proficiency as measured by 7th grade district exams, and 43% proficiency as measured by 6th grade district exams.
2. We expect our performance level to be 48% by the 2022-23 SSA, 55% by 7th grade district exams, and 53% by 6th grade district exams.
3. The problem/gap is occurring because of the lack of complex disciplinary literacy skills and focus on rigorous, standards-based inquiry instruction and assessment.
4. By increasing use of high-yield disciplinary literacy strategies and collaboratively planning through PLCs to align standards-based lessons to appropriate cognitive complexity, the problem would be reduced by 10% as measured by the 2022-23 SSA and district exams.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of all students achieving Science proficiency will increase from 38% to 48% as measured by the 2022-23 SSA, 45% to 55% by 2022-23 7th grade district exams, and 43% to 53% by 2022-23 6th grade district exams.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be continually monitored through unit assessments, cycle assessments, and common assessment remediation tracking through PLCs, in collaboration with teachers and administrators. Additionally, administrators will monitor through walkthroughs and observations.

Person responsible for monitoring outcome:

Amber Schmittziel (schmittziela@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Enhance staff capacity to identify critical content from the standards in alignment with district resources, while engaging students with text dependent questions, performance, and writing tasks.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By enhancing staff capacity to identify critical content and plan engaging and structured tasks, students will have access to rigorous curriculum and increase their connection to critical content, as demonstrated through embedded performance and writing tasks and common assessment results.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading and skill/strategy-based groups to implement during core instruction to support success with complex texts.
- Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers to support next steps with an emphasis on target/task alignment and focused note taking.
- Implement equitable practices for all students, inclusive of UDL practices and intentional planning for culturally responsive instruction.
- Intentionally planning performance and writing tasks utilizing SIM protocols and strategies.

Person Responsible

Amber Schmittiel (schmittiela@pcsb.org)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

1. Our current level of performance is 44% proficiency, as measured by the 2021-22 Math FSA.
2. We expect our performance level to be 54% by the 2022-23 Math FAST.
3. The problem/gap is occurring because of a lack of rigor, standards-based instruction, and intentionally planned data-drive remediation practices, in addition to the lack of common planning and collaboration.
4. By increasing use of rigorous tasks, differentiated instruction, and intentional, standards-based planning and instruction developed through collaborative planning, the problem would be reduced by 10% as measured by the 2022-23 Math FAST.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving math proficiency will increase from 44% to 54% as measured by the Math FAST.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be continuously monitored through classroom observations, teacher/administrator conversations, teacher/district created progress monitoring assessments, and collaboration among the team in PLCs.

Person responsible for monitoring outcome:

Michael Smith (smithmichaell@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Enhance staff capacity to identify critical content to engage students in rigorous instruction and complex tasks aligned to on-grade level standard.
2. Support staff to utilize data during common planning to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student, and remediate when necessary.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing support during common planning, staff enhance their capacity to identify the critical content of the standards, and in turn, will develop lessons at the appropriate cognitive complexity with complex tasks. Additionally, through collaborative and intentional planning utilizing data, individual needs of students will be met proactively. By supporting students to engage in rigorous tasks through purposeful activation and transfer strategies, students will make concrete connections and dispel misconceptions.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Teachers utilize systematic documents (pacing guides) to effectively plan for mathematics units that incorporate the standards for mathematical practice and performance tasks aligned to mathematics B.E.S.T. standards.
- Implement equitable practices for all students, inclusive of UDL practices and intentional planning for culturally responsive instruction.
- Administrators will conduct regular classroom observations and provide timely feedback to teachers on standards-based instruction, cognitive complexity, and differentiation strategies, and work collaboratively to develop next steps to improve professional practice.
- Use data to drive student goal-setting.
- Promote and emphasize the belief that all students are capable learners and the importance of 'effort' as a key component to success.

Person Responsible Michael Smith (smithmichaell@pcsb.org)

- Teachers monitor student progress toward mastering the cognitive complexity of the standard and provide timely feedback to students to support learning.
- Conduct regular PLCs/common planning sessions inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for differentiated and scaffolded instructional lessons based on classroom and student-level data. Collaborate with students in creating in-the-moment remediation to address misconceptions and engage in ownership of their own progress/data.

Person Responsible Michael Smith (smithmichaell@pcsb.org)

#5. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

1. Our current level of performance is 67%, as measured by the 2021-22 Middle School Acceleration rate.
2. We expect our performance level (enrollment in accelerated course work and proficiency on appropriate assessments/certification exams) to be 77% by the end of the 2023 school year.
3. The problem/gap is occurring because of recruiting and retaining students to complete appropriate advanced courses and certification programs, in addition to a lack of exposure to advanced pathways and an equitable mindset demonstrated by faculty.
4. If students had more opportunity and were exposed to college and career readiness in the content area courses, the problem would be reduced by 10%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The Middle School Acceleration rate for the 2022-23 school year will be 77%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be continually monitored through data analysis and strategic scheduling by administrators.

Person responsible for monitoring outcome:

Amber Schmittiel (schmittiela@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Strengthen teacher implementation of rigorous instructional practices through continued professional development.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Increasing access for all students to be scheduled into advanced and accelerated coursework will support all students in college and career readiness.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Increase support of personalized learning to ensure all students have ample opportunity for advanced coursework.
2. Embed student-centered, rigorous strategies intentionally into lesson plans, monitored through administrative walkthroughs with timely feedback.
3. Incorporate AVID reading strategies school wide, supported through anchor charts and administrative walk-throughs.
4. Counselors assist students and their parents with incorporating an appropriate level of rigor in their schedules, not allowing them to take it easy but also not scheduling them above their capacity to be successful.
5. Recruit minority students to participate in advanced course work with embedded support through weekly mentor meetings and academic support through tutoring when necessary.
6. Create more opportunities for students to receive industry certification by building more DIT,

Fundamentals of Coding, and Intro to Arts through Audiovisual classes into the master schedule.

7. Continue enrollment in AVID elective.

Person Responsible

Amber Schmittiel (schmittiela@pcsb.org)

#6. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

1. Our current level of performance is 7% proficiency, as measured by the 2021-22 ELA FSA and 10% proficiency, as measured by the 2021-21 Math FSA.
2. We expect our performance level to be 41% by the 2022-23 ELA FAST and 41% by the 2022-23 Math FAST.
3. The problem/gap is occurring because of a lack of rigor and student-centered, standards-based instruction, in addition to a lack of intentional, equitable practices and SDI for students with disabilities through common planning/ PLCs.
4. By increasing use of rigorous and intentional, standards-based common planning and instruction utilizing UDL, differentiation, and SDI the problem would be reduced by 10% as measured by the 2022-23 ELA FAST and Math FAST.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all ESE students achieving ELA proficiency will increase from 7% to 41% as measured by the ELA FAST and 10% to 41% as measured by the Math FAST.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be continually monitored through unit assessments, cycle assessments, and remediation tracking through PLCs, in collaboration with teachers and administrators. Additionally, administrators will monitor through walkthroughs and observations.

Person responsible for monitoring outcome:

Michael Smith (smithmichaell@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Enhance staff capacity to identify critical content from the standards in alignment with district resources. Strengthen staff ability to practice and engage students in rigorous content.
2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student, utilizing UDL and SDI through common planning/PLCs.
3. Align critical content in core classes with identified needs in student IEPs to provide specially designed instruction targeting areas of deficit to allow students to make progress in specific skill areas and in grade level standards.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing sustained professional development school-wide, teachers will gain and utilize appropriate strategies and skills to support all learners in their classroom. In addition to collaborating to utilize data to make intentional, instructional decisions that support student learning through a variety of access points and meet individual student needs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Provide planned, intentional professional development; additional team-teaching strategies, actionable lesson planning, research-based academic/ behavioral strategies school-wide.
- Teachers will deliver co-planned lessons that utilize a variety of team teacher models and incorporate universal design principals to increase student engagement and access to grade level material, monitored through administrative walkthroughs.
- Administrators visit classrooms and provide feedback to teachers on standards-based instruction, rigorous tasks, and cognitive complexity, and collaborate with teachers to determine next steps for improvement, with an emphasis on target/task alignment and focused note taking.

Person Responsible Michael Smith (smithmichaell@pcsb.org)

- ESE and general education partners to collaboratively plan during weekly PLC meetings to integrate specially designed instruction targeting skills identified in IEPs into core instruction.
- Planning should align general education standards and learning targets with IEP goals to increase mastery of targeted skills and grade level standards.
- Use screening tools to target specific instruction and academic deficits.
- Administrators visit classrooms and provide feedback to teachers on standards-based instruction, rigorous tasks, and cognitive complexity, and collaborate with teachers to determine next steps for improvement, with an emphasis on target/task alignment and focused note taking.

Person Responsible Michael Smith (smithmichaell@pcsb.org)

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

1. Our current level of performance is 20% proficiency, as measured by the 2021-22 ELA FSA.
2. We expect our performance level to be 41% by the 2022-23 ELA FAST.
3. The problem/gap is occurring because of a lack of equitable practices school-wide, utilizing intentional, personalized learning practices in all content areas daily.
4. By increasing use of rigorous and intentional, standards-based planning and instruction utilizing UDL and differentiation, the problem would be reduced by 10% as measured by the 2022-23 ELA FAST.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all African American students achieving ELA proficiency will increase from 20% to 41% as measured by the ELA FAST.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be continually monitored through unit assessments, cycle assessments, and remediation tracking through PLCs, in collaboration with teachers and administrators. Additionally, administrators will monitor through walkthroughs and observations.

Person responsible for monitoring outcome:

Kimberly Miller (millerkimb@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Develop learning profile and personalized learning plan for all African American students who are not on track to for promotion or who are considered L25's. Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.
2. Implement culturally relevant instructional practices in classrooms.
3. Implement restorative practices school-wide.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By creating personalized learning profiles for each black student, all stakeholders will be able to identify and meet the needs of the diverse learners in their classroom through intentional planning and assessment.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create progress monitoring plans for African American students who are not on track for promotion or are considered L25's that specifically target the needs of the student.

Person Responsible Kimberly Miller (millerkimb@pcsb.org)

- Conduct PD that enhances teachers' ability to implement culturally responsive practices (AVID PD, Teacher Learning Center coaching, Restorative Practices).
- Conduct or create equity-centered PLCs which focus on instructional strategies that enhance the academic engagement of black students.
- Employ scheduling practices that consider the needs of African American learners, pairing them with teachers who consistently use Restorative Practices and utilize culturally responsive instruction, while providing support to those teachers who are not using practices consistently (professional development, coaching cycles, etc.).

Person Responsible Kimberly Miller (millerkimb@pcsb.org)

- Implement PBIS and Restorative Practices with fidelity school-wide (leveraging SBLT and Equity Champions to support teachers with this work).
- Conduct PD that enhances teachers' ability to implement culturally responsive practices.

Person Responsible Kimberly Miller (millerkimb@pcsb.org)

#8. Positive Culture and Environment specifically relating to School Climate and Conditions for Learning

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

1. Our current level of performance is in school-wide behavior is 1040 discipline referrals school-wide for all students as evidenced by end of year ODR data from School Profile Dashboard.
2. We expect our number of school-wide ODR to decrease by 25%.
3. The problem/gap is occurring because of a lack of parental support, teacher training in classroom management and restorative practices, and appropriate student interventions and equitable practices.
4. By increasing teacher training and support, teachers will utilize more in-class, restorative interventions.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The referral risk of all students receiving referrals will decrease by 25%, as evidenced by the end of year ODR data from School Profile Dashboard.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Student referrals will be monitored at weekly administrative team meetings.

Person responsible for monitoring outcome:

Jason Shedrick (shedrickj@pcsb.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

1. Strengthen the ability of all staff to establish and maintain positive relationships with all students.
2. Strengthen staff understanding of both restorative and equitable practices evidenced through instructional practices and relational capacity.
3. Utilize problem solving protocols and establish equitable school-wide discipline systems.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Through implementation of school-wide PBIS and MTSS processes, in addition to SBLT problem solving, student ODR incidents will decrease.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Implement PBIS school-wide by developing an implementation plan.
- Counselors meet with small groups of students to discuss behavior, academics, goal setting and problem solving.

Person Responsible

Jason Shedrick (shedrickj@pcsb.org)

- Continue to monitor student success through the MTSS process and develop appropriate interventions to support their success.
- Counselors meet with small groups of students to discuss behavior, academics, goal setting and problem solving.

- Provide ongoing, intentional professional development on Restorative Practices, and Equity Mindset for staff.
- Providing support for students in real time to utilize Restorative Practices to redirect behavior.

Person Responsible

Jason Shedrick (shedrickj@pcsb.org)

- Identifying critical stakeholders to be a part of the school-wide problem-solving process.
- Continue to engage in professional development surrounding equitable practice and culturally responsive teaching.

Person Responsible

Jason Shedrick (shedrickj@pcsb.org)

#9. Positive Culture and Environment specifically relating to Parent Involvement

Area of Focus
Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.
 Family engagement is essential for supporting the success of all students. When the focus is on building trusting relationships and connecting family engagement to student learning, and when it builds the capacity of educators and families to work together, family engagement can lead to a school-family partnership that can positively impact student outcomes and close achievement gaps. Currently, our PTA and SAC enrollment is at 18 participants.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 Community participation in school-wide decision making (SAC, PTA, SBLT) will increase by 10%. Family engagement through special events will increase by 10%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
 This will be monitored through meeting attendance reports.

Person responsible for monitoring outcome:
 Michael Smith (smithmichaell@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.
 1. Educators use one directional broadcast communication, along with two-way communication with families, to share student’s progress and school processes/practices.
 2. Family engagement activities are aligned with district goals for student outcomes.

Rationale for Evidence-based Strategy: Explain the
 Families will feel confident talking with teachers and administrators and will advocate for all students; teachers will reach out to every family and will be comfortable working as partners; administrators will provide leadership and support for family engagement and will assure families are partners in supporting student achievement; students will know their families are welcome and will feel their heritage and their families respected at

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

school; staff will know they are valued by school administration for their role in engaging families and will take initiative to welcome families; and the greater community will feel they are an integral part of the school family/community.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Classroom teachers touch base at the beginning of the year with all families and establish preferred methods of communication.
- The school will have a Back to School Night or Open House with all classroom teachers participating.
- Use School Messenger calls from Principal with school and district updates.
- Provide opportunities for families to attend events on campus (High School Planning Night, Cambridge Family Nights, etc.).

Person Responsible Michael Smith (smithmichaell@pcsb.org)

Members of the SAC and PTA are trained on family engagement and participate in the development of the School Family Engagement Plan.

Person Responsible Michael Smith (smithmichaell@pcsb.org)

#10. Positive Culture and Environment specifically relating to Equity and Diversity

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

1. As the result of equity-centered problem solving within an MTSS framework, it was determined that 70% of African American students are enrolled in at least one advanced class, as determined by the 2021-22 schedule report.
2. We will increase access and opportunity to advanced coursework for African American students by at least 4%, thus increasing equitable practices.
3. The problem or gap is occurring because of a lack of equitable practices school-wide and parental/community education and outreach for future planning.
4. If more students are exposed rigorous, advanced coursework, equitable practices will increase, and minority students will have more opportunities for advancement and success.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The number of African American students scheduled into at least one advanced class will increase by at least 4% during the 2022-23 school year.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored by the administrative team through schedule reports and student achievement data (cycle data, unit assessments, gradebook data, and remediation assessments).

Person responsible for monitoring outcome:

Kimberly Miller (millerkimb@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Support staff to utilize data to identify students to schedule into advanced courses or within the Cambridge program.
2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each diverse student.
3. Develop systems to progress monitor and support students being moved into advanced classes through mentoring and tutoring opportunities.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing opportunities for minority students to participate in rigorous, advanced classes, equitable opportunities will be increased school-wide. With mentoring and monitoring systems in place, students will have the opportunity to have their voices heard and get support as they transition into advanced courses. Through differentiation and scaffolding instruction, underrepresented students will receive equitable instruction in advanced courses.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Utilize data to appropriately schedule African American students into at least one advanced class, while developing a system of support to maximize their success.

- Provide professional development on equitable practices through Canvas (throughout the school year at PPMS), and AVID strategies- specifically focused note-taking for staff members.

Person Responsible Kimberly Miller (millerkimb@pcsb.org)

Progress monitor and mentor students being moved into advanced classes to support their success.

Person Responsible Kimberly Miller (millerkimb@pcsb.org)

#11. Positive Culture and Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

1. Our current level of performance is 90.3% attendance rate, as evidenced in School Profiles.
2. We expect our performance level to be 95% attendance rate, increasing 4.7%.
3. The problem/gap is occurring because of lack of parental/student participation and engagement in school.
4. If parent/student participation increases, the attendance rate will increase by 4.7%.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percentage of students attending school daily will increase from 90.3% to 95%, as measured by School Profiles and Focus.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored through CST meetings.

Person responsible for monitoring outcome:

Michael Smith (smithmichaell@pcsb.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Strengthen the implementation of Tier 1 and Tier 2 interventions to address and support the attendance needs of students.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Through open lines of communication, incentives, and monitoring, student attendance will increase.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Bi-weekly meeting to monitor student attendance.
- SBLT will engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.
- Communicate with families about student attendance procedures and processes.
- Implement quarterly attendance incentives in all grade levels.

Person Responsible

Michael Smith (smithmichaell@pcsb.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Pinellas Park Middle School addresses building a positive school culture and environment in a number of ways:

- PBIS for students (Thunderbucks, Thunderdome School Store, school-wide incentives)
- MTSS practices (monitoring and tracking student behavior and developing appropriate interventions)
- PBIS for faculty and staff (providing Thunderbucks to staff members and conducting drawings for prizes)
- Opportunities for families to engage with school staff and community.

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

- Administrative team
- Student services
- Department chairs
- PLC leads

All stakeholders have a hand in promoting a positive culture and environment at school through their leadership, supporting one another in equitable practices and PBIS, fostering positive relationships schoolwide.