

Pinellas County Schools

Joseph L. Carwise Middle School



2022-23 Schoolwide Improvement Plan

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Joseph L. Carwise Middle School

3301 BENTLEY DR, Palm Harbor, FL 34684

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

Demographics

Principal: Chad Eiben

Start Date for this Principal: 7/16/2019

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
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: B (57%) 2018-19: A (65%) 2017-18: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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<http://www.carwise-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	No	40%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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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 Carwise Middle School is to provide an equitable world-class education for students preparing them for high school graduation, post-secondary opportunities including college, vocational training and the world of work.

Provide the school's vision statement.

Carwise Middle School's vision is 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
Eiben, Chad	Principal	Ultimately responsible for all school decisions regarding school improvement and management. Receives feedback and input from teachers and the leadership team and sets a course for school improvement. Provides feedback to teachers and school leaders concerning best practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.
Obara, Jason	Assistant Principal	Oversees 7th grade discipline, science and social studies departments, and science and social studies teacher observations and evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.
Patton, Asimina	Assistant Principal	Oversees 8th grade discipline, language arts and reading departments, and language arts and reading teacher observations and evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.
Valsamis, Evangelos	Assistant Principal	Oversees 6th grade discipline, math and ESE departments, and math and ESE teacher observations and evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

Demographic Information

Principal start date

Tuesday 7/16/2019, Chad Eiben

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.*

5

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.*

23

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

1,074

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

8

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

3

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	329	367	403	0	0	0	0	1099
Attendance below 90 percent	0	0	0	0	0	0	65	91	109	0	0	0	0	265
One or more suspensions	0	0	0	0	0	0	1	18	26	0	0	0	0	45
Course failure in ELA	0	0	0	0	0	0	17	20	19	0	0	0	0	56
Course failure in Math	0	0	0	0	0	0	9	7	29	0	0	0	0	45
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	56	87	96	0	0	0	0	239
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	50	70	43	0	0	0	0	163
Number of students with a substantial reading deficiency	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	7	21	32	0	0	0	0	60

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	1	1	2	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Tuesday 6/7/2022

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	371	406	420	0	0	0	0	1197
Attendance below 90 percent	0	0	0	0	0	0	60	59	63	0	0	0	0	182
One or more suspensions	0	0	0	0	0	0	1	5	4	0	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	12	9	10	0	0	0	0	31
Course failure in Math	0	0	0	0	0	0	7	6	10	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	21	37	30	0	0	0	0	88
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	24	33	46	0	0	0	0	103
Number of students with a substantial reading deficiency	0	0	0	0	0	0	14	6	1	0	0	0	0	21

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	122	174	174	0	0	0	0	470

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	17	12	11	0	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	2	0	0	0	0	0	0	2

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	371	406	420	0	0	0	0	1197
Attendance below 90 percent	0	0	0	0	0	0	60	59	63	0	0	0	0	182
One or more suspensions	0	0	0	0	0	0	1	5	4	0	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	12	9	10	0	0	0	0	31
Course failure in Math	0	0	0	0	0	0	7	6	10	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	21	37	30	0	0	0	0	88
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	24	33	46	0	0	0	0	103
Number of students with a substantial reading deficiency	0	0	0	0	0	0	14	6	1	0	0	0	0	21

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	122	174	174	0	0	0	0	470

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	17	12	11	0	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	2	0	0	0	0	0	0	2

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	55%	46%	50%				64%	52%	54%
ELA Learning Gains	45%						61%	55%	54%
ELA Lowest 25th Percentile	34%						55%	47%	47%
Math Achievement	66%	30%	36%				71%	55%	58%
Math Learning Gains	61%						60%	52%	57%
Math Lowest 25th Percentile	50%						55%	46%	51%
Science Achievement	54%	52%	53%				63%	51%	51%
Social Studies Achievement	75%	52%	58%				73%	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	63%	51%	12%	54%	9%
Cohort Comparison						
07	2022					
	2019	60%	51%	9%	52%	8%
Cohort Comparison		-63%				
08	2022					
	2019	65%	55%	10%	56%	9%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	54%	44%	10%	55%	-1%
Cohort Comparison						
07	2022					
	2019	71%	60%	11%	54%	17%
Cohort Comparison		-54%				
08	2022					
	2019	57%	31%	26%	46%	11%
Cohort Comparison		-71%				

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	63%	51%	12%	48%	15%
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	71%	68%	3%	71%	0%
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	92%	55%	37%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	57%	43%

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	24	32	27	31	41	41	24	52	40		
ELL	35	38	33	49	56	53	21	71	67		
ASN	68	60		62	70		77	85	81		
BLK	26	33	36	37	45	33	20	65			
HSP	51	40	27	58	64	60	52	70	63		
MUL	59	57	31	60	54	42	53	75	64		
WHT	58	46	36	71	62	51	57	76	76		
FRL	43	39	34	52	56	50	44	62	55		
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	24	26	18	32	34	24	26	45			
ELL	37	44	38	58	56	47	24	58			

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
ASN	69	76		81	62		75	82	100		
BLK	39	41	31	42	42	25	29	60	40		
HSP	53	51	37	57	48	44	54	63	79		
MUL	61	54	27	62	49	35	53	80			
WHT	59	50	25	70	54	40	52	72	77		
FRL	47	43	27	54	46	37	45	57	73		
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	28	46	41	40	54	50	28	48	73		
ELL	45	61	68	62	55	53	36	67	84		
ASN	81	71		83	67			80	100		
BLK	57	50	31	43	50	42	53	69	70		
HSP	55	58	59	65	57	51	60	65	84		
MUL	65	61	59	68	65	47	63	67	80		
WHT	66	62	55	74	61	59	63	76	80		
FRL	53	56	53	60	54	50	51	64	71		

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)	ATSI
OVERALL Federal Index – All Students	58
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	64
Total Points Earned for the Federal Index	577
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	49
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	72
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	37
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	54
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	55
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	61
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	50
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?

In looking at our most recent FSA data, we are seeing a decrease in achievement percentage across ELA and Math. 8th grade Science and Civics did show an increase this year, with science improving one percentage point and civics improving four. Over a five year trend, this is still an issue. Of particular concern is another drop in learning gains for ELA, which decreased from 51% to 45%. Math proficiency also decreased one percent to 66% overall. We did show improvement in our L25 subgroup data with our ELA L25 students improving from 30% learning gains to 34% learning gains and a ten point increase in math from 40% to 50% in learning gains. In looking at grade level specific data, our 6th grade Math proficiency continues to improve going from 60% to 65% proficiency while our 7th grade math proficiency dropped from 72% to 66% proficiency. In ELA, we have experienced another drop in 8th grade proficiency, decreasing 7% to 51% in proficiency, down 14% from 2019.

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

Based off of the 2022 state assessments and our district progress monitoring, our greatest need for improvement is in our overall ELA learning gains. This dropped from 58% in 2021 to 55% in 2022. Although we know the pandemic has had an effect student learning, this is an area of concern. Our overall ELA learning gains also dropped from 51% in 2021 to 45% in 2022. Since our L25 did show improvement in learning gains in ELA, we will need to focus on making learning gains for all of our students at all ability levels.

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

As with everywhere in the county, there is a learning deficit during the pandemic. Teachers will be having in person data chats to target individual learning gaps. There will be a great effort to hold students accountable for their learning, in the L25 subgroup and across all ability levels. Teachers will all know their L25 students and provide scaffolded and differentiated supports to meet students where they are and close learning gaps. Reading will be an area of attention school-wide. Students will be expected to be reading or writing in all of their classes, not just isolated in reading and ELA. This renewed effort for WICOR will increase engagement in complex and authentic text across the curriculum.

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

Based on 2022 FSA data, we showed our biggest gains in our L25 math learning gains, increasing 10% from 40% to 50%. In addition to our L25 students showing improvement in math, overall, we showed an

8% increase in math learning gains to 61%. It should also be noted that civics showed a notable increase in proficiency this year, going from 70% to 75%.

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

This improvement can be attributed to the clear team planning and sharing of strategies that occurred with the Math team. These teachers analyzed data and targeted students with specific remediation interventions. They shared strategies and best practices. The use of the IXL program for math remediation and practice also contributed significantly to the success of these L25 students. This program accurately pinpointed learning deficits and provided targeted practice for students. By using this program, the team of teachers were able to hold frequent data chats that allowed students to be responsible for their own learning.

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

In order to help accelerate learning this school year, teachers will be focusing on releasing students with high expectations, differentiation and scaffolding, and higher order thinking and questioning. By holding students to high expectations, teachers will use data to target learning and help students close learning gaps. The differentiation and scaffolding will help provide the supports necessary to meet students where they are and allow them to reach the high expectations set by teachers. The higher order thinking and questioning will help students more readily reach students to get to the depth of each standard.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will attend multiple pre-school professional development sessions including equity training and ESE training. Throughout the school year, teachers will participate in grade level and department PLCs to discuss students, curriculum, data, and teaching strategies among other things. Every month teachers will attend a professional development PLC and visit classrooms in regards to AVID strategies in an effort to lead our school towards AVID-Schoolwide.

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

To help in addressing these priorities, we will focus on the following three big rocks:

1. Writing Across the Curriculum
2. Differentiation and Scaffolding
3. Higher Order Thinking and Questioning

To help in addressing these rocks, the following action steps will be addressed school-wide:

1. Teachers will implement strategies shared at monthly school-based professional development in Best Practices, AVID, and Technology. AVID strategies, including focused note taking and WICOR strategies, will be utilized in classes daily to support student achievement at all levels.
2. Teachers will utilize data from classroom, district, and state assessments to differentiate, scaffold, plan remediation, and enrich instruction to increase student performance with support from their team and administration. Data chats will be conducted with individual students after each assessment.
3. Conduct regular PLCs, focused on equitable practices, to review student responses to tasks and plan for instruction based on data utilizing structures that will allow teachers to work collaboratively to plan (common planning) for student collaboration, differentiation/remediation, and rigor/HOT questions. Teachers will share best practices and effective strategies in PLCs and reflect upon current practice and student progress with support from administration (at least twice).
4. Teachers will monitor and observe students, take notes, and confer with students in individual or small

groups to probe for understanding and provide targeted, actionable, feedback.

5. Administrators will monitor implementation of strategies and best practices, along with alignment of standards and activities during walkthroughs and classroom observations and provide timely and meaningful feedback for teacher growth.

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.

Our current level of performance is 55% of our students are proficient on the 2022 FSA ELA. We expect our performance level to increase to 64% of our students meeting proficiency by Spring 2023 Progress Monitoring assessment (F.A.S.T.). The problem/gap is occurring because students are not consistently being challenged across all disciplines, insufficient writing across curricula, lack of student-centered activities, lack of differentiation in instruction, use and application of complex tasks and critical thinking. In common PLCs, if teachers focus on differentiation, writing in the content areas, intentionally planning higher order thinking tasks that are student centered and provided student collaboration, and use data to drive instruction targeting B.E.S.T. standards, our performance would increase by 9%.

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

The percent of students achieving ELA proficiency will increase from 55% to 64%, as measured by the Spring 2023 Progress Monitoring Assessment (F.A.S.T.).

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or the district. Teachers will meet with administrators in PLCs to review data following cycle assessments and use common planning PLCs to plan and remediate based on the data. Administrators will also conduct walkthroughs to help monitor teacher implementation.

Person responsible for monitoring outcome:

Asimina Patton (pattona@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being

1. Enhance staff capacity to identify content from the BEST Benchmarks that will create higher order thinking tasks and allow students to collaborate with one another during various lessons.
2. Use of student data to drive instruction.
3. Enhance teacher capacity to incorporate reading and writing strategies in all content areas schoolwide.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

These strategies were based on 2022 FSA, 2021-2022 Cycle assessments, teacher formative assessment data and District and administrative walkthrough feedback. These strategies were chosen to engage students in more complex tasks to encourage higher expectations and student achievement. It will be important with the implementation of B.E.S.T. standards that teachers continue to collaboratively plan while also incorporating reading and writing into weekly lessons to ensure for higher student success.

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 (S1). ELA and reading teachers will Intentionally collaboratively plan and design lessons with rigorous, student-center activities; to provide on grade specific exemplar activities/strategies aligned to B.E.S.T. standards in monthly PLC meetings.

**Person
Responsible** Asimina Patton (pattona@pcsb.org)

2 (S2). Teachers will analyze FSA data and iReady diagnostic data and utilize it to conduct data chats and set individual student goals. To help meet student goals, teachers will administer and analyze progress monitoring assessments and create remediation plans based upon data to address learning gaps.

**Person
Responsible** Asimina Patton (pattona@pcsb.org)

3 (S1). ELA and reading teachers will receive professional development around BEST Benchmarks from district content specialists, Teachers will utilize district road map, work with staff developers and peers to develop and implement lessons that focus on student-centered activities.

**Person
Responsible** Asimina Patton (pattona@pcsb.org)

4 (S2). ELA and Reading teachers will utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student; include small groups for differentiation of presentation; work with peers and staff developers to ensure differentiation is being used.

**Person
Responsible** Asimina Patton (pattona@pcsb.org)

5 (S3). School-wide literacy and writing strategies, including writing evidence-based elaboration, will continue to be implemented in all content area classes. Additional support and enrichment will be provided at ELP for all students, especially focusing on students identified in various subgroups (504, ESE, EL, etc.) to close learning gaps.

**Person
Responsible** Asimina Patton (pattona@pcsb.org)

#2. 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.

Our current level of performance is 66% proficiency, as evidenced by the 2022 Math FSA data. We expect our performance level to be 71% proficiency by May 2023. If differentiated instruction that focuses on authentic and on-pace curriculum, along with collaborative planning in equity-centered, data-driven PLCs, the problem would be reduced by more students being engaged in class resulting in a 5% increase as evidenced by the F.A.S.T.

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 66 percent to 71 percent, as measured by Spring Math F.A.S.T. data.

Monitoring:

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or the district. Teachers will meet with administrators in PLCs to review data following cycle assessments and use common planning PLCs to plan and remediate based on the data. Administrators will also conduct walkthroughs to help monitor teacher implementation.

Person responsible for monitoring outcome:

Evangelos Valsamis (valsamise@pcsb.org)

Evidence-based**Strategy:**

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

1. 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.
2. Collaboration between ESE and content teachers to integrate specially designed instruction into core content.

Rationale for Evidence-based**Strategy:**

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

These strategies were selected based on FSA, Cycle Assessment, and teacher formative assessment data. Teachers will work on connecting prior knowledge and make connections to real-world applications to help students interact with critical content in an authentic manner. Having teachers focus on differentiation with the correct amount of scaffolding will help meet students where they are move them forward.

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. Math teachers will continue to utilize district pacing guides and resources to collaboratively and effectively plan rigorous, aligned lessons around instructional shifts, standards, and assessment data that regularly include longer, challenging word problems and mathematical performance tasks that have a progression of difficulty to stair-step students into increasingly complex tasks and instructional methods.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

2. Teachers continue to attend ongoing Facilitated Planning Sessions to analyze course standards and effectively implement instructional plans emphasizing on-grade level, standards aligned learning tasks that foster a student-centered environment focused on equity, SEL, cooperation, and collaboration amongst students.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

3. Math teachers will continue to implement standards based scales, learning goals, and learning targets, with embedded differentiation, designed to encourage productive-struggle in complex tasks and promote high expectations of students.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

4. Math teachers will utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

5. Teachers will conduct regular, monthly, PLCs inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons incorporating the Thinking and Reasoning Standards and rigorous performance tasks aligned to the B.E.S.T. Benchmarks based on classroom and student level data.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

6. Teachers will conduct regular 'data chats' with students and support setting learning goals by utilizing data such as the monthly IXL Diagnostics Snapshot results and individualized Diagnostic Action Plans to address learning gaps and strengthen mathematical foundational knowledge and fluency.

Person Responsible Evangelos Valsamis (valsamise@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.

Our current level of performance is 56% proficiency, as evidenced by 2022 SSA data. We expect our performance level to be 63% proficiency by May 2023. Our current level of performance on our 6th and 7th grade final exams was an approximately an average of 50%. We expect our current performance level to be an average of 56% by May 2023. The problem/gap is occurring because of lack of differentiation in instruction to support students to meet high expectations and the ability to understand complex text in science. If engagement in close reading of higher level Science text and more engagement in differentiated complex tasks would occur, the problem would be reduced by 7% on the SSA and 6% on 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 demonstrating proficiency in Science will increase from 56% to 63%, as measured by SSA data. The average score on the 6th and 7th grade final exams will increase from 50% to 56%, as measured by PCS Final Exam data.

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or the district. Teachers will meet with administrators in PLCs to review data following cycle assessments and use common planning PLCs to plan and remediate based on the data. Administrators will also conduct walkthroughs to help monitor teacher implementation of lesson plans that include complex text and tasks.

Person responsible for monitoring outcome:

Jason Obara (obaraj@pcsb.org)

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

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, including the use of inquiry based instruction which includes opportunities for students to think scientifically through research, content exploration, and writing opportunities (claims and evidence).

Rationale for Evidence-based Strategy:

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

These strategies were selected based on the need for more complex tasks in the science classroom. By utilizing the inquiry and literacy strategies, we will address the use of complex text to help prepare our students for the FSA and Science SSA. The focus on differentiation will help create an environment that supports to students to meet high expectations and high complexity of questioning. FSA, Cycle Assessment, and teacher formative assessment data were also considered.

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. Teacher will follow district pacing guides and utilize a variety of resources and modalities to strategically and intentionally plan and deliver inquiry-based lessons that is responsive and engaging while meeting the needs of each student. Students will engage in activities using scientific language and be provided appropriate time to apply and show learning by using various modes of expression and response (e.g. multimedia formats, speeches, presentations, collaborative discussions, etc.).

Person Responsible Jason Obara (obaraj@pcsb.org)

2. Ensure implementation of literacy in science content area - including the use of text-dependent questions, grade-appropriate complex texts that elicit close and critical reading, and performance tasks aligned to the standards. Teachers use strategies to help students identify key ideas, comprehend informational text and reflect on information in the science content. Strategies include text marking, graphic organizers and summarizing.

Person Responsible Jason Obara (obaraj@pcsb.org)

3. Plan and implement opportunities specifically during the Elaborate phase of the 5E instructional model for students to make a claim, test it and defend their results, with evidence through written lab reports during inquiry-based science projects aligned to state standards. Utilize common short and extended writing and lab rubrics. Lessons are built to make real world content connections to make content more meaningful.

Person Responsible Jason Obara (obaraj@pcsb.org)

4. Teachers will attend professional development (including Facilitated Planning Sessions, Literacy in the Content Area, Using Data to intentionally Plan and Differentiate Lessons, UDL in Science) to help effectively implement strategies that focus on inquiry and literacy strategies to foster a student-centered environment focused on equity, SEL, cooperation, and collaboration amongst students.

Person Responsible Jason Obara (obaraj@pcsb.org)

5. Conduct regular, monthly, PLCs inclusive of data chats to review students 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 Jason Obara (obaraj@pcsb.org)

6. Sixth grade science teachers will engage students in problem-based learning activities with support from the Innovation Foundation that are centered around concept based projects to offer more authentic experiences in learning science.

Person Responsible [no one identified]

#4. 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.	<p>Our current level of performance is 78% proficiency as evidenced by the 2022 Civics EOC. Our current level of performance on our US and World History Semester Exams is an average of 53%. We expect our performance level to be 81% proficiency in Civics and 56% in US and World History by May 2023. The problem/gap is occurring because inconsistent usage of complex text, lack of rigor, and higher order thinking practices. If engagement in close reading of higher level complex text along aligned with Social Studies and B.E.S.T. standards with the implementation of rigorous assignments would occur, the problem would be reduced by 3% proficiency on the Civics EOC and 3% on the US and World History semester exams.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>The percent of all students demonstrating proficiency in the EOC exams for Civics will increase from 78% to 81% as measured by EOC exam scores and the average of US and World History semester exams will increase from 53% to 56%.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or the district. Teachers will meet with administrators in PLCs to review data following cycle assessments and use common planning PLCs to plan and remediate based on the data. Administrators will also conduct walkthroughs to help monitor teacher implementation.</p>
Person responsible for monitoring outcome:	<p>Jason Obara (obaraj@pcsb.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<ol style="list-style-type: none"> 1. 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. 2. Strengthen staff ability to engage in students in complex tasks in Social Studies, incorporating the new B.E.S.T. Standards for literacy.

for this Area of Focus.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

These strategies were selected based on FSA, Cycle Assessment, and teacher formative assessment data. By engaging students in more complex tasks, teachers will create an environment with high expectations of students with a high complexity of questioning. Having teachers focus on differentiation with the correct amount of scaffolding will help meet students where they are move them forward.

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 (S1/2). Teacher will follow district pacing guides and utilize a variety of resources and modalities to strategically and intentionally plan and deliver instruction that is responsive and engaging while using differentiation and scaffolding to meet the needs of each student. Students will engage in activities using academic language and be provided appropriate time to apply and show learning by using various modes of expression and response (e.g. multimedia formats, speeches, presentations, collaborative discussions, etc.)

Person Responsible Jason Obara (obaraj@pcsb.org)

2 (S1/2). Ensure implementation of literacy and Historical Thinking Skills in Social Studies content area - including the use of text-dependent questions, grade-appropriate complex texts that elicit close and critical reading, and performance tasks aligned to the standards. Teachers use strategies to help students identify key ideas, comprehend informational text and reflect on information in primary and secondary source documents. Strategies include text marking, graphic organizers and summarizing.

Person Responsible Jason Obara (obaraj@pcsb.org)

3 (S1/2). Teachers will encourage productive struggle by providing multiple different opportunities for research and document analysis using primary source documents at varying complexity levels and writing (claims and evidence) through the use of activities such as DBQs, NHD, and Socratic Seminars. DBQs should be implemented through the writing stage to integrate B.E.S.T. standards into the content area.

Person Responsible [no one identified]

4 (S1/2). Teachers will attend professional development (including Facilitated Planning Sessions, Equity, Data Analysis, Democratic Classrooms, Social Justice Standards, Teaching with Rotations, and UDL) to help effectively implement strategies focusing on rigorous tasks with differentiation to foster a student-centered environment focused on equity, SEL, cooperation, and collaboration amongst students.

Person Responsible Jason Obara (obaraj@pcsb.org)

5 (S1/2). Teachers will regularly engage in department and common planning PLCs to deconstruct upcoming benchmarks and utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to Standards. PLCs will also

be used to review data including cycle and unit assessments as well as formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of all students.

Person Responsible Jason Obara (obaraj@pcsb.org)

6 (S1/2). Administrators will monitor implementation of strategies and best practices (usage of complex text, rigorous activities, and HOT practices), along with alignment of standards and activities during walkthroughs and classroom observations and provide timely and meaningful feedback for teacher growth.

Person Responsible Jason Obara (obaraj@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.

Our current level of performance is 1347 industry certifications as evidenced by our number of students receiving industry certifications. We expect our performance level to be 1350 by May 2023. The problem/gap is occurring because of a lack of rigor and college level content. If rigorous content implementation would occur, the problem would be reduced increasing the number of industry certifications.

Measurable Outcome:

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

The number of all students earning industry certifications will increase from 1347 to 1350, as measured by the number of students receiving industry certifications. 70% of all 8th graders choose college prep courses for 9th grade.

Monitoring:

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

Monitoring will take place using teacher assessments and data review Teachers will meet with administrators in PLCs to review data and use common planning PLCs to plan and provide interventions based on the data. Administrators will also conduct walkthroughs to help monitor teacher implementation.

Person responsible for monitoring outcome:

Jason Obara (obaraj@pcsb.org)

Evidence-based**Strategy:**

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

Intensify staff capacity to support students in rigorous courses using AVID strategies and successfully attaining industry certification while strengthening teacher implementation.

Rationale for Evidence-based**Strategy:**

Explain the rationale

for selecting this specific strategy.

These strategies were selected based on student and teacher data, as well as administrative and district walkthroughs.

Describe the resources/criteria used for selecting this strategy.

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. Administration and SBLT analyze performance and staffing data to implement, monitor and adjust school-wide systems to ensure all students have academic support to be successful in rigorous courses. Administration will work with counselors and reading teachers to ensure students are properly placed into Reading, ELA, and Social Studies courses to ensure students will be successful in appropriate rigorous courses.

Person Responsible

Jason Obara (obaraj@pcsb.org)

2. Teachers will attend district and school Professional Development PLCs that focus on AVID strategies, highly engaging strategies that reach a diverse group of learners, and best practices to ensure students have academic support in rigorous courses that prepare them for college and career. Teachers will visit classrooms of AVID site-team members to see different AVID strategies implemented across the curriculum.

Person Responsible Jason Obara (obaraj@pcsb.org)

3. Continue implementation of AVID strategies, specifically Focused Notes, in all content area classrooms to make a larger push towards "AVID school-wide." Update AVID CCI on a monthly basis to celebrate areas of growth and update strategies for areas of improvement.

Person Responsible Jason Obara (obaraj@pcsb.org)

4. Actively recruit and enroll students in ICT, FACS, CAB, and DIT classes where students will work on rigorous and real world curriculum that focuses on career readiness and gives students the opportunity to complete industry certifications.

Person Responsible Jason Obara (obaraj@pcsb.org)

5. Implement a system of grade level vertical and horizontal articulation for AVID and business classes that helps ensure students throughout the school are college & career ready.

Person Responsible Jason Obara (obaraj@pcsb.org)

6. Administrators monitor instruction during quarterly walkthroughs for rigorous and equitable teaching practices to identify gaps in implementation for the purpose of effective planning for on-site PD.

Person Responsible Jason Obara (obaraj@pcsb.org)

7. Counselors will work with Social Studies teachers to introduce and utilize the Naviance School, Career and College readiness program to building coping skills around transitions from elementary to middle school to high school, and then to independent life that help students successfully adapt to each of these new situations.

Person Responsible Jason Obara (obaraj@pcsb.org)

#6. 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.

Our current level of performance is 26% black students achieving proficiency in ELA, as evidenced by the 2022 FSA. We expect our performance level to be on average with the rest of the student body, 63% by May 2023. The problem/gap is occurring because students are not receiving the supports to ensure an equitable education. If mentoring and teaching with equitable practices would occur and with students receiving more support, the problem would be reduced by a 37% increase in ELA proficiency among black students.

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

The percent of black students achieving ELA proficiency will increase from 26% to 63%, as measured by the 2023 Spring FSA.

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or the district. Teachers will meet with administrators in PLCs to review data following cycle assessments and use common planning PLCs to plan and remediate based on the data. Administrators will also conduct walkthroughs to help monitor teacher implementation. Administrators will monitor use of differentiation, Restorative Practices, Equitable Teaching Practices, PBIS, and other equitable practices with African American students during AVID and PBIS walkthroughs along with classroom observations and provide timely and targeted equity-centered coaching and meaningful feedback for teacher growth.

Person responsible for monitoring outcome:

Asimina Patton (pattona@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

1. Provide targeted professional development and coaching for equitable disciplinary practices, PBIS, and restorative practices and ensure strong implementation to increase engagement and improve pass rates and grade point averages for black students.
2. Ensure that all black students who show potential to succeed in Advanced or Honors courses are scheduled in to an appropriate course and provided supports.
3. Ensure black students are participating in extended learning and mentoring opportunities before and after school and in extended school year programs through recruitment and targeted resources.
4. In order to improve leadership and teacher capacity to facilitate equity-centered

for this Area of Focus.

problem solving in classrooms and in equity-centered PLCs, we will dedicate professional development and monitor implementation with topics involving equity, discussions involving race, and equitable teaching practices.

Rationale for Evidence-based Strategy:**Explain the rationale for selecting this specific strategy.**

These strategies were selected based on FSA, Cycle Assessment, and teacher formative assessment data. These strategies were chosen to help provide equitable teaching and ensure that our black students are receiving the support they need to promote an equitable environment.

Describe the resources/ criteria used for selecting this strategy.**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 (S1). Teachers will differentiate instruction for African American students and put positive behaviors in place while ensuring rigor and equitable instruction takes place in 100% of classrooms.

Person Responsible Asimina Patton (pattona@pcsb.org)

2 (S1). Restorative practices and positive rewards will be used by teachers and administrators to ensure equitable disciplinary practices with African American students.

Person Responsible Asimina Patton (pattona@pcsb.org)

3 (S3). ELP will be encouraged by teachers, counselors, and administration for struggling African American students along with a variety of enrichment activities including STEM, Carwise Live, and Multi-Cultural club.

Person Responsible Asimina Patton (pattona@pcsb.org)

4 (S4). Grade Level, Department, and Common Planning PLCs will incorporate equity strategies as part of their monthly discussions to align with district initiatives utilizing equity-centered agendas to promote equity as a common and underlying theme of every PLC meeting.

Person Responsible Asimina Patton (pattona@pcsb.org)

5 (S1/2). Continuously monitor the percentage of African American students enrolled in AVID and advanced level rigorous courses. AVID teachers will provide African American role models and all teachers will provide outreach for struggling African American students to monitor their success.

Person Responsible Asimina Patton (pattona@pcsb.org)

6 (S3). Each African American student will be assigned a mentor. The mentor will meet with the student 3-4 times a month to review academic performance, ensure individual supports are in place wherever needed, and celebrate successes and accomplishments. This mentor will serve in a case manager style role, developing an individual learner profile and success plan for their student with support in mentoring PLCs.

Person Responsible Asimina Patton (pattona@pcsb.org)

7 (S4). Administrators will monitor use of differentiation, Restorative Practices, PBIS, and equitable practices with African American students during CRT walkthroughs and classroom observations and provide timely and targeted equity-centered coaching and meaningful feedback for teacher growth. Observations will be used to identify gaps in implementation for the purpose of determining next steps to celebrate growth, updating systems, re-teaching school-wide expectations, and effective planning for on-site PD.

Person Responsible Asimina Patton (pattona@pcsb.org)

8 (S1). School will reach out to district to find equity-centered professional development to help educate and provide strategies and instructional practices to teach skills that empower students to become agents of their learning in ways that respect and value their cultural norms.

Person Responsible Asimina Patton (pattona@pcsb.org)

#7. 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.

Our current level of performance is 24% students with disabilities achieving proficiency in ELA, as evidenced by the 2022 FSA. We expect our performance level to be on average with the rest of the student body, 63% by May 2023. The problem/gap is occurring because students are not receiving the supports to ensure students are receiving both differentiated instruction for core classes and Specially Designed Instruction to make progress towards mastering their IEP goals. If ESE and general education teachers worked together to deliver instruction on mastering meaningful IEP goals while receiving differentiated instruction in foundational skills in core content areas, the problem would be reduced by a 39% increase in ELA proficiency among students with disabilities.

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

The percent of students with disabilities achieving ELA proficiency will increase from 24% to 63%, as measured by the 2023 Spring F.A.S.T. The percent of students with disabilities in ACCESS classes achieving ELA proficiency on the FSAA will increase from 47% to 50%, as measured by the Spring FSAA.

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

Monitoring will take place using routine and continuous formative and summative assessments created by teachers and/or the district. Teachers will meet with administrators in PLCs to review data following cycle assessments and use common planning PLCs to plan and remediate based on the data. Administrators will also conduct walkthroughs to help monitor teacher implementation. Administrators will monitor use of differentiation, teaching of foundational skills, modes of instruction, and PBIS with students during AVID and PBIS walkthroughs along with classroom observations and provide timely and targeted coaching and meaningful feedback for teacher growth.

Person responsible for monitoring outcome:

Evangelos Valsamis (valsamise@pcsb.org)

Evidence-based Strategy: Describe the evidence-based strategy being

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan goals while learning the foundational skills necessary to access grade level content in the Least Restrictive Environment.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this
strategy.**

This strategy were selected based on the need to support students with disabilities in both working on their IEP goals and mastering the foundational skills. By providing opportunities for teachers to collaborate and plan, students will be more likely to succeed academically. The focus on differentiation will help create an environment that supports to students to meet high expectations and high complexity of questioning. FSA, Cycle Assessment, and teacher formative assessment data were also considered.

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. ESE and core content area teachers will co-plan for the intentional implementation of differentiated instruction and delivery of Specially Designed Instruction.

**Person
Responsible** Evangelos Valsamis (valsamise@pcsb.org)

2. ESE teachers will embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.

**Person
Responsible** Evangelos Valsamis (valsamise@pcsb.org)

3. ESE students will be challenged with rigorous texts, materials, content and activities that are accessible with support of supplementary aids including annotated texts and assistive technology.

**Person
Responsible** Evangelos Valsamis (valsamise@pcsb.org)

4. Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems.

**Person
Responsible** Evangelos Valsamis (valsamise@pcsb.org)

5. Teachers will use evidence-based practices for students with disabilities to teach foundational literacy, math, and executive functioning skills as a pathway to grade level work.

**Person
Responsible** Evangelos Valsamis (valsamise@pcsb.org)

6. Access teachers will co-plan and receive district support to ensure the alignment of access points with instruction.

**Person
Responsible** Evangelos Valsamis (valsamise@pcsb.org)

7. Access teachers will receive professional development centered around comprehensive literacy, including district support and book studies.

Person Responsible Evangelos Valsamis (valsamise@pcsb.org)

8. Administrators will monitor implementation of strategies and best practices, along with alignment of standards and activities during walkthroughs and classroom observations and provide timely and meaningful feedback for teacher growth.

Person Responsible Evangelos Valsamis (valsamise@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.

Carwise begins to build a positive school culture with incoming students before school even begins. Incoming 6th grade students are welcomed into the school at our summer "Shark Camp" where counselors and current Carwise students help students learn the Carwise expectations and many skills that will help them with the transition to middle school. Students are given the opportunity to meet new students and begin building positive relationships before school begins. At our 6th grade open house "Shark Night," teachers and school leadership welcome parents and students onto campus and provide them with class and school-wide expectations and procedures. Once school begins, grade levels meet with administration to review school-wide expectations and promote the school Positive Behavior Plan to reward students who exhibit the Carwise expectations. Throughout the school year, data-based, targeted lessons provided by School Based Leadership Team help teach the expectations and positive characteristics Carwise students exhibit. School staff utilizes the "Shark Bite" positive behavior plan to help reward and re-enforce the lessons learned. Teachers are trained in and utilize culturally relevant teaching, restorative practices, and PBIS. This year, our school is rolling out the Olweus Bullying Prevention Program to help promote a positive culture and prevent bullying. Our school support team, including counselors, the behavior specialist, the school psychologist, and the social worker, utilize the MTSS process to help identify and support students in need of additional and extra support. With input from all stakeholders, the SBLT reviews the Carwise vision, mission, and core values annually to help promote a positive culture.

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

Carwise believes in preparing students for college and the world of work. Our PTSA fosters many relationships in the community and with our business partners. PTSA hosts a variety of activities and seminars support and the school mission and vision. By creating these business partnerships, our school is able to reward and recognize teacher and student successes, contributing to a positive school culture. Our school actively recruits and utilizes parent and community volunteers as mentors and tutors, helping to contribute to student success. These mentors play an active part fostering positive relationships at school.

and giving our students another trusted adult to rely on. Through our AVID program, students receive access and exposure to college tutors and experiences.