

Pinellas County Schools

Thurgood Marshall Fundamental



2022-23 Schoolwide Improvement Plan

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Thurgood Marshall Fundamental

3901 22ND AVE S, St Petersburg, FL 33711

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

Demographics

Principal: Kevin Schottler

Start Date for this Principal: 6/30/2022

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)	54%
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 (60%) 2018-19: A (66%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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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	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

All members of the TMFMS community are committed to providing a safe and challenging learning environment that promotes college and career readiness.

Provide the school's vision statement.

100% students making academic and social growth each year.

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
Vines, Shannon	Teacher, K-12	Social Studies Department Chair
Wilson, Nicole	Principal	
Slifkin, Katie	Assistant Principal	
Gore, Valencia	Assistant Principal	
Bracken-Tripp , Phillip	Teacher, K-12	Elective Department Chair
Harding, Jacqueline	Teacher, K-12	Math Department Chair
McKee, Lois	School Counselor	Guidance Counselor
Pendergrass, Amy	Teacher, K-12	Science Department Chair
Reed, Natasha	Teacher, K-12	AVID and Reading Department Chair
Reitz, Matthew	Teacher, ESE	ESE Department Chair
Stroud, Eric	Teacher, K-12	Electives Department Chair
Turini, Lisa	Teacher, K-12	ELA Department Chair

Demographic Information

Principal start date

Thursday 6/30/2022, Kevin Schottler

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

52

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	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	
Students with two or more indicators	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/11/2022

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	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	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	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	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	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	63%	46%	50%				73%	52%	54%
ELA Learning Gains	51%						63%	55%	54%
ELA Lowest 25th Percentile	31%						52%	47%	47%
Math Achievement	69%	30%	36%				72%	55%	58%
Math Learning Gains	60%						55%	52%	57%
Math Lowest 25th Percentile	44%						47%	46%	51%
Science Achievement	59%	52%	53%				65%	51%	51%
Social Studies Achievement	78%	52%	58%				79%	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	78%	51%	27%	54%	24%
Cohort Comparison						
07	2022					
	2019	66%	51%	15%	52%	14%
Cohort Comparison		-78%				
08	2022					
	2019	73%	55%	18%	56%	17%
Cohort Comparison		-66%				

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	70%	60%	10%	54%	16%
Cohort Comparison		-57%				
08	2022					
	2019	22%	31%	-9%	46%	-24%
Cohort Comparison		-70%				

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	66%	51%	15%	48%	18%
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	79%	68%	11%	71%	8%
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	87%	55%	32%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	56%	43%	57%	42%

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	46	39	25	47	51	38	40	67			
ELL	80	53		80	67						
ASN	79	71		85	71		82		86		
BLK	40	37	25	48	53	41	33	63	77		
HSP	72	55	42	75	70	69	65	81	81		
MUL	63	50	40	72	57		64	100	60		
WHT	79	61	40	83	63	46	76	88	84		
FRL	47	42	28	53	53	40	49	71	71		
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	45	27	19	43	29	25	33	24			
ELL	71	67		79	50						
ASN	89	84		84	64		87	89	86		
BLK	45	38	27	44	33	29	39	48	52		
HSP	73	53	41	69	40	48	63	75	86		
MUL	66	54		73	47			78			
WHT	80	55	37	79	43	54	79	91	79		
FRL	52	43	32	51	35	32	48	59	56		

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	48	53	41	40	36	29	42	38			
ELL	38	77		38	38						
ASN	89	80		85	75		85	100	95		
BLK	47	47	44	49	42	44	38	61	78		
HSP	74	72	65	72	53	56	68	84	85		
MUL	64	62	50	69	59		53	73	87		
WHT	90	71	67	88	63	51	81	92	93		
FRL	57	57	47	56	47	47	46	67	81		

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)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	536
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	70
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	79
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	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	68
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	63
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	69
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?

ELA dropped from 62% to 60% proficient in 6th grade, 67% to 64% in 7th grade, and 70% to 63% in 8th grade. In addition, science dropped to 60% on the eighth grade SSA.

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

In ELA, our area of focus for improvement needs to be evidence and elaboration. This is based off of FSA data as well as Florida Writes and performance matters assessments. In science, we need to address a focus on nature of science embedded throughout life, physical, and earth science.

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

Our 8th grade science teacher missed a substantial amount of work with a rotating door of subs as well as dispersal. Moving forward, we have a plan for remediation to embed first semester standards throughout semester 2 to ensure reteaching where needed based on SSA and GAP assessment data. With ELA, we are implementing a school-wide focused-note taking approach through AVID to provide strategies bridging the gap with evidence and elaboration.

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

Our sixth grade math scores increased 10% points as evidence by the FSA.

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

Our sixth grade team co-planned every unit and worked together with common planning to ensure fidelity. We also restructured our testing environment to ensure team teachers were proctoring with their students.

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

Focused note taking school wide, common planning for all core content areas, and strategic testing sites will continue to be implemented to accelerate learning.

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.

We are embedding AVID strategies with a specific focus on focused note taking as well as professional development and modeling/monitoring of how to use data to drive instruction during common planning.

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

Administration will meet weekly with leadership to ensure fidelity of implementation of processes as well as analyze feedback along the way.

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 63% proficiency as evidenced by FSA ELA Achievement data. The problem/gap is occurring due to lack of continual rigor (complex text and student autonomy) within classroom instruction; tasks were not uniformly aligned to the target with fidelity in all learning environments, and immediate feedback to students as it relates to fidelity for writing is not present. Additionally, the 21/22 school year presented brand new text books, and combination of the Florida Standards (which were tested) and the new B.E.S.T standards and there was not total fidelity with the new text books and combination of standards.

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 63% to 70% as measured by ELA state assessment (TBD) 2022-2023 data.

Progress monitoring for the ELA goal will include PLC Teams reviewing ELA program data (WriteScore/iReady/unit assessments on Performance Matters and other progress monitoring assessments as needed).

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

Administration will monitor data within leadership meetings and will meet with instructors of concern to create a plan of action for remediation/enrichment.

Administration will conduct walk throughs with department heads to monitor target/task alignment and complexity.

ELA/Reading will hold bi-weekly PLCs to common plan, review student work product, lesson plan and analyze common data. Administration will attend as well.

Person**responsible for****monitoring****outcome:**

Valencia Gore (gorev@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 and plan for engaging students in complex tasks.
- identify critical content from the standards in alignment with district resources and chunk it/scaffold it appropriately and as needed
- analyze data from common assessments (both formative and summative) and plan for remediation/enrichment

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

If teachers are able to scaffold appropriately, student engagement will increase and then teachers will be able to engage students in complex tasks. The students will then be able to apply the content at a higher level of rigor and autonomy will increase proficiency in ELA as measured by ELA state assessment (TBD).

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 PLCs to analyze data, common plan, analyze student work

Person Responsible Lisa Turini (turinil@pcsb.org)

Use culturally relevant supplemental texts/lessons from road map, teachers regularly include challenging passages that utilizes strategies across content.

Person Responsible Valencia Gore (gorev@pcsb.org)

Teachers use Culturally Responsive strategies for close reading such as communicating high expectations, multiple means of action and expression and use of texts from student generated topics of interest.

Person Responsible Valencia Gore (gorev@pcsb.org)

Differentiated Professional Development based on data points (Core Connections, Elevate, WriteScore, Classroom Assessments, Administration Walk throughs).

Person Responsible Valencia Gore (gorev@pcsb.org)

Administrators monitor teacher practice and provide feedback to support teacher growth as related to rigor and target/task alignment.

Person Responsible Valencia Gore (gorev@pcsb.org)

Regularly assess (formally and informally) and utilize data to modify and adjust instruction

Person Responsible Valencia Gore (gorev@pcsb.org)

#2. Positive Culture and Environment specifically relating to School Climate/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.

For the 2021-2022 school year we had 250 office discipline referrals. This equates to .26 incidence per student. The Black subgroup represented 39% of the population but received 79.6% of the referrals. The problem/gap in behavior based on School Profile data is occurring because of a lack of consistency with school-wide expectations. If school-wide expectations are taught and enforced by all staff, the problem would be reduced

Measurable

Outcome:

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

The number of office discipline referrals for all students will decrease by 50% by May 2023, as evidenced by the end of year referral data from School Profile. Reduce Risk Ratio for Black students for ODR from 4.45 to 2.5.

Monitoring:

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

Detention and referral data will be monitored during monthly MTSS and Restorative Committee meetings. Detention data will be pulled from the Detention Forms database. ODR data will be pulled from School Profiles.

Person responsible for monitoring outcome:

Valencia Gore (gorev@pcsb.org)

Evidence-based

Strategy:

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

1. Direct instruction of school-wide expectations.
2. Increasing positive reinforcement opportunities and options.
3. Create evidence-based interventions for Black students that need additional support.

Rationale for Evidence-based

Strategy:

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

If staff teaches and reinforces school-wide expectations and uses PBIS then student discipline referrals will decrease by 50%. If Black students receive interventions to help correct behavior it will reduce the number of discipline referrals received by 50%.

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. Teachers will teach school-wide expectations to all students during the first two days of school, after major breaks (Thanksgiving, Winter and Spring) and reteach as needed throughout the school year.
2. Strengthen and reimplement PBIS. Discipline Team members will participate in Summer PBIS Reboot.
3. Develop list of possible interventions for students.

4. Plan PBIS quarterly events.
5. Get student input for PBIS reward items.

Person Responsible Valencia Gore (gorev@pcsb.org)

#3. 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 69% Mathematics Achievement, as evidenced in 2021-2022 School Grade Report.
2. We expect our performance level to be at least 3% Mathematics Achievement by 2022-2023 School Grade Report.
3. The problem/gap is occurring because learning targets and learning tasks are not always differentiated to address student readiness, interest, and learning profile of the students with relation to mathematics. The student learning gains have been affected by outside factors as well as gaps in learning standards (the change in standards from MAFS to BEST Standards).
4. Intentional planning using the five key elements of differentiation to assist in reducing the gap by 5%- learning environment, curriculum, assessment, instruction, classroom leadership and management. This can be achieved by incorporating the three types of differentiation – philosophy, principles, and practices.

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' achievement in mathematics will increase from 69% to 72%, as measured by the 2022-2023 FAST Mathematics Achievement as reported on the School Grade Report.

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

Teachers collaboratively plan learning targets and learning tasks to align to the B.E.S.T. Benchmarks for Mathematics (all math department).
 Within PLC and/or common planning, teachers utilize student data to collaboratively plan differentiated learning opportunities that address student readiness, interest, and/or learning profile (all math department).
 Teachers participate in ongoing professional development focused on Differentiation in Mathematics (all math department)

Person responsible for monitoring outcome:

Katie Slifkin (slifkink@pcsb.org)

Planning: task to target alignment protocols
 Focused planning protocol for target task alignment from "Thinking through a Lesson Protocol" (TTLP): A key for Successfully Implementing High-Level Tasks; Smith, Margaret, Victoria Bill, and Elizabeth Hughes.

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

Student Data: Data disaggregation protocols from Harvard "data wise"
 Mid Sept to early Oct teachers will use Performance Matters to disaggregate student data from the first F.A.S.T assessment.
 End of Jan teachers will use Performance Matters to disaggregate student data from the second F.A.S.T assessment.
 Throughout the year teachers will utilize IXL data reports to have data conversations with our scholars and track growth as a team.

Differentiation: The practice of UDL
 Teachers will intentionally put into practice the practice of differentiated grouping.

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

Teachers will use a dialogue protocols within the classroom to promote meaningful communication and learning through social interactions.

To identify standard clarifications that adhere to the target and task alignment using structured planning protocols.

To promote student advocacy of performance data by tracking standard proficiency through on going data chats and data tracking models.

To promote teacher identification of students' standard performance by structured data disaggregation protocols and professional conversation protocols.

According to Vanderbilt Peabody College, data chats are an effective strategy for students to understand their academic standing and provide teacher guidance toward academic improvements. By using the "student data chat questions" protocol, teachers can support scholars in strategizing ways for improving their course performance.

According to Baylor University, the implementation of the UDL framework calls for multiple means of engagement, representation, and action and expression. Referencing the CAST guidelines chart during planning and data disaggregation, teachers can refine their instructional approach to lesson delivery for a classroom culture that is differentiated.

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.

Mathematics teachers participate in professional learning opportunities around the B.E.S.T. Standards, the Mathematical Thinking & Reasoning Standards, and Differentiation in the Math Classroom.

Facilitated- Planning Sessions, Biweekly PLCs, Ongoing Math PD Offerings

Person Responsible Katie Slifkin (slifkink@pcsb.org)

Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for mathematics units that incorporate the Mathematical Thinking and Reasoning Standards and rigorous performance tasks aligned to the B.E.S.T. Benchmarks for Mathematics.

Daily/Ongoing

Person Responsible Katie Slifkin (slifkink@pcsb.org)

Teachers provide students with effective differentiated learning opportunity within each unit of instruction through the use of philosophy, principles, and practices in regards to student learning profiles.

Ongoing, Each unit of instruction

Person Responsible Katie Slifkin (slifkink@pcsb.org)

Teachers utilize IXL's Diagnostic Arena to have students address mathematical skills gaps from their individualized Action Plans with an emphasis on utilizing the program outside of the school day to extend learning beyond the classroom.

Daily/Weekly student goals

Person Responsible Katie Slifkin (slifkink@pcsb.org)

Administrators and teachers engage in mathematics-focused learning walks/discussions with a focus on target/task alignment and differentiated learning opportunities for students.

Ongoing

Person Responsible Katie Slifkin (slifkink@pcsb.org)

Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student data to identify and plan for differentiation opportunities based on the students' readiness, interest, and/or learning profile. Data can come from the FAST assessments, IXL, Instructional Materials

assessments, and/or teacher and district formal and informal assessments.

Monthly

Person Responsible Jacqueline Harding (hardingja@pcsb.org)

#4. Instructional Practice specifically relating to

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 proficiency for gifted students in ELA is 86% as evidenced by FSA data. The problem/gap is occurring due to the lack of complex tasks and differentiation of gifted learners.

Measurable Outcome:

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

The percentage of gifted learners reported as on or above grade level in ELA will be 88% by the end of the 22/23 school year.

Monitoring:

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

Progress monitoring for this goal will include PLC teams reviewing ELA data and progress monitoring data to alter and implement action plans for improvement. Academic SBLT and MTSS teams will monitor data to determine trends and areas of need.

Person responsible for monitoring outcome:

Valencia Gore (gorev@pcsb.org)

Evidence-based Strategy:

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

Creating success plans for gifted students who are struggling academically, behaviorally, or emotionally.

Rationale for Evidence-based Strategy:

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

Success plan will promote student ownership of their learning and provide measurable action steps to be successful.

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. Implement WICOR strategies within accelerated coursework
2. Professional development provided by magnet coordinator to enhance differentiation and complex tasks
3. Intentional planning for differentiation monitored by administration with targeted feedback
4. Implement culturally relevant teaching

Person Responsible

Valencia Gore (gorev@pcsb.org)

#5. 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 60% proficiency as evidenced by 2021/2022 SSA Achievement data. The problem/gap is occurring due to data not being collected and analyzed effectively to differentiate instruction and increase science proficiency.

Measurable Outcome:

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

The percent of all 8th grade students achieving Science proficiency will increase from 60% (2021/2022) to 67% (2022/2023) as measured by the SSA.

Monitoring:

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

Progress monitoring for this goal will include PLC Teams reviewing Science data (Unit Assessments, and Cycle Assessments) and progress monitoring data to differentiate instruction in the classroom. PLC teams will complete planning template to be monitored by administration. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need.

Person responsible for monitoring outcome:

Katie Slifkin (slifkink@pcsb.org)

Evidence-based**Strategy:**

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

Science teachers will utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Rationale for Evidence-based Strategy:

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

TMFMS will increase Science proficiency as measured by SSA, GAP Assessments, Unit Evidence-Assessments, and Cycle Assessments by utilizing and monitoring data to adjust/drive instruction.

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. Use District Unit assessment data to plan instruction that ensures differentiation, intervention, and enrichment while scaffolding learning to increase student performance.
2. Conduct regular teacher-led PLC, inclusive of data chats to review student responses to tasks and formative assessments to 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 text from a science perspective.
3. Teachers conduct biweekly data chats with students to support progress monitoring towards obtainment of learning targets and goals.
4. Administrators monitor teacher practice as related to differentiation and target/task alignment and provide feedback to support teacher growth via weekly walkthroughs. Administrators regularly observe

science lessons to monitor strategy implementation for differentiation and target/task alignment and provide feedback to teachers.

Person Responsible Katie Slifkin (slifkink@pcsb.org)

#6. 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.

The Social Studies goal is based on the proficiency rate of students passing the Civics EOC and the Pre-AP World History Exams. The problem/gap is occurring due to the lack of rigorous tasks and differentiation to meet student needs.

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 proficiency will increase 5% as measured by the spring administration of the Civics EOC and Cycle and Unit Assessment Data for the 2022-2023 school year. The percent of 8th grade students achieving proficiency will increase from 26% to 36% as measured by the spring administration of the Civics EOC and Cycle and Unit Assessment Data for the 2022-2023 school year.

Monitoring:

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

Progress monitoring for this goal will include the PLC team reviewing data from the Unit and Cycle Assessments and progress monitoring the data. PLC team will create lessons to reteach the standards where students are not proficient based on the data.

Person responsible for monitoring outcome:

Valencia Gore (gorev@pcsb.org)

**Evidence-based
Strategy:**

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

Heterogeneous community group combining 7th grade and 8th grade communities will give additional academic support to struggling 8th grade learners.

Strengthen staff ability to engage students in student centered classrooms. 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 in a student-centered classroom through school embedded PD and walkthroughs with feedback to support and monitor differentiation with target/task alignment.

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

Research says "The main findings are: (1) heterogeneous grouping based on student ability is more beneficial for student achievement and student satisfaction; high and medium level ability students benefit more in homogeneous groups but low level ability students benefit more in heterogeneous groups;" (<https://cdr.lib.unc.edu/concern/dissertations/9z903079v>). Based on research, heterogeneous grouping will increase the scores of the FSA level 1 and 2 8th grade students in Civics.

Based on administrative walk though there was not a consistent student-centered classroom. If administration conducts consistent walk-throughs to observe student centered classrooms with rigorous tasks then students will have the opportunity of student centered learning through differentiation and proficiency will increase by 5%.

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. Regularly assess (formally and informally) and use data from Unit and Cycle Assessments to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance of all students.
2. Implement WICOR and Focused Note-taking strategies to increase student engagement and achievement through differentiation and target/task alignment.
3. Provide students with the opportunity to demonstrate higher order thinking strategies and processes.
4. Teachers will utilize supplemental resources, primary sources, and regularly include shorter, challenging passages that elicit close and critical reading and re-reading.
5. Administrators monitor teacher practice and provide timely feedback to support teacher growth.

Person**Responsible**

Valencia Gore (gorev@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.

ESE students who are on grade level who are not gifted and not access. Focus on these students is necessary for students to reach proficiency.

Measurable Outcome:

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

By May 2023, ESE students will go from 31% to 41% on the Federal Index.

Monitoring:

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

Progress Monitoring every trimester based on FAST.

Person responsible for monitoring outcome:

Valencia Gore (gorev@pcsb.org)

Evidence-based Strategy:

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

AVID focused notes.

Rationale for Evidence-based Strategy:

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

According to Hattie, Writing, Questioning, and student visible learning increases student proficiency rate by a minimum of .44 to 1.44.

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. AVID Focused Note Taking Professional Development during Pre-School. (Giordano)
2. In Unique skills class or in a meeting with an ESE teacher students will receive additional support to become proficient in note taking.
3. Students will have their note taking reviewed by one or more of the following: Unique Skills class, content area (ELA, reading, math, and science) teachers , an ESE teacher.

Person Responsible

Valencia Gore (gorev@pcsb.org)

#8. Instructional Practice specifically relating to Career & Technical Education**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 acceleration is 81% to increase this percentage better recruitment and additional support are necessary for high level 2 and low level 3 students.

Measurable Outcome:

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

By May 2023, Acceleration will go from 81% to 86%.

Monitoring:

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

Course enrollments and grade monitoring and FAST results.

Person responsible for monitoring outcome:

Katie Slifkin (slifkink@pcsb.org)

Evidence-based Strategy:

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

Placement in accelerated courses with the support of AVID.

Rationale for Evidence-based Strategy:

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

Hattie shows that acceleration gives a high return for student proficiency at .88. AVID provides peer tutoring, which according to Hattie has a .55 in raising student achievement.

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. Ensure all counselors are active members of the AVID site team.
2. Coordinate communication and implementation of Naviance lessons to all grade levels.
3. Plan, Implement, and monitor a course request process that provides equitable access to rigorous coursework that aligns with the AVID recruitment goals and vision and decreases the existing subgroup opportunity gaps.
4. AVID Team and guidance will identify high 2's and low 3's who are capable but who need support to be proficient in accelerated courses are placed in AVID.
5. AVID Team and guidance will identify Gifted Students who are in need of study and organizational skills to be proficient in accelerated courses are placed in AVID.

Person Responsible

Katie Slifkin (slifkink@pcsb.org)

#9. 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.

Bridging the Gap: Our current level of performance is 45% in ELA and 44% in math for black students with an achievement level of 3 or higher, as evidenced by the 2021-2022 FSA scores. The problem is occurring because of a lack of culturally relevant centered learning environments with differentiated tasks to address the diverse needs of 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 proficiency will increase from 45% to 50% in ELA/reading and 44% to 50% in math as measured by the 2022-2023 FAST end of year data.

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

Progress monitoring for this goal will include PLC Teams reviewing academic performance of black students' data (Progress Monitoring 1, Progress Monitoring 2, Cycle Assessments, Unit Assessments, and Write Score) and progress monitoring data to differentiate instruction in the classroom. Academic SBLT and MTSS to monitor assessment data to determine trends and areas of need. The Restorative Practice Committee will present lessons for restorative circles and monitor usage via 1st and 5th periods.

Person responsible for monitoring outcome:

Nicole Wilson (wilsonni@pcsb.org)

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

Provide targeted professional development and coaching of teachers and leaders on culturally relevant strategies and differentiation to increase engagement and improve pass rates and grade point averages for black students. Implement culturally relevant instructional practices in classroom that includes restorative practices, movement, music, and monitoring with feedback.

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

If there is a focus on our black students data, improving relationships, implicit bias with these students, and providing culturally relevant classrooms then scores will improve through differentiated instruction.

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. Equity/Restorative/Root Cause Analysis/CRT Team provides continuous professional development and monitor with feedback.
2. Increase the number of Equity Champions on campus that will work with staff members to implement culturally responsive strategies.
3. Monday morning circles to keep a pulse of the school culture.
4. Administration will monitor teacher practices as related to restorative practices and differentiation to provide support and immediate feedback to teachers.
5. Administration will monitor circles for implementation and differentiation and provide feedback to teachers.

Person**Responsible**

Nicole Wilson (wilsonni@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Not Applicable

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Not Applicable

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Not Applicable

Grades 3-5: Measureable Outcome(s)

Not Applicable

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Not Applicable

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Wilson, Angela, wilsonang@pcsb.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Not applicable

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Not applicable

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

Not applicable

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.

School wide positive behavior plan for students. School wide recognition for staff

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

Staff
Administrations