

Pinellas County Schools

John Hopkins Middle School



2022-23 Schoolwide Improvement Plan

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John Hopkins Middle School

701 16TH ST S, St Petersburg, FL 33705

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

Demographics

Principal: Carlmon Jones

Start Date for this Principal: 12/5/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2018-19: C (47%) 2017-18: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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John Hopkins Middle School

701 16TH ST S, St Petersburg, FL 33705

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To prepare all students for success in college, career, and life by supporting each other to be creative, critical thinkers in a global society.

Provide the school's vision statement.

Use Trojan PRIDE for 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
Jones, Carlmon	Principal	To oversee and monitor the entire school program including instructional design and implementation, operations, finance, and safety / security / culture.
Frascatore, John	Assistant Principal	Oversees and monitors the fidelity of implementation of the school's initiatives around climate and culture (including PBIS and restorative practices); oversees and monitors the fidelity of implementation of Science initiatives to maximize teacher effectiveness and highest student outcomes, and monitors the fidelity of implementation and responsiveness to safety and security drills and protocols.
Martin, Nicole	Assistant Principal	Oversees and monitors the fidelity of implementation of ELA and Reading initiatives; develops the school-wide assessment schedule to optimize conditions for assessment; develops and designs the school master schedule to maximize teacher effectiveness and highest student .
Vongsyprasom, Kimberly	Assistant Principal	Oversees and monitors the fidelity of implementation of instructional initiatives in our Social Studies (Civics) classes to maximize teacher effectiveness and highest student outcomes; recruits and retains students to ensure the integrity of a prosperous performing arts, visual arts, journalism, and Center for Gifted Studies magnet at Hopkins Middle School; oversees.
Guyotte, Kira	Science Coach	Work specifically with Science teachers to inform and strengthen instructional practices that will yield higher student outcomes; lead and facilitate content-focused PLCs and professional learning opportunities; work with struggling students to improve standards proficiency.
Mackeeman, Rebecca	Reading Coach	Work specifically with Reading teachers to inform and strengthen instructional practices that will yield higher student outcomes; lead and facilitate content-focused PLCs and professional learning opportunities; work with struggling students to improve standards proficiency.
Jenkins-Richardson, Jennifer	Math Coach	Work specifically with Math teachers to inform and strengthen instructional practices that will yield higher student outcomes; lead and facilitate content-focused PLCs and professional learning opportunities; work with struggling students to improve standards proficiency.

Demographic Information

Principal start date

Wednesday 12/5/2018, Carlmon Jones

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.*

0

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.*

18

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

800

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

14

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

20

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	343	255	217	0	0	0	0	815
Attendance below 90 percent	0	0	0	0	0	0	134	90	92	0	0	0	0	316
One or more suspensions	0	0	0	0	0	0	18	174	146	0	0	0	0	338
Course failure in ELA	0	0	0	0	0	0	24	21	18	0	0	0	0	63
Course failure in Math	0	0	0	0	0	0	56	14	22	0	0	0	0	92
Level 1 on 2022 statewide FSA ELA assessment	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	
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	14	69	54	0	0	0	0	137

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	3	5	17	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 7/7/2022

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	227	231	238	0	0	0	0	696
Attendance below 90 percent	0	0	0	0	0	0	86	91	71	0	0	0	0	248
One or more suspensions	0	0	0	0	0	0	44	34	19	0	0	0	0	97
Course failure in ELA	0	0	0	0	0	0	5	10	1	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	5	4	1	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	133	146	124	0	0	0	0	403
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	119	143	145	0	0	0	0	407
Number of students with a substantial reading deficiency	0	0	0	0	0	0	25	34	38	0	0	0	0	97

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	121	132	99	0	0	0	0	352

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	8	17	8	0	0	0	0	33
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	227	231	238	0	0	0	0	696
Attendance below 90 percent	0	0	0	0	0	0	86	91	71	0	0	0	0	248
One or more suspensions	0	0	0	0	0	0	44	34	19	0	0	0	0	97
Course failure in ELA	0	0	0	0	0	0	5	10	1	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	5	4	1	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	133	146	124	0	0	0	0	403
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	119	143	145	0	0	0	0	407
Number of students with a substantial reading deficiency	0	0	0	0	0	0	25	34	38	0	0	0	0	97

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	121	132	99	0	0	0	0	352

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	8	17	8	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	46%	50%				39%	52%	54%
ELA Learning Gains	43%						51%	55%	54%
ELA Lowest 25th Percentile	36%						39%	47%	47%
Math Achievement	35%	30%	36%				34%	55%	58%
Math Learning Gains	59%						45%	52%	57%
Math Lowest 25th Percentile	65%						41%	46%	51%
Science Achievement	29%	52%	53%				35%	51%	51%
Social Studies Achievement	44%	52%	58%				74%	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	40%	51%	-11%	54%	-14%
Cohort Comparison						
07	2022					
	2019	39%	51%	-12%	52%	-13%
Cohort Comparison		-40%				
08	2022					
	2019	48%	55%	-7%	56%	-8%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	30%	44%	-14%	55%	-25%
Cohort Comparison						
07	2022					
	2019	42%	60%	-18%	54%	-12%
Cohort Comparison		-30%				
08	2022					
	2019	14%	31%	-17%	46%	-32%
Cohort Comparison		-42%				

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	36%	51%	-15%	48%	-12%
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	83%	68%	15%	71%	12%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	70%	-70%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	55%	10%	61%	4%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	56%	-56%	57%	-57%

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	8	27	22	11	53	65	8	26			
ELL	17	57		36	71	80					
ASN	47	57		63	85						
BLK	16	33	30	19	52	61	15	32	75		
HSP	43	58		47	62		45	45			
MUL	58	55		46	74		46	62			
WHT	61	60		66	70		66	76	100		
FRL	22	38	37	26	55	66	19	39	81		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	6	14	11	5	27	44	14	20			
ELL	30	26		20	16						

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	62	42		43	15						
BLK	11	20	21	10	22	34	13	33	50		
HSP	35	45	36	38	40		32	53			
MUL	45	51		35	29		53				
WHT	51	39		47	43	54	66	68	64		
FRL	16	24	22	15	24	36	24	37	61		
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	10	26	19	8	40	41	16	29			
ELL	43	61	50	33	48						
ASN	88	63		71	69						
BLK	22	45	39	19	41	37	18	60	53		
HSP	59	60	64	42	48	39	53	86	45		
MUL	64	64		63	46		73	60			
WHT	65	62		58	50	62	78	89	84		
FRL	32	47	38	28	43	38	28	69	56		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	63
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	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	50
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	57
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	71
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	42
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?

2022 FSA vs 2021 FSA Comparison Take-Aways:

ELA: Across all grade levels, we saw a 7% increase in proficiency (32% from 25%), a 15% increase in annual learning gains (43% from 28%), and a 13% increase in learning gains from the lowest 25% (36% from 23%).

Math: Across all grade levels, we saw a 7% increase in proficiency (35% from 28%), a 31% increase in annual learning gains (59% from 28%) and a 30% increase in learning gains from the lowest 25% (65% from 35%).

Civics: We remained stagnant in Civics proficiency (44% both years).

Science: We experience a 4% decrease in Science proficiency (29% from 33%).

Acceleration: 94% of students sitting for Algebra 1 EOC successfully passed this exam (90% score in Acceleration overall).

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

Based on SSA Science data, Science demonstrates the greatest need for improvement, as we decreased the percentage of students performing at satisfactory or greater on this assessment as compared to the previous school year in which hybrid instruction was in place for the majority of the school year.

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

A major contributing factor to this need for improvement included, but was not limited to 8th grade Science teachers not having a research-based method of formally assessing students for standards mastery. One of the 8th grade Science teachers was also new to the profession.

Actions to reduce the barriers for achievement will include, but will not be limited to: administration observations in Science classrooms on a more consistent basis and providing teachers with substantive feedback; common planning sessions focusing on analysis of assigned student tasks, identifying potential student misconceptions, and using student data to address student deficits; individual coaching

cycles to grow teachers in the best culturally-relevant, socioemotional, and equitable instructional teaching practices.

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

Over 90% of all Algebra 1 students taking the 2022 end of course assessment passed the test (94% of students sitting for the test at John Hopkins Middle School).

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

Teacher has a good system of providing a gradual release model of instruction and appropriately releasing the learning to students in which they "own" their learning via collaborative grouping, peer teaching, and multiple ways to demonstrate mastery of standards.

Teacher provided tutoring during her planning period and before school. A majority of her students would attend these tutoring sessions, which built a classroom environment of not being afraid to take risks.

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

1. Ensuring that standards-based instruction is occurring in all core academic classrooms
2. Establishing appropriate conditions for learning in all classrooms
3. Establishing a positive school-wide culture and climate through a PBIS system enforcing Trojan PRIDE expectations
4. Using formative assessment data to make informed instructional decisions for improved student outcomes
5. Administration and instructional coaches are actively monitoring instruction in all core classrooms and providing feedback on a recurring, frequent basis.

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

Professional development provided to accelerate learning will include, but not be solely limited to:

- How to teach on a block schedule while maximizing all instructional minutes from the beginning of class to the end of class
- Incorporating the use of WICOR strategies to expose students to standards-based instruction
- Marzano instructional framework elements (Identifying Critical Content / Engaging Students in Complex Tasks)
- Setting the Stage: Establishing Classroom Norms and Expectations
- Planned and "in the moment" formative assessment strategies that can be used to check student progress towards standards proficiency
- Understanding the Available Student Data at a Teacher's Disposal
- How to use student data to inform and/or differentiate instruction
- Various ways to allow all students to demonstrate mastery other than a "paper-pencil" test
- Ready to Learn classroom management system

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

- Full-time School Social Worker and School Psychologist to provide needed counseling and support for targeted students and students needing additional socio-emotional support;
- MTSS Coach to support teachers with classroom management strategies; support in the fidelity of implementation of PBIS initiatives and Ready to Learn enforcement;

- Two full-time Violence Prevention Specialists, that specifically supports 6th grade students, in conflict resolution and anger management;
- Full-time Literacy, Math, and Science coach to support teachers with instructional practices, professional development facilitation, and work with tier 3 reading and math students respectively for improved student proficiency outcomes;
- Common planning period by core academic content area to allow for structured planning and professional development;
- Teachers receiving substantive feedback on a recurring basis to describe what administration and/or instructional coach observed during classroom visit
- Targeted teachers receiving a prescribed individual coaching cycle to strengthen instructional practices to yield greater student outcomes
- Frequent collaboration with Transformation Zone leadership and staff developers to inspect the instructional design and provide feedback for commendations and continued areas of growth, while providing the needed supports to make the needed improvement.

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 Standards-aligned Instruction

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

Instructional Practice specifically related to standards-aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content areas of ELA, Math, Science, and Social Studies.

Standards-based data (including FAST, common unit assessments, cycle assessments, classroom walkthrough data, etc.) collected from the 2021-22 school year showed students performing below grade level in ELA, Math, Science, and Civics, with a lack of consistency in student tasks aligned to grade-appropriate standards. Students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support and sustain effective learning.

Walkthrough data collected in the 2021-22 school year showed approximately 50% of the time teachers providing grade-appropriate standards-aligned tasks. Based on formative assessment data, 30% of students are projected to be deemed proficient in ELA; 30% projected to be proficient in Math; approximately 35% projected to be proficient in Science, and 50% projected to be proficient in Civics. While these are snapshot projections, the focus is to strengthen standards-aligned instruction in all tested areas.

By October 2022, a minimum of 80% of teachers will provide opportunities for students to engage in standards-aligned tasks according to classroom walkthrough data. By December 2022, 100% of teachers will provide opportunities for students to engage in standards-aligned tasks.

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

By the completion of Progress Monitoring 2, student data in Reading will show 35% of students performing at or above proficiency.

By the completion of Progress Monitoring 2, student data in Math will show 35% of students performing at or above proficiency.

By the completion of Progress Monitoring 2 in Science will show 30% of students performing at or above proficiency.

By the completion of Progress Monitoring 2 in Civics will show 45% of students performing at or above proficiency.

Common planning PLCs will be attended by administration to observe planning and professional development being provided to improve teaching practices; PLC minutes will be collected and analyzed for fidelity of implementation during classroom visits.

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

Content-focused and school-wide professional development attendance sheets will be collected and monitored for fidelity of implementation of strategies shared during PD.

School-wide instructional walks will occur to formally observe, from a macro-perspective,

school-wide trends regarding instructional practice, standards-to-task alignment, and levels of questioning.

Results of instructional walks will be shared with faculty - commendations and areas for growth.

Person responsible for monitoring outcome:

Nicole Harazin (harazinn@pcsb.org)

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

Professional Learning Communities will focus on standards-based planning, a student work analysis protocol, development of a common formative assessment, and analyzing data and problem-solving in response to acquired data results obtained. The work of the PLC will focus around the research of Richard DuFour's PLC questions:

1. What do we want our students to learn?
2. How do we know they've learned it?
3. How do we respond if they didn't learn it?
4. How can we extend the learning for those who demonstrate proficiency?

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

To provide students the opportunities to engage in grade appropriate standards-based tasks, teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning.

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: Establish structures and Expectations for PLCs:

- Review and adjust master schedule to ensure common planning times for all grade level content areas
- Establish the structure and expectations of content PLCs
- > Leadership Teams create a protocol for the cycle within PLCs for each content area by August 1, 2022.
- + Protocol will include DuFour's PLC framework and how teachers will be supported with effective teaching methods for standards-based instruction
- Administrators clearly communicate to teachers the way of work for the PLCs
- By 8/10/22, content teams will collectively develop expectations for before, during and after PLCs
- By 8/10/22, content teams will define roles and responsibilities of team members (teachers, coaches, administration)
- Administration will collect and monitor protocols, expectations, roles and responsibilities of PLCs
- Administration will attend PLCs to monitor implementation

Person Responsible Nicole Martin (martinn@pcsb.org)

#2: Building Capacity of Teachers

- Leadership team will develop criteria for look for specifically around standards-aligned instruction
- Leadership team will walk classrooms to collect data on implementation of instruction planned during PLCs and student learning outcomes
- > Trend data will be communicated to teachers by administration
- > Individual feedback will be communicated to teachers by administration and coaches

- Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed
- > Coaches will develop coaching plans for teachers based on specific criteria of support needed
- Administrators will monitor coaching plans for teachers

Person Responsible Nicole Martin (martinn@pcsb.org)

3. Analyzing Student Data

- Implement Student Work Protocol within the PLC process
- > During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery
- > Teachers will collect student work and bring to PLC
- > Teacher will analyze and sort student work based on the established criteria
- > Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation
- + Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.
- + As a result of adjusting instructional practice, additional student work is collected
- Administration and Coaches will collect student work and trends.

Person Responsible Nicole Martin (martinn@pcsb.org)

#2. Positive Culture and Environment specifically relating to Positive Behavior Interventions and Support	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>To continue to improve our school's culture, climate, and environment so every student and staff member can feel safe and supported by the school.</p> <p>2021-22 data indicated a total of 1202 office referrals generated by 355 students. This is close to a 50% increase in the number of referrals generated from the 2020-21 school year to the 2021-22 school year (799 referrals in 2020-21 school year). In comparison to the 2019-20 school year, there was a 15% overall reduction in referrals in comparing two similar years in which all students were on campus. Note: The 1427 referrals in 2019-20 school year was for three quarters of the year and not the entire year.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>To reduce the total number of discipline incidents resulting in an office discipline referral from 1202 referrals by 10% for the 2022-23 school year.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Office disciplinary referral data obtained through Focus and School Profile reporting systems (pulled monthly) and shared with School Culture Team (monthly), faculty and staff (monthly), and parent groups quarterly. A problem-solving model will be enacted if referral data seems to be spiking or if the school is not on track to meet our goal.</p>
Person responsible for monitoring outcome:	<p>John Frascatore (frascatorej@pcsb.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>Use of a Positive Behavior Interventions and Support system to recognize and reward students for modeling Trojan PRIDE expectations;</p> <ul style="list-style-type: none"> - Teachers to utilize CHAMPS and the Ready to Learn classroom management system to redirect and/or de-escalate minor incidents in class. - Teachers utilize socio-emotional strategies in class to de-escalate inflammatory behaviors or incidents in class when applicable - Teachers using restorative circles to address behaviors or actions within the classroom that proves disruptive to the majority; purpose to get student voice (and choice) in correcting the concern.
Rationale for Evidence-based Strategy:	<p>Too many students (particularly students of color) being removed from the classroom for behaviors that could be corrected in the classroom. Too many minor incidents being escalated by adults that wind up resulting in an office disciplinary</p>

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

referral. Student-teacher relationships being fractured and not effectively repaired as a result.

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: Utilize a school-wide Guidelines for Success protocol to identify appropriate acts of behavior in the classroom, hallways, restrooms, and other common areas.

Person Responsible John Frascatore (frascatorej@pcsb.org)

#2: Create sustainable systems to reward students for modeling Trojan PRIDE expectations in the classroom and around campus using a token-economy system (i.e. Trojan Bucks), rewarding students on a monthly basis without any detentions, Minor Infraction Forms, or disciplinary referrals.

Person Responsible John Frascatore (frascatorej@pcsb.org)

#3: School-wide Guidelines for Success posted in all classrooms and common areas in visible locations where students can see the expectations on a daily basis.

Person Responsible John Frascatore (frascatorej@pcsb.org)

#4: School Culture Team review student behavior/discipline data on a recurring basis and share data with faculty; identify areas of commendations and continue problem-solve around areas for growth.

Person Responsible John Frascatore (frascatorej@pcsb.org)

#3. 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.

ESSA subgroup focused on instructional practices specifically related to Black/African-American students will focus on supporting teachers with research-based practices that follow culturally-relevant teaching practices and socio-emotional practices within the specific content areas of ELA, Math, Science, and Social Studies to reduce academic achievement gaps between black and non-black students.

Standards-based data from the 2021-22 school year showed black students performing below grade level in ELA, Math, Science, and Civics, with a lack of consistency in student tasks aligned to grade-appropriate standards. Black students are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

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

By October 2022, a minimum of 80% of teachers will provide culturally-relevant tasks for students to engage in, according to classroom walkthrough data. By December 2022, it is expected that 100% of teachers will provide culturally-relevant tasks for students to engage in.

Common assessment data in all tested content areas will show an increase of 10% of black students approaching or performing at proficiency, by comparing Fall and Winter assessment data.

Each teacher in tested content areas will have their classroom visited a minimum of three times per week by administration and/or instructional coach to observe instructional practices, level of questioning, student tasks, instructional pacing, and levels of student engagement. Feedback will be provided to each teacher on the commendations and areas of growth.

Common planning PLCs will be attended by administration to observe planning and professional development being provided to improve teaching practices; PLC minutes will be collected and analyzed for fidelity of implementation during classroom visits. Content-focused and school-wide professional development attendance sheets will be collected and monitored for fidelity of implementation of strategies shared during PD.

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

School-wide instructional walks will occur to formally observe, from a macro-perspective, school-wide trends regarding instructional practice, standards-to-task alignment, levels of questioning, and student engagement. Results of instructional walks will be shared with faculty - commendations and areas for growth.

Person responsible for monitoring outcome:

Carlmon Jones (jonescarl@pcsb.org)

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

Professional Learning Communities will focus on standards-based planning, a student work analysis protocol, development of a common formative assessment, and analyzing data. The work of the PLC will focus around the research of Richard DuFour's PLC questions:

1. What do we want our students to learn?
2. How do we know they've learned it?

3. How do we respond if they didn't learn it?

4. How can we extend the learning for those who demonstrate proficiency?

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

To provide students of color the opportunities to engage in grade appropriate, culturally-relevant standards-based tasks; teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning.

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. Establish structures and Expectations for PLCs

- Establish the structure and expectations of content PLCs
- Administrators clearly communicate to teachers the way of work for the PLCs
- + Teachers focus on understanding how to "do the work" up to the complexity level of the standard; identify potential misconceptions; and effectively scaffold up to the complexity level of the standard
- By 8/10/21, content teams will collectively develop expectations for before, during and after PLCs
- By 8/10/21, content teams will define roles and responsibilities of team members (teachers, coaches, administration)
- Administration will collect and monitor protocols, expectations, roles and responsibilities of PLCs
- Administration will attend PLCs to monitor implementation

Person Responsible Carlmon Jones (jonescarl@pcsb.org)

2. Building Capacity of Teachers

- Leadership team will develop criteria for look for specifically around standards-aligned instruction
- Leadership team will walk classrooms to collect data on implementation of instruction planned during PLCs and student learning outcomes
- > Trend data will be communicated to teachers by administration
- > Individual feedback will be communicated to teachers by administration and coaches
- Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed
- > Coaches will develop coaching plans for teachers based on specific criteria of support needed
- Administrators will monitor coaching plans for teachers

Person Responsible Carlmon Jones (jonescarl@pcsb.org)

3. Analyzing Student Data

- Implement Student Work Protocol within the PLC process
- > During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery
- > Teachers will collect student work and bring to PLC
- > Teacher will analyze and sort student work based on the established criteria
- > Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable next steps for implementation
- + Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.

- + As a result of adjusting instructional practice, additional student work is collected
- Administration and Coaches will collect student work and trends.

Person Responsible Carlmon Jones (jonescarl@pcsb.org)

#4. 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.

ESSA subgroup focused on instructional practices specifically related to Students with Disabilities (SWD) will focus on supporting teachers of record and Support Facilitators with research-based practices that follow culturally-relevant teaching practices and socio-emotional practices and high fidelity of implementing Individual Education Plan accommodations for each individual SWD within the specific content areas of ELA, Math, Science, and Social Studies to reduce academic achievement gaps.

Standards-based data collected from the 2021-22 school year showed SWDs performing well below grade level in ELA, Math, Science, and Civics, with a lack of consistency in student tasks aligned to grade-appropriate standards. SWDs are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning or implementing accommodations to fidelity.

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

By October 2022, a minimum of 75% of teachers will be trained in culturally-relevant teaching (CRT) and socio-emotional learning (SEL) opportunities in their classes. They will also be trained in how to implement IEP accommodations to fidelity. By December 2022, 100% of teachers on staff will have been successfully trained in CRT, SEL, and how to implement IEP accommodations. provide culturally-relevant tasks for students to engage in. By January 2023, 100% will successfully provide CRT and SEL in their instruction to reduce academic performance gaps between SWD and non-SWD.

ESE Support Facilitator data will show that, as a result of Specifically Designed Instruction, the number of SWD's progression towards proficiency in ELA and Math will increase by a minimum of 10% as compared between Fall and Winter formative assessment data.

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

Exceptional Student Education's PLCs will be attended by administration to observe planning and professional development being provided to improve teaching practices; PLC minutes will be collected and analyzed for fidelity of implementation during classroom visits.

Content-focused and school-wide professional development attendance sheets will be collected and monitored for fidelity of implementation of strategies shared during PD.

School-wide instructional walks will occur to formally observe, from a macro-perspective, school-wide trends regarding instructional practice, standards-to- task alignment, levels of questioning, and student engagement. Results of instructional walks will be shared with faculty commendations and areas for growth.

Person responsible for monitoring outcome:

Kimberly Vongsyprasom (vongsyprasomk@pcsb.org)

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

Professional Learning Communities will focus on standards-based planning, a student work analysis protocol, development of a common formative assessment, and analyzing data. The work of the PLC will focus around the research of Richard DuFour's PLC questions:

1. What do we want our students to learn?
2. How do we know they've learned it?

3. How do we respond if they didn't learn it?

4. How can we extend the learning for those who demonstrate proficiency?

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy.

To provide SWD the opportunities to engage in grade appropriate, standards-based tasks; teachers will be supported through a structure for professional learning communities focused on effective teaching methods for learning.

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. Establish structures and Expectations for PLCs

- Establish the structure and expectations of content PLCs
- Administrators clearly communicate to teachers the way of work for the PLCs
- + Teachers focus on understanding how to "do the work" up to the complexity level of the standard; identify potential misconceptions; and effectively scaffold up to the complexity level of the standard
- By 8/10/21, content teams will collectively develop expectations for before, during and after PLCs
- By 8/10/21, content teams will define roles and responsibilities of team members (teachers, coaches, administration)
- Administration will collect and monitor protocols, expectations, roles and responsibilities of PLCs
- Administration will attend PLCs to monitor implementation

Person

Responsible

Kimberly Vongsyprasom (vongsyprasomk@pcsb.org)

2. Building Capacity of Teachers

- Leadership team will develop criteria for look for specifically around standards-aligned instruction
- Leadership team will walk classrooms to collect data on implementation of instruction planned during PLCs and student learning outcomes
- > Trend data will be communicated to teachers by administration
- > Individual feedback will be communicated to teachers by administration and coaches
- Leadership team will use walkthrough data to tier teachers based on established criteria and identify support needed
- > Coaches will develop coaching plans for teachers based on specific criteria of support needed
- Administrators will monitor coaching plans for teachers

Person

Responsible

Kimberly Vongsyprasom (vongsyprasomk@pcsb.org)

3. Analyzing Student Data

- Implement Student Work Protocol within the PLC process
- > During PLCs, teachers will reach a consensus on a common standards aligned task that will be given to students to monitor progress towards mastery
- > Teachers will collect student work and bring to PLC
- > Teacher will analyze and sort student work based on the established criteria
- > Teachers will identify trends, opportunities to adjust their instructional practice, and create actionable

next steps for implementation

- + Coaches will guide teachers in identifying trends and support them in strengthening their instructional practice through coaching, modeling, co-teaching, professional learning, etc.
- + As a result of adjusting instructional practice, additional student work is collected
- Administration and Coaches will collect student work and trends.

Person Responsible Kimberly Vongsyprasom (vongsyprasomk@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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

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?

N/A

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?

N/A

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**

N/A

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.

Building a positive school culture and climate will need to involve all stakeholders (faculty/ staff, parents, students, and community partners) to achieve optimal results.

To get buy-in from the faculty, staff, and students, it is necessary to obtain their feedback on their perception of where the school currently is pertaining to the current climate and culture. Their feedback will be used to continue the process of improving our current climate and culture. The feedback will be obtained through informal conversations, focus groups, and surveys.

School culture and climate data will be shared to stakeholders quarterly through faculty meetings, SAC meetings, assemblies, etc. to celebrate successes and revisit areas identified for improvement.

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

- Principal: Articulate the vision of establishing a safe and orderly school environment to all stakeholders
- Assistant principals: Push the vision to faculty, staff, and students through formal and informal conversations;
monitor the effective implementation of the vision across all faculty, staff, and students
- Faculty and staff: Execute the vision of a safe and orderly school environment in their classroom, offices, and

during hallway duty by understanding and buying into the school guidelines for success

- Students: Buying into the vision by understanding the school guidelines for success and modeling the guidelines for success in the classroom and around campus
- Parents: Buying into the school's vision and guidelines for success, and supporting the school from afar by partnering with the school to support their child and other students.
- Community partners: Buying into the school's vision and guidelines for success and supporting financially and/or by offering their services to support school initiatives.