

Hillsborough County Public Schools

Burns Middle School



2022-23 Schoolwide Improvement Plan

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Burns Middle School

615 BROOKER RD, Brandon, FL 33511

[no web address on file]

Demographics

Principal: Mathew Diprima

Start Date for this Principal: 2/6/2014

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)	52%
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: A (62%) 2018-19: A (65%) 2017-18: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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 Hillsborough County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Burns Middle School

615 BROOKER RD, Brandon, FL 33511

[no web address on file]

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	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Burns Family works together to develop responsible, high-achieving, and compassionate members of society.

Provide the school's vision statement.

The Burns Family works together to develop responsible, high-achieving, and compassionate members of society.

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
Palmer, Marilyn	Assistant Principal	Oversee master schedule, student management and engages stakeholders in collaborative processes.
DiPrima, Matthew	Principal	Oversee Instructional Program, Engages Stakeholders and Collaborates with Others.
Comlish, Tracey	Teacher, K-12	Subject Area Leader, Math
Blair, Audrenita	Assistant Principal	Instructional Leader overseeing teacher and student learning, athletics, administrative organizations and student management.
Farrell, Lee	Teacher, K-12	Elective Team Leader
Justiniano-Rivera, Fabienne	Teacher, K-12	Science Subject Area Leader
Ortega, Diane	Teacher, K-12	Spanish Teacher
Simon, Dawn	Teacher, K-12	Literacy Subject Area Leader
Zielinski, Lindsay	Teacher, K-12	Reading Teacher, SIP Chairperson
Davies-Lemal, Cynthia	Teacher, ESE	Oversee ESE Program

Demographic Information

Principal start date

Thursday 2/6/2014, Mathew Diprima

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.*

2

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.*

22

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

1,300

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

15

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

7

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	405	387	490	0	0	0	0	1282
Attendance below 90 percent	0	0	0	0	0	0	81	107	118	0	0	0	0	306
One or more suspensions	0	0	0	0	0	0	74	52	95	0	0	0	0	221
Course failure in ELA	0	0	0	0	0	0	24	20	36	0	0	0	0	80
Course failure in Math	0	0	0	0	0	0	24	20	36	0	0	0	0	80
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	23	29	51	0	0	0	0	103
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	34	22	60	0	0	0	0	116
Number of students with a substantial reading deficiency	0	0	0	0	0	0	2	16	17	0	0	0	0	35

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	24	20	36	0	0	0	0	80

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	24	20	36	0	0	0	0	80
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 7/6/2022

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	403	377	495	0	0	0	0	1275
Attendance below 90 percent	0	0	0	0	0	0	40	68	82	0	0	0	0	190
One or more suspensions	0	0	0	0	0	0	13	16	39	0	0	0	0	68
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	63	60	81	0	0	0	0	204
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	67	36	40	0	0	0	0	143
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	8	6	17	0	0	0	0	31

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	17	18	18	0	0	0	0	53
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	403	377	495	0	0	0	0	1275
Attendance below 90 percent	0	0	0	0	0	0	40	68	82	0	0	0	0	190
One or more suspensions	0	0	0	0	0	0	13	16	39	0	0	0	0	68
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	63	60	81	0	0	0	0	204
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	67	36	40	0	0	0	0	143
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	8	6	17	0	0	0	0	31

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	17	18	18	0	0	0	0	53
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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	59%	50%	50%				61%	51%	54%
ELA Learning Gains	50%						55%	52%	54%
ELA Lowest 25th Percentile	36%						45%	47%	47%
Math Achievement	60%	36%	36%				69%	55%	58%
Math Learning Gains	64%						68%	57%	57%
Math Lowest 25th Percentile	59%						52%	52%	51%
Science Achievement	62%	52%	53%				64%	47%	51%
Social Studies Achievement	81%	58%	58%				81%	67%	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	57%	53%	4%	54%	3%
Cohort Comparison						
07	2022					
	2019	60%	54%	6%	52%	8%
Cohort Comparison		-57%				
08	2022					
	2019	60%	53%	7%	56%	4%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	55%	49%	6%	55%	0%
Cohort Comparison						
07	2022					
	2019	72%	62%	10%	54%	18%
Cohort Comparison		-55%				
08	2022					
	2019	40%	31%	9%	46%	-6%
Cohort Comparison		-72%				

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	61%	47%	14%	48%	13%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	67%	14%	71%	10%
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	93%	63%	30%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	57%	43%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	26	39	29	29	47	42	34	46	88		
ELL	43	43	38	43	58	51	41	78	53		
ASN	84	68		84	78		79	95	93		
BLK	42	36	16	43	57	66	50	68	81		
HSP	51	45	35	52	62	60	49	78	77		
MUL	58	57	50	68	68	52	66	71	95		
WHT	66	53	40	65	65	58	69	83	87		
FRL	44	45	34	47	58	55	49	72	78		
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	27	34	26	28	35	20	19	42	79		
ELL	41	53	45	44	44	43	18	51			

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	71	69		84	69			88	85		
BLK	42	47	30	32	35	26	26	52	64		
HSP	51	49	28	50	47	34	39	60	77		
MUL	59	46	30	58	49	38	47	70	92		
WHT	71	62	42	69	59	38	59	78	89		
FRL	48	47	28	46	45	35	34	56	72		
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	31	52	43	39	49	44	39	48	70		
ELL	23	61	59	46	64	48	41	46			
ASN	58	80		81	76			92			
BLK	51	48	47	61	67	51	50	83	92		
HSP	52	56	46	63	65	52	61	80	78		
MUL	66	52	52	66	68	55	68	89	79		
WHT	66	56	39	74	68	52	68	80	90		
FRL	50	50	42	58	62	50	53	74	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	62
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	62
Total Points Earned for the Federal Index	619
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
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	51
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	83
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	51
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	58
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	65
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	65
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	54
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?

Acceleration levels are continuing to stay in stride with the district and state average gains. 6-8th grade bottom quartile gains were more significant in ELA, Math, Science and Civics this year than last and above 50% showed improvement. Sub-groups were all above the state 40% ESSA mandate. Students with disabilities has the greatest opportunity for improvement since it was the lowest percent of growth at 42%.

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

Our ELA achievement points were below our previous years scores. ELA Achievement points dropped from 62 in 2021 to 59 in 2022 and Learning Gains dipped from 56 in 2021 to 50 in 2022. This data demonstrates the greatest need for improvement regarding progress monitoring from state assessment data.

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

Possible factors that contributed to this need for improvement:

1. Change in ELA personnel which created lack of continuity with student scheduling
2. Above average class sizes due to lack of personnel - wanted to get all students in front of credentialed high quality educators.
3. Significant absences Covid-related illnesses
4. Lack of effective technology progress monitoring tool (Achieve 3000) from previous year.
5. ELA struggled in Achievement & Learning Gains. Lost 2 ELA teachers and 1 Reading teacher. New Hires did not stay for the entire year which forced collapsing units and created numerous schedule changes.

New Actions:

Focus on building knowledge of new benchmarks with combining ELA with Reading into cohesive Literacy Team. Continue to coordinate differentiated learning strategies to target students where they are and move them forward in literacy - communicating reading and writing. Using Achieve 3000 again on a weekly basis to build and contribute to reading proficiency and critical thinking. Using technology associated with new laptops to enhance learning opportunities with differentiated instruction. Progress monitoring reading Lexile levels and leveraging instructional tools to build skills and knowledge. Supporting PLC work across all content areas. Using reading and vocabulary content strategies in science, social studies, math and electives to support literacy. Continue to review data and provide acceleration points for those that are on "the bubble" to boost them to the next level. Use growth mindset

strategies to set goals and create student agency to attain reflective practice and clear purposes for learning.

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

The most improvement was demonstrated in the following:

Math Learning Gains increased 11 points; bottom quartile gains increased 24 points; Black subgroup increased 11 in achievement points, 22 points in learning gains, 40 points in bottom quartile, Civics Achievement points increased 12 points; ELL subgroup increased 27 points
Science Achievement points increased 12 achievement points
MS Acceleration points for our SWDs increased 9 points
Achievement Gap closed in all of our subgroups

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

Factors contributing to improvement:

Excellent teaching practice

Focus on PLC work with teachers leading continuous improvement model reviewing student feedback data, reflecting, refining re-teaching opportunities and practice to reinforce poorly performing standards.

Clearly identifying bottom quartile and "bubble" students

Highly effective teachers differentiating for students based on progress monitoring data

Using effective acceleration strategies with small groups to fill in gaps of learning from previous years.

Building positive classroom culture of inclusion and supports for all students

New Actions:

Continue the work done previously

Build effective PLCs that continue the continuous improvement model work with new staff

Learning the new benchmarks and what is expected of students

Work as content PLCs such as pre-algebra teachers focusing on student learning

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

Become knowledgeable of the new standards

Build content vocabulary understanding for students within engaging reading activities and best practices in teaching vocabulary

Progress monitor student performance, re-teach in small groups, differentiate where needed.

Build growth mindset strategies with students such as goal-setting and goal keeping mechanisms.

Utilizing technology more frequently, increasing real-time data available. Develop a more student-centered classroom, where students are accountable for their learning through collaboration with each other, developing and demonstrating proper discussion techniques, and working together to organize ideas and potential solutions

while the teacher facilitates the environment by ensuring student participation through circulation and monitoring for effective collaboration.

PE Positives & Data-

All PE coaches scores are Above the district averages in all levels 6th-8th

Seeing students get into better shape

Motivating others to do the same

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.

PD Opportunities - Provide common planning time to build effective PLCs with support from administration(school and district level)

Provide opportunities for teachers to share classroom observations to learn from each other; especially from highly effective teachers sharing teaching and learning strategies that others can adapt. Provide opportunities for role modeling. Provide coverage to support observations of master teachers and peer observations.

Administration will support teachers by creating a safe environment, provide time for PLC work and collaborative planning, support organizational culture and operational culture created by the work creating our vision and what that looks like on a daily basis. Share positive and ongoing constructive feedback.

Physical Education PD-

Ideas for small sided games w/ large classroom sizes

Higher level of questioning

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

Creating systems in place to support the operational and organizational structures for a positive school environment. Students, teachers and administrators will support the vision with emphasis on building responsible, high-achieving and compassionate students. Teams will work collaboratively to support the vision.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Organizational and Operational Structures

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

Continue to work towards supporting teachers with management of student behaviors, clearly and consistently provide expectations to students. Hold all accountable to expectations. Communicate PBIS to students and staff to benefit overall student performance. Provide teacher/administrator committees to oversee and monitor structures of school including; Testing, PBIS, Sunshine, Technology, Clubs, SGA and others. Build vision for all to enhance family culture in building responsible, high-achieving and compassionate students.

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

Increase of teacher climate survey pertaining to administration consistently provides support for school-wide student management, increase in panorama positive survey results from students relating to peer relations. Use teams of teachers to gauge progress within team, committee and faculty meetings.

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

Results from student and staff surveys will be monitored. Team, faculty and committee meetings will be used to gauge progress with building positive climate as described in pre-planning vision building activity support collaborative approaches to building responsible, high-achieving and compassionate students.

Person responsible for monitoring outcome:

Matthew DiPrima (matthew.diprima@hcps.net)

Evidence-based Strategy:

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

Positive behavioral supports school-wide implemented with fidelity will establish the positive behaviors we want to consistently see. Growth mindset and goal setting strategies built within a positive classroom and school-wide environment will contribute to increased student achievement.

Rationale for Evidence-based Strategy:

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

Using PBIS and behavioral supports to build positive relationships within and amongst students and staff will encourage positive relationships to foster understanding, compassion, inclusion and acceptance.

**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.

Provide a monetary system associated with specific positive behaviors outline in STAR bucks that are used to incentive students to behave. A STAR buck is a denomination of currency that can be used to purchase items with the classroom, team, and school-wide arenas. STAR bucks will be unique and counterfeit proof. A menu of items will be provided for teachers developed by the PBIS committee or grade level team. Teachers can also have their own in class items that can be obtained with STAR bucks.

Person Responsible Audrenita Blair (114379@hcps.net)

#2. Instructional Practice specifically relating to Collaborative Planning**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Highly Effective Teacher PLC Teams that review data, use it to drive instruction to fill in gaps, and teach grade level content in engaging classrooms increase student achievement.

Measurable**Outcome:**

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

Outcomes will be increased learning gains and achievement levels beyond the state and district average. They also include bottom quartile growth that exceeds district and state averages. All sub-groups should surpass the ESSA threshold established.

Monitoring:

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

Monitoring will be done with baseline, mid-year and final assessments. Each department will measure growth based on these district and state assessments.

Person responsible for monitoring outcome:

Matthew DiPrima (matthew.diprima@hcps.net)

Evidence-based**Strategy:**

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

The strategy being implemented is differentiation. Using PLCs to address specific student shortcomings while also moving students forward that are ready to move. Using technology to assist and support students who need differentiated learning strategies, pulling small groups to address learning gaps are two strategies to focus on and use as differentiated strategies.

Rationale for Evidence-based**Strategy:**

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

The rationale is to identify where an individual student is performing and use data to identify the area of need to move forward and provide the support necessary for the student to learn while at the same time continuing to move others who are there to continue new learning. Acclimating pacing to be less whole group and more differentiated through use of small group instruction. Student to student collaboration has also shown to be a high indicator strategy for student 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.

Teachers will provide progress monitoring assessments and use the data for learning. In class formative assessments will be used to gain progress feedback. The teacher will work with PLC to use agreed upon

strategies and tools to assist with chunking curriculum to assist with student attainment. Setting a clear expectation for those that can move forward and providing grade level challenging content while also scaffolding for those that need additional supports in breaking learning in smaller chunks.

Person Responsible Audrenita Blair (114379@hcps.net)

#3. Instructional Practice specifically relating to Student Engagement**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Collaborative student to student discussion groups will increase student efficacy.

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

Students will be seen discussing using content related vocabulary, supporting their reasoning, and/or asking questions to one another to gain new learning. Teachers will be facilitating learning using a progress monitoring approach to checking students understanding. Higher order thinking questions will be formulated to enhance student discourse.

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

Learning walks and walk-thrus will be used to monitor progress toward desired outcome.

Person responsible for monitoring outcome:

Matthew DiPrima (matthew.diprima@hcps.net)

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

Student collaborative discourse; HOT questions;

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

Rationale is from Visible Learning to enhance student use of content vocabulary; engage in content and critical thinking where students demonstrate their learning and understanding with teacher providing monitoring of progress and feedback. Previous learning walks focused more emphasis on teacher directed instruction. Pre-planning goal setting focused on the following from each department.

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.

Science - Develop a more student-centered classroom, where students are accountable for their learning through collaboration with each other, developing and demonstrating proper discussion techniques, and working together to organize ideas and potential solutions while the teacher facilitates the environment by ensuring student participation through circulation and monitoring for effective collaboration. Increase the Nature of Science benchmarks in both literacy and practice- using the terminology in class and applying it to hands on activities. Increase in student accountability using goal setting and goal keeping mechanisms. Utilize technology more frequently, increasing the amount of real time data available. Getting creative with resources to instill a greater drive for individual achievement.

Person Responsible Fabienne Justiniano-Rivera (fabienne.justinianorivera@hcps.net)

Math - Collaborate in content related PLCs to engage students in small group using common assessments(EdGems for ex.).

Person Responsible Tracey Comlish (tracey.comlish@hcps.net)

Literacy - Build PLC continuity regarding curriculum-based lessons that include rigor & high expectations. As a result, engaging lessons will be the outcome.

Person Responsible Dawn Simon (dawn.simon@hcps.net)

Social Studies - Increased use of ELA/Reading strategies and building vocabulary Test Taking and teaching "active" thinking skills. As a result, engaging lessons will be the outcome.

Person Responsible Jana Smith (jana.smith@hcps.net)

Electives and Physical Education - Build positive and engaging lessons to support all students and leverage data to move those that are "on the bubble" to next level using content to engage in individual student outcomes physically, emotionally and cognitively. Continue to build teams where leadership and goal setting are encouraged. Kate O'Connell will support PE department directly as team leader.

Person Responsible Lee Farrell (lee.farrell@hcps.net)

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.

At Burns Middle School we foster a positive school culture by providing students opportunities to be included. We also desire to teach and demonstrate the qualities associated with a Growth Mindset. In addition, we continue to seek professional development opportunities to support our students academically, physically, socially and emotionally.

Students have opportunities to get involved with a variety of electives in three different music programs(Band, Orchestra and Chorus); Spanish, robotics, coding, aerospace technology, business technology, AVID, theatre, yearbook, student assistant and other classes. We offer an array of elective classes, advanced courses and clubs to attract and retain students. We also have a robust athletic program that supports student athletes in their interest in athletic competition between middle schools. Student clubs also are a cornerstone of Burns. We offer academic service clubs such as National Junior Honor Society, Art Honor Society and Spanish Honor Society to name a few. Our student government sponsor conducts yearly student government elections and our student leadership teams contribute to student culture and engagement.

We use a positive behavior support system school wide using STARbucks for incentives during lunch and at the end of each nine weeks. Students can earn bucks by demonstrating positive behaviors.

We also offer students and families the opportunity to participate in our PTSA and School Improvement Process. Our PTSA has done surveys in the past with students to learn about their interests, concerns and needs. They have also contributed significantly to our student incentives, dances and other events to build student culture.

The student services team members and many of our school staff are trained in Youth Mental Health First Aid. In addition, organized student activities for ACT NOW (suicide prevention), Just Say Hello(inclusion) and NOPE(anti-drug message) develop student understanding to support a positive student culture. Overall, our school priorities includes an annual school culture goal. The past few years a common theme annually supporting a culture of growth mindset.

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

All Stakeholders - Growth mindset approach and strategies; Continuing to get all staff Youth Mental Health First Aid Training.

Student Service Team Members - ACT Now, NOPE, Just Say Hello

Student Government Sponsor - Student Government elections and SGA meetings and activities - Spirit Week

Team Leaders - Awards and Incentives

Club Sponsors - Leadership and facilitation of club goals, budget, etc.

PTSA - Organization of support, Fundraising, Hosting of Families, Student Incentives and Activities, Volunteering

Administration - Systems approach to organization and support of positive school culture. Survey, review, plan, act