Hillsborough County Public Schools

Franklin Middle Magnet School

2022-23 Schoolwide Improvement Plan

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Franklin Middle Magnet School

3915 E 21ST AVE, Tampa, FL 33605

[no web address on file]

Demographics

Principal: Konrad Mccree

Start Date for this Principal: 7/1/2011

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 (53%) 2018-19: B (54%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the 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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3915 E 21ST AVE, Tampa, FL 33605

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	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	80%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

In a single gender environment, we will deliver an education which will inspire and empower young men to master rigorous academic standards by instilling in them a strong work ethic and expecting them to model core values in both school and community.

Provide the school's vision statement.

Molding young men of distinction who will achieve greatness.

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
Haley, John	Principal	The principal serves as instructional leader of the school, engages stakeholders in monitoring data, reviewing the SIP goals and creates a collaborative culture where all participate in the decision-making process.
Scribner, Meredith	Assistant Principal	Curriculum/Administration
Menteer, Adrienne	Instructional Media	

Demographic Information

Principal start date
Friday 7/1/2011, Konrad Mccree

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.*
6

Total number of teacher positions allocated to the school
19

Total number of students enrolled at the school
324

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	158	81	85	0	0	0	0	324
Attendance below 90 percent	0	0	0	0	0	0	38	14	23	0	0	0	0	75
One or more suspensions	0	0	0	0	0	0	21	23	34	0	0	0	0	78
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	22	18	42	0	0	0	0	82
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	29	28	29	0	0	0	0	86
Number of students with a substantial reading deficiency	0	0	0	0	0	0	17	16	19	0	0	0	0	52

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	9	10	9	0	0	0	0	28

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

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

Date this data was collected or last updated
Tuesday 8/30/2022

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	85	90	137	0	0	0	0	312
Attendance below 90 percent	0	0	0	0	0	0	3	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	20	22	44	0	0	0	0	86
Course failure in ELA	0	0	0	0	0	0	14	50	38	0	0	0	0	102
Course failure in Math	0	0	0	0	0	0	3	18	24	0	0	0	0	45
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	55	41	34	0	0	0	0	130
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	55	30	30	0	0	0	0	115
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	5	7	0	0	0	0	13

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	7	9	11	0	0	0	0	27

The number of students identified as retainees:

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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	85	90	137	0	0	0	0	312
Attendance below 90 percent	0	0	0	0	0	0	3	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	20	22	44	0	0	0	0	86
Course failure in ELA	0	0	0	0	0	0	14	50	38	0	0	0	0	102
Course failure in Math	0	0	0	0	0	0	3	18	24	0	0	0	0	45
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	55	41	34	0	0	0	0	130
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	55	30	30	0	0	0	0	115
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	5	7	0	0	0	0	13

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	7	9	11	0	0	0	0	27

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	50%	50%				46%	51%	54%
ELA Learning Gains	48%						53%	52%	54%
ELA Lowest 25th Percentile	37%						46%	47%	47%
Math Achievement	44%	36%	36%				49%	55%	58%
Math Learning Gains	52%						53%	57%	57%
Math Lowest 25th Percentile	54%						42%	52%	51%
Science Achievement	44%	52%	53%				47%	47%	51%
Social Studies Achievement	74%	58%	58%				70%	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	43%	53%	-10%	54%	-11%
Cohort Comparison						
07	2022					
	2019	47%	54%	-7%	52%	-5%
Cohort Comparison		-43%				
08	2022					
	2019	48%	53%	-5%	56%	-8%
Cohort Comparison		-47%				

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	31%	49%	-18%	55%	-24%
Cohort Comparison						
07	2022					
	2019	59%	62%	-3%	54%	5%
Cohort Comparison		-31%				
08	2022					
	2019	14%	31%	-17%	46%	-32%
Cohort Comparison		-59%				

				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	46%	47%	-1%	48%	-2%
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	70%	67%	3%	71%	-1%
		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	80%	63%	17%	61%	19%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	57%	38%	57%	38%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	30	43	20	21	41	40	26				
ELL	38	51	38	38	48	40	33	75			
BLK	34	42	38	31	46	56	32	72	70		
HSP	48	47	28	48	57	53	53	60	70		
MUL	41	56		41	53						
WHT	69	61		63	53		60	82	88		
FRL	39	45	33	39	51	51	39	70	75		
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	16	31	28	15	31	33	15	38			
ELL	33	50	50	26	43	44	31	47			
BLK	26	32	29	24	31	28	19	47	69		
HSP	51	52	31	44	42	35	41	63	93		
MUL	25	40		29	44						
WHT	59	50		60	52		57	83	83		
FRL	33	37	29	30	36	33	24	53	77		
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	26	56	48	28	43	46	25	46	80		
ELL	27	34	35	30	46	53		48			
BLK	35	48	46	35	50	38	29	60	69		
HSP	52	55	48	52	51	57	50	74	85		
MUL	41	57		45	57						
WHT	61	60	38	72	62	39	77	81	88		
FRL	38	50	46	40	49	44	33	65	80		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
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	52
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	48
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	68
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	49
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?

Our data is trending up several points across every area, with the exception of acceleration points.

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

The area with the greatest need for improvement is middle school acceleration points.

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

There were a few contributing factors to our decline in acceleration points. The teacher who was assigned to the HS credit math courses chose not to administer district made progress monitoring tests. He was therefore unable to properly track the progress of his students. In addition, the same teacher was on leave for 5 weeks. These two factors significantly contributed to the lack of gains in this area. We have replaced this teacher with a teacher who is committed to using all progress monitoring tools at her disposal. This new teacher has maintained a 100% pass rate on the Algebra I and Geometry end of course exams for several years at her previous school.

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

Civics achievement has increased by 14 points. While ELA, Math, and Science all showed gains; Civics is most significant, as it is the highest score we've had over the last four years in that area.

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

The Civics teachers utilized a comprehensive plan for tutoring students based upon the lowest performing standards. There was also a large amount of inter-departmental collaboration to embed instructional tools and reading strategies in the daily practices of our students. Further there was substantial differentiation and scaffolding for bottom quartile students.

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

In order to accelerate learning, lunchtime tutorial groups will be formed based upon the lowest performing standards as indicated through our progress monitoring tools. Inter-departmental collaboration will take place so that teachers have a holistic idea of a student's overall progress. Teachers will have knowledge of instructional strategies that enable a student to be successful in other classes, and will apply them (where appropriate) to the areas where a student struggles. We will also be looking for evidence of the daily use of multiple instructional frameworks and evidence of purposeful checks for understanding.

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 activities this year include:
1) University of Cambridge Lower Secondary Training for all instructional staff in August, with a follow-up training focusing on metacognition in September.
2) Actionable Feedback Training-October- This training provides teachers with strategies for giving students feedback that provides next steps for students so that they can see the possible pathways for improvement.

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

Administration and Subject areas leaders are conducting regular walk-throughs of classes, utilizing an on-line form that provides immediate and actionable feedback for teachers. Monitoring of lunch time tutorials is taking place through instructional leadership team meetings and walk-throughs of lunchtime tutorials.

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 Students with Disabilities

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our data showed that we lost in acceleration points. Standards aligned instruction and tutorials will enable us to focus our attention on our students' areas of greatest need.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May of 2023, our acceleration points will increase from 76% to 84%. This is easily captured within the parameters of state FAST testing. The instructional leadership team and instructional staff determined that this was attainable with the action steps we are taking to improve instructional practice and student gains. Further, teachers also determined that taking these steps would have a significant impact on student learning.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This areas of focus will be monitored through weekly walk-throughs of all classrooms by administration and subject area leaders. The focus of these walk-throughs will be to capture daily use of multiple instructional frameworks. In addition, we will be looking for evidence of purposeful checks for understanding throughout the course of each observed lesson. Feedback will be immediate to teachers with actionable next steps. Progress monitoring data will be acted upon immediately to refine tutorials as well as classroom instruction.
Person responsible for monitoring outcome:	Meredith Scribner (meredith.scribner@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Our walk through form is designed to capture standards aligned instruction, as well as the instructional strategies used to teach them. This form will be used weekly in every class, beginning on 9/26/22.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria**	This strategy was selected by our instructional leadership team as a way to provide regular feedback to teachers so that instructional practices can be aligned with our students' areas of greatest need.

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. Develop a walk through form with the instructional leadership team that captures the areas in which teachers want feedback for professional growth.
2. Add to that form sections that capture the fidelity of the implementation of our instructional priorities within each department.
3. SAL's and administration begin using the form weekly to provide on-going feedback to be utilized for on-going refinement of standards based instruction.

Person Responsible   John Haley (john.haley@hcps.net)

No description entered

Person Responsible   [no one identified]

#2. 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.	Students with disabilities within the ELA bottom quartile of performance is an area of focus. The rationale for this area of focus is that our learning gains for the ELA bottom quartile noted a decline of 8 points, from 28% to 20%, from the 21-22 school year . ELA and ESE teachers determined that small group sessions, specifically focused on the standards with which they are struggling would provide desirable results. Further, differentiated strategies utilized for these students will be tracked within those sessions to specifically address individual student's learning styles/ learning needs.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May of 2024, our students with disabilities (SWD) in the bottom quartile for ELA performance will increase from 20% to 25%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Both district and state progress monitoring tools will be utilized to track the results of all small groups. Small groups will also be tracked weekly through the school's walk-through form to ensure fidelity of implementation.
Person responsible for monitoring outcome:	John Haley (john.haley@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	District and state based progress monitoring tools will be utilized to collect evidence for the efficacy of the strategies listed above.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	This strategy allows teachers to focus their energies on this specific subgroup to monitor their progress throughout the year and refine teaching practices based on what the data informs us to do.

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. Identify SWD ELA bottom quartile students by grade level by 9/29

Person Responsible   Meredith Scribner (meredith.scribner@hcps.net)

2. Schedule the identified students into small groups for differentiated instruction by 9/29

Person Responsible   Meredith Scribner (meredith.scribner@hcps.net)

3. Monitor the fidelity of the groups utilizing school's walk-through form.

Person Responsible   John Haley (john.haley@hcps.net)

4. Pull data from district and state progress monitoring tools to assess student progress after each administration.

Person Responsible   Adrienne Menteer (adrienne.menteer@hcps.net)

#3. Positive Culture and Environment specifically relating to Parent and Family Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our Panorama results show that 56% of students feel they have the potential to change the factors that are central to their performance in school. Based upon this data, we will develop and implement growth mindset lessons based upon Sean Covey's, The Seven Habits of Highly Effective Teens. Parent Information Sessions will also be provided in the fall and spring, so that interested families can reinforce growth mindset at home.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May of 2023, 65% of students will feel they have the potential to change the factors that are central to their performance at school, as measured by the Panorama survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus can be measured throughout the year with student surveys given through Canvas links. The parameters of the survey will be taken directly from the factors measured on the Panorama survey.
Person responsible for monitoring outcome:	Meredith Scribner (meredith.scribner@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Empirical studies have shown that, "growth mindset has positive effects on student motivation and academic performance". Recent research has shown that, "mindset is related to student outcomes and behaviors including academic achievement, engagement, and willingness to attempt new challenges". (The Neuroscience of Growth Mindset- Betsy Ng)
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for selecting the resources for this strategy is research based. Research shows that students with a positive growth mindset are motivated to achieve more and increase their academic performance. Teachers feel that students with a positive growth mindset will feel a great potential to change the factors that are central to their performance at school.

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. Develop Growth Mindset lessons for implementation during House mentoring lessons to begin in October, 2022.

Person Responsible   Meredith Scribner (meredith.scribner@hcps.net)

2. Develop and release surveys on growth mindset, based on the parameters outlined in the Panorama survey.

Person Responsible   Meredith Scribner (meredith.scribner@hcps.net)

3. Release results of surveys in a timely fashion to house mentors, so they can continue to address issues that still remain.

Person Responsible   Meredith Scribner (meredith.scribner@hcps.net)

#4. Instructional Practice specifically relating to Instructional Coaching/Professional Learning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Perform regularly scheduled non-evaluative walk-throughs of classrooms to determine if the instructional priorities are being implemented. A common walk-through form, developed with input from administration, coaches, and teachers will be utilized.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Teachers will demonstrate the use of multiple instructional frameworks, and purposeful checks for understanding during administrative or SAL walk-throughs, to occur once per week. This will be captured using a teacher approved walk-through form that identifies the specific components of the practices listed above.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The data from walk throughs will be entered into a form that creates pie charts and bar graphs that will demonstrate whether instructional priorities are being implemented effectively. Teacher specific data will be shared with individual teachers. School wide data will be shared at regularly scheduled Instructional Leadership Team meetings and faculty meetings.
Person responsible for monitoring outcome:	Meredith Scribner (meredith.scribner@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our teachers will use the instructional frameworks, as supplied by our school district, to plan, implement, and reflect upon lessons. Further, our teachers will check for understanding throughout the course of instruction, so that adjustments can be made as needed to properly teach curricula and identify small problems before they become bigger ones.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research has shown that, "the most important factor affecting student learning is the teacher. More can be done to improve education by improving the effectiveness of teachers than by any other single factor." (Sanders, W.L. & Rivers, J.C). As a faculty, we believe if we focus on these details, we will see dramatic improvement in student success.

Action Steps to Implement

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

1. Develop a walk-thru form with teachers that integrates our instructional priorities by 9/12/22

Person Responsible	Meredith Scribner (meredith.scribner@hcps.net)

2. Utilize the form during instructional and SAL walk-throughs each week, beginning 9/19.

Person Responsible	John Haley (john.haley@hcps.net)

3. Communicate data and questions for the teacher within 2 school days. Communicate data and action steps to SAL's twice per month. Communicate school wide concerns and actions steps to the faculty once per month.

Person Responsible	John Haley (john.haley@hcps.net)

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.

Our goal is to create a positive school culture and environment at BPA is driven by our school Creed, College Prep Attributes, and SEL learning strategies. There is an emphasis on academic success and positive and appropriate behaviors. We have positive referrals to call parents or guardians with successes happening at school. Our House system has mentor meeting which focus on our school creed and mission statement, character development, and SEL strategies. Individual classrooms consistently encourage growth in these areas rewarding students positive and appropriate behaviors. This year 6th graders are being introduced to Cambridge Learner Attributes and Cambridge's embedded work ethic Cambridge.

BPA focuses on communicating every child's progress to the parents by sending home quarterly progress alerts and holding parent teacher conferences. School staff, students, parents, and the community work collaboratively to improve skills and habits for personal and academic success.

Encouraging parents and guardians to participate in all of our events by sending home newsletters and flyers, making parent link calls, and posting everything on our website and social media is a priority. In addition, we utilize Canvas (a course management system that support learning and teaching) to increase teacher/student/parent communication.

Communication amongst stakeholders include but are not limited to:

• Open House

• SAC/PTSA

• Newsletter/Websites/Canvas/Marque/Twitter

• Parent Link/Remind (phone text system)

• Conference Nights

• Volunteer Orientation/Recognition

• Committee Events

• Great American Teach-In

• Community service

• Ongoing community partnerships

• Volunteer program

• Gold Star Families Memorial Monument

• Woody Williams Foundation

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

Administration and staff drive school culture through a focus on the BPA school Mission statement, Creed and College Prep Attributes.

Students adhere to the above and participate in the school House system.

The House system builds community through peer to peer bonds. Teachers are mentors to a small group of boys and give mentor lessons based on the Creed, College Prep Attributes, and Social Emotional Learning.

Our PTSA is involved in community projects and supports the school's focus on character development.