Marshall Middle Magnet School

2022-23 Schoolwide Improvement Plan

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Marshall Middle Magnet School

18 S MARYLAND AVE, Plant City, FL 33563

[no web address on file]

Demographics

Principal: Dennis Mayo

Start Date for this Principal: 7/19/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	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* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (43%) 2018-19: C (44%) 2017-18: C (46%)
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 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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Marshall Middle Magnet School

18 S MARYLAND AVE, Plant City, FL 33563

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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	72%

School Grades History

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

School Board Approval

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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.

Marshall Middle Magnet is empowering students to become global thinkers, lifelong learners, and effective communicators who embrace diversity.

Provide the school's vision statement.

Marshall Middle Magnet is preparing all students to be active, reflective, critical thinkers ready to shape their environments.

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
Mayo, Dennis	Principal	Instructional Leader for the site (e.g. responsible for student achievement, focused conversations with teachers, classroom visits, shares and models effective teaching strategies, confronts classroom mediocrity, has high expectations, provides structure, strong disciplinarian, creates and maintains positive school climate (orderly), drive to move school forward, and includes all staff in the team effort in promoting student achievement) for the purpose of providing support to site staff in order to increase student achievement. The job also includes the overall site operations; receiving, distributing and communicating information to enforce school, district and state policies; maintaining safety of school environment; coordinating school activities; communicating information to staff; and addressing situations, problems and/or conflicts that could negatively impact the school. Advocates for the students, staff, school, district and public education (e.g. responsive to parents and community, creates a welcoming climate and culture, markets school programs, promotes and emphasizes support for parental involvement) for the purpose of encouraging and promoting community involvement and outreach. Structional leader for the site.
Todd, Chandra	Assistant Principal	An instructional leader responsible for supporting the district and principal's instructional vision. The Assistant Principal deals tactfully nd fairly with persons from diverse cultural backgrounds, supervise operations in support of the principal. Comply with federal and state laws, evaluate teacher and learning resources to determine strengths and areas of enrichment. Demonstrates awareness of school-community needs and is self-driven to meet those needs. The Assistant Principal aides to develop a discipline management system that results in positive student behavior and increases student achievement. The Assistant Principal maintains emotional control, works with good judgement, maintains confidence and seeks to continuously grow as a professional to develop him/her self and others.
Smith, Adrienne	Teacher, ESE	Mrs. Thomas teaches students in a classroom setting, build caring relationships with students and parents and staff, manage student work, differentiated instruction, and behaviors in the classroom while upholding high expectations daily. Develop teaching and learning material needed for use in class, including lesson plans, projects, and assignments that promote critical thinking and preparation for life. Writing and implementing Individual Education Plans to achieve student's success. Mrs. Thomas also supports other teachers on the staff.
Richardson, Michelle	Instructional Coach	Ms. Richardson has a shared responsibility to increase student achievement, effectively support and work professionally with all personnel on campus, make informed decisions serving the best interest of the school, has a continuous eye for advancement that guides their focus and drive, encourages others to be their best, efficient problem-solver, quickly adapts to change.

Name	Position Title	Job Duties and Responsibilities
Webb, Kathy	Instructional Coach	MYP Coordinator and Magnet lead teacher responsible for the implementation and support of our International Studies Magnet theme. This includes professional development trainings for teachers, support during PLCs with the Instructional Framework of MYP Unit Planning, marketing, and involving parents and community stakeholders, using all aspects of Social Media including School website, Twitter, and Facebook.

Demographic Information

Principal start date
Tuesday 7/19/2022, Dennis Mayo

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.*
14

Total number of teacher positions allocated to the school
54

Total number of students enrolled at the school
1,064

Identify the number of instructional staff who left the school during the 2021-22 school year.
5

Identify the number of instructional staff who joined the school during the 2022-23 school year.
12

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	388	267	358	0	0	0	0	1013
Attendance below 90 percent	0	0	0	0	0	0	85	82	104	0	0	0	0	271
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
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	108	82	154	0	0	0	0	344
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	92	98	129	0	0	0	0	319
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	13	22	46	0	0	0	0	81

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

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

Date this data was collected or last updated

Tuesday 7/19/2022

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	319	344	310	0	0	0	0	973
Attendance below 90 percent	0	0	0	0	0	0	63	98	101	0	0	0	0	262
One or more suspensions	0	0	0	0	0	0	9	53	69	0	0	0	0	131
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	59	68	78	0	0	0	0	205
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	53	82	65	0	0	0	0	200
Number of students with a substantial reading deficiency	0	0	0	0	0	0	3	10	12	0	0	0	0	25

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	3	25	31	0	0	0	0	59

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	2	3	2	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	1	3	3	0	0	0	0	7

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	319	344	310	0	0	0	0	973
Attendance below 90 percent	0	0	0	0	0	0	63	98	101	0	0	0	0	262
One or more suspensions	0	0	0	0	0	0	9	53	69	0	0	0	0	131
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	59	68	78	0	0	0	0	205
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	53	82	65	0	0	0	0	200
Number of students with a substantial reading deficiency	0	0	0	0	0	0	3	10	12	0	0	0	0	25

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	3	25	31	0	0	0	0	59

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	2	3	2	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	1	3	3	0	0	0	0	7

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	35%	50%	50%				33%	51%	54%
ELA Learning Gains	36%						42%	52%	54%
ELA Lowest 25th Percentile	24%						35%	47%	47%
Math Achievement	35%	36%	36%				43%	55%	58%
Math Learning Gains	48%						52%	57%	57%
Math Lowest 25th Percentile	56%						48%	52%	51%
Science Achievement	28%	52%	53%				29%	47%	51%
Social Studies Achievement	61%	58%	58%				44%	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	32%	53%	-21%	54%	-22%
Cohort Comparison						
07	2022					
	2019	33%	54%	-21%	52%	-19%
Cohort Comparison		-32%				
08	2022					
	2019	27%	53%	-26%	56%	-29%
Cohort Comparison		-33%				

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	48%	62%	-14%	54%	-6%
Cohort Comparison		-31%				
08	2022					
	2019	27%	31%	-4%	46%	-19%
Cohort Comparison		-48%				

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	27%	47%	-20%	48%	-21%
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	40%	67%	-27%	71%	-31%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	63%	24%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	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	14	20	13	17	43	51	17	35			
ELL	21	30	29	23	40	56	18	43	58		
ASN	70			90							
BLK	25	39	25	20	57	68	23	55			
HSP	30	33	27	31	43	53	25	52	59		
MUL	25	47		20	58						
WHT	49	37	11	50	52	56	39	74	69		
FRL	31	34	24	32	47	56	26	56	57		
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	13	26	22	12	18	16	6	28			
ELL	18	26	20	16	17	17	4	20			
BLK	20	16	4	16	20	18	4	33			
HSP	29	32	27	25	23	19	16	35	63		
MUL	27	36		27	27						
WHT	39	42	24	40	33	23	29	46	69		
FRL	28	31	23	25	23	20	18	36	60		
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	15	31	32	22	47	47	17	18			
ELL	12	30	30	28	50	49	12	27	71		
BLK	35	50	45	39	48	43	20	27			
HSP	29	38	32	39	50	44	26	40	78		
MUL	36	45		50	55						
WHT	38	45	40	50	56	55	33	58	67		
FRL	31	41	34	41	52	48	26	44	71		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	25
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	80
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	39
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	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	49
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

There were gains throughout all subject areas and all subgroups.

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

Subgroups such as Students with Disabilities, Africa American, English Language Learners, Multiracial, Hispanic and Economically Disadvantaged students are at the bottom percentile. ELA gains were 4% percent higher and only 1% higher for the lower 25%.

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

Several teacher vacancies contributed to the need for improvement. We will continue to focus on engaging lessons and accelerating students through small group instruction and implementing frameworks. A large portion of our title 1 budget has been allocated to laptops provided each student.

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

The area with the most improvement was in Civics with a total of 23% gain improvement. Contributing factors were a teacher change with a highly qualified teacher supporting the new staff member. We used a USA Test prep to create learning structure that targeted specific standards, PLC's were monitored and standards were re-taught as needed.

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

Contributing factors to Marshall's gains were staff providing tutoring to students before/after school, during lunch and planning periods, year long math tutoring, migrant tutoring, new science labs, Lab Aids, and science classes adopting small group and rotation frameworks.

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

Continued common planning in PLCs to analyze data used to develop lessons that scaffold to assist with student grouping will accelerate learning. We also need support for framework modules.

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

Teachers will plan with subject area leaders and teachers weekly to produce differentiated and data driven lesson plans. Teachers will continue to build data driven small groups. Administration and Subject Area Leaders will provide "in the moment" or "real time" feedback. Teacher data from the insight data stated that 94% of staff get enough feedback on instructional practice and the feedback they get from being observed helps with student outcomes (91%).

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

Teachers will support and encourage students to use online tools and tutoring programs recommended by the district. AVID is going to identify those bucket students and provide the needed support during the elective. We currently added RTI to our student service team that will help teachers identify and decipher behaviors that impede the learning of others. All subject will include the frameworks inside the classroom.

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

:

#1. 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.**	Area of focus will be centered around FSA achievement levels. Students With Disabilities (SWD) were at 26% points. Students scored far below their peers.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Based on the 2022 FSA, our goal for all areas (ELA, Science, math and Civics) is to be above 30% if not higher.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring through ESE PLC's, core area PLCs analyzing the baselines, common assessments, and semester exams.
Person responsible for monitoring outcome:	Dennis Mayo (dennis.mayo@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Instructional framework includes small group instruction and strategic pull outs. Targeted interventions such as lunch and learn as well as boot camps for specific groups of students who have been identified based on IEP goals and FSA scores.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Working with small groups of students with disabilities, you can review and reteach as needed. Specific strategies can be re-enforced by groups of teachers working towards mastery of the standards.

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.

Working with the ESE teachers, ESE specialist and core area teachers, students will be grouped based on needs. Once grouped, lessons and standards will be reviewed using specific strategies. Students will be able to use critical thinking skills, apply knowledge, reflect and verbalize strategies they will use to answer the questions.

Person Responsible	Dennis Mayo (dennis.mayo@hcps.net)

#2. 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.**	Area of focus will be on science and math. African American achievement level in math was 20% and 23% in science.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Effective instruction in ELA centered around Achieve 3000 data will help to track progress toward this goal. African American students will score at or above the Lexile levels of their peers. Over all goal for school - 75% of students will increase their Lexile level as measured by the level-set assessment in the beginning, middle and end of the year. FSA result will show at least 5% increase in measured areas.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring through PLCs analyzing the baselines, common assessments, and semester exams.
Person responsible for monitoring outcome:	Chandra Todd (chandra.todd@sdhc.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Conference regularly with student to review growth in proficiency, using multiple points. Small group pull out for students scoring below average; Achieve3000 Program will be used with these students. Reading resource will model and support teachers around the instructional frameworks. Utilize USA Test Prep for support with Civics assessment and monitor data for growth of targeted students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students must be aware of their performance and develop goals to improve. Students must have access to relevant, current reading material, promoting independent reading, which increases vocabulary and performance on standardized assessments. Use of Achieve3000 will help student build fluency and confidence to close the achievement gap and comprehend grade level text. Modeling the expectation of the instructional framework will build confidence in the teachers ability to implement with fidelity and increase student engagement. USA Test Prep increases Civics vocabulary and interpretation of questions, promoting critical thinking skills necessary.

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.

Capture baseline assessment data.
Create structure around using Achieve3000 in all classes
Success coach interventions
Create small groups of students to review strategies and standards.
Teachers and coaches plan questions/misconceptions that will drive student discussion
Gentlemen's Quest class has been reestablished to assist African American Males with Self-Determination as well as Dragon Dolls and Ladies Quest with the female students

Person Responsible	Chandra Todd (chandra.todd@sdhc.k12.fl.us)

#3. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	On the 2022 FSA, our ELL students scored at 21 for ELA achievement, 23 for math, 18 for science, and 43 for social studies. All areas are of concern with a specific focus on ELA achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The school will focus on improving ELA achievement from 26% to 30%. We believe that the additional focus in ELA will provide gains in the other subjects as well.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring through PLCs analyzing the baselines, common assessments, and semester exams
Person responsible for monitoring outcome:	Dennis Mayo (dennis.mayo@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Targeted interventions such as lunch and learn and boot camps for specific groups of students. Small group instruction utilizing the ELL paras to give individualized attention and strategic pull out for students scoring below average. Achieve3000 Program will be used with these students to build fluency and comprehension skills needed to close the achievement gap and comprehend grade-level text. Reading resource will mode and support teachers around the instructional frameworks.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Resource personnel will be used to support students in the classrooms. Our rationale is that by focusing on small groups of students with language and strategy supports we will be able to close gaps in 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.

Select the criteria
Identify students
Develop remediation lessons and follow up with review of data from the progress monitoring tool Achieve3000
Initial ESOL testing to assist with placement
New Latinos in Action class to help with self-determination

Person Responsible	Dennis Mayo (dennis.mayo@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. §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 school addresses a positive school culture by celebrating students accomplishments and goals on our morning show and special awards presentations throughout the year. The principal celebrates with students who achieve the honor roll, high honor roll, perfect attendance and children of military families. Award programs are held with families, when possible and students are constantly encouraged to do their best. We have a token economy where students early "dollars" to spend weekly in the school store and for our newest school-wide academic program students could earn "Achieve Dollars" The incentive store is run by both students and staff.
Teachers are requested to add note to the behavior tracker and are expected to contact parents for behavior concerns. The principal meets with students and families to come up with improvement plans when students receive 5 or more referrals.
Teachers are celebrated for their accomplishments as well. Teachers are recognized as being experts in their field and whenever possible they are highlighted for their contributions. Snack carts, scavenger hunts, lunches and sunshine events contribute to their contributions to a positive school culture.

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

Community members and organizations help by providing support for our teachers and staff. Community members support students by acting as club sponsors, providing mentoring and support and financial support. City Pointe Church provides breakfast, teaching supplies, school supplies and they decorate the teacher lunch area.