

Hillsborough County Public Schools

Rodgers Middle Magnet School



2022-23 Schoolwide Improvement Plan

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Rodgers Middle Magnet School

11910 TUCKER RD, Riverview, FL 33569

[no web address on file]

Demographics

Principal: Adam Lane

Start Date for this Principal: 8/2/2022

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)	88%
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 (49%) 2018-19: B (55%) 2017-18: C (49%)
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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[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	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Work collaboratively to empower students to become a community of problem solvers and lifelong learners.

Provide the school's vision statement.

To promote a learning environment that is warm, safe, and caring for all.

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
Basham, Gregory	Principal	Cultivate a generative learning environment for all students to achieve their maximum potential.
Duran, Miriam	Assistant Principal	Support the work of the teachers and provide students with a positive learning environment.
Miller, Cherie	Other	Teaches students Social Studies and serves as a Teacher Leader supporting teachers through coaching and professional development.
Rozier, Lauren	SAC Member	Teacher, Sac Chair, and Team Leader

Demographic Information

Principal start date

Tuesday 8/2/2022, Adam Lane

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.*

15

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

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

Demographic Data

Early Warning Systems

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	389	351	381	0	0	0	0	1121
Attendance below 90 percent	0	0	0	0	0	0	85	117	135	0	0	0	0	337
One or more suspensions	0	0	0	0	0	0	15	54	73	0	0	0	0	142
Course failure in ELA	0	0	0	0	0	0	0	0	10	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	0	10	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	73	62	65	0	0	0	0	200
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	88	87	71	0	0	0	0	246
Number of students with a substantial reading deficiency	0	0	0	0	0	0	150	130	174	0	0	0	0	454

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	25	43	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	10	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

Date this data was collected or last updated

Monday 8/29/2022

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	389	346	423	0	0	0	0	1158
Attendance below 90 percent	0	0	0	0	0	0	58	110	119	0	0	0	0	287
One or more suspensions	0	0	0	0	0	0	2	7	9	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	10	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	0	10	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	73	62	65	0	0	0	0	200
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	88	87	71	0	0	0	0	246
Number of students with a substantial reading deficiency	0	0	0	0	0	0	150	130	174	0	0	0	0	454

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	13	25	43	0	0	0	0	81

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	10	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

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	389	346	423	0	0	0	0	1158
Attendance below 90 percent	0	0	0	0	0	0	58	110	119	0	0	0	0	287
One or more suspensions	0	0	0	0	0	0	2	7	9	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	10	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	0	10	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	73	62	65	0	0	0	0	200
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	88	87	71	0	0	0	0	246
Number of students with a substantial reading deficiency	0	0	0	0	0	0	150	130	174	0	0	0	0	454

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	13	25	43	0	0	0	0	81

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	10	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

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	43%	50%	50%				45%	51%	54%
ELA Learning Gains	42%						54%	52%	54%
ELA Lowest 25th Percentile	32%						52%	47%	47%
Math Achievement	43%	36%	36%				56%	55%	58%
Math Learning Gains	52%						59%	57%	57%
Math Lowest 25th Percentile	57%						52%	52%	51%
Science Achievement	36%	52%	53%				43%	47%	51%
Social Studies Achievement	67%	58%	58%				61%	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	48%	53%	-5%	54%	-6%
Cohort Comparison						
07	2022					
	2019	43%	54%	-11%	52%	-9%
Cohort Comparison						
08	2022					
	2019	43%	53%	-10%	56%	-13%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	45%	49%	-4%	55%	-10%
Cohort Comparison						
07	2022					
	2019	63%	62%	1%	54%	9%
Cohort Comparison		-45%				
08	2022					
	2019	31%	31%	0%	46%	-15%
Cohort Comparison		-63%				

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	41%	47%	-6%	48%	-7%
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	61%	67%	-6%	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	92%	63%	29%	61%	31%

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	19	34	33	16	37	38	14	35			
ELL	28	34	26	24	44	54	15	68			
ASN	78	65		78	81						
BLK	29	36	32	30	44	53	29	45	52		
HSP	39	36	27	38	54	61	34	73	67		
MUL	52	37	40	48	50		53	77			
WHT	50	49	38	51	54	53	39	70	70		
FRL	34	38	31	32	47	56	25	62	58		

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	12	37	41	19	26	24	18	30			
ELL	19	35	33	35	31	28	18	30	50		
ASN	43	37		57	45		46				
BLK	31	33	27	23	25	21	24	39	30		
HSP	37	45	39	38	36	30	37	48	56		
MUL	53	39		49	37	30	44	70	60		
WHT	48	48	44	52	44	34	49	58	57		
FRL	35	39	36	35	33	27	34	42	46		

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	11	45	38	18	53	59	14	31			
ELL	10	45	46	31	53	44	13	17			
ASN	50	71		67	53						
BLK	42	54	50	50	55	40	32	60	64		
HSP	36	51	48	51	61	52	33	52	74		
MUL	50	62		54	50		38	86			
WHT	54	55	51	63	61	70	59	68	83		
FRL	39	53	50	50	59	53	36	55	72		

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	495
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	39
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	76
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	49
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	51
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	53
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	44
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?

Math and Civics made substantial gains with 50% of students making gains and 57% of students in the Bottom Quartile making gains. ELA and Science were stagnate or experienced slight reduction in the number of students showing Proficiency. Students With Disabilities showed a 7% increase in ELA over the previous year, but only 19% of students met Proficiency. English Language Learners had an increase in the number of students showing Proficiency in ELA, 28% up from 19% the previous year. Math achievement was up slightly to 19% showing proficiency and the BQ of ELL had 54% showing gains. ELA achievement level was down slightly to 29% for our Black students, but gains were up slightly (ELA Gains 36%). Math achievement was up 7% from the previous year and Learning gains were up substantially (Math LG 44% over 25%, Math Gains BQ 53% over 21%). Science and Social Studies achievement showed increases in the level of proficiency over the previous year.

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

English Language Arts and Science achievement across subgroups. Both content areas did not show improvement in the number of students demonstrating proficiency. Black students and Students on Free and Reduced Lunch showed a reduction in the number of students demonstrating proficiency in both content areas.

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

We started the school year with 3 vacancies in English Language Arts last year. One classroom of students did not have a permanent teacher until just before the Winter Break. Our 7th and 7th Grade Reading classes changed teachers a couple of times last year due to resignations and/or retirements after the school year began. This led to gaps and lack of continuity in the instruction. We also did not use Achieve 3000 last year, so the vacancies and lack of a guiding program led to a lack of continuity.

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

Math Achievement, Math Gains and Math Gains for the Bottom Quartile showed substantial improvement. Civics also showed a significant improvement in the number of students demonstrating proficiency over the previous year.

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

Contributing factors include standards based instruction driven by data analysis in PLC's, alignment of key factors in instructional practice, and collaborative planning among the teachers in each department. Formative assessments were used with fidelity. Our district math coach was also very supportive of the math team.

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

Analysis and collaborative planning to unpack the BEST standards among each Subject Area
Standards based instruction

Deep Dive on the data from previous year, but more importantly the Baseline data for FAST.

Strengthening student and teacher relationships to be sure lessons and learning are designed to meet the students needs while helping them make connections to their future success.

Focused Reading instruction

Lessons designed to build students sense of self-efficacy and create ownership of their learning

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

Using the Cambridge Attributes to drive Instruction and Social Emotional Learning

7 Mindsets Training

Implementing Achieve 3000 and using it with fidelity

Unpacking the BEST Standards (by content)

Standards based training

Cambridge Sessions with students

7 Mindsets Sessions with students

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

7 Mindsets Training across the school community

7 Habits of Highly Effective Teens implementation

Cultivating the 5 Cambridge Attributes for the entire school community

Increased Parent/Community Involvement (Family and Community Engagement Groups, School Improvement that involves the Community).

Cultivating Student Self-Efficacy

One to One Technology

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

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

Instructional Leadership Team will use Look For's, in grades K-5, to collect ELA proficiency data on standard-task alignment. Teacher coaching cycles, in grades 9-12, focusing on best practices of Math strategies and pedagogy, tiered by experience, need, and student data.

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

Will increase student achievement levels across content areas by at least 5% points by utilizing Small Group Instruction based on the data available on students in each content area. This will be achieved by focusing on improving literacy across content areas with student specific interventions/teaching strategies in these groups. An aligned approach to teaching reading comprehension driven by the best practices established by the school districts ELA department. Consistency for decoding text, text marking, and understanding how to cite the important information in the text. This will need to be developed into helping students build the skills to communicate their learning/thinking into their writing as well. We will be explicit about building connections between what we are reading and how to communicate the important concepts – analyze, interpret and make inferences based on what you read.

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

- ILT will review data collected during the previous month to identify trends and determine next steps
- Assistant Principal for Curriculum meets monthly with Math Coach to review weekly coaching calendars, analyze teacher coaching cycle data and student data, determine next steps and re-tier teachers as needed.
- Demonstration of learning during workshops, Walkthroughs, Observations
- Walkthroughs and Observation
- Data collection from Formative Assessments and student work

Person responsible for monitoring outcome:

Gregory Basham (gregory.basham@hcps.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Standards based instruction driven by the data from baseline, formative assessments and Progress Monitoring.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

We need to be sure we are meeting the students needs academically based on the information we gather from the Baseline Assessment, Formative Assessments and Progress Monitoring throughout the year. This will help us design learning that is aligned with student needs.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

- Professional Development Workshop for Literacy using Informational Text for Teacher (Duran)
- Teacher Coaching Cycles on the Best Practices for teaching Literacy on Informational Text (Duran)
- Leadership Team will use “Look Fors” to assess fidelity and needs for further Professional Development (Duran)
- ILT will analyze student work, and data from from assessments (Basham)
- Bootcamps for Student (Benoit, Duran)
- Professional Development to enhance Teachers knowledge and practices for Small Group Instruction (Basham)

Person

Responsible

Gregory Basham (gregory.basham@hcps.net)

#2. Positive Culture and Environment specifically relating to Student Achievement**Area of Focus**

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

Connections between the content/learning students are exposed to in class and their future success is crucial is building the level of ownership needed for student achievement to improve. If students and families do not understand how it is connected, then they will not be invested in learning the content/skills set forth in the standards. We need to increase the meta-cognitive aspects of education for everyone involved and raise students sense of self-efficacy. This requires a belief that what we are doing is worthwhile and connected to future aspirations.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

One years worth of growth in each subject area and/or a 5% increase on the proficiency level in English Language Arts, Math, Science and Social Studies. Meet or exceed the district average on the Insight Survey.

Monitoring:

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

- Surveys of students, parents and community members
- Formative Assessments/ Qualitative Data/Walkthroughs/Observation

Person

responsible for monitoring outcome:

Gregory Basham (gregory.basham@hcps.net)

Evidence-based Strategy:

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

- Family Learning Nights (FLN) that are ELA, Math and Science focused and aligned to student grade levels. Parents attend sessions to build their capacity in helping their children at home. Students engage in learning activities to strengthen their academic skills. Parents and students will be provided with books, manipulatives, journals, and supplies to use during FLN and for home use.
- Family Learning Nights to engage parents and build their capacity to assist their students, help monitor their progress and stress the importance of increasing their ability to use the English language.
- Student learning and Projects shared during conference night
- Student led Conferences at Conference Night

Rationale for Evidence-based Strategy: Explain the rationale for

Insight Survey and other qualitative data collected through discussions with stakeholders in regards to the connection between academic learning (BEST Standards) and student goals and aspirations. Research demonstrates students are more engaged when they are involved in establishing the activities for their or are provided choice, but more importantly when they see a connection to their aspirations or goals in life. The pandemic exasperated the gap for student engagement in the middle

selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy. school and we need to do more work to help them see them connection between being in school, putting forth effort and being successful later in life.

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.

- Educate and inform entire School Community about the 5 Cambridge Attributes and how they can and will be leveraged to drive academic achievement. (Waistell, Carroll)
- Implement 7 Mindsets school wide as a driver for Social Emotional Learning (Waistell, Carroll)
- Implement 7 Habits of Highly Effective Teens to support the implementation of the 5 Cambridge Attributes (Waistell, Carroll)
- Professional Development on the 5 Cambridge Attributes (Basham, Waistell)
- Professional Development on the 7 Mindsets (Basham, Carroll)
- Schedule Parent and Family Nights/Events (Basham, Carroll)
- Consistent Communication with Families (Basham)

Person Responsible Gregory Basham (gregory.basham@hcps.net)

#3. 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.

Increase the achievement level for our Students with Disabilities meeting proficiency to 32%. We need to do more to help our students meet the expected proficiency levels set forth by the State of Florida and so they can be successful in life. This would also mean a substantial amount of our students made academic gains.

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

Increase the achievement level for our Students with Disabilities to 42%. This

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

- Assessment data, formative assessments, walkthroughs, observational data
- Surveys, Sign in sheet
- Academic Bootcamps to assess student learning and thinking

Person responsible for monitoring outcome:

Gregory Basham (gregory.basham@hcps.net)

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

- Family learning nights to help engage parents in the learning process, stress the importance, give them tips and resources for helping their students improve Literacy and own their learning
- Small Group Instruction
- Bootcamps
- Technology (One to One)
- Teacher Professional Development
- Increased family engagement and understanding of the expectations for student learning can and will lead to improved academic learning for students. BY helping parent stay informed and part of the process, they can help their student be more engaged and learn more
- Small groups or differentiating the learning to meet the students needs is one of the most effective ways to maximize instructional time and move students academically.
- Bootcamps provide a chance to do Mini-Lessons on topics where students need remediation or opportunities to accelerate student learning based on the Formative Assessments
- One to One Technology provides a chance to use Reading programs, like Achieve 3000, for students to interact with text at their specific level of learning or to work on specific skills.

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

Action Steps to Implement

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

- Schedule Parent and Family Night (Basham)
- Professional Development on Small Group Instruction
- Professional Development on Standards Based Instruction
- Analyze Data
- Schedule PLC's and Common Planning Time for Teachers
- Review Baseline and Formative Assessment Data

Person Responsible

Miriam Duran (miriam.duran@hcps.net)

#4. 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.

English Language Learners achievement is 28%. We need to increase the percentage of students meeting proficiency so they can meet standards set forth and be successful in life.

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

The number of English Language Learners meeting proficiency will increase to 33%.

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

- Assessment data, formative assessments, walkthroughs, observational data
 - Surveys, Sign in sheets,

Person responsible for monitoring outcome:

Miriam Duran (miriam.duran@hcps.net)

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

- Family learning nights to help engage parents in the learning process, stress the importance, give them tips and resources for helping their students improve Literacy and own their learning
 - Teacher Professional Development
 - Reading and Writing Bootcamps
 - Small Group Instruction
 - Technology

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

Increased family engagement and understanding of the expectations for student learning can and will lead to improved academic learning for students. BY helping parent stay informed and part of the process, they can help their student be more engaged and learn more
 - Small groups or differentiating the learning to meet the students needs is one of the most effective ways to maximize instructional time and move students academically.
 - Bootcamps provide a chance to do Mini-Lessons on topics where students need remediation or opportunities to accelerate student learning based on the Formative Assessments
 - One to One Technology provides a chance to use Reading programs, like Achieve 3000, for students to interact with text at their specific level of learning or to work on specific skills.

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.

- Schedule Parent and Family Night (Basham)
- Professional Development on Small Group Instruction
- Professional Development on Standards Based Instruction
- Analyze Data
- Schedule PLC's and Common Planning Time for Teachers
- Review Baseline and Formative Assessment Data

Person Responsible

Miriam Duran (miriam.duran@hcps.net)

#5. 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.

The number of Black students meeting Proficiency is currently only 29%. We need to be sure more of our students are meeting the Proficiency levels set forth.

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

The number of Black students meeting Proficiency will increase to 35%.

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

- Assessment data, formative assessments, walkthroughs, observational data
- Surveys, Sign in sheets,

Person responsible for monitoring outcome:

Gregory Basham (gregory.basham@hcps.net)

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

- Family learning nights to help engage parents in the learning process, stress the importance, give them tips and resources for helping their students improve Literacy and own their learning
- Teacher Professional Development
- Reading and Writing Bootcamps
- Small Group Instruction
- Technology

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

Increased family engagement and understanding of the expectations for student learning can and will lead to improved academic learning for students. BY helping parent stay informed and part of the process, they can help their student be more engaged and learn more

- Small groups or differentiating the learning to meet the students needs is one of the most effective ways to maximize instructional time and move students academically.
- Bootcamps provide a chance to do Mini-Lessons on topics where students need remediation or opportunities to accelerate student learning based on the Formative Assessments
- One to One Technology provides a chance to use Reading programs, like Achieve 3000, for students to interact with text at their specific level of learning or to work on specific skills.

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.

- Schedule Parent and Family Night (Basham)
- Professional Development on Small Group Instruction
- Professional Development on Standards Based Instruction
- Analyze Data
- Schedule PLC's and Common Planning Time for Teachers
- Review Baseline and Formative Assessment Data

Person Responsible

Gregory Basham (gregory.basham@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.

This year we began the year by spending the first couple of weeks focused on building positive rapport between teachers and students. Teachers used an "All About Me" form and/or other methods for spending time to learn about the students strengths, interests, talents and aspirations. Our plan includes leveraging our Cambridge Attributes to help students focus on learning, but also understand how these attributes can be used to build a lifetime of success (Based on Cambridge Research). We will be underpinning and supporting the integration of these Attributes with 7 Mindsets and the 7 Habits of Highly Effective Teens schoolwide. This combined with a renewed effort (Post Pandemic) to bring families and community members back on campus will help us build a stronger school community. Our over arching goals is to help students maximize their lifetime experience by leveraging their strengths, learning from failures and bolster their sense of self-efficacy.

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

Greg Basham, Principal - over sees vision, mission and implementation of improving the school culture initiative by collaborating with stakeholders and leading school wide functions designed to create a generative learning environment.

Miriam Duran - Assistant Principal - Builds the master schedule and supports stakeholders as we build a more positive and efficacious school community

Orlando Goodwin, Assistant Principal - Builds the master schedule and supports stakeholders as we build a more positive and efficacious school community

Nathania Carroll, Student Success Coach - works closely with students identified in the Early Warning System, leads 7 Mindsets Initiative and seeks/collaborates with community partners.

Thomas Waistell, Magnet Lead Teacher - works closely with students in the Cambridge Honors Institute, leads 7 Habits of Highly Effective Teens Initiative, and is instrumental in making sure we integrate the Cambridge Philosophy school wide.

Chloe Gerbec, School Counselor - works with students individually to promote growth and learning academically and emotionally.

Geanita Everett - School Counselor - works with students individually to promote growth and learning academically and emotionally.

Parent, Teacher, and Student Association - collaborates with school staff to create positive opportunities for

our school community to gather for fellowship, learning and to celebrate.

Teachers - the most important individuals in maintaining a positive learning environment. Their expectations set the tone for the work we all do.