

Hillsborough County Public Schools

Stewart Middle Magnet School



2022-23 Schoolwide Improvement Plan

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Stewart Middle Magnet School

1125 W SPRUCE ST, Tampa, FL 33607

[no web address on file]

Demographics

Principal: Baretta Wilson

Start Date for this Principal: 4/10/2005

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: B (55%) 2018-19: B (60%) 2017-18: B (60%)
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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Stewart Middle Magnet School

1125 W SPRUCE ST, Tampa, FL 33607

[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	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	86%

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Stewart Middle Magnet School is a nationally recognized NASA Explorer School focusing on Science, Technology, Engineering, and Mathematics (STEM) Education. "Going Above and Beyond" signifies our commitment to excellence and rigor. In partnership with our parents, community and teachers, we develop independent learners and creative problem solvers ready to address the challenges of the 21st century global community.

Provide the school's vision statement.

Developing independent life-time learners through explorations in Science, Technology, Engineering, and Mathematics (STEM) Education.

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
Wilson, Baretta	Principal	
Favata, Darcy	Magnet Coordinator	
Rocca, David	Reading Coach	
McNamara, Anne Marie	Teacher, ESE	

Demographic Information

Principal start date

Sunday 4/10/2005, Baretta Wilson

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.*

3

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.*

12

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

830

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

13

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

11

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	340	212	259	0	0	0	0	811
Attendance below 90 percent	0	0	0	0	0	0	8	8	8	0	0	0	0	24
One or more suspensions	0	0	0	0	0	0	86	115	113	0	0	0	0	314
Course failure in ELA	0	0	0	0	0	0	2	7	15	0	0	0	0	24
Course failure in Math	0	0	0	0	0	0	1	2	22	0	0	0	0	25
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	89	55	76	0	0	0	0	220
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	84	72	93	0	0	0	0	249
Number of students with a substantial reading deficiency	0	0	0	0	0	0	89	55	76	0	0	0	0	220

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	19	20	27	0	0	0	0	66

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	28	10	15	0	0	0	0	53
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

Thursday 9/22/2022

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	256	267	276	0	0	0	0	799
Attendance below 90 percent	0	0	0	0	0	0	52	67	76	0	0	0	0	195
One or more suspensions	0	0	0	0	0	0	29	38	39	0	0	0	0	106
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	67	40	64	0	0	0	0	171
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	78	58	68	0	0	0	0	204
Number of students with a substantial reading deficiency	0	0	0	0	0	0	6	4	6	0	0	0	0	16

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	11	21	14	0	0	0	0	46

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	1	4	1	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	11	15	8	0	0	0	0	34

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	256	267	276	0	0	0	0	799
Attendance below 90 percent	0	0	0	0	0	0	52	67	76	0	0	0	0	195
One or more suspensions	0	0	0	0	0	0	29	38	39	0	0	0	0	106
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	67	40	64	0	0	0	0	171
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	78	58	68	0	0	0	0	204
Number of students with a substantial reading deficiency	0	0	0	0	0	0	6	4	6	0	0	0	0	16

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	11	21	14	0	0	0	0	46

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	1	4	1	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	11	15	8	0	0	0	0	34

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	49%	50%	50%				62%	51%	54%
ELA Learning Gains	46%						59%	52%	54%
ELA Lowest 25th Percentile	35%						43%	47%	47%
Math Achievement	48%	36%	36%				62%	55%	58%
Math Learning Gains	54%						59%	57%	57%
Math Lowest 25th Percentile	54%						44%	52%	51%
Science Achievement	42%	52%	53%				58%	47%	51%
Social Studies Achievement	76%	58%	58%				71%	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	58%	53%	5%	54%	4%
Cohort Comparison						
07	2022					
	2019	62%	54%	8%	52%	10%
Cohort Comparison		-58%				
08	2022					
	2019	64%	53%	11%	56%	8%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	43%	49%	-6%	55%	-12%
Cohort Comparison						
07	2022					
	2019	68%	62%	6%	54%	14%
Cohort Comparison		-43%				
08	2022					
	2019	26%	31%	-5%	46%	-20%
Cohort Comparison		-68%				

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	58%	47%	11%	48%	10%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	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	93%	63%	30%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	57%	37%	57%	37%

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	16	36	33	18	35	44	9	33			
ELL	36	43	50	45	57	71	24	68	83		
ASN	86	79		71	79						
BLK	38	42	31	33	48	46	24	69	88		
HSP	50	46	39	52	57	61	44	73	84		
MUL	49	47	38	49	47		46	70	92		
WHT	75	53		72	58		83	97	96		
FRL	42	42	35	41	51	52	34	72	83		
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	11	22	18	7	15	20	9	41			
ELL	43	45	43	31	31	48	28	60	71		
ASN	100			82							
BLK	34	38	29	22	28	31	29	49	71		
HSP	55	48	34	42	29	35	47	65	70		
MUL	67	65		58	56	55	80	69	90		
WHT	79	70		72	53		80	88	91		
FRL	45	44	32	32	29	32	38	57	69		
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	23	36	29	23	39	33	19	34			
ELL	42	50	41	44	53	50	39	45	75		
ASN	96	79		92	79		93		84		
BLK	42	51	39	43	51	38	32	55	72		
HSP	64	59	49	63	57	51	59	72	81		
MUL	81	62		80	63		73	76	84		
WHT	81	68	47	84	71	48	83	93	95		
FRL	53	54	42	52	54	41	48	64	76		

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	55
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	56
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	10
Percent Tested	99%
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	53
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	79
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	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	57
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	55
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	76
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	51
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?

Every subject area showed an increase in achievement and gains except for ELA. Science also displayed a decrease in achievement, although not as significant as ELA. Math noted significant increases in Achievement, Gains, and the Bottom Quartile, and Social Studies detailed significant growth in Achievement as well. The only subgroup that is underperforming is SWD where 28% of students showed achievement. Although we have increased our achievement (for the most part) over the past 3 years, we underperform the district except with our Social Studies Achievement, Lower 25th Percentile in Math, and our Acceleration Points.

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

ELA needs improvement in Achievement, Gains, and the Lower 25th Percentile. We need to focus on the gains of the lower 25th percentile of SWD students and on the Achievement of Science students.

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

Due to the teacher shortage, absences from sickness by students and teacher, and the delayed maturation of the students, the gains did not meet expectations for ELA, SWD, or Science. Focusing on ELA strategies, culture & climate, and instructional practice as it relates to coaching will provide support for areas needing improvement.

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

The most improvement was noted in Math Achievement, Gains, and the Lower 25th Quartile. Civics EOC scores and our Acceleration Points also showed marked increases.

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

Maintaining consistent teacher retention, a structured curriculum with supports, and early interventions supported the Math and Acceleration Points scores, while early interventions and additional curriculum supports and teacher collaboration supported the Social Studies scores.

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

To accelerate learning, we will have to find and target students needing support or intervention sooner and provide various strategies to ensure their support is specific to the student need. Course changes, consistent progress monitoring, data analysis, ELP, and tutoring will be offered.

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

PD will focus on aligning content to grade level standards, providing feedback, progress monitoring, data analysis training, and the integration of ELA strategies across all subject areas.

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

PLCs twice a month along with faculty trainings and faculty meetings will keep PD information fresh and in practice. Maintaining a structured PD calendar along with support from administration, instructional coaches, and student services will ensure information from PDs is being maintained with fidelity so it becomes common practice and not just something new to learn or do.

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 ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on 2021-22 school year scores for achievement, gains, and the lower 25th, we are deficient when comparing to the district and state. We also decreased in these areas from previous school years. Our beginning of the year (22-23) screening, showed that students consistently missed questions about research, so the vocabulary and process of research will be focused. Students monitor their own progress.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Increase ELA Achievement score to 55 for the 2022-23 Spring Assessment</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Screening Diagnostic (FAST), Benchmark assessment (MGH), Instruction and imbedded formative, Review/Reteach then End-of unit assessment, Progress monitoring through McGraw-Hill, Tutoring and ELP before, during, and after school for students who are close, approaching, and bump students in FAST data, Modeling best practices for new teachers and teachers needing support, Support teachers in need as observed during walk-throughs, Create reading team to increase reading for enjoyment, Walkthroughs for curriculum pacing check, alignments with standards, culture of learning, rigorous content, academic ownership, and demonstration of learning, Data analysis of summative and formative assessments</p>
Person responsible for monitoring outcome:	<p>Baretta Wilson (baretta.wilson@hcps.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>We are using John Hattie's book on Visible Learning combined with the district's new rubric and Four Principles of Excellent Instruction as the premise for our walk-throughs. Observers use a checklist or Microsoft Form to answer prompts about the classroom being observed so observers can share the data with the instructor to better their practice. Data collected is gathered and used to design professional developments for areas of need.</p>

**for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting this
specific
strategy.**

**Describe the
resources/
criteria used
for selecting
this strategy.**

John Hattie's Visible Learning denotes strategies that generate the most metacognitive response. The higher the metacognition, the higher the outcome in achievement and gains. The new district rubric promotes a culture of learning and academic ownership, both of which are elements of the district's four principles of excellent instruction. To not confuse instructors as to the expectations of each tool, they were combined to form one walkthrough instrument that would serve as one observation tool for walk-ins.

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.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to specifically related to building relationships**Area of Focus****Description and Rationale:**

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

- Spring 2022 Panorama Survey showed we went down in self-efficacy (39) and growth mindset (52)
- Insight data showed our lowest category was learning environment (4.3)
- 56% of referrals disrupt whole group or individual learning
- 50% of referrals were peer interaction/attention motivated
- 91% attendance rate

Measurable Outcome:

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

- Fall 2022 Panorama Survey will increase to 50% for self-efficacy
- Fall 2022 Panorama Survey will increase to 60% for growth mindset
- Insight data will show an increase in learning environment to 5.0
- Decrease referrals that cause a disruption to whole group or individual learning to 40%
- Percent of referrals that were peer interaction/attention motivated will decrease to 40%
- Increase in attendance rate to 95%

Monitoring:

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

- Maintain fidelity to positive behavior recognition system
- Be proactive instead of reactive to behaviors
- Provide support in classrooms needing classroom management strategies
- The above will be done to decrease referrals and increase self-efficacy

Person responsible for monitoring outcome:

Baretta Wilson (baretta.wilson@hcps.net)

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

- MTSS, RtI, CST meetings focusing on academics, behavior, and curriculum
- Behavior contracts, Check-in/out, Mentor/Mentee Programs as identified by Tier 2 and Tier 3 data
- Character GPS targeting character education
- Girl's Group providing character education to select female students who have displayed at-risk behavior
- Attendance Incentive during lunches (popcorn/gift card drawing/HR winners)
- Student Council meetings and activities
- Student of the Week/Month
- Positive behavior reward system
- Tier 1 Chart training and displays
- Walk-throughs to determine Tier 1 fidelity
- Behavior Matrix Flow Chart to aid with interventions

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

Several of the items in our plan are evidence-based to promote self-efficacy, improve behavior/academics, improve attendance, and improve relationships. Criteria we used for choosing these items was based on previous years' results (that were better) and what those school years had that last year didn't. We also observed other schools who were facing the same problems, observed what systems they had in place, and modified those systems to implement here.

**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.

No action steps were entered for this area of focus

#3. 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.	<p>Best practices, as a whole, need to be addressed in order to acknowledge our deficiencies in ELA, attendance, behavior/discipline, and culture & environment. Instructional Coaching and Professional Learning aim to provide structure and common practice that will serve as the foundation for improved achievement, gains, attendance, behavior/discipline, and culture & environment.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Increase ELA achievement score to 55 2023 Math Achievement increase to 53% level 3 proficiency. 2023 Acceleration Points increase to 95% level 3 proficiency. 2023 Science Achievement increase to 55% level 3 proficiency 85 % Proficiency in Civics Fall Panorama Survey will increase to 50% for self-efficacy Fall Panorama Survey will increase to 60% for growth mindset Insight data will show an increase in learning environment to 5.0 Decrease referrals that cause a disruption to whole group or individual learning to 40% Percent of referrals that were peer interaction/attention motivated will decrease to 40% Increase in attendance rate to 95%</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Administration to conduct 5 daily walkthroughs Walk-through instrument developed as a combination of new rubric with Visible Learning/Four Principles of Excellent Instruction Feedback offered daily to teachers who were observed Feedback gathered to generate ongoing professional development noted from needs observed from the walkthroughs Ongoing progress monitoring and data analysis in every classroom utilizing district and school provided systems PD offered monthly as a whole group, and bi-weekly in PLCs to share common assessments and model/implement best strategies Maintain fidelity to positive behavior recognition system Be proactive instead of reactive to behaviors Provide support in classrooms needing classroom management strategies</p>
Person responsible for monitoring outcome:	<p>Baretta Wilson (baretta.wilson@hcps.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>John Hattie's Visible Learning, Four Principles of Excellent Instruction, Hillsborough County Public Schools Evaluation Rubric, Instructional Coaching</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this	<p>John Hattie's Visible Learning denotes strategies that generate the most metacognitive response. The higher the metacognition, the higher the outcome in achievement and gains. The new district rubric promotes a culture of learning and academic ownership, both of which are elements of the district's Four Principles of</p>

specific strategy.

Describe the resources/criteria used for selecting this strategy.

Excellent Instruction. Instructional Coaching and PDs will be given based off of a needs analysis of data observed from walk-throughs.

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.

No action steps were entered for this area of focus

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.

- Maintain fidelity to positive behavior recognition system
- Be proactive instead of reactive to behaviors
- Provide support in classrooms needing classroom management strategies
- MTSS, Rtl, CST meetings focusing on academics, behavior, and curriculum
- Behavior contracts, Check-in/out, Mentor/Mentee Programs as identified by Tier 2 and Tier 3 data
- Character GPS targeting character education
- Girl's Group providing character education to select female students who have displayed at-risk behavior
- Attendance Incentive during lunches (popcorn/gift card drawing/HR winners)
- Student Council meetings and activities
- Student of the Week/Month
- Positive behavior reward system
- Tier 1 Chart training and displays
- Walk-throughs to determine Tier 1 fidelity
- Behavior Matrix Flow Chart to aid with interventions

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

All of the below will conduct walk-throughs, PDs, and provide pieces to the culture and environment whole:

Dr. Baretta Wilson, Principal, SAC Member

Dr. Susan Weiss, Assistant Principal

Alexander Samaras, Assistant Principal

Heather McConnell, Rtl Teacher Leader, MTSS, CST, PBIS, Tier 1-3 Rtl, Student Recognition

David Rocca, Reading Coach, SAC Chair, Teacher Recognition

Unique Vernon, Social Worker, MTSS, CST, PBIS, Girl's Group, Attendance, Student Recognition

Dr. Darcy Favata, Magnet Lead, SAC Chair, Student Council Sponsor

Debra Bermudez, School Counselor, Mentor/Mentee Program
Veronica Sutton, School Counselor, Mentor/Mentee Program
Dr. Andre Grant, AVID Coordinator, Character GPS, Men's Group
Tamara Wohlwend, School Psychologist, MTSS, CST
Carly Deegan, Speech Pathologist, MTSS, CST
AnneMarie McNamara, ESE Specialist, MTSS, CST, Mentor/Mentee, NJHS Sponsor

Students and Families will implement behavior and magnet contracts given to them at the beginning of the school year. Violations of the contract will necessitate interventions by the above mentioned personnel.

Lynn McDaniel (former Magnet Lead) and Andrea White (business partner) will serve on SAC. Lynn McDaniel will also sponsor our John Glenn Top Gun Academy and create and retain partnerships with NASA as they are a business partner as well. USF, the Florida Space Grant Consortium, the Center for the Advancement of Science in Space (CASIS) will all partner with the Stewart STEM Boosters Club to create a digital library of materials from the ISSNL. The partnership will also provide a summer STEM camp.

The PTSA in conjunction with the Rtl Lead will provide student reward and recognition system.

Mitre, the Air Force Association, and Peterbrooke Chocolatier will also serve as business partners.