Williams Middle Magnet School

2022-23 Schoolwide Improvement Plan

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Williams Middle Magnet School

5020 N 47TH ST, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Dante Jones

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (76%) 2018-19: A (80%) 2017-18: A (77%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	47%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We encourage students to aspire to engage in academic rigor as they pursue knowledge and skills to be lifelong learners. Students aspire to achieve balance between educational excellence and personal strengths and interests. The Williams community supports the development of responsible open-minded students who, as members of the global community, appreciate the diversity of the world in which they live.

Provide the school's vision statement.

Williams IB Middle Years Programme aims to provide a challenging international education that empowers students to become knowledgeable, caring and engaged global scholars who make positive contributions to the world around them

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
Blackwood-Green, Shellie	Principal	The Principal directs and coordinates educational, administrative, and counseling activities of a middle or a career center public school site. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards.
Coulsey, Kalena	Teacher, K-12	The Department Head-Sr./Subject Area Leader is responsible for content area leadership in collaboration with site-based administrators and content supervisors.
Cotton, Claire	Teacher, K-12	The Department Head-Sr./Subject Area Leader is responsible for content area leadership in collaboration with site-based administrators and content supervisors.
Menendez, Stacy	Teacher, K-12	The Department Head-Sr./Subject Area Leader is responsible for content area leadership in collaboration with site-based administrators and content supervisors.
Dutzar, Monica	Teacher, K-12	The Department Head-Sr./Subject Area Leader is responsible for content area leadership in collaboration with site-based administrators and content supervisors.
Weedon-Zimmerman, Michelle	Magnet Coordinator	The Teacher, Magnet Lead, will coordinate site-based magnet program activities, integrate each magnet program's theme into curricula, explore partnerships to enhance each magnet program's educational offerings, and market the magnet program to potential families and the community.
Hayes, Anne	Teacher, K-12	The Secondary Teacher (grades 6-12) is responsible for the instruction of designated content area(s)/course(s) in a classroom setting within a secondary school.
Crawford, Kinsey	Assistant Principal	The Assistant Principal 1, Middle, will assist with the instructional, administrative, and operational leadership of a middle school.

Demographic Information

Principal start date
Sunday 7/1/2018, Dante Jones

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.*
4

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.*
19

Total number of teacher positions allocated to the school
48

Total number of students enrolled at the school
833

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

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	307	260	266	0	0	0	0	833
Attendance below 90 percent	0	0	0	0	0	0	31	29	27	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	8	23	31	0	0	0	0	62
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	9	6	11	0	0	0	0	26
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	17	44	6	0	0	0	0	67
Number of students with a substantial reading deficiency	0	0	0	0	0	0	20	20	17	0	0	0	0	57
	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	4	3	6	0	0	0	0	13

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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

Wednesday 8/31/2022

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	308	277	244	0	0	0	0	829
Attendance below 90 percent	0	0	0	0	0	0	50	36	43	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	13	17	6	0	0	0	0	36
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	14	25	7	0	0	0	0	46
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	29	4	0	0	0	0	61
Number of students with a substantial reading deficiency	0	0	0	0	0	0	31	16	19	0	0	0	0	66

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	5	2	1	0	0	0	0	8

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	308	277	244	0	0	0	0	829
Attendance below 90 percent	0	0	0	0	0	0	50	36	43	0	0	0	0	129
One or more suspensions	0	0	0	0	0	0	13	17	6	0	0	0	0	36
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	14	25	7	0	0	0	0	46
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	28	29	4	0	0	0	0	61
Number of students with a substantial reading deficiency	0	0	0	0	0	0	31	16	19	0	0	0	0	66

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	5	2	1	0	0	0	0	8

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	80%	50%	50%				83%	51%	54%
ELA Learning Gains	66%						68%	52%	54%
ELA Lowest 25th Percentile	53%						66%	47%	47%
Math Achievement	80%	36%	36%				87%	55%	58%
Math Learning Gains	76%						75%	57%	57%
Math Lowest 25th Percentile	65%						70%	52%	51%
Science Achievement	70%	52%	53%				79%	47%	51%
Social Studies Achievement	95%	58%	58%				94%	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	80%	53%	27%	54%	26%
Cohort Comparison						
07	2022					
	2019	88%	54%	34%	52%	36%
Cohort Comparison		-80%				
08	2022					
	2019	82%	53%	29%	56%	26%
Cohort Comparison		-88%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	83%	49%	34%	55%	28%
Cohort Comparison						
07	2022					
	2019	91%	62%	29%	54%	37%
Cohort Comparison		-83%				
08	2022					
	2019	44%	31%	13%	46%	-2%
Cohort Comparison		-91%				

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	80%	47%	33%	48%	32%
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	94%	67%	27%	71%	23%

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	95%	63%	32%	61%	34%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	57%	41%	57%	41%

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	51	53	23	42	40	35	35	60			
ELL	79	66	57	76	78	59	42	97	96		
ASN	97	76	94	97	91	83	96	100	100		
BLK	61	57	50	57	60	58	48	89	89		
HSP	73	58	42	76	74	64	69	90	95		
MUL	77	54	46	79	74	62	70	92	100		
WHT	91	76	61	94	80	86	76	100	98		
FRL	64	58	50	62	64	61	55	87	90		
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	49	56	27	49	59	45		53			
ELL	78	81	74	67	60	50	60	74			

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ASN	96	84	75	96	78	58	90	100	94		
BLK	59	55	37	52	47	49	50	79	52		
HSP	78	70	59	69	57	42	63	79	77		
MUL	79	72		76	59	40	81		82		
WHT	89	76	59	87	63	56	89	95	82		
FRL	67	63	46	57	48	44	59	79	61		
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	68	74	67	55	64	72		91			
ELL	54	63	63	59	69	60		100			
ASN	93	72	65	98	83	78	90	97	99		
BLK	70	61	62	79	69	69	62	88	91		
HSP	81	66	60	82	74	68	72	96	95		
MUL	93	70	73	88	73	62	94	100	89		
WHT	92	77	86	93	79	84	91	98	96		
FRL	72	65	66	76	67	70	62	88	91		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	682
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	72
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	93
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	63
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	71
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	73
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	85
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	66
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?

Williams scored above the district and the state in every subject area and grade level measured, which is typical of our school. Comparing scores from this year to last year, there is a generally positive trend of increased achievement in all areas, with the exception of drops in ELA learning gains and science achievement. Most notably, there were significant gains for students in our lowest quartile in both ELA and math, with the larger gain in math.

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

The data components with the greatest need of improvement are ELA learning gains and science achievement. There was a 5-point drop in ELA learning gains and a 2-point drop in science achievement. Additionally, on the FSA math test, 44% of our 7th graders scored at a Level 1. Within our bottom quartile students, two subgroups, SWD and ELL, experienced achievement drops in ELA scores (dropping 4 and 17 points respectively). SWD also dropped 10 points in math achievement.

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

ELA learning gains are difficult to assess, because they represent a combination of reading and writing assessment scores. Of the two, writing counts the most because it is by far the more difficult of the two skills. The reason for what appears to be a high percentage of students in 7th grade scoring at a Level 1 in math is because the actual number of students enrolled in the regular math course was very small - 36. That number represents approximately one-tenth of our population of 7th graders; the majority of them are enrolled in advanced and high school credit level math courses. However, that large a percentage of Level 1 scores within any group is cause for concern and action.

New actions taking place this year are daily individual and small group tutoring sessions taking place in all subject areas during our new extended lunch periods. Students who know they need help are able to volunteer for assistance, but we can also target specific students who fall into one of the groups of concern based upon last year's test data, as well as this year's fall progress monitoring test scores.

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

The areas that showed the most improvement were gains in ELA and math for students in the lower quartile, which was one of the goals in last year's SIP. Others were very impressive learning gains in math - 15 points, and an increase in social studies achievement (specifically based upon civics EOC scores) of 8 points.

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

We are blessed with the fact that the vast majority of our student body is made up of highly motivated scholars, who are supported by involved and encouraging families and some of the most talented teachers, administrators, and staff in Hillsborough County. The teachers in the math and civics departments have remained consistent, with little to no turnover in either department, for the past few years. The math department teachers, in particular, are to be commended for offering numerous opportunities for after school tutoring for our students - at no cost to parents/guardians. Now that we have the daily sessions available during the extended lunch period, these opportunities have been extended to all departments, daily, during the school day.

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

We need to be very data-oriented and aware of which students need assistance, based upon all data available to us, including, but not limited to: last spring's standardized test scores, this year's progress monitoring assessment scores, IB assessments (one of our Areas of Focus this year), formative assessments, teacher and parent observations, etc. Once we are in possession of these data, we need to share and dissect them in our Professional Learning Communities, IEP meetings, parent conferences, and in any other venue necessary to ensure we are working together to develop plans for student success. One of these plans is the implementation of the teacher-led small group instruction model, which is another of our Areas of Focus for this year.

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.

We will have ongoing professional development in IB assessments and the teacher-led small group instructional model throughout the year. The professional development will be supported by classroom visits and observations made by our administrators.

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

The Williams family take a great deal of pride in being one of the top schools in Hillsborough County. This pride, coupled with a love for our students and a strong work ethic, goes a long way in ensuring sustainability in the next year and beyond. Additionally, we are an International Baccalaureate Middle Years Programme School, and as such are expected to meet extremely rigorous standards of curricula and instruction in order to remain so. We are a constantly self-improving system, dedicated to the success of our students.

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.	Our school is an International Baccalaureate (IB) Middle Years Programme, and as such undergoes regular assessments performed by IB MYP experts. At the end of each assessment, which is quite comprehensive and takes several days, the school receives a report that outlines areas of strength as well as areas that need improvement. One area of improvement identified for Williams was the consistency in our use of the IB MYP assessment process. As defined by IB, the IB MYP school-based assessment is defined this way, "MYP assessment focuses on tasks created and marked by classroom teachers who are well-equipped to make judgments about student achievement. These tasks are rigorous and embrace a variety of assessment strategies. MYP teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme." The evidence-based strategy being implemented for this Area of Focus is the IB Middle Years Programme (MYP) assessment rubrics. MYP rubrics are generic and describe holistic judgments of each student's performance. Teachers use MYP rubrics to assess the prescribed subject-group objectives, but teachers must create task-specific clarifications that specify how the objective strand(s) will be assessed in the context of the summative task. Questions teachers must consider include: What will the student produce or demonstrate at each achievement level? What evidence will determine a student's achievement level?
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the next IB programmatic review, we will have improved our implementation of the IB assessment process with enough fidelity to move our school-based IB assessment process from "Area in Need of Improvement" to one that has shown marked improvement and can be classified as satisfactory.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our IB Lead Teacher will work with teachers individually and in their subject area professional learning communities (PLC's) to ensure they and their subject area leaders are comfortable with the expectations and implementation of the IB assessment process.
Person responsible for monitoring outcome:	Michelle Weedon-Zimmerman (michelle.weedon-zimmerman@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	IB assessments do not result in the reporting of traditional A-F grades. The MYP identifies a set of four criteria for each subject area which guide teaching, learning, and assessment. As an IB MYP World School, we are required to report student's progress on each the four criteria using rubrics which are scaled 1-8.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	As an International Baccalaureate Middle Years Programme School, we are required to implement the IB school-based assessment process, as well as all of the other IB MYP criteria for curricula and instruction, with fidelity, or we risk losing the honor of being an IB MYP school. We selected this strategy because it supports quality instruction, student agency, and reflection upon learning. IB Resource Central provides materials, training, and support for the implementation of this strategy. These rubrics can be added to Canvas for ease of grading. We are fortunate to also have the assistance of our on-site IB Coordinator.

Action Steps to Implement

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

Provide staff development on the MYP assessment rubrics and identify staff members with experience clarifying the rubrics to meet the specific needs of different summative tasks.

Person Responsible	Kinsey Crawford (kinsey.crawford@hcps.net)

Ensure subject area leaders work with teachers in PLCs to create summative tasks and their accompanying assessment rubrics for IB units.

Person Responsible	Shellie Blackwood-Green (shellie.blackwood-green@hcps.net)

Ensure administrators and subject area leaders are visiting classrooms to look for evidence of the use of MYP assessment rubrics.

Person Responsible	Shellie Blackwood-Green (shellie.blackwood-green@hcps.net)

Ensure progress monitoring occurs across the board, with a particular emphasis on the progress of students in the bottom quartile in ELA and mathematics.

Person Responsible	Shellie Blackwood-Green (shellie.blackwood-green@hcps.net)

#2. Positive Culture and Environment specifically relating to Community Service	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Another area of improvement that was noted in our most recent IB programmatic review was the implementation of the IB Community Service Project. This project, designed for students in their third and final year of the programme (grade 8) is defined in this way by the International Baccalaureate MYP staff: "MYP students in their final year explore an area of personal interest [community service] over an extended period. It provides them the opportunity to consolidate their learning and develop important skills they'll need in both further education and life beyond the classroom. It also helps them develop confidence to become principled, lifelong learners."
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the time of the next IB MYP programmatic review, this area will be implemented with such a significant improvement in fidelity that it will no longer be an area in need of improvement but will be considered either satisfactory of above satisfactory.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Under the guidance of our IB Lead Teacher, working closely with the AVID and technology teachers as well as the eighth grade team leaders, supervising teachers chosen by students will monitor each eighth grader's implementation of the IB Community Service Project. A timeline with specific dates for check-ins will be distributed to ensure students are working at a good pace, making progress, and not procrastinating.
Person responsible for monitoring outcome:	Michelle Weedon-Zimmerman (michelle.weedon-zimmerman@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The IB MYP personal [community service] project formally assesses students' approaches to learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration. Students complete three elements: product or outcome—evidence of tangible or intangible results: what the student was aiming to achieve or create process journal—ideas, criteria, developments, challenges, plans, research, possible solutions and progress reports report—an account of the project and its impact, to a structure that follows the assessment criteria. The report includes a bibliography and evidence from the process journal that documents students' development and achievements. The report is assessed by the supervisor and externally moderated by the IB to ensure a globally consistent standard of excellence. Each project is awarded a final achievement grade.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The IB Personal/Community Service Project is an important and required component of the IB MYP. Not only is our school required to implement this with fidelity to remain an IB MYP school, engaging students in community service is an integral part of preparing them to be productive members of the global community.

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.

Create an IB Community Project committee to ensure a consistent message is delivered to 8th graders, 8th grade teachers, parents, and guardians.

Person Responsible	Michelle Weedon-Zimmerman (michelle.weedon-zimmerman@hcps.net)

Consult with Dr. Kristy Verdi and make use of her service learning organization to provide instruction and resources to students and teachers.

Person Responsible	Shellie Blackwood-Green (shellie.blackwood-green@hcps.net)

Work with AVID students to create a school-wide IB community service project, to be implemented in the 2023-2024 school year, that involves all three grade levels at our school.

Person Responsible	Anne Hayes (anne.hayes@hcps.net)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As in other IB programmes, students in the MYP are expected to develop approaches to learning skills and the attributes of the IB learner profile. The IB learner is positively challenged to think critically and to learn in a flexible environment crossing disciplinary, cultural and national boundaries. In order to facilitate this flexible learning environment, instruction must be flexible and include opportunities for differentiated instruction. This is particularly important in subject areas where heterogeneous grouping is the norm, and students with a wide variety of achievement levels, particularly in reading, are in the same classes. Our school is already extremely diverse in culture, and this diversity extends, as it does in most middle schools, to diversity in academic achievement success. Therefore, we have determined that teacher-led small groups will be one of the best instructional practices to implement to meet the movement needs of our active middle school adolescents and ensure they are all getting what they need instructionally in each class, whether that is enrichment or remediation.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will see 25% greater improvement in achievement from the beginning of the year assessments to the mid-year assessments in all subject areas for students whose teachers are implementing teacher-led small groups with fidelity at least three times a week.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Under the leadership of our assistant principal for curriculum, our subject area leaders will encourage teachers at professional learning community meetings to implement teacher-led small groups. These will also be implemented during our extended lunch periods for students who may require additional remediation or enrichment.
Person responsible for monitoring outcome:	Kinsey Crawford (kinsey.crawford@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Providing instruction to small groups of students is a tried-and-true way to differentiate and support students. In order to plan the groups effectively, data are used—whether from observations or a quiz or other formative assessment—to inform these groupings. These groupings are dynamic and should change based on timely data and feedback we gather. We need to ensure that we provide small group instruction that leverages students' funds of knowledge rather than using a deficit approach. We should also guide students to look to each other for help rather than relying on the teacher as the sole source of learning.

implemented 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.

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

Provide staff development throughout the school year on teacher-led small group instruction.

Person Responsible Shellie Blackwood-Green (shellie.blackwood-green@hcps.net)

Identify model classrooms and arrange class coverage so teachers can observe teacher-led small group instruction in action.

Person Responsible Kinsey Crawford (kinsey.crawford@hcps.net)

Ensure subject area leaders and administrators are encouraging and supporting teachers to implement teacher-led small group instruction by devoting time in PLCs to discussion of progress and making positive comments when "catching" teachers in the act of this instructional model when making classroom observations.

Person Responsible [no one identified]

#4. Positive Culture and Environment specifically relating to Student Behavior	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Even though our students behavior is far better on the whole than the majority of their peers in other middle schools, some of them succumb to the impulses that are the hallmark of the adolescent years and make inappropriate choices that lead to everything from horseplay in the hallways to cyberbullying and destruction of school property (often inspired by recommendations from social media sites like Tik Tok). These behaviors are obviously unwelcome and the antithesis of the IB profile traits we are trying to instill and encourage in our students. Therefore, it is important to minimize and hopefully eliminate them. We have chosen to implement the Positive Behavior Interventions and Supports (PBIS) program, defined as "...an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and well-being. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives."
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	There will be a 50% reduction in student behavior referrals for the period of October to May (comparing last year's data to this year's data) as a result of the implementation of the PBIS program.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	After the entire school community has received professional development in PBIS, grade level team leaders will make PBIS an agenda topic at all subsequent team meetings, in order to provide a forum for support and emphasize the expectation for fidelity of implementation. Administrators will take note of PBIS implementation when making classroom visits and discuss findings with teachers. Administrators will meet with the Instructional Leadership Team at the end of each grading period to discuss disciplinary data, fidelity of implementation, and progress toward our measurable outcome.
Person responsible for monitoring outcome:	Shellie Blackwood-Green (shellie.blackwood-green@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	PBIS provides a continuum of academic, behavioral, social, and emotional support matched to students' needs. There are three tiers of support. Foundational systems across all three tiers include: A shared vision for a positive school social culture A representative leadership team that meets regularly and shares expertise in coaching, social, emotional, behavioral, academic, equity, mental health, physical health, wellness, and trauma Families are actively engaged A supportive and involved school administration

On-going access to professional development for preparing all staff to implement each tier of PBIS
Systematic collection of screening, progress-monitoring, outcome, and fidelity data
Ongoing use of data for decision making
Disaggregating data to examine equity among student subgroups

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

PBIS is evidence-based and has demonstrated its effectiveness over a number of years in a variety of settings. We especially appreciate the fact that it involves all stakeholders, including families, in ensuring Williams has the kind of positive culture and environment that fosters students' success. We are also happy there is an emphasis on examining equity among student subgroups, as we believe equity in school climate and culture for these students has a direct effect on both their academic achievement and engagement in the school.

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

Ensure the entire school community, including support staff such as bus drivers, and families are provided with staff development in PBIS.

Person Responsible
Shellie Blackwood-Green (shellie.blackwood-green@hcps.net)

Ensure grade level team leaders support classroom teachers (and are themselves supported) in the implementation of PBIS in classroom instruction. Ensure grade level team meeting agendas contain PBIS moving forward, and teams have the opportunity to discuss strategies that are working as well as those that have not been as successful.

Person Responsible
Kinsey Crawford (kinsey.crawford@hcps.net)

Administrators meet with the Instructional Leadership Team (ILT) at the end of every grading period to discuss current student disciplinary data and compare it to similar data from the same time last year to monitor progress toward reaching our measurable outcome.

Person Responsible
Shellie Blackwood-Green (shellie.blackwood-green@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.

Williams Middle Magnet School is proud to be an International Baccalaureate (IB) Middle Years Programme site. As such, social and emotional well-being is a priority of both the conceptual design of our curricular program and our way of work. The foundation of the IB program rests upon a learner-centered approach with an inquiry-driven focus, extensive collaboration among students, and involvement with the broader school and local community. With its emphasis on global contexts, the emphasis on community extends to the international community.

One of the most significant parts of the IB program, and one that strongly impacts our school's positive culture and environment, is the IB Learner Profile. Made up of ten attributes, the Learner Profile is a shared vocabulary and way of work that is introduced to students from the time they begin the IB program and remains a constant throughout their time with us. Attributes that particularly relate to well-being include: balanced, risk-taker, caring, open-minded, knowledgeable, and reflective. Remaining true to these principles fosters a safe and happy environment in which young people can learn and a welcoming place for stakeholders to visit.

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

Williams Middle Magnet School prides itself on its family atmosphere, both within our school family of students and school staff, as well as by extension to the families of our students. This year we have made some changes in our schedule to enhance this positive environment. First, we have adopted an eight period schedule, where every grade level has a full period for lunch, followed by the opportunity for meeting with teachers individually or in small groups for tutoring or enrichment activities. Each teacher's lunch period will then meet with that teacher for special "IB Mondays" at the end of each month, when the last hour of the day will be devoted to social-emotional learning activities to ensure each student feels valued and secure on our campus.

Students are recognized for making positive choices that adhere to the IB Learner Profile traits by teachers who complete "Positive Referrals," which are read aloud during morning and afternoon announcements and followed up by a treat. Each grade level plans positive behavior incentives at the end of each grading period to reward students who have maintained appropriate conduct in all of their classes.

Whenever possible we host opportunities for families to visit our school for IB Open Houses and "Family Fun Nights." We also encourage them to get involved in events in the larger community, such as the Temple Terrace Public Library's annual book drive. Service is an integral part of the IB program, and students have the opportunity, beginning in sixth grade, to take part in community service events like the "Coastal Cleanup." We are expanding our service learning initiatives this year, in partnership and consultation with Dr. Kristy Verdi, an expert in presenting service learning to young people.