

Hillsborough County Public Schools

Greco Middle Magnet School



2022-23 Schoolwide Improvement Plan

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Greco Middle Magnet School

6925 E FOWLER AVE, Temple Terrace, FL 33617

[no web address on file]

Demographics

Principal: Wendy Rauld

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)	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: D (36%) 2018-19: C (42%) 2017-18: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>87%</p>

School Grades History

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

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <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.

To provide each student with a rigorous and relevant curriculum that fosters excellence in academics and cultivates community-minded, global leaders.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time.

Preparing students for global success.

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
Okegbola, David	Assistant Principal	Academic competitions, ACP, Award Ceremonies, Bel Schedules, Class coverage, 7th grade discipline referrals, dress code, ELP, ESOL Program, FTE, Gifted, High school articulation, Master schedule, progress reports, safety, schedule changes, subject area leaders, testing coordinator, textbooks and new teacher support
DouglasMorgan, Latoya	Teacher, K-12	Language Arts Subject Area Leader: Textbooks, planning with Language Arts department, facilitating PLC
Butler, Jennifer	Magnet Coordinator	Implementation of IB Program Planning and delivering Professional Development SAC chair Marketing/ Feeder schools Academic coaching for teachers
McNair, Jarem	Other	Responsible for business partners for Greco, running feeding Tampa bay food pantry, community outreach and 8th grade team leader
Lauerman, Jennifer	Teacher, K-12	Math Subject Area Leader: relaying all district communication to the math department. Ensure all teachers have access to district resources working with the district coach to support teachers.
Janssen, Taylor	Attendance/ Social Work	Helping to remove barriers to learning for our students by advocating and providing community resources that bridge the gap between home and school life.
Smith, DavidA	Teacher, K-12	Assisting teachers in the Social Studies department with curriculum and classroom needs. Assisting students with social and emotional support via mindfulness. Oversee 6th grade mentoring groups to help restore a sense of belonging as well as helping students become more self aware.
Coulbertson, Steven	Other	Promote positive relationships and decrease disproportionate suspensions among our highest need students.
Goff, James	Teacher, K-12	Science Subject Area Leader: Mentor science teachers, manage science department funds. Attend ILT, PSLT plan department PLC
Austin, Stephanie	Staffing Specialist	Support special education students, special education scheduling, compliance with special education paperwork, supporting staff with knowledge of special education accommodations, modifications and strategies.

Name	Position Title	Job Duties and Responsibilities
Wilkinson, Jeannie	Instructional Media	Supports teachers and students by providing resources, training, co-teaching along with selecting all library materials.
Romero, Alejandro	Other	Support students with academic and SEL needs and support teachers with students who are struggling with academics and behavior.
Moragne, Dionne	Other	Support students with academic and SEL needs and support teachers with students who are struggling with academics and behavior.
Rauld, Wendy	Principal	Accident reports, budgets, calendar, capital outlet requests, communications parent link, field trips, FTE, Inventory, PSLT, PTSA/ SAC, Public Relations, Safety, School rules and procedures, staff professional development, student celebrations, IB program lead, Title 1, TSSSA
Scott, Eric	Assistant Principal	Attendance, buses, child study team, communications marquee, 6th grade discipline referrals and dress code, PSLT, RTI/MTSS, ESE, Guidance counselors, Boys and Girls club, ILT, restorative practices, athletics, social emotional learning, student services, success coaches, CCEIS, Technology
PadillaGaray, Elizabeth	Assistant Principal	Articulation/ Arbitration, cafeteria personnel and procedures, CEMP, clerical and custodial, 8th grade discipline referrals and dress code, ELP grade and tutoring, equipment requests, facilities needs, fire drills, furniture request
Bellamy, Nina	School Counselor	Schedules for new students, individual and group counseling, peer conflict resolution, 504 plans initial and reviews and classroom guidance

Demographic Information

Principal start date

Tuesday 8/2/2022, Wendy Rauld

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.*

26

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.*

7

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

687

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

23

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

15

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	273	240	298	0	0	0	0	811
Attendance below 90 percent	0	0	0	0	0	0	24	53	38	0	0	0	0	115
One or more suspensions	0	0	0	0	0	0	76	136	96	0	0	0	0	308
Course failure in ELA	0	0	0	0	0	0	9	11	4	0	0	0	0	24
Course failure in Math	0	0	0	0	0	0	3	15	14	0	0	0	0	32
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	96	96	124	0	0	0	0	316
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	133	119	111	0	0	0	0	363
Number of students with a substantial reading deficiency	0	0	0	0	0	0	13	6	9	0	0	0	0	28

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	15	49	83	0	0	0	0	147

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 8/24/2022

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	286	275	330	0	0	0	0	891
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	13	12	14	0	0	0	0	39
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	100	104	78	0	0	0	0	282
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	135	126	105	0	0	0	0	366
Number of students with a substantial reading deficiency	0	0	0	0	0	0	100	104	78	0	0	0	0	282

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	0	0	0	0	0	0	0	0

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	4	0	0	0	0	0	0	4
Students retained two or more times	0	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	286	275	330	0	0	0	0	891
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	13	12	14	0	0	0	0	39
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	100	104	78	0	0	0	0	282
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	135	126	105	0	0	0	0	366
Number of students with a substantial reading deficiency	0	0	0	0	0	0	100	104	78	0	0	0	0	282

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	0	0	0	0	0	0	0	0

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	4	0	0	0	0	0	0	4
Students retained two or more times	0	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	25%	50%	50%				32%	51%	54%
ELA Learning Gains	31%						43%	52%	54%
ELA Lowest 25th Percentile	30%						47%	47%	47%
Math Achievement	20%	36%	36%				32%	55%	58%
Math Learning Gains	35%						46%	57%	57%
Math Lowest 25th Percentile	46%						44%	52%	51%
Science Achievement	20%	52%	53%				28%	47%	51%
Social Studies Achievement	43%	58%	58%				33%	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	34%	53%	-19%	54%	-20%
Cohort Comparison						
07	2022					
	2019	29%	54%	-25%	52%	-23%
Cohort Comparison		-34%				
08	2022					
	2019	27%	53%	-26%	56%	-29%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	25%	49%	-24%	55%	-30%
Cohort Comparison						
07	2022					
	2019	32%	62%	-30%	54%	-22%
Cohort Comparison		-25%				
08	2022					
	2019	16%	31%	-15%	46%	-30%
Cohort Comparison		-32%				

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	25%	47%	-22%	48%	-23%
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	32%	67%	-35%	71%	-39%
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	82%	63%	19%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	12	28	33	11	24	32	11	22			
ELL	22	21	16	20	43	48	11	50			
ASN	17			17	50						
BLK	18	29	29	15	35	44	13	29	88		
HSP	32	31	33	24	33	39	30	54	64		
MUL	33	27		21	44		10				
WHT	42	45	40	35	32	63	33	73	76		
FRL	25	32	30	19	35	47	20	41	78		
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	20	25	17	32	37	9	13			
ELL	20	34	37	20	36	59	7	38			

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	42	60		47	62						
BLK	14	22	25	14	27	42	11	28	37		
HSP	33	34	25	27	35	61	14	50			
MUL	28	24		45	53						
WHT	41	39		46	49		40	67	58		
FRL	21	27	24	21	32	45	13	37	38		
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	18	36	37	14	46	53	14	21			
ELL	9	43	57	11	50	58	3	11			
BLK	26	41	51	26	40	35	20	31	62		
HSP	31	48	37	33	53	54	31	35	91		
MUL	43	32		33	32						
WHT	44	41	43	47	54	67	45	45	70		
FRL	28	42	47	29	44	43	23	30	64		

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)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	31

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	28
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	1
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	27
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

8th grade Science scores improved by 4% and Algebra scores increased by 30%. Language arts scores stayed the same from the previous school year. There was a decrease in 7th grade math scores with 6th and 8th math staying the same.

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

7th grade math and 6-8 Language Arts. 7th grade decreased from the previous year with only 3% of students scoring a level 3 or above. 6-8 language arts has had a low percentage of students meeting proficiency over the last two years.

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

Teacher vacancies and teacher attendance, lack of standard based instruction and checks for understanding.

Hiring and retaining high quality teachers providing professional development in classroom management and effective teaching strategies.

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

Algebra and Science

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

Teacher teaching standards aligned lessons and assessments. Hands on labs and targeted tutoring groups.

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

On grade level lessons aligned to the standards incorporating assessment and feedback.

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.

Strategic Planning
Teach Like a Champion
IB Unit planning
On-going walkthroughs with feedback
Leadership development through ILT
New teachers: Coaching cycle

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

Professional Development rolled out in phases with reflection and continuous feedback. Identifying needs of teachers to ensure they are supported promoting highest student achievement.

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 Collaborative Planning

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

The instructional focus of collaborative planning is a critical need so teachers and students can see the connections between subject areas and real world applications using the IB unit planner and interdisciplinary projects.

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

We will increase the percent proficient in the following subjects areas in each grade level as measured by 2022 FSA data by the designated percent.

Language Arts 8%

Math 8%

Science 10%

Civics 5%

Algebra 20%

Learning Gains 20%

Economically Disadvantaged 5%

Students with Disabilities 5%

English Language Learners 10%

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

The IB coordinator meets with grade level and subject areas teams to complete IB unit planners. Teacher will utilize student work product and assessment data to progress monitor and evaluate student learning

**Person
responsible for
monitoring
outcome:**

Jennifer Butler (jennifer.butler@hcps.net)

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

IB unit planning to create units of inquiry for each subject area at least one per semester. They will be created in collaboration with the subject area teachers and the Middle Years Program (MYP) coordinator. The units include the central idea, formative and summative assessment, teacher questions/provocations, resources needed, learning activities, standards covered and teacher reflection. Interdisciplinary units will focus on Rain Gardens for 6th grade, Vermicomposting for 7th grade and Hydroponic gardening for 8th grade. These units incorporate math and science lessons so students can see the connections between subject areas.

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for**

The IB unit planning and statements of inquiry hold students and teachers accountable for using best practices. Students can see the connections between subject areas along with real world connections. Students will use the statement of inquiry to focus their learning while solving problems creatively and collaboratively.

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.

1. Create IB Unit plan with grade level/ subject area groups
2. Teach units in the classroom
3. Collect student work products and assessment data
4. Use products and assessment data to reflect on student learning

Person Responsible Jennifer Butler (jennifer.butler@hcps.net)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus Description and Rationale:

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

Through observation and evaluation data, there were multiple areas where teachers needed more support to deliver high quality lessons aligned to the standards.

Measurable Outcome:

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

We will increase the percent proficient in the following subjects areas in each grade level as measured by 2022 FSA data by the designated percent.

- Language Arts 8%
- Math 8%
- Science 10%
- Civics 5%
- Algebra 20%
- Learning Gains 20%
- Economically Disadvantaged 5%
- Students with Disabilities 5%
- English Language Learners 10%

Monitoring:

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

- 1st nine weeks: Standards aligned lessons on grade ;level
- 2nd nine weeks: Formative assessments
- 3rd nine weeks: Student feedback
- Admin staff will monitor weekly
- Instructional Leadership Team (ILT) Bi weekly

Person responsible for monitoring outcome:

Wendy Rauld (wendy.rauld@hcps.net)

Evidence-based Strategy:

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

Walkthrough Cycle: Observation, Timely Feedback, Coaching

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

This is an effective strategy to improve teacher practice by using the observation trends to guide professional development giving administration an accurate picture of what teaching and learning looks like across the campus.

Action Steps to Implement

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

1. Tiered Teachers based on evaluation data
2. Administration assigned to specific teachers
3. Teacher created look fors
4. Observations
5. Specific Feedback
6. Professional Development
7. Admin meets weekly to discuss trends and specific teacher needs
8. Meet with IB coordinator to plan and develop PD

Person Responsible

Wendy Rauld (wendy.rauld@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.

Greco builds a positive school culture ensuring all stakeholders are involved through Positive Behavior Interventions and Support (PBIS), an evidence-based, three tiered framework to improve and integrate all of the data, systems and practices affecting student outcomes everyday. Through the three tiered levels of support the staff works to establish a foundation of regular, proactive support while preventing unwanted behaviors, supporting students who are at risk for developing more serious behaviors before those behaviors start. Students in need receive more intensive, individualized support to improve their behavioral and academic outcomes. Restorative Practices are utilized to address student behavior taking away from teaching and learning while strengthening the relationship positive relationships between staff and students. The goal is to reduce, prevent and improve adverse behaviors, repair and restore relationships and resolve conflict while holding individuals and groups accountable. Through social emotional learning, students will learn to better manage emotions, establish positive relationships and make responsible decisions and handle challenging situations appropriately. Greco students receive Cub Bucks from school staff when exhibiting positive behaviors. Students can spend their bucks in the school store and participate in school wide incentives. Our goal is to give the students the tools they need to focus on academic achievement by supporting every students social emotional needs by providing a detailed structure to address behaviors keeping students in class and celebrating positive behaviors

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

Jerem McNair, Community Resource Coordinator in heading the implementation the Ron Clark house system to celebrate positive student behavior using the Ron Clark App. Teachers and students can earn points for his/her house and participate in house celebrations, competitions along with giving back to the school and community. As the community resource coordinator, she will use the problem solving cycle and needs assessment to identify areas in need of improvement and how community stakeholders can be a part of improving the culture and environment at Greco.

Alejandro Romero, Success Coach

Dionne Moragne, Success Coach

Jennifer Butler, International Baccalaureate (IB) coordinator: Coordinates the IB program in campus so all student access to the interdisciplinary units, cross curricular projects and assessment strategies. The IB learner profile traits are highlighted each month and discussed in classes. The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

Brooke Carlton, Culture Coach and Steven Coulbertson, Comprehensive Coordinated Early Intervention Services (CCEIS) lead: Lead the school in restorative practice. The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This

is accomplished through building relationships, developing community, repairing harm and restoring relationships.

Cheri Donahue, PTA Member: Works with the school leadership team to identify school needs. PTA provides grants to teachers to for class supplies and projects.