

Hillsborough County Public Schools

# Sligh Middle School



## 2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Sligh Middle School

2011 E SLIGH AVE, Tampa, FL 33610

[ no web address on file ]

## Demographics

Principal: Angela Brown

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: D (40%) 2018-19: C (45%) 2017-18: D (37%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	SIG Cohort 3
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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.

---

**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Sligh Middle School

2011 E SLIGH AVE, Tampa, FL 33610

[ 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	92%

### School Grades History

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

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 an educational community for students to become Positive, Respectful, Innovators, Determined for Excellence (P.R.I.D.E)!

#### **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.

With that in mind, we have developed the following Vision for our school:  
Creating a Culture of Excellence to ensure student 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
Jones, Anthony	Principal	The Principal is responsible for the instructional direction and vision of the school, which includes all programs and initiatives. The Principal will provide a common vision for the use of data-based decision-making; shape a vision of academic success for all students; create a climate conducive to education; cultivate leadership in others; manage staff; review data and action plans; as well as improve school leadership.
Robinson, Ebony	Teacher, ESE	The SAC chair is responsible for ensuring that information is provided to parents and community stakeholders. The SAC chair also assists school leaders with items relating to the implementation of the provisions of the School Improvement Plan (SIP).
Herring, Jessica	Assistant Principal	Assistant Principal is responsible for supporting the vision and instructional goals established, supporting teachers, participating in community/parent outreach, directly supervising and evaluating teachers and effective instruction, and all other duties assigned by the Principal. Primary responsibility is the supervision, discipline, and monitoring of students. The Assistant Principal, under the direction of the Principal, implements and enforces school board policies, administrative rules, and regulations. In the absence of the Principal, the Assistant Principal(s) shall assume the duties and responsibilities of the Principal. The Assistant Principal(s) will work cooperatively with the District, support district-wide goals and initiatives, and be held directly accountable to the Principal.
Williams, Kaneshia	Assistant Principal	Assistant Principal is responsible for supporting the vision and instructional goals established, supporting teachers, participating in community/parent outreach, directly supervising and evaluating teachers and effective instruction, and all other duties assigned by the Principal. Primary responsibility is the supervision, discipline, and monitoring of students. The Assistant Principal, under the direction of the Principal, implements and enforces school board policies, administrative rules, and regulations. In the absence of the Principal, the Assistant Principal(s) shall assume the duties and responsibilities of the Principal. The Assistant Principal(s) will work cooperatively with the District, support district-wide goals and initiatives, and be held directly accountable to the Principal.
Meeks, Jarvis	Instructional Coach	The instructional coach meets monthly with department chairs to support the vision and instructional goals established by the Principal. Members will also support classroom teachers, participate in staff development, and assist in all areas requests and duties assigned by the Principal.
Blair, Courtney	Instructional Coach	The instructional coach meets monthly with department chairs to support the vision and instructional goals established by the Principal. Members will also support classroom teachers, participate in staff development, and assist in all areas requests and duties assigned by the Principal.



Name	Position Title	Job Duties and Responsibilities
Davis, Marcus	Instructional Coach	The instructional coach meets monthly with department chairs to support the vision and instructional goals established by the Principal. Members will also support classroom teachers, participate in staff development, and assist in all areas requests and duties assigned by the Principal.
Johnson, Nikole	Instructional Coach	The instructional coach meets monthly with department chairs to support the vision and instructional goals established by the Principal. Members will also support classroom teachers, participate in staff development, and assist in all areas requests and duties assigned by the Principal.
Johnson, Vanessa	Instructional Coach	The instructional coach meets monthly with department chairs to support the vision and instructional goals established by the Principal. Members will also support classroom teachers, participate in staff development, and assist in all areas requests and duties assigned by the Principal.

## Demographic Information

### Principal start date

Sunday 7/1/2018, Angela Brown

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

### Total number of teacher positions allocated to the school

45

### Total number of students enrolled at the school

603

**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	182	176	189	0	0	0	0	547	
Attendance below 90 percent	0	0	0	0	0	0	67	49	77	0	0	0	0	193	
One or more suspensions	0	0	0	0	0	0	16	46	70	0	0	0	0	132	
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	73	78	101	0	0	0	0	252	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	100	79	94	0	0	0	0	273	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	21	16	23	0	0	0	0	60	

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	24	62	40	0	0	0	0	126

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	1	13	3	0	0	0	0	17	
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 7/21/2022

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	200	180	196	0	0	0	0	576
Attendance below 90 percent	0	0	0	0	0	0	46	37	38	0	0	0	0	121
One or more suspensions	0	0	0	0	0	0	12	16	23	0	0	0	0	51
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	56	59	69	0	0	0	0	184
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	70	73	75	0	0	0	0	218
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	6	5	14	0	0	0	0	25

**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	1	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	55	40	50	0	0	0	0	145

**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	200	180	196	0	0	0	0	576
Attendance below 90 percent	0	0	0	0	0	0	46	37	38	0	0	0	0	121
One or more suspensions	0	0	0	0	0	0	12	16	23	0	0	0	0	51
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	56	59	69	0	0	0	0	184
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	70	73	75	0	0	0	0	218
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	6	5	14	0	0	0	0	25

**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	1	0	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	55	40	50	0	0	0	0	145	

**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	24%	50%	50%				32%	51%	54%
ELA Learning Gains	35%						45%	52%	54%
ELA Lowest 25th Percentile	35%						38%	47%	47%
Math Achievement	24%	36%	36%				31%	55%	58%
Math Learning Gains	42%						50%	57%	57%
Math Lowest 25th Percentile	54%						53%	52%	51%
Science Achievement	27%	52%	53%				27%	47%	51%
Social Studies Achievement	45%	58%	58%				52%	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	37%	53%	-16%	54%	-17%
Cohort Comparison						
07	2022					
	2019	34%	54%	-20%	52%	-18%
Cohort Comparison		-37%				
08	2022					
	2019	26%	53%	-27%	56%	-30%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	23%	49%	-26%	55%	-32%
Cohort Comparison						
07	2022					
	2019	36%	62%	-26%	54%	-18%
Cohort Comparison		-23%				
08	2022					
	2019	13%	31%	-18%	46%	-33%
Cohort Comparison		-36%				

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	24%	47%	-23%	48%	-24%
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	51%	67%	-16%	71%	-20%
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	81%	63%	18%	61%	20%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	57%	-57%

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD		16	28	3	21	35	5	6			
ELL	19	39	48	20	44	60	38	46			
BLK	15	29	27	15	39	50	18	33	83		
HSP	39	42	50	42	51	64	43	61	70		
MUL	40			30							
WHT	32	37		24	34		36				
FRL	24	36	35	23	41	53	26	44	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
SWD	3	19	22	6	33	50	4	17			
ELL	24	43	42	19	28	44	15	48			
BLK	14	20	25	11	31	60	9	35	52		
HSP	37	43	39	25	28	44	33	53	71		
MUL	27	18		20	20						
WHT	35	31		37	41		46	60			
FRL	23	28	26	17	30	52	18	42	64		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	32	31	13	51	53	17	25			
ELL	25	38	35	21	48	48	25	46			
BLK	22	41	39	25	48	51	19	45	59		
HSP	52	54	37	43	54	52	40	57	82		
MUL	67	67		53	55			70			
WHT	59	53		54	60		42	67			
FRL	30	45	38	30	50	53	26	51	71		

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	14
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	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
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	50
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	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	33
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

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

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

The trend that emerged across grade levels, subgroups, and core content areas is a low percentage of students are reading at grade level.

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

The data component that demonstrates the greatest need for improvement is reading. Our school data shows that 24% of students demonstrated grade-level proficiency in reading.



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

The effects of e-learning and the transition back to traditional learning are both contributing factors to reading being a need for improvement. To address this need for improvement, action must be taken in improving classroom instruction and data collection during classroom instruction. Observation data showed that instruction resulted in either too much "teacher talk" (I do) or not enough data collection to strategically create groups and/or keep a group working with the teacher.

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

Based on progress monitoring and 2022 state assessments, Mathematics showed the most improvement in students in the bottom quartile.

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

Contributing factors to this improvement are the high levels of intentionality that were applied to the scheduling of these students. Students were assigned specific teachers as well as specific tutors. Additional support from outside of the staff was also used for tutoring.

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

The strategy that will need to be implemented in order to accelerate learning is a sophisticated system of teacher observation centered around identified priorities and "look-fors". The observation data will be translated into usable information for professional learning for teachers that focuses on the idea of gradual release. In addition, formative data will need to be collected and used to drive instruction and plan support for targeted students.

**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.**

Based on the contributing factors and strategies identified to accelerate learning, the professional development opportunities that will be provided at the school to support teachers and leaders will be side-by-side coaching, in-the-moment coaching of teachers, and PLCs that focus less on the lesson's "what" and more on the lesson "how" of instruction.

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

Additional services that will be implemented to ensure the sustainability of improvement in the next year and beyond include coaching and other support from the district, such as the Transformation Team. Services such as these will be highly aligned with our priorities. Utilization of district resources to support teachers attending PLCs will also help with teacher planning and disaggregating data.

**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.**

Observation data from the 2021-2022 school year reflected a lack of intentionality behind why teachers did or did not release students to work. Teachers either waited too long to release students (I do) or released them too soon without any checks for understanding (You do). Data collected after modeling was rarely used to form groups and/or release the right students to work while another group of students stayed working with teacher.

**Measurable****Outcome:**

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

70% of teachers when observed differentiate their instruction after modeling a standard-aligned skill/activity resulting in releasing students to engage and/or keeping a group of students with them for more teacher-led instruction

40% of students will demonstrate proficiency in Reading which will exceed the levels of 2022 and 2019

**Monitoring:**

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

Monitoring will be maintained through Professional Learning Communities (PLCs) based upon the data from the instructional learning walks. The data will determine each subject areas focus. Instructional coaches will provided support of teachers based on their individual needs and data results.

Formative assessments in Reading will be given by the state (FAST) as a baseline and at mid-year. District formatives given with the Transformation Network will also be given during the year to drive instruction and grouping of students.

**Person responsible for monitoring outcome:**

Anthony Jones (anthony.jones@hcps.net)

**Evidence-based****Strategy:**

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

Side-by-side instructional coaching of teachers

PLCs focused on professional learning around "the how" of the lesson (data grouping of students, use of technology, etc.), not just "the what" of the lesson (district provided curriculum).

**Rationale for Evidence-based****Strategy:**

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

PLCs focus on "the how" of the lesson has resulted in observation data that showed teachers assigned standard aligned grade-level tasks with high reliability. However, differentiation

**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.

Quarterly instructional learning walks will be conducted to collect trend data around our instructional priority and look fors. Data will be disaggregated to create action plans for each core subject area

**Person Responsible** Anthony Jones (anthony.jones@hcps.net)

Weekly PLCs by instructional coaches will be driven by focus strategies aligned to the learning walk trend data. Focus will be also be placed on how formative data will be used to group students in targeted groups based on ESSA data. The targeted groups will focus on black, ESE, and ELL as they have been below 41% for multiple years.

**Person Responsible** Anthony Jones (anthony.jones@hcps.net)

Side-by-side coaching will serve as the means of feedback to teachers "in the moment" by administrators and teacher-leaders.

**Person Responsible** Anthony Jones (anthony.jones@hcps.net)

Formative data will be used to create tiered list of targeted students in ELA & Math in each ESSA Subgroup. Teachers will work in PLCs to differentiate for each subgroup in their classes based on the data. Tier 2 & 3 pull out groups and small group sessions will be planned leading up to mid year and end of year assessments.

**Person Responsible** Anthony Jones (anthony.jones@hcps.net)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Not applicable to Sligh Middle Magnet.

### Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Not applicable to Sligh Middle Magnet.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

Not applicable to Sligh Middle Magnet.

**Grades 3-5: Measureable Outcome(s)**

Not applicable to Sligh Middle Magnet.

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Not applicable to Sligh Middle Magnet.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Not applicable to Sligh Middle Magnet.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Not applicable to Sligh Middle Magnet.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

Not applicable to Sligh Middle Magnet.

**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.**

Sligh addresses building Our primary Tier 1 intervention to meet the Social Emotional Learning (SEL) needs of all students is our House System. Every student and staff member is placed in a "House" where they will engage in friendly competition based on key performance indicators. Each House will also participate in SEL training and experiences during monthly House meetings.

At Tier 2 and Tier 3, our school SEL Team will engage around data designed to provide more targeted support by forming groups and arranging for individual counseling. To ensure efficient and systematic allocation and use of resources, the school's MTSS Team utilizes a RtI/MTSS framework to improve learning for all. Resources are allocated to support a continuum of academic and behavioral supports,

ensuring all students have fluid access to instruction.

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

Below is a list of stakeholders and their role in promoting a positive school culture and environment.

Sligh academic staff- Analyze student outcomes and make data-driven decisions:

What is the problem?

Why is it occurring?

What are we going to do about it?

Is it working?

Sligh SAC and Leadership team-Assess the implementation of the SIP:

Does the data show positive student growth?

Are we making progress toward the SIPs intended outcomes?

What can we do to sustain what's working?

What barriers to implementation are we facing?

What should be our plan of action?

Sligh Leadership Team, Sligh office staff- Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

Multi-Tier System of Support (MTSS) also known as the Positive Support Leadership Team (PSLT):

- Ensures support systems, small group, and individual needs are met.

- Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.

- Supports implementation of high-quality instructional practices during core and intervention blocks;

- Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains;

- Communicates school-wide data to PLCs and facilitates problem-solving within content/grade level teams.

- The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessment outcome data and engage in the problem-solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and others as needed.