

Hillsborough County Public Schools

Monroe Middle Magnet School



2022-23 Schoolwide Improvement Plan

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Monroe Middle Magnet School

4716 W MONTGOMERY AVE, Tampa, FL 33616

[no web address on file]

Demographics

Principal: Kimberly Jahn

Start Date for this Principal: 5/31/2022

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 (37%) 2018-19: C (50%) 2017-18: C (48%)
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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4716 W MONTGOMERY AVE, Tampa, FL 33616

[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 style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">75%</p>

School Grades History

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

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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.

Provide a collaborative culture that aims to develop internationally minded and compassionate life-long learners.

Provide the school's vision statement.

To empower students with globally minded skills that allow them to create a positive impact throughout the world.

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
Jahn, Kimberly	Principal	Oversight of all school functions, hiring of instructional personnel, family/school relations, classroom walkthroughs and observations, evaluations, coaching of APs, faculty and staff climate and culture, Title One budget, internal budget, PTSA support, media liaison, school-wide initiatives and reforms
Cantrell, Jason	Assistant Principal	Assistant Principal of Curriculum, acting principal in absence of principal, assists principal in facilitating ILT, assists principal in hiring for instructional positions, creates and revises master schedules as needed, classroom observations and walkthroughs, bell schedule, conference nights, extended learning program, progress reports, report cards, school-wide assessments, curriculum materials, managing substitutes, PSLT/MTSS, professional development, student discipline
Geathers, Demetria	Assistant Principal	Assistant Principal of Administration, acting principal in absence of principal and APC, assists principal with hiring of instructional personnel, student athletics, school-wide inventory, student incentives, creates CMP, conducts safety drills, field trips, HOST, ISS, pictures, volunteers, student nutrition, facilities and grounds, transportation, student discipline

Demographic Information

Principal start date

Tuesday 5/31/2022, Kimberly Jahn

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.*

9

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

420

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

27

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

17

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	146	136	138	0	0	0	0	420
Attendance below 90 percent	0	0	0	0	0	0	41	49	45	0	0	0	0	135
One or more suspensions	0	0	0	0	0	0	16	33	44	0	0	0	0	93
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	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	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	7	21	25	0	0	0	0	53

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

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

Date this data was collected or last updated

Tuesday 8/30/2022

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	139	116	147	0	0	0	0	402
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	0	0	0	0	0	0	0	0
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	47	40	42	0	0	0	0	129
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	51	46	50	0	0	0	0	147
Number of students with a substantial reading deficiency	0	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	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	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	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	139	116	147	0	0	0	0	402
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	0	0	0	0	0	0	0	0
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	47	40	42	0	0	0	0	129
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	51	46	50	0	0	0	0	147
Number of students with a substantial reading deficiency	0	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	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	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	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	38%	50%	50%				40%	51%	54%
ELA Learning Gains	39%						41%	52%	54%
ELA Lowest 25th Percentile	28%						39%	47%	47%
Math Achievement	30%	36%	36%				47%	55%	58%
Math Learning Gains	30%						52%	57%	57%
Math Lowest 25th Percentile	29%						53%	52%	51%
Science Achievement	36%	52%	53%				39%	47%	51%
Social Studies Achievement	46%	58%	58%				53%	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	38%	53%	-15%	54%	-16%
Cohort Comparison						
07	2022					
	2019	45%	54%	-9%	52%	-7%
Cohort Comparison		-38%				
08	2022					
	2019	37%	53%	-16%	56%	-19%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	32%	49%	-17%	55%	-23%
Cohort Comparison						
07	2022					
	2019	51%	62%	-11%	54%	-3%
Cohort Comparison		-32%				
08	2022					
	2019	29%	31%	-2%	46%	-17%
Cohort Comparison		-51%				

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	37%	47%	-10%	48%	-11%
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	53%	67%	-14%	71%	-18%
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	87%	63%	24%	61%	26%
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	6	13	16	10	16	20	13	18			
ELL	28	52	50	26	38		20				
BLK	20	24	19	13	18	20	15	32			
HSP	43	42	54	32	39	50	43	33	73		
MUL	39	41		29	21		45				
WHT	52	50	29	48	37	47	61	59	63		
FRL	28	32	28	21	27	27	25	37	52		
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	14	5	18	19	6	16			
ELL	29	38	35	21	37	38	33	15			
BLK	21	26	25	12	20	17	3	26			

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
HSP	39	43	32	26	29	32	34	31	73		
MUL	44	34		35	29			45			
WHT	58	49	40	57	37	10	61	75	75		
FRL	32	34	28	21	25	24	27	33	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	10	24	24	21	46	53	6	18			
ELL	22	37	35	40	57	50	29	50			
ASN	55	36		91	82						
BLK	24	34	37	26	44	52	15	44			
HSP	39	45	36	42	53	53	45	53	84		
MUL	61	40		57	48		54				
WHT	54	45	42	68	56	56	49	68	91		
FRL	34	39	38	41	50	51	31	51	84		

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	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	377
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	45
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	50
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	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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?

Five subgroups continue to fall below 41% in ELA and Math. These include economically disadvantaged, SWD, ELL, Black, and Multiracial students.

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

Our greatest area in need of improvement at this time is ELA and math, across the 5 subgroup listed in #1.

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

Due to overwhelming faculty and staff absences and vacancies last school year, daily math instruction was minimal. The school's math coach was required to cover classes but was not able to be in all classes at all grade levels. Supporting the school's current faculty and staff is a top priority to increase attendance and focus on instruction.

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

The most improvement was shown in learning gains of the lowest quartile in math going from 23 to 29, and Civics going from 42 to 46. Our Algebra students also performed extremely well on the EOC, surpassing both the district and state average.

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

Although many barriers were present last year, small groups in math were pulled to provide intense intervention and instruction.

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

One of our school's instructional priorities is small group instruction to allow for differentiation throughout all grade levels and classrooms. Our literacy and math coach will model this process within the classroom and will also pull small groups for more intense instruction as needed.

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.

This year we need to get back to basics and create a safe, positive culture and climate in order to allow all students to be available for learning. Our faculty and staff are participating in an ongoing book study, "Teach Like a Champion 3.0", in order to strengthen classroom management strategies and create strong student communities.

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

We have added the position of Behavior Resource Teacher to serve as a support to faculty, staff, and students while improving the school's culture and climate. PBIS frameworks have been developed and students are being incentivized to continue demonstrating prosocial behaviors conducive to creating a learning environment.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to creating a safe and positive learning environment where all students are able to learn.

Area of Focus

Description and

Rationale:

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

A review of last year's discipline data indicated high numbers of discipline referrals and requests for a change of a student's environment. Learning cannot take place on a daily basis if the environment is not safe, physically and emotionally, for all students.

Measurable

Outcome:

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

While implementing schoolwide procedures, a PBIS system and restorative practices, infractions to the student code of conduct will be reduced as evidenced by a 15% reduction in discipline referrals and a 15% reduction in out of school suspensions.

Monitoring:

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

Walkthrough data, Kickboard data, Teach Like a Champion strategies implementation, PBIS, discipline data reviews, Culture and Climate surveys, SEL student surveys, SAC feedback

Person

responsible for monitoring outcome:

Kimberly Jahn (kimberly.jahn@hcps.net)

Evidence-based Strategy:

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

Restorative Practice strategies are utilized to build and strengthen positive relationships with staff and students. The goal is to reduce, prevent and improve adverse behaviors, repair and restore relationships and a sense of community to prevent and address conflict. Through social emotional learning, students will better recognize and manage emotions, establish positive relationships and handle challenging situations responsibly. Student leaders (Student Council) will be chosen to take part in peer mediation to work with students dealing with conflict so it can be resolved before leading to physical violence. PBIS frameworks will be created with faculty input. Expectations will be posted throughout campus and reviewed frequently with students.

Rationale for Evidence-based Strategy:

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

This strategy will give teachers tools to deescalate situations and guide students through examining how behavior impacts others and a positive frame for conflict resolution while guiding students through self-regulating emotions. Restorative practice will help keep the flow of instruction while tending to the emotional needs of students. Research has also shown that providing positive reinforcement of the student behaviors the school wants to increase is more effective than only applying reactive consequences.

**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.

Develop a PBIS framework with input from all faculty and staff. Create posters to visually remind students of behavioral expectations throughout all areas of campus.

Person Responsible Kimberly Jahn (kimberly.jahn@hcps.net)

Purchase and maintain digital program for tracking student progress with positive behaviors. Ensure professional development takes place during preplanning for all faculty and staff on Kickboard program.

Person Responsible Kimberly Jahn (kimberly.jahn@hcps.net)

Plan for ongoing student incentives to be provided throughout the school year to encourage prosocial, positive behaviors including Leadership Store, Game Room, Football Friday, Ice Cream Socials, and more.

Person Responsible Demetria Geathers (demetria.geathers@hcps.net)

Provide ongoing professional development through book study "Teach Like a Champion 3.0". Identify strategies for targeted use and provide feedback.

Person Responsible Demetria Geathers (demetria.geathers@hcps.net)

Hold monthly grade level team meetings to discuss school-wide policies and procedures and to review Kickboard/discipline data.

Person Responsible Demetria Geathers (demetria.geathers@hcps.net)

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus

Description and

Rationale:

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

Instructional coaching is needed based on data from classroom walkthroughs and assessments to improve instructional best practices leading to higher student achievement.

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

We will increase percent proficient in the following subjects areas in each grade level as measured by FAST progress monitoring data by the designated percent.
 Language Arts 8%
 Math 8%
 Civics 10%

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

The site-based Instructional Leadership Team will conduct regular walk-throughs of classrooms and meet every two weeks to identify trends and support needs.

Person responsible for monitoring outcome:

Kimberly Jahn (kimberly.jahn@hcps.net)

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

Active listening, deciphering needs, and then building capacity based on the strengths of teachers. coaches will collect and analyze data, engage in in-classroom work. For example: modeling, co-teaching, lesson planning, goal-setting/ reflection, facilitating professional development of teacher and collaborating with a team/PLC, Achieve 3000 and IXL will be used to progress monitor SWD, ELL, Black, Multi-racial, and Economically Disadvantaged students.

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

Based on FSA data from 2021 and 2022, teachers are in need of coaching on instructional strategies to increase student engagement and progress monitoring with SWD, ELL, Black, Multi-racial and Economically disadvantaged students to ensure students understand what is being taught in daily lessons and are able to apply what they have learned to assessments.

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.

Hire instructional coaches in the areas of Math and Literacy.

Person Responsible Kimberly Jahn (kimberly.jahn@hcps.net)

Purchase supplies (calculators, paper, pencils, pens, backpacks, books, etc.) to help families in poverty with the basic needs to do well academically in the classroom.

Person Responsible Kimberly Jahn (kimberly.jahn@hcps.net)

Coaches and administrators will conduct weekly classroom walkthroughs and provide actionable feedback to teachers.

Person Responsible Jason Cantrell (jason.cantrell@hcps.net)

Hold monthly ILT meetings to review student data and progress.

Person Responsible Kimberly Jahn (kimberly.jahn@hcps.net)

Hold bi-weekly content area PLC's to disseminate information from ILT and provide common planning for improvement.

Person Responsible Jason Cantrell (jason.cantrell@hcps.net)

#3. Instructional Practice specifically relating to Small Group Instruction

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

Based on school data, it is imperative that instructional frameworks are implemented to address all learner's needs. This will include data-driven small group instruction, formative, ongoing assessment, differentiation and precise scaffolding.

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

We will increase percent proficient in the following subjects areas in each grade level as measured by FAST progress monitoring data by the designated percent.
 Language Arts 8%
 Math 8%
 Civics 10%

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

The site-based Instructional Leadership Team will conduct regular walk-throughs of classrooms and meet every two weeks to identify trends and support needs.

Person responsible for monitoring outcome:

[no one identified]

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

Implementation of instructional frameworks, with a key focus on implementing data driven, teacher-led small group work to address students' individual needs.

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

Targeted small group instruction meets the needs of all learners, while addressing our ESSA subgroups that require intervention: SWD, ELL, Black, Multi-racial and Economically Disadvantaged students. With proper implementation and ongoing support from instructional coaches, teachers will be best equipped to meet the needs of our learners. John Hattie's research on effect sizes was used to determine best practices. According to his research, Response to Intervention has an effect size of 1,29 and Scaffolding 0,82 (anything over the "hinge point" of 0,4 is considered to have a positive impact on student learning).

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 professional development focused on how to implement small group instruction in the middle school classroom.

Person Responsible Grechen Stock (grechen.lackey@hcps.net)

Coaches and administrators will conduct weekly classroom walkthroughs and provide actionable feedback to teachers.

Person Responsible Jason Cantrell (jason.cantrell@hcps.net)

Hold monthly ILT meetings to review student data and progress.

Person Responsible Kimberly Jahn (kimberly.jahn@hcps.net)

Hold bi-weekly content area PLC's to disseminate information from ILT and provide common planning for improvement.

Person Responsible Jason Cantrell (jason.cantrell@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.

See specific goal in planning for improvement section.

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

The school is working diligently to include families in the process of shifting the school culture. Frequent parent communication through Parentlink, Social Media and the District's School Specific Website are instrumental in staying connected with our community. Our PTSA meets monthly and is also assisting with providing a link between the school and families.