Elizabeth Cobb Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Elizabeth Cobb Middle School

915 HILLCREST AVE, Tallahassee, FL 32308

https://www.leonschools.net/cobb

Demographics

Principal: William Millard

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
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: C (49%) 2018-19: B (59%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Leon 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.

Table of Contents

Elizabeth Cobb Middle School

915 HILLCREST AVE, Tallahassee, FL 32308

https://www.leonschools.net/cobb

School Demographics

School Type and Grades Served
(per MSID File)

2021-22 Title I School

2021-22 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

Middle School
6-8

No

72%

Primary Service Type
(per MSID File)

Charter School

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

K-12 General Education

No

72%

School Grades History

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

School Board Approval

This plan is pending approval by the Leon 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.

The mission of Elizabeth Cobb Middle School is to provide high standards of education in a caring and safe learning environment that prepares all students for high school and beyond.

Provide the school's vision statement.

To provide high quality education that is robust and relevant to the real world and fosters the knowledge and skills that our students need for success in high school, college, and careers.

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
Crowder, Kari	Assistant Principal	Mrs. Crowder serves as the Assistant Principal for Administration. In this role, Mrs. Crowder focuses on effective instructions, achievement of all students and optimal school operations. In addition, her role will act as more of a support for students in teaching the importance of community citizenship. This is a lifelong skill for student success.
Hembree, Sarah	Principal	Mrs. Hembree serves the school, our students, our teachers, and our staff in her position of school leader; leading the staff, setting school goals, and ensuring our school runs at its maximum ability. In addition Mrs. Hembree facilitates the implementation of Conscious Discipline to create a Cobb Community.
Wallace, Jameeka	Assistant Principal	Ms. Wallace is the Assistant Principal for Curriculum. The curriculum must be reshaped each year based on the current student abilities. Ms. Wallace oversees progress monitoring to ensure students are on track for promotion.
Francis, Rhone	Dean	Mr. Francis assists the administration team by developing interventions (with the assistance of the Student Services Team) for students in need of additional support, whether that additional support is in the area of behavior, academics, or attendance. He is also a direct contact for parents who have questions or concerns, and he works as the liaison between the district office and the school coordinating transportation needs of students.
Davis, Wendi	School Counselor	The Guidance Counselors assist the administration in managing students' daily decisions. This includes behavior, academics, and attendance. In addition, the individual needs of the students are met through this office (504, testing, parent communication, etc).
Wolfe, James	Instructional Technology	Mr. Wolfe is our resident IT expert. In addition to managing all devices for students and staff, he keeps our network running smoothly and facilitates the implementation of computer programs used in our school and district.

Demographic Information

Principal start date
Sunday 7/1/2018, William Millard

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

57

Total number of students enrolled at the school

785

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

16

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	247	283	232	0	0	0	0	762
Attendance below 90 percent	0	0	0	0	0	0	77	87	79	0	0	0	0	243
One or more suspensions	0	0	0	0	0	0	68	61	45	0	0	0	0	174
Course failure in ELA	0	0	0	0	0	0	0	6	3	0	0	0	0	9
Course failure in Math	0	0	0	0	0	0	0	4	2	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	70	109	93	0	0	0	0	272
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	103	96	101	0	0	0	0	300
Number of students with a substantial reading deficiency	0	0	0	0	0	0	58	71	55	0	0	0	0	184

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	83	82	76	0	0	0	0	241

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	6	2	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	3	3	4	0	0	0	0	10

Date this data was collected or last updated

Monday 7/11/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	256	293	234	0	0	0	0	783
Attendance below 90 percent	0	0	0	0	0	0	56	58	39	0	0	0	0	153
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	9	15	9	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	15	13	7	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	65	83	63	0	0	0	0	211
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	77	105	70	0	0	0	0	252
Number of students with a substantial reading deficiency	0	0	0	0	0	0	65	83	63	0	0	0	0	211

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	34	37	22	0	0	0	0	93

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	7	10	1	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	3	4	4	0	0	0	0	11

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	256	293	234	0	0	0	0	783
Attendance below 90 percent	0	0	0	0	0	0	56	58	39	0	0	0	0	153
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	9	15	9	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	15	13	7	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	65	83	63	0	0	0	0	211
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	77	105	70	0	0	0	0	252
Number of students with a substantial reading deficiency	0	0	0	0	0	0	65	83	63	0	0	0	0	211

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	34	37	22	0	0	0	0	93

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	7	10	1	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	3	4	4	0	0	0	0	11

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	53%	50%				62%	55%	54%
ELA Learning Gains	45%						55%	53%	54%
ELA Lowest 25th Percentile	30%						42%	42%	47%
Math Achievement	45%	34%	36%				64%	59%	58%
Math Learning Gains	47%						58%	58%	57%
Math Lowest 25th Percentile	38%						48%	47%	51%
Science Achievement	47%	55%	53%				49%	49%	51%
Social Studies Achievement	59%	61%	58%				78%	75%	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	51%	54%	-3%	54%	-3%
Cohort Comparison						
07	2022					
	2019	66%	56%	10%	52%	14%
Cohort Comparison		-51%				
08	2022					
	2019	63%	59%	4%	56%	7%
Cohort Comparison		-66%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	44%	53%	-9%	55%	-11%
Cohort Comparison						
07	2022					
	2019	63%	60%	3%	54%	9%
Cohort Comparison		-44%				
08	2022					
	2019	58%	45%	13%	46%	12%
Cohort Comparison		-63%				

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%	44%	-7%	48%	-11%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	70%	30%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	75%	1%	71%	5%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	69%	26%	61%	34%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	67%	31%	57%	41%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	25	27	24	22	28	21	18	38			
ELL	35	42		45	63						
ASN	53	45		73	73						
BLK	39	39	29	33	41	37	36	47	68		
HSP	47	35	36	44	52	42	69	64	85		
MUL	54	56	29	51	43	33	67	52	94		
WHT	72	54	35	68	59	44	63	86	82		
FRL	33	37	32	28	39	37	31	39	63		
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	28	29	19	25	28	22	29	38			
ELL	53	73		53	33						

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	69	70		75	60						
BLK	34	35	25	28	19	16	33	49	59		
HSP	50	45		44	29			79			
MUL	49	41	40	52	30		64	87	91		
WHT	71	57	21	68	46	50	70	83	89		
FRL	30	31	21	24	21	19	34	47	68		
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	33	47	43	28	45	35	18	50			
ELL	38	47		69	60						
ASN	87	81		93	75						
BLK	49	49	41	51	54	46	31	66	70		
HSP	50	45		55	55		55		82		
MUL	77	62		83	62		50	91	62		
WHT	81	63	57	84	64	58	86	94	82		
FRL	47	49	38	50	50	43	27	63	61		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	9
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	61
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
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	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
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?

Across the board, all areas of testing increased from 2021 to 2022 with the exception of Social Studies Achievement. This was to be expected due to the learning loss from the Covid-19 shut down in March of 2020 and the fact that the 2021 test scores were from a year where many of our students were remote/ digital learners. Our lowest 25% in ELA showed a small increase in most subgroup categories and in Math showed a slight decrease in SWD and some improvement in our BLK, WHT, and FRL subgroups.

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

With the exception of our Social Studies Achievement scores, our ELA and Math lowest 25th percentile growth was not significant. Looking back at our 2019 scores, we have not gained enough growth to match the growth of our students prior to the Covid-19 pandemic. Learning loss was significant in our lowest 25th percentile group, but not recovered in the last two school years in all subgroups.

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

Largely due to the Covid-19 pandemic, emphasis was placed on the reintroduction to the full time school setting and second to maintaining academic progress. Instead of focusing on our lowest 25th percentile group, we emphasized the socialization and emotional needs of our student body as a whole. This school year, we have a dedicated Math interventionist and ELA interventionist who will both be working with small groups of students in our 25th percentile group.

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

Our data shows no significant growth in any category, however, our math learning gains increased by +19%. This improvement is very likely due to brick and mortar, face-to-face instruction this school year after a two year deficit in learning due to Covid-19. Our BLK subgroup in math showed an increase of 21% from last year, however, we are still not to the achievement level from the year prior to Covid-19.

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

We implemented a targeted remediation plan and provided time for this to take place within the regular school day, specifically on Friday afternoons. We also offered Saturday School to provide additional support to any student in need of some extra time with a teacher. Finally, we implemented a Saturday School Credit Recovery option for students in danger of failing a course during the fourth quarter.

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

We will be implementing additional opportunities for remediation this year. This includes Saturday School (beginning in September) with a strategic plan to help struggling students, the weekly opportunity for remediation (which is already implemented), targeted instruction through our Math and ELA interventionists, and the use of programs in class to address gaps in learning. By building a more solid foundation of basic skills, students will have the tools necessary to continue to improve in multiple areas. We will also be utilizing the data from the FAST Progress Monitoring to drive instruction through analysis of individual student reports.

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

We will be placing a large emphasis on collaborative planning and standards-based grading this year. There will also be quarterly collaborative planning days for all tested subjects to review PM data, benchmark mastery, and curriculum. When teachers work together to focus on teaching and assessing grade-level standards in a variety of ways, the students have more opportunities to be successful. We will provide additional time for teachers to receive coaching from experts in this area as well as continued support. The district has also adopted new ELA textbooks that mirror our state's BEST Standards for Language Arts and all ELA teachers have attended trainings on the standards and the new curriculum. BEST training and support will continue throughout the school year. Math teachers have also been trained on the BEST Standards for Math that will also be implemented this school year.

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

As we continue to learn and implement Conscious Discipline strategies and practices, we have added some additional services this year to better meet the needs of our students. This includes staff members who are professionals in helping students regulate their emotions and work through the trauma that students have endured. These staff members not only provide support to students, but they are also part of our school's Problem Solving Team who works with teachers to develop a plan to promote student success. Using the Conscious Discipline model, we make sure our students feel physically, emotionally, and mentally safe in their environment so that they are able to cognitively move into the brain state that will allow them to learn. We will have continuous training and professional learning groups that focus on the implementation of Conscious Discipline.

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This area of focus was chosen based on ELA Learning Gains data from the 2021-2022 FSA assessment scores. The assessment results were that 30% of our students identified in the bottom 25% (in all subgroups with the exception of our WHT subgroup that dropped 5%) showed learning gains. The increase was a 4 percentage point increase from the previous school year, however this is 12% drop from the year prior to the Covid-19 shut down. Based upon our current data and student needs we have committed ourselves in continuing to close the achievement gap for our students that are performing below grade level in English Language Arts.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	35% of students in grades 6-8 classified as being in our lowest 25th percentile will make a learning gain on the PM3 ELA FAST Assessment. However, it is unknown yet how the scores will correlate to the FSA scores from last school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students engage in quarterly FAST progress monitoring, StudySync benchmark and end of unit assessments, and the Language Live curriculum. Teachers will be able to use this collected data to tailor their teaching in the classroom by class, small group, or student. Our instructional interventionist, Ms. Cavallo, will also be utilized to work in small groups and push into classrooms.
Person responsible for monitoring outcome:	Jameeka Wallace (wallacej2@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will be using Standards Based Grading, StudySync, and Language Live. StudySync and Language Live both have consistent points of data to be collected and monitored for adjustments in teaching. Our instructional interventionist, Ms. Cavallo, will be pushing into classrooms and utilizing small group instruction for those students who need additional support.
Rationale for Evidence-based Strategy: Explain the rationale for	Our rationales for selecting the above strategies each relate to the following concerns and correlations: Standards based grading: Grading is based on demonstration of mastery. Students are graded on standards as they relate to the assessment or assignment. Teachers assess the student output and the level that was demonstrated. Feedback is given to students

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	while they move through the curriculum pacing. StudySync: This is a complete ELA curriculum designed to meet student needs. Benchmark assessments as well as end of unit assessments will be used to collect data and drive instruction. Language Live: This is a curriculum for struggling students that blends literacy foundations with engaging text. Students work at their own pace.

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.

-All students will participate in the FAST Progress Monitoring Assessments.
-Language Live Reading Program will be utilized throughout the school year.
-Inclusion and small group instruction by our instructional interventionist, Ms. Cavallo, who will also work closely with teachers of our targeted students.
-Teachers will collect and monitor data on each student to drive instruction.

Person Responsible	Day Harrington (harringtond@leonschools.net)

Teachers teach the standards based grading practices to their students and communicate the changes to their families (typically done via syllabus and Open House).

Person Responsible	Day Harrington (harringtond@leonschools.net)

Saturday school is offered as an alternate setting for reteach/retakes outside the school day which may allow for more students to take advantage who cannot stay afterschool.

Person Responsible	Sarah Hembree (hembrees@leonschools.net)

Gradebooks are monitored weekly in homeroom class for students who are still not showing growth and students are offered "work zone" opportunities on Friday afternoons in lieu of homeroom.

Person Responsible	Sarah Hembree (hembrees@leonschools.net)

The ELA department will meet monthly to discuss the standards progress in their classes.

Person Responsible	Sarah Hembree (hembrees@leonschools.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This area of focus was chosen based on Math Learning Gains data from the 2021-2022 FSA assessment scores. The assessment results were that 38% of our students identified in the bottom 25% showed learning gains. This was a 16 percentage point increase from the previous school year, however this is a 10% decrease from the year prior to the Covid-19 shut down. Our WHT subgroup decreased by 6% and was the only subgroup that didn't make gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	42% of students in grades 6-8 classified as being in our lowest 25th percentile will make learning gains on the PM3 FAST Assessment. WHT subgroup will make a 6% gain which will also bring us back to pre-Covid achievement. However, it is unknown yet how the FAST assessment will correlate to the prior FSA assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Moby Max is monitored weekly by teachers and monthly by administration. Teachers will be able to use this collected data to tailor their teaching in the classroom by class, small group, or student. Our instructional interventionist, Ms. Cavallo, will work with teachers, push in and small groups for students in this subgroup. FAST progress monitoring data analysis will be used for individual student growth.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Math interventionists Support Facilitation Moby Max Adaptive progress monitoring through FAST assessments Supplemental instructional material Accessibility to parents One-teacher one-student Saturday school
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	

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

School Administrators will work to monitor the trainings provided throughout the year and implementation of target Math strategies. Administrators will also provide feedback as needed. The following action step

items will also be used to monitor performance:
- FOCUS grades and comments/Progress alerts for parents
- Review teacher lesson plans for instructional strategies to engage all learners
- Go Math and IXL data reports
- Standards-based assessments by module or quarter
- Moby Max data analysis

Person Responsible   Patricia Crispino (crispinop@leonschools.net)

#3. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	This area of focus was chosen based on Social Studies proficiency data from the 2021-2022 Civics EOC assessment scores. The assessment results were that 59% of our students were a level 3 or above school-wide. This was a 3 percentage point decrease from the previous school year and a 19% decrease from the year prior to the Covid-19 shut down. Our subgroup data didn't show any significant change.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	65% of students will score a level 3 or higher on the Civics EOC. This will be an increase in proficiency by 6%. The goal is to get back to our pre-Covid achievement of 78% proficiency.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The areas of focus that will be monitored include: -District Progress Monitoring -Standards-based grading -Assessments included in the district curriculum guide
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The strategies we plan to use to achieve our goals are: -Progress monitoring through Unify -Student data chats -Civics team meetings and planning sessions -increasing reading and vocabulary comprehension through civics content -Modifications to lesson plans for students who need extra support -Common assessments -Data review between Civics teachers -Unify built common assessments -Civics End of Course results
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Rationales for choosing the above strategies are due to -lack of prior knowledge -emphasis on reading comprehension skills

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.

Administrators will provide feedback as necessary.

Person Responsible	Joseph Bowen (bowenj@leonschools.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.

The School Leadership Team sets the tone for creating a positive school culture. The Student Services Team is structured to help carry out this mission with the assistance of the Conscious Discipline Team and our community liaison. The Student Services Team provides direct support to our students in need of additional resources in order to be successful in the classroom. The Conscious Discipline Team provides more intensive support to our students in need of assistance with self-regulation. This assistance could be an isolated incident or ongoing support based on the needs of the individual. Our teachers and support staff continue to promote a positive culture and environment in individual classrooms. Our school rules are a reflection of the positive culture and environment that we promote, maintain, and continually try to improve. The rules are to be safe, be kind, and be helpful. A key component of our structure in building a positive culture and environment is our foundational homeroom class. This is a non-academic class that is dedicated to social and emotional learning through The Umbrella Project, a teacher-led curriculum and school based program created to help teachers, students and parents reframe our perception of challenges and strengthen the skills of well-being to positively cope with the everyday stresses of life. Students work on developing relationships with other students and their teachers. This class is designed to be a safe, neutral place that takes place at the beginning of the school day. Each day of the week has a different theme, and our Homeroom Team works together to design the curriculum and activities to enhance the positive school culture and environment. It is our goal for students to recognize that all of the adults at our school genuinely care about them as a person, want them to be successful, and are willing to do what is necessary to help them along the way toward being good humans.

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

Administration: Mrs. Hembree, Ms. Wallace, and Mrs. Crowder are exemplary role models in our school.
Student Services Team: Mr. Francis, and Mrs. Davis provide assistance and support to teachers and students in conjunction with the Conscious Discipline Team (Mr. Pursino and 3 of our teacher leaders) in order to ensure the learning environment is a safe and positive place.
Community Liaison: Mrs. Autry is the string that ties all of this together and makes it work. She assists parents when a need of any kind arises. She works with our PTO to coordinate volunteers for all of our events. She is the stage manager for all of the productions that we do (acquiring supplies, setting up for the event, and ensuring there is a plan). She also works with members of the community to secure donations and create partnership opportunities.
Homeroom Team: Dr. Crispino, Mrs. Day, Mrs. Parrott, Ms. B West plans the social and emotional curriculum and activities for our daily homeroom classes. There will also be implementation of Conscious Discipline book study and training throughout the school year.