

Leon County Schools

R. Frank Nims Middle School



2022-23 Schoolwide Improvement Plan

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R. Frank Nims Middle School

723 W ORANGE AVE, Tallahassee, FL 32310

<https://www.leonschools.net/nims>

Demographics

Principal: Benny Bolden

Start Date for this Principal: 7/1/2019

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* Black/African American Students* Hispanic Students* Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (47%) 2018-19: C (42%) 2017-18: C (43%)
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.

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<https://www.leonschools.net/nims>

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;">94%</p>

School Grades History

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

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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 R. Frank Nims Middle School is to support an academically engaging and safe school environment which allows students to become responsible leaders and self-supporting members of our school, community, and society.

Provide the school's vision statement.

R. Frank Nims Middle School will be an engaging and safe learning environment which produces high achievers who appreciate diversity and become conscientious contributors to society.

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
Bolden, Benny	Principal	Sets the vision for R. Frank Nims Middle School through shared vision discussions along with providing professional development, as well as planning, coaching and monitoring for instructional staff. Supervises the development of a strong infrastructure, ensures that the school-based team is implements protocols with fidelity, conducts assessments of school staff, ensures implementation of intervention support with fidelity, facilitates and participates in professional learning, develops a school-wide culture of expectation, ensures resources are assigned to the areas in most need, and communicates with all stakeholders.
Bullard, Janele	Assistant Principal	Assists in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources, maintains facilities operations, and further assists the principal to ensure the school is safe and orderly so learning takes place. Communication with parents concerning discipline and attendance concerns, as well as special activities.
Haywood, Tyneal	Assistant Principal	Assists in providing a common vision for the use of data-based decision making, models the problem-solving process; assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Works to ensure curriculum is implemented with fidelity and appropriate materials are provided for teachers to ensure student engagement, as well as to plan, coach, and monitor instructional practices.
Sims, Jeffrey	Dean	<p>Assists in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources, maintains facilities operations, and further assists the principal to ensure the school is safe and orderly so learning takes place. Communication with parents concerning discipline and attendance concerns, as well as special activities.</p> <p>Team lead and shares with Social Studies department while providing information about core instruction and department needs, participates in student data collection and analysis for data-based decision-making, delivers Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily.</p>
Rittman, Andreka	Dean	Assists in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources, maintains facilities operations, and further assists the principal to ensure the school is safe and orderly so learning takes place. Communication with parents concerning discipline and attendance concerns, as well as special activities.

Name	Position Title	Job Duties and Responsibilities
Stroger, Grace	Magnet Coordinator	Facilitates math operations to manage student needs and provide professional development and coaching support to teachers regarding Math in the content areas and all aspects of math. Serves as our Magnet coordinator while providing information about core instruction, participates in student data collection and analysis for data-based decision-making, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily.
Gordon, Tarrah	School Counselor	Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Glover, Thomeca	Instructional Coach	Team lead and shares with Math department while providing information about core instruction and department needs, participates in student data collection and analysis for data- based decision-making, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily.
Boyer, Kelsey	Teacher, K-12	Team lead and shares with Electives and CTE department while providing information about core instruction and department needs, participates in student data collection and analysis for databased decision-making, delivers Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily.
Wilcoxson, Jakari	Teacher, K-12	Team lead and shares with ESE department while providing information about core instruction and department needs, participates in student data collection and analysis for databased decision-making, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily.
Gallon, Gloria	Instructional Coach	ELA Reading Coach provides information about core instruction and department needs, participates in student data collection and analysis for data- based decision-making, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily.
Childress, Jessica	Teacher, K-12	Team lead and shares with ELA department while providing information about core instruction and department needs, participates in student data collection and analysis for databased decision-making, delivers Tier 1

Name	Position Title	Job Duties and Responsibilities
		instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily.
Peterson, Cheryl	Instructional Coach	ELA Reading Coach provides information about core instruction and department needs, participates in student data collection and analysis for data-based decision-making, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily.
Randall, Kendall	Teacher, K-12	Team lead and shares with Science department while providing information about core instruction and department needs, participates in student data collection and analysis for data-based decision-making, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily.
Bunk, Malori	School Counselor	Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Demographic Information

Principal start date

Monday 7/1/2019, Benny Bolden

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.*

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.*

Total number of teacher positions allocated to the school

33

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.

8

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

15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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 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	0	0	0	0	0	0	0	0

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 6/21/2022

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	197	185	165	0	0	0	0	547
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	7	11	15	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	5	12	7	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	59	62	62	0	0	0	0	183
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	60	57	53	0	0	0	0	170
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	42	50	40	0	0	0	0	132

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	8	3	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	4	5	0	0	0	0	0	9

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	197	185	165	0	0	0	0	547
Attendance below 90 percent	0	0	0	0	0	0	170	157	133	0	0	0	0	460
One or more suspensions	0	0	0	0	0	0	637	728	334	0	0	0	0	1699
Course failure in ELA	0	0	0	0	0	0	7	11	15	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	5	12	7	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	59	62	62	0	0	0	0	183
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	60	57	53	0	0	0	0	170
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	42	50	40	0	0	0	0	132

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	8	3	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	4	5	0	0	0	0	0	9

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	29%	53%	50%				24%	55%	54%
ELA Learning Gains	41%						37%	53%	54%
ELA Lowest 25th Percentile	47%						32%	42%	47%
Math Achievement	28%	34%	36%				36%	59%	58%
Math Learning Gains	52%						52%	58%	57%
Math Lowest 25th Percentile	61%						53%	47%	51%
Science Achievement	23%	55%	53%				21%	49%	51%
Social Studies Achievement	76%	61%	58%				57%	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	23%	54%	-31%	54%	-31%
Cohort Comparison						
07	2022					
	2019	26%	56%	-30%	52%	-26%
Cohort Comparison		-23%				
08	2022					
	2019	23%	59%	-36%	56%	-33%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	11%	53%	-42%	55%	-44%
Cohort Comparison						
07	2022					
	2019	26%	60%	-34%	54%	-28%
Cohort Comparison		-11%				
08	2022					
	2019	52%	45%	7%	46%	6%
Cohort Comparison		-26%				

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	16%	44%	-28%	48%	-32%
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	56%	75%	-19%	71%	-15%
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	78%	69%	9%	61%	17%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	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	25	36	45	25	40	41	17	61			
ELL	16	10		31	45	45	9	77			
BLK	27	43	53	25	52	62	18	77	61		
HSP	34	22		45	53	58	33	76	64		
MUL	52	64		37	59						
WHT	23	27		38	40						
FRL	27	41	51	28	52	63	23	78	57		

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	24	28	19	25	19	17	22	45			
ELL	22	26	24	18	26	33		60			
BLK	22	29	34	17	16	28	18	52	52		
HSP	33	26		28	26	40	9	74			
MUL	21	38		20	14						
WHT	40	44		24	14						
FRL	24	28	35	18	18	29	14	52	49		

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	17	31	30	30	55	50	17	11			
ELL	12	56	50	29	65	50					
BLK	23	34	30	32	49	48	19	54	60		
HSP	22	43		58	71		36	50			
MUL	36	58		64	71						
WHT	43	55		42	56						
FRL	23	35	30	34	50	50	19	55	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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	12
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
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	46
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	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	32
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Increases in all areas (especially in subgroups).

- Raising ELA Achievement 6 points (35%)
- Raising ELA Gains 10 points (50%)
- Raising MATH Achievement 7 points (35%)
- Raising MATH Gains 8 points (60%)
- Raising SCIENCE Achievement 7 points (30%)
- Raising SOCIAL STUDIES Achievement 9 points (85%)

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

Emphasis and concerns are in Science. While we are seeing great gains in both Math and ELA, we have significant concerns as it relates to science.

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

Science looks at information over a three year period. This makes the task difficult when coupling the thought with reading concerns school-wide. Nims will look at boosting our science and acceleration scores by offering our students Biology as the only science assessment. The information allows us to concentrate on one area of FOCUS.

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

Math Achievement, Gains, and Lowest 25%.

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

Intense focus on evidence-based teaching and learning.

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

We will continue intense focus on evidence-based teaching and learning, while using academics to support the additional learning concerns.

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.

As Principal, we have committed funds to provide teachers with professional development to support the ongoing concerns we have in the academic progress of our students. Our aim is to provide our teachers with the tools necessary to be productive in the classroom daily.

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

Collaborative planning for ongoing training and learning.

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. Increase the proficiency by three percentage points and learning gains by 11 points. percentage points in English/Language Arts for the 2022-23 School Year.
 This goal was chosen because of R. Frank Nims Middle School ELA/Language Arts proficiency and learning gain scores for the 2021-2022 school year. The data shows that continuous improvement in this area is needed in order to strengthen our ELA/Language Arts performance school-wide. It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to continue to refine and improve student performance and teacher instructional practices related to ELA. R. Frank Nims Middle School ELA Achievement score for the 21/22 school year, was 29% with the expectation to increase that score to 35% within the 22-23 academic school year. Our ELA Gains score for the 20/21 school year, was 41% with the expectation to increase that score by 10% within the 21/22 academic school year.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. The school ensures every teacher contributes to the literacy improvement of every student by:

- *Holding meetings on a regular basis to make decisions about literacy instruction in the school.
- *Utilizing a balanced literacy approach that includes whole group, and small group based on the student needs.
- *Student data is analyzed and compared to expectations found in standards
- *Utilizing a balanced literacy approach that includes whole group, small group and one-on-one based on student needs.
- *Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction, Progress Monitoring, Common Lit, Language Live, Vocabulary (word of the day).

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. Benny Bolden (boldenb@leonschools.net)

Person responsible for monitoring outcome: Benny Bolden (boldenb@leonschools.net)

Evidence-based Strategy: Describe the evidence-based strategy Provide additional instruction in small group or one-on-one for students who are struggling with reading concepts to work on their area(s) of need. Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data. Use goals and scales for students to track their own progress toward meeting the standards. Monitor student progress monthly and make changes if interventions are not meeting the student needs. Students will receive targeted interventions with certified teachers. Administrators and leadership team will monitor data to ensure that interventions are being

being implemented for this Area of Focus.

implemented with fidelity. They will review data, check lesson plans and observe interventions being given during walk-throughs. Provides research-backed practices that have been shown to be effective in improving student scores.

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

Use both formal and informal means of data collection to keep a pulse on interventions being implemented in support of school improvement. Build on existing work and academic understanding Engage both internal and external stakeholders throughout the process of intervention selection to promote buy-in and alignment with the school vision.

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.

Teachers will work closely with the APC and their teams in order to provide the most appropriate support for their students. The actions will include, but not be limited to:

- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL and remediation
- Providing LLI (Leveled Literacy Intervention) instruction.

Co-Teaching: Supports teacher by:

- Modeling lessons or strategies
- Parallel teaching
- Lead small group instruction

Target Students: Students in the bottom 35% quartile who need the largest percentile jump to be considered a learning gain in class periods with highest need.

Targeted Strands: Targeted Students 4 Stands in the ELA B.E.S.T. benchmarks content area: 1) Foundations 2) Reading (R) 3) Communication (C) 4) Vocabulary. Our targeted areas are Reading Across Genres & Vocabulary (35-50%), Informational Text, and Prose & Poetry (large percentage of FAST across grade levels 6-8 encompasses Writing component).

Resources/Strategies: Language! Live, ELA Curriculum, small group (4-6), push-in during general ELA class periods. Pre-teaching content, chunking, cooperative learning, literacy in the content area, increased response rates, fluency drills.

Projected outcomes: Improved scores in target strands and increase in bottom quartile gains.

Person Responsible

Benny Bolden (boldenb@leonschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Lowest 25th percentile or English Language Arts FAST Assessment

Include a rationale that explains how it was identified as a critical need from the data reviewed. Based on our present information and student requirements, we are dedicated to assist in decreasing the achievement gap for our learners in English Language Arts performing below grade level and targeting our minority subgroups. It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to continue to refine and improve student performance and teacher instructional practices related to ELA.

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

The intended outcomes for the area of focus is to raise the level of proficiency on the FAST ELA assessment. R. Frank Nims Middle School will implement push-in's and pull-outs in the ELA department areas in order to help support the initiative of increasing the proficiency (3%) and learning gains (11%) percentage points. R.Frank Nims Middle School will provide remediation and additional support through independent reading and small group tutoring/ instruction during the school day. The school ensures every teacher contributes to the literacy improvement of every student by:

- *Holding meetings (data chats) on a regular basis to make decisions about literacy instruction in the school.
- *Student data is analyzed and compared to expectations found in standards
- *Utilizing a balanced literacy approach that includes whole group, small group and one-on-one based on student needs.
- * Providing instruction aligned with the Language Arts Florida Standards for their grade level
- * Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction, Star Reading, CommonLit, Language Live, Vocabulary (word of the day).

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

Data Chats

Person responsible for monitoring outcome: Benny Bolden (boldenb@leonschools.net)

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

Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data. Use goals and scales for students to track their own progress toward meeting the standards. Monitor students progress monthly and make changes if interventions are not meeting the students needs.

Rationale for Evidence-based Students will receive targeted interventions with certified teachers. Administrators will monitor data to ensure that interventions are being implemented with fidelity. They

Strategy:

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

will review data, check lesson plans and observe interventions being given during walk-throughs. Provides research-backed practices that have been shown to be effective in improving students scores.

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.

- Intensive reading instruction (students in the lowest 25% and identified bubble students) supported by Language Live curriculum and instructed by a reading endorsed teacher.
- All students will be assessed quarterly using Progress monitoring Language Live, District Assessments and this data will be disaggregated for intensive tiered instructional opportunities
- Common Lit curriculum will supplement district adopted curriculum
- Language Live will provide opportunities for all students to practice reading strategies using Informational texts.

Co-Teaching: Supports teacher by:

- Modeling lessons or strategies
- Parallel teaching
- Lead small group instruction

Targeted Strands: Targeted Students 4 Stands in the ELA B.E.S.T. benchmarks content area: 1) Foundations 2) Reading (R) 3) Communication (C) 4) Vocabulary. Our targeted areas are Reading Across Genres & Vocabulary (35-50%), Informational Text, and Prose & Poetry (large percentage of FAST across grade levels 6-8 encompasses Writing component).

Resources/Strategies: Language! Live, ELA Curriculum, small group (4-6), push-in during general ELA class periods. Pre-teaching content, chunking, cooperative learning, literacy in the content area, increased response rates, fluency drills.

Projected outcomes: Improved scores in target strands and increase in bottom quartile gains.

Schedule: Interventions (small group) will take place 5 days a week 30-45 minutes per day.

Person Responsible

Janele Bullard (bullardj@leonschools.net)

#3. Instructional Practice specifically relating to Math

Proficiency and Learning Gains on Math FAST and EOC Assessments

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

It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to continue to refine and improve student performance and teacher instructional practices related to Mathematics. R. Frank Nims Middle School MATH Achievement for the 20/21 school year was 28%, with the expectation to increase that score by 10% within the 22/23 academic school year.
 22 academic school year is 52%.

The intended outcomes for the area of focus is to raise the level of proficiency on the FAST Math. R. Frank Nims Middle School will implement an Extended Day Program in the math department areas in order to help support the initiative of increasing the proficiency and learning gains by 3 percentage points. R. Frank Nims Middle School will provide remediation and additional support through math classes and small group tutoring/instruction during the school day.

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

The school ensures every teacher contributes to the math improvement of every student by:

- Holding meetings on a regular basis to make decisions about math instruction in the school.
- *Student data is analyzed and compared to expectations found in standards
- Utilizing a balanced curriculum approach that includes whole group, small group and one-on-one based on student needs.
- Providing instruction aligned with the Math Florida Standards for their grade level
- Providing resources to support instruction (ACALETICS).

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

Data Chats

Person responsible for monitoring outcome:

Benny Bolden (boldenb@leonschools.net)

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

Provide additional instruction in small group or one-on-one for students who are struggling with math concepts to work on their area(s) of need. Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data. Use goals and scales for students to track their own progress toward meeting the standards. Monitor students progress monthly and make changes if interventions are not meeting the students needs. Students will receive targeted interventions with certified teachers. Administrators will monitor data to ensure that interventions are being implemented with fidelity. They will review data, check lesson plans and observe interventions being given during walk-throughs. Provides research-backed practices that have been shown to be effective in improving students scores.

Rationale for Evidence-based Strategy:

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

Use both formal and informal means of data collection to keep a pulse on interventions being implemented in support of school improvement. Build on existing work and academic understanding Engage both internal and external stakeholders throughout the process of intervention selection to promote buy-in and alignment with the school vision.

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.

Teachers will work closely with the APC/Data Coach and their teams to provide the most appropriate support for their students. The actions will include, but not be limited to:

- District made benchmark progress monitoring assessments and acaletics Math - baseline, mid year, end of year
- Monitor progress at the class and grade level during Learning Team Meetings
- Conduct data chats with students
- Choose methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Intensive math strategies within the core instruction

Co-Teaching: Supports teacher by:

- Modeling lessons or strategies
- Parallel teaching
- Lead small group instruction

Target Students: Students in the bottom 35% quartile who need the largest percentile jump to be considered a learning gain are in classes based upon their highest needs.

Targeted Strands: Expressions & Equations and Geometry (lower performing but large percentage on FAST across grade levels 6-8)

Resources/Strategies: Small group (4-8). Pre-teaching content, chunking, cooperative learning, literacy in the content area, increased response rates, fluency drills.

Schedule: Interventions (small group) will take place weekly (MTWTH).

Projected outcomes: Improved scores in target strands, increase in bottom quartile gains, and R. Frank Nims school.

Person

Responsible

Tyneal Haywood (haywoodt@leonschools.net)

#4. Instructional Practice specifically relating to Science

<p>Area of Focus</p>	<p>Proficiency on State Science and EOC Assessment</p>
<p>Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>As one of our lowest performance fields in the past academic year, we expect the use of multiple progress monitoring methods, continuing information point-based communication, and process modification to help refine and enhance student efficiency in science. It will also be useful to build background understanding in lower grades. It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to continue to refine and improve student performance and teacher instructional practices related to Science. R. Frank Nims Middle School SCIENCE Achievement score for the 21/22 school year, was 23% with the expectation to increase that score to 30% within the 22/23 academic school year.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>proficiency within our Science scores. The school ensures every teacher contributes to the science improvement of every student by:</p> <ul style="list-style-type: none"> •Holding departmental meetings on a regular basis to make decisions about science instruction in the school. *Student data is analyzed and compared to expectations found in standards •Utilizing a balanced curriculum approach that includes whole group, small group and one-on-one based on student needs. •Providing instruction aligned with the Science Florida Standards for their grade level. *Providing instruction using the Rewards curriculum in Science
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Data Chats</p>
<p>Person responsible for monitoring outcome:</p>	<p>Benny Bolden (boldenb@leonschools.net)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being</p>	<p>Provide additional instruction in small group or one-on-one for students who are struggling with reading concepts to work on their area(s) of need. Provide ongoing professional development for teachers for implementation of Florida Standards and analyzing data. Use goals and scales for students to track their own progress toward meeting the standards. Monitor students progress monthly and make changes if interventions are not meeting the students needs.</p>

implemented for this Area of Focus. Classes are scheduled to spend time in the Science Lab to reinforce the Scientific Method using hands-on lab activities. Administrators will monitor the effectiveness of the Science Lab through walk-through observations and dialogue with teachers during PLC meetings. Provides research-backed practices that have been shown to be effective in improving students scores.

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

Use both formal and informal means of data collection to keep a pulse on interventions being implemented in support of school improvement. Build on existing work and academic understanding Engage both internal and external stakeholders throughout the process of intervention selection to promote buy-in and alignment with the school vision.

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.

Below are the strategies we plan to utilize in order to achieve our intended outcome:

- Increased attention to the scientific process throughout all grade levels and increase use of weekly science labs with hands on application activities.
- Additional incorporation of Next Generation Content Area Reading Professional Development to foster literacy strategies within science classrooms
- Use of real world science experiments and science lab journals
- Use of instructional computer software (Brain Pop, Discovery Streaming, etc.)
- Increase use of informational text and reading comprehension strategies throughout all grade levels
- Additional teacher training in science teaching strategies and models of instructional practices
- Access to online textbooks through Class-link
- Continue to promote student mastery of material by offering assessment retakes to help facilitate mastery of curriculum standards
- *Use of Rewards for Science

Person Responsible Tyneal Haywood (haywoodt@leonschools.net)

#5. Instructional Practice specifically relating to B.E.S.T. Standards

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

School-Wide Writing Initiative

Create School based Writing Curriculum to improve our FAST ELA Scores and to meet the changing expectations of the Florida Standards. This goal was chosen because of R. Frank Nims Middle School ELA/Language Arts proficiency and learning gain scores for the 2021-22 school year. The data shows that continuous improvement in this area is needed in order to strengthen our ELA/Language Arts performance school-wide. It is our expectation that the use of various progress monitoring strategies, ongoing communication based upon data points, and revision of processes through our professional learning communities will help to continue to refine and improve student performance and teacher instructional practices related to Writing school-wide.

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

The intended outcomes for the area of focus is to raise the level of proficiency on our FAST ELA assessment. R. Frank Nims Middle School will provide remediation and additional support through push-in's and pull out's, independent reading, electives, as well as small group tutoring/instruction during the school day.

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

The school ensures every teacher contributes to the literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school.
- * Student data is analyzed and compared to expectations found in standards
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one based on student needs.
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction).

Person responsible for monitoring outcome:

Benny Bolden (boldenb@leonschools.net)

Evidence-based Strategy: Describe the evidence-

Quarterly Meetings

based strategy being implemented for this Area of Focus.

Word of the Day: Graphemic awareness

- Spelling
- Vocabulary
- Grammar/syntax/semantics
- Punctuation and capitalization

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

Cross-curricular Writing: Explicitly teach students strategies for planning, writing, editing, and revising.
 Instructors and learners discuss the strategy

- Instructors model the strategy more than once
- Learners memorize the strategy
- Instructors support the strategy through corrective feedback/more instruction
- Learners use the strategy independently

Provides research-backed practices that have been shown to be effective in improving students scores.
 Use both formal and informal means of data collection to keep a pulse on interventions being implemented in support of school improvement.
 Build on existing work and academic understanding
 Engage both internal and external stakeholders throughout the process of intervention selection
 to promote buy-in and alignment with the school vision.

Action Steps to Implement

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

1. Administering assessments which measure instructed standards
2. School-wide mock Writing Assessments (Fall/Spring)
3. Monitoring progress at the class and grade level during Learning Team Meetings

Person Responsible Tyneal Haywood (haywoodt@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.

- Positive working relationship exists between teachers and parents
- Positive, student-centered communication exists between home and school
- Ardent parent involvement is evident through strong community service
- Democratic principles and solid core citizenship beliefs are visible
- The public understands that SAC and PTO meetings are open to all stakeholders
- Parent involvement activities that include dinners.
- T-shirt for students that enhances and supports culture and environment.
- PBIS initiative to support our ongoing efforts to increase student engagement and discipline.
- Fun Friday activates which include the purchasing our items to support academic engagement

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

Faculty and Staff - Creating and Implementing a positive vision and mission statement. Students - Creating and Implementing a positive vision and mission statement. Parents - Supporting the positive vision and mission statement. Community Partners - Supporting the positive vision and mission statement.