Raymond B. Stewart Middle School

2022-23 Schoolwide Improvement Plan

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Raymond B. Stewart Middle School

38505 10TH AVE, Zephyrhills, FL 33542

https://rbsms.pasco.k12.fl.us

Demographics

Principal: Joshua Border

Start Date for this Principal: 1/4/2022

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)	78%
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 (40%) 2018-19: C (47%) 2017-18: C (47%)
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 Pasco 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	78%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To create a legacy of excellence with the support of our families and communities.

Provide the school's vision statement.

To empower ALL BULLDOGS to become productive and compassionate members of 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
Borders, Joshua	Principal	Administration: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, assesses MTSS skills of staff, ensures implementation of intervention support and documentation including our PBIS system, provides professional development to support MTSS implementation, and communicates MTSS activities within the school to parents. Select General Education Teachers: Participates in data collection and data analysis and the development of Tier I instruction/intervention, collaborates with other staff to implement, integrate, and analyze the effectiveness of Tier I, II and III interventions. Learning Design Coaches and Assistant Principals: Identifies and analyzes existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. Develops, leads, and evaluates school data analysis processes. Identifies patterns of student need and assists with school-wide identification of "at-risk" students for early intervention services. Assists in the design and implementation for progress- monitoring, data collection and analysis, and provides support for our data tracker system, assessment and implementation monitoring. School Psychologist: Participates in discussion and interpretation of data; facilitates development of intervention plan/problem-solving worksheets (PSW); provides support for intervention fidelity and documentation; facilitates data-based decision-making activities. School Counselor(s) and Social Worker: Participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans and PSW's; provides support for intervention fidelity and documentation; facilitates data-based decision-making activities. Provides expertise on program design and individualized student services. Provides connection between the school and families by supporting the student's academic, emotional, and behavioral success.
Hellwig, Christina	Teacher, K-12	
Poulsen, Amanda	Teacher, K-12	
Rodriguez, Jesyriam	Assistant Principal	
Vandeberg, Charla	Teacher, K-12	
Bianchi, Elizabeth	Teacher, K-12	
Butto, Ginger	Teacher, K-12	
Rogers, India	Teacher, K-12	

Name	Position Title	Job Duties and Responsibilities
Porcelli, Cynthia	Teacher, K-12	
Morris, John	Teacher, K-12	
Pellegrino, Mike	Teacher, K-12	
McKinnies, Brian	Teacher, K-12	
Erdmann, Jennifer	Teacher, K-12	
Mathews, Shannon	Teacher, K-12	
Simon, Shannon	Teacher, ESE	
Hawk, Amanda	Teacher, K-12	
Williams, Marisa	Teacher, K-12	
Pickett, Deborah	Math Coach	
Drury, Amy	Instructional Coach	
Meyer, Lori	Teacher, K-12	
Schmidt, Stephanie	Teacher, K-12	
Collin, Deborah	Assistant Principal	
Yingling, Charles	Assistant Principal	
Ballman, Samantha	Teacher, K-12	
Dean, Brittany	School Counselor	
Shotts, Jessica	Teacher, K-12	

Demographic Information

Principal start date

Tuesday 1/4/2022, Joshua Border

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.*

24

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

978

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

6

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

13

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	344	295	337	0	0	0	0	976
Attendance below 90 percent	0	0	0	0	0	0	104	137	111	0	0	0	0	352
One or more suspensions	0	0	0	0	0	0	51	55	52	0	0	0	0	158
Course failure in ELA	0	0	0	0	0	0	9	13	47	0	0	0	0	69
Course failure in Math	0	0	0	0	0	0	7	5	9	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	151	148	150	0	0	0	0	449
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	170	124	150	0	0	0	0	444
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	3	1	0	0	0	0	4

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	221	251	248	0	0	0	0	720

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	2	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/19/2022

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	321	309	358	0	0	0	0	988
Attendance below 90 percent	0	0	0	0	0	0	64	95	104	0	0	0	0	263
One or more suspensions	0	0	0	0	0	0	78	87	83	0	0	0	0	248
Course failure in ELA	0	0	0	0	0	0	91	120	78	0	0	0	0	289
Course failure in Math	0	0	0	0	0	0	25	53	47	0	0	0	0	125
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	72	82	80	0	0	0	0	234
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	84	103	96	0	0	0	0	283
Number of students with a substantial reading deficiency	0	0	0	0	0	0	156	5	0	0	0	0	0	161

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	83	115	114	0	0	0	0	312

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	1	0	0	0	0	1
Students retained two or more times	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	321	309	358	0	0	0	0	988
Attendance below 90 percent	0	0	0	0	0	0	64	95	104	0	0	0	0	263
One or more suspensions	0	0	0	0	0	0	78	87	83	0	0	0	0	248
Course failure in ELA	0	0	0	0	0	0	91	120	78	0	0	0	0	289
Course failure in Math	0	0	0	0	0	0	25	53	47	0	0	0	0	125
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	72	82	80	0	0	0	0	234
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	84	103	96	0	0	0	0	283
Number of students with a substantial reading deficiency	0	0	0	0	0	0	156	5	0	0	0	0	0	161

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	
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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	1	0	0	0	0	1
Students retained two or more times	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	29%	46%	50%				43%	52%	54%
ELA Learning Gains	39%						51%	55%	54%
ELA Lowest 25th Percentile	34%						49%	47%	47%
Math Achievement	34%	34%	36%				49%	60%	58%
Math Learning Gains	47%						50%	61%	57%
Math Lowest 25th Percentile	48%						41%	52%	51%
Science Achievement	33%	54%	53%				42%	52%	51%
Social Studies Achievement	56%	59%	58%				58%	68%	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%	56%	-18%	54%	-16%
Cohort Comparison						
07	2022					
	2019	35%	51%	-16%	52%	-17%
Cohort Comparison		-38%				
08	2022					
	2019	48%	58%	-10%	56%	-8%
Cohort Comparison		-35%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	41%	59%	-18%	55%	-14%
Cohort Comparison						
07	2022					
	2019	34%	42%	-8%	54%	-20%
Cohort Comparison		-41%				
08	2022					
	2019	56%	68%	-12%	46%	10%
Cohort Comparison		-34%				

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	41%	54%	-13%	48%	-7%
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	57%	70%	-13%	71%	-14%

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	85%	60%	25%	61%	24%

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

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	3	23	22	14	40	40	8	34			
ELL	16	42	48	27	44	43	28	65			
ASN	67	50		58	45						
BLK	26	39	31	23	46	52	21	62			
HSP	24	40	40	29	44	42	26	46	26		
MUL	30	38		26	39	46	23	50			
WHT	31	39	30	39	51	53	40	60	41		
FRL	25	36	31	29	43	45	28	53	29		

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	9	19	18	13	24	27	10	47			
ELL	15	38	47	21	35	43	22	47			

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			64							
BLK	25	24	14	21	30	31	22	44			
HSP	22	31	32	25	37	40	32	52	37		
MUL	33	26	9	24	27	23	20	64			
WHT	36	35	24	42	38	35	44	63	26		
FRL	29	30	22	31	35	33	35	54	24		

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	51	48	21	44	37	20	24			
ELL	10	50	57	24	33	28	25	38			
ASN	60	70		90	70						
BLK	32	44	38	34	51	44	28	40			
HSP	36	51	57	37	41	34	42	50	50		
MUL	37	47	54	54	58	50	42	63	42		
WHT	48	53	47	55	52	45	45	62	35		
FRL	39	51	51	46	49	42	40	54	38		

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	394
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	55
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	36
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	36
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	43
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	35
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?

We began using NWEA and MAPs data to predict student proficiency on state testing. We compared Winter to Spring MAPs data and saw an increase in students being at or approaching proficiency.

FSA trends over three years:

SWDs: Gains in SS
Strengths: SS Ach. (+23%)
Improvements: ELA Ach. (-8%), ELA LG (-32%), ELA-LG L25% (-30%), Math-Ach (-8%), Math LG (-10%), Math-LG 25% (-10%), Sci-Ach (-10%)

ELL/LEP: Area of most improvement Gains in ELA, Math, and SS
Strengths: ELA Ach. (+5%), Math LG (+2%), Math-LG 25% (+15%), SS Ach. (+9%)
Improvements: ELA LG (-12%), ELA-LG L25% (-10%), Math-Ach (-3%), Sci-Ach (-3%)

Black: Gains IN SS
Strengths: SS Ach. (+4%)
Improvements: ELA Ach. (-7%), ELA LG (-20%), ELA-LG L25% (-24%), Math-Ach (-13%), Math-LG 25% (-13%), Sci-Ach (-10%)

Hispanic: Gains in Math and SS
Strengths: Math-LG 25% (+6%), SS Ach. (+2%)
Improvements: ELA Ach. (-14%), ELA LG (-20%), ELA-LG L25% (-25%), Math-Ach (-12%), Math-LG 25% (-4%), Sci-Ach (-6%), MS Accel (-13%)

FRL/ED:
Strengths: None
Improvements: ELA Ach. (-10%), ELA LG (-21%), ELA-LG L25% (-17%), Math-Ach (-15%), Math-LG 25% (-9%), Sci-Ach (-5%), SS Ach. (0%), MS Accel (-14%)

Lowest Percentile: Gains in Math
Strengths: ELL Math-LG L25% (+15%), Hispanic Math-LG L25% (+6%)
Improvements: SWD ELA-LG L25% (-30), ELL ELA-LG L25% (-10%), FRL ELA-LG L25% (-17%), Black Math-LG 25% (-24%), Hispanic ELA-LG L25% (-20%), SWD Math-LG L 25% (-10), FRL Math-LG L25% (-9%), Black ELA-LG L25% (-13%),

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

1. Students with Disabilities (SWD), Black, Hispanic, White, FRL, and Multicultural students were the subgroups that did not exemplify improvements as they are the lowest areas of proficiency in all subject areas.
2. Winter to Spring Math data for 6th grade declined by 5% and for 7th grade by 2%.
3. Winter to Spring ELA data for 6th grade declined by 2%.
4. The data component demonstrates the greatest need for improvement in 6th-grade FSA Mathematics.
5. Compared to 2021 data, our 2022 state assessment data shows that our greatest need for improvement is with ELA achievement (-2%), Science achievement (-5%), and Social Studies achievement (-2).

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

Student disengagement was the main contributing factor to this need for improvement due to external factors such as Covid-19, quarantined, and the Pandemic.

Strategies to use to address this need for improvement:
- 1 on 1 sessions with ESE students who were quarantined
- small group sessions
- Tier II and III sessions

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

1. Our ELLs were the group that exemplify the most improvement as they were the groups that showed the most gains.
2. Winter to Spring Science data for 8th grade increased by 2%.
3. Winter to Spring Math data for 8th grade increased by 2%.
4. Winter to Spring ELA data for 7th grade increased by 1%.
5. The data component that showed the greatest improvement is 8th grade.
6. Compared to 2021 data, our 2022 state assessment data shows that our greatest improvement was with Math Learning gains of the lowest 25% (+13), Math learning gains (+11), ELA learning gains of the lowest 25% (+10), Acceleration points (+8), ELA learning gains (+7).

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

1. The addition of a new Stem Coach that focused on innovation and technology; therefore, allowed more opportunities for the ELA and Math coaches to go into classes and provide coaching support and engagement.
2. This year, teachers worked more as a grade-level team to work on student engagement strategies, teaching strategies, and data analysis to enhance proficiency.

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

Strategies that will be used school-wide will be the use of Tiered Interventions to accelerate learning.
Tier I: Core Program (All Students Have Access)
Tier II: Additional Time on grade level essential learning
Tier III: Intensive Remediation in Universal Skills

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.

PD focused on strategies in order to monitor learning during instruction, including:
- Understanding of MTSS and RTI
- Differentiated instructional strategies
- How to incorporate Tier 1 instructional practices with Tier 2 in mind
- Implementing Tier 2 intervention (academically and behaviorally)

PD for intensive reading courses that cover how to implement foundational skills and strategies are taught in order to include Tier 3 interventions for students.
- How to utilize SF teachers in classes and training specific to students with needs

PD focused on classroom management strategies
- De-escalation
- Re-establishing various committees including discipline/attendance

PD on collaborative structures to increase student engagement
- Incorporating technology; Makerspace
- Utilizing technology to enhance learning in the classroom

Social Committee will continue to plan activities and create incentives for staff throughout the school year

Utilizing Early Release Days throughout the year, to implement PD that strategically and thoroughly digs into equitable practices school-wide.
- What is equity?
- Raising awareness of equity concerns
- How to impact subgroups (ELL, minority, SWD)
- How to impact all students with needs
- Providing more opportunities to students
- PD on formative assessment and how to closely analyze student work
- Continuing Data Chats/goal setting with students

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

1. Academic supports continued from the Priority Schools Team
2. Gallup Strength Finder training and supports for staff- Teach to your Strengths
3. Any supports for our ELL students-strategies for teachers to use in the classroom
4. Using our SF teachers more effectively- any training

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

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#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Use standards-based, high-impact instructional strategies within content areas and/or blended learning environments that result in increased academic proficiency. Rationale: 1. Exposing students to grade-level curriculum and text while also filling significant learning gaps. 2. Some teachers' lack of understanding of how to plan for and implement rigorous instruction that engages students in higher-order thinking and problem-solving.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve.** **This should be a data based, objective outcome.**	1. Strengthen Tier 1 instructional practices through improvement of Core Actions 2 and 3 (including AVID and WICOR strategies). 2. Strengthen Tier 2 instructional practices to strategically monitor trends and student progress throughout the year. 3. Teachers will attend monthly professional development. (intertwine equitable practices school-wide throughout all PD)
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area will be monitor through Common Formative Assessment Data, Core Action Walkthrough Data, SharePoint, myStudent, NWEA data, and Evaluation Summary/Trends.
Person responsible for monitoring outcome:	Jesyriam Rodriguez (jegarcia@pasco.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Professional Learning Communities 2. Learning Design Coaches 3. The Florida Standards 4. Common planning time for teachers by content and grade level 5. Professional Development 6. Support Facilitation 7. AVID 8. Infinity 9. Bulldog College 10. MTSS meeting structures (SLT, SIT, TBIT, PLCs)
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Educators need to understand how to plan and implement rigorous lessons that are aligned to the Florida Standards, reflect shifts in instruction, and how MTSS is implemented with fidelity to ensure high impact instruction and learning is taking place in order for student proficiency levels to increase.

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. Continue to implement Core Actions 1,2, and 3 with a focus on questioning techniques, monitoring for learning, and student-to-student discourse (including AVID and WICOR strategies, and including focused notes).
2. Using the prevention loop and Tier II form more strategically to track and monitor trends and student progress throughout the year; implementing a teacher resource library for remediation prior to re-taking an assessment and using SF teachers
3. Offer monthly Professional Development. (intertwine equitable practices school-wide throughout all PD)

4. Students will complete one informational or argumentative writing piece per quarter, in each content area using WICOR strategies.

5. Dig deeper into daily classroom time and daily academic intervention time to engage in various academic opportunities to extend and refine learning

6. Teachers will utilize resources such as technology and maker space to promote creativity, innovation, and collaborative problem-solving.

Person Responsible   Joshua Borders (jjborder@pasco.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Collaborative Culture: Create a collaborative culture that increases staff and student engagement through positive behavior support systems and community involvement opportunities. Rationale: 1. Faculty and staff members want more opportunities to build and strengthen relationships with their colleagues. 2. Using Positive Behavior Intervention Systems effectively, maximizes student engagement, thus increase academic achievement. 3. Data from the Gallup Survey reveals that many students are not engaged academically.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	1. Increase student and staff recognition to include weekly, monthly, and quarterly intervals. 2. Include more opportunities for stakeholder (parents, faculty, businesses, students) collaboration to increase recognition and community involvement. 3. Increase opportunities for after-school staff planning, collaboration, and PD.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area will be monitored through EWS Data, Surveys, Staff Gallup Survey, Student Gallup Survey, myStudent, and SharePoint.
Person responsible for monitoring outcome:	Deborah Collin (dcollin@pasco.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Protected meeting time 2. Professional Development 3. Community Connection Nights 4. Positive Behavior Intervention Support 5. Common planning time for like content and grade level teachers
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. A positive school culture creates a more effective learning environment. 2. Recognition and incentives through PBIS rewards increase student and teacher motivation to work hard and succeed. 3. Effective data monitoring throughout the year allows for determining progress toward meeting the goal of improving student and staff engagement through PLCs and MTSS infrastructures. 4. PTSA helps to create a positive learning environment that ensures all stakeholders work together to move the school forward and support teaching and 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.

1. Grade level teams and PLCs will continue to enhance staff and student engagement to and increase overall school culture.
2. Students and faculty will be recognized frequently through multiple sources for achievement or

improvement in academics, behavior, and attendance.

3. Teacher to teacher PD will occur across grade levels and subject areas to increase collaboration, knowledge, and skill.

4. Include more opportunities for stakeholder (parents, faculty, businesses, students) collaboration to increase recognition and cohesiveness.

5. The school will host a Community Connections family night during each quarter to create a home/ school partnership.

6. Use the Gallup results to develop learners' attitudes, beliefs, and skills needed for success.

7. Use of Gallup Strength Finders to increase teacher-to-teacher collaboration and pedagogy.

8. Optimize RBSMS' teacher-student mentoring program.

9. Student Congress will be facilitated by the administration to address school-wide initiatives and programs

Person Responsible   Deborah Collin (dcollin@pasco.k12.fl.us)

#3. Positive Culture and Environment specifically relating to Data Driven Decisions	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data Driven Decisions: Utilize data to inform educational decisions. Rationale: 1. Student achievement has not shown adequate gains. 2. Analyzing data allows room for improvement. 3. Analysis of student data drives curriculum, planning, and classroom instruction
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	1. Strengthen the TBIT process to problem solve student academic achievement and behavior. 2. The School Intervention Team (SIT) will analyze EWS data and SIT form to develop and monitor school-wide Tier III structures for behavior, academics, and attendance. 3. Teachers will use a variety of data sources to identify all students in need and differentiate in Tier 1 and intervene in Tier 2, as needed.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This are will be monitored by using Common Assessment Data, Meeting Minutes, EWS Data, NWEA MAPs Data, myStudent, SharePoint
Person responsible for monitoring outcome:	Joshua Borders (jjborder@pasco.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. SSAP Teacher 2. MTSS Committee 3. Early Warning System Data 4. Instructional Design Coaches 5. School-Based Problem Solving Team 6. Positive Behavior Intervention Support Program
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Providing a tiered system of differentiated academic and behavioral support for students increases positive educational outcomes.

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. Use data tracking software to monitor and respond to Common Formative Assessment (CFA) results.
2. RBSMS will utilize the TBIT process to problem solve student academic achievement and behavior.
3. The School Intervention Team (SIT) will analyze EWS data and SIT form to develop and monitor school-wide Tier III structures for academic achievement and behavior.
4. Teachers will use a variety of data sources to identify all students in need and differentiate in Tier 1 and intervene in Tier 2, as needed (Additional focus on subgroups to ensure meeting all students' needs)
5. RBSMS will monitor current attendance processes to identify and address student attendance concerns.
6. Utilize NWEA MAP's Assessment Data to monitor and respond to student performance.

Person Responsible	Charles Yingling (cyinglin@pasco.k12.fl.us)

#4. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Instructional Priority #1: Strengthen Tier 1 instructional practices through clear alignment between student activities/tasks/content and learning targets. Look Fors Teacher Actions - Teacher posts learning goal and standard visibly in the classroom and refer to it/them throughout the lesson - Teacher connects for/with students how the activities relate to the goal Student Actions - Most students asked can identify the learning goal - Most students asked can state how activities relate to the learning goal Rationale: End of unit, walkthrough, district, and state data indicate the need for explicit, intentional, instruction aligned to the intended learning outcomes for grade-level standards.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Teacher Practice: By April 2023, 80% of classrooms will be "yes" for teacher and student actions. Student Practice: By April 2023, 80% of students will score 70% or higher on CFAs. Coaching Practice: By April 2023, 80% of our teachers will be receiving only Tier 1 supports.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	What actions will need to be completed? What actions will need to be adjusted or changed? Planning Action Step: Facilitate the planning protocol with teachers •District provides SLN resources for teachers to use when planning benchmark-aligned instruction • Admin and Coaches train PLC facilitators on the planning protocol (before-during-after document) •Admin and Coaches leverage the teacher actions in the look-fors during common planning (learning targets, purpose of activities, etc.), to position teachers to implement teacher actions •Teachers use after-school paid planning time to align activities/tasks/content in lessons to learning targets •Teachers will unpack benchmarks/standards, understand the depth of them and how they come alive during instruction, and also look at data to be able

to respond to it in Tier 1 and Tier 2.

Coaching

Action Step:
Create a multi-tiered system of supports for teachers

•Admin and Coaches create a Schedule/Calendar for class visits to collect data and provide supports

•Admin shares the logistics of instructional monitoring (area of focus, rationale, priority, outcomes, look-fors, and logistics) with the leadership team & teachers

•Admin and Coaches collect data and provide supports in classrooms weekly and debrief

•Admin and Coaches share data detail results with leadership team & teachers

•Admin Coaches and Teachers make adjustments (planning, coaching and PD) based on evidence

•Admin and Coaches will build teacher capacity in unpacking benchmarks/ standards, understand the depth of them and how they come alive during instruction, and also look at data to be able to respond to it in Tier 1 and Tier 2. They will do this by providing PD in the 3 instructional priorities and Monitoring will occur through a collection of implementation data.

Person responsible for monitoring outcome:	Joshua Borders (jjborder@pasco.k12.fl.us)

What evidence will be collected to ensure implementation is occurring as expected/designed?

Planning
Evidence:
Training resources
Meeting agendas
PLC teacher team common planning documents and products

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

How will you collect this evidence?
RBSMS Sharepoint –upload weekly

Coaching
Evidence:
Schedule/Calendar
Data
1 pager- with all 3 priority Look-Fors areas in print for teachers
Meeting agendas (leadership/faculty/coach & Admin meetings/management)
Teacher Tiered Support Template

How will you collect this evidence?

Electronic data tool (Microsoft form)
Sharepoint

What evidence will be collected to ensure the impact is occurring as expected/designed?

Planning
Impact:
Trends over time showing:

Increased number of teachers showing evidence of aligned instruction in grade-level classrooms

Increased number of classrooms with students identifying the learning goal and describing how the activities align to the learning goal

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

How will you collect this evidence?
Weekly walkthrough data collected with Microsoft forms

Coaching
Impact:
Trends over time showing:

Decreased percentage of teachers needing Tier 2 and 3 supports

Increased percentage of students scoring 70% or higher on CFAs

How will you collect this evidence?
Data Summary Artifacts (Electronic Forms)
GradeCam (CFA)/Grades (EWS)
Teacher Tiered Support Document

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.

No action steps were entered for this area of focus

#5. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Instructional Priority #2: Strengthen Tier 1 instructional practices through Student-to-student discourse. Look Fors: Teacher Actions -Teacher provides opportunities for student accountable talk such as sharing their thinking and asking questions of each other Student Actions -Most students are engaged in discourse with other students -Most students are using appropriate academic vocabulary Rationale: End of unit, walkthrough, district, and state data indicate the need for explicit, intentional, instruction aligned to the intended learning outcomes for grade-level standards.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Teacher Practice: By April 2023, 80% of classrooms will be "yes" for teacher and student actions. Student Practice: By April 2023, 80% of students will score 70% or higher on CFAs. Coaching Practice: By April 2023, 80% of our teachers will be receiving only Tier 1 supports.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	What actions will need to be completed? What actions will need to be adjusted or changed? Planning Action Step: Professional development and resource supports around student discourse. • Coaches will develop PD around student-to-student discourse (accountable talk, collaborative talk) • Coaches will develop a discourse section in Playbook for teacher reference. •Admin and Coaches leverage the teacher actions in the look-fors during common planning (opportunities for student discussion), to position teachers to implement teacher actions •Teachers use after-school paid planning time to strategically plan for opportunities for students to engage in discourse. Coaching Action Step:

Create a multi-tiered system of supports for teachers

•Admin and Coaches create a Schedule/Calendar for class visits to collect data and provide supports
•Admin shares the logistics of instructional monitoring (area of focus, rationale, priority, outcomes, look-fors, and logistics) with the leadership team & teachers
•Admin and Coaches collect data and provide supports in classrooms weekly and debrief
•Admin and Coaches share data detail results with leadership team & teachers
•Admin Coaches and Teachers make adjustments (planning, coaching, and PD) based on evidence

Person responsible for monitoring outcome:

Joshua Borders (jjborder@pasco.k12.fl.us)

What evidence will be collected to ensure implementation is occurring as expected/designed?

Planning
Evidence:

PD artifacts, sign-in sheets, and communications

Checklist and one-pager

Before-During-After Document

Teacher-initiated discussion around discourse

Walkthrough data using Microsoft Form

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

How will you collect this evidence?
Electronic data tool (microsoft form)
Sharepoint

Coaching
Evidence:
Schedule/Calendar
Data
1 pager- with all 3 priority Look-Fors areas in print for teachers
Meeting agendas (leadership/faculty/coach & Admin meetings/management)
Teacher Tiered Support Template

How will you collect this evidence?
Electronic data tool (microsoft form)
Sharepoint

What evidence will be collected to ensure impact is occurring as expected/designed?

Planning
Impact:
Trends over time showing:

Increased percentage of teachers providing many opportunities for students to engage in accountable talk discussions

Increased percentage of students engaged in discourse with other students that include appropriate academic vocabulary

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

How will you collect this evidence?
Data Summary Artifacts (Electronic Forms)

Coaching
Impact:
Trends over time showing:

Increased percentage of teachers providing many opportunities for students to engage in accountable talk discussions

Increased percentage of students engaged in discourse with other students that include appropriate academic vocabulary

How will you collect this evidence?
Data Summary Artifacts (Electronic Forms)
GradeCam (CFA)/Grades (EWS)
Calendar color-coded with Tier 1, Tier 2, and Tier 2 visits shown.

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.

No action steps were entered for this area of focus

#6. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Instructional Priority #3: Strengthen Tier 1 instructional practices through providing checks for understanding Throughout the lesson and making needed adjustments, based on evidence collected Look Fors: Teacher Actions - Teacher deliberately checks for understanding throughout the lesson to collect evidence of learning and opportunities for growth - Teacher responds accordingly to evidence of learning throughout the lesson. - Teacher provides time for students to practice grade level work and reflect on whether they met the learning goal Student Actions - Most students are engaged in opportunities to demonstrate understanding - Most students will practice and reflect on how well they met the learning goal Rationale: End of unit, walkthrough, district and state data indicate the need for explicit, intentional, instruction aligned to the intended learning outcomes for grade level standards.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Teacher Practice: By April 2023, 80% of classrooms will be "yes" for teacher and student actions. Student Practice: By April 2023, 80% of students will score 70% or higher on CFAs. Coaching Practice: By April 2023, 80% of our teachers will be receiving only Tier 1 supports.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	What actions will need to be completed? What actions will need to be adjusted or changed? Planning Action Step: Professional development and resource supports around providing checks for understanding and making needed adjustments. • Coaches will develop PD around providing checks for understanding and making needed adjustments. • Coaches will develop a monitoring section in Playbook for teacher reference. •Admin and Coaches leverage the teacher actions in the look-fors during common planning (releasing students, collecting evidence of learning and responding to evidence), to position teachers to implement teacher actions •Teachers use after school paid planning time to strategically plan for providing checks for understanding and making needed

adjustmnets.

Coaching
Action Step:

Create a multi-tiered system of supports for teachers

•Admin and Coaches create a Schedule/Calendar for class visits to collect data and provide supports
•Admin shares the logistics of instructional monitoring (area of focus, rationale, priority, outcomes, look-fors, and logistics) with leadership team & teachers
•Admin and Coaches collect data and provide supports in classrooms weekly and debrief
•Admin and Coaches share data detail results with leadership team & teachers
•Admin Coaches and Teachers make adjustments (planning, coaching and PD) based on evidence

Person responsible for monitoring outcome:

Joshua Borders (jjborder@pasco.k12.fl.us)

What evidence will be collected to ensure implementation is occurring as expected/designed?

Planning
Evidence:

PD artifacts, sign-in sheets, and communications

Checklist and one-pager

Before-During-After Document

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

Teacher-initiated discussion around discourse

Walkthrough data using Microsoft Form

How will you collect this evidence?
Electronic data tool (microsoft form)
Sharepoint

Coaching
Evidence:

Schedule/Calendar
Data
1 pager- with all 3 priority Look-Fors areas in print for teachers
Meeting agendas (leadership/faculty/coach & Admin meetings/ management)

Teacher Tiered Support Template

How will you collect this evidence?
Electronic data tool (Microsoft form)
Sharepoint

What evidence will be collected to ensure impact is occurring as expected/designed?

Planning
Impact:
Trends over time showing:

Increased percentage of teachers providing checks for understanding and making adjustments

Increased student performance on CFAs

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

How will you collect this evidence?
Data Summary Artifacts (Electronic Forms)
GradeCam (CFA)/Grades (EWS)

Coaching
Impact:

Trends over time showing:

Increased percentage of teachers providing checks for understanding and making understanding

Increased percentage of students reflecting on learning and an increase in CFA scores.

How will you collect this evidence?
Data Summary Artifacts (Electronic Forms)
GradeCam (CFA)/Grades (EWS)

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.

No action steps were entered for this area of focus

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.

Raymond B. Stewart Middle School takes into account and includes all stakeholders in the decision-making process. This year Raymond B. Stewart Middle school will be rebranding as we have a new principal and we will be creating the Bulldog Legacy of excellence with the support of our families and communities. Educators at Raymond B. Stewart middle school have core values, beliefs, norms, and traditions that integrate a healthy dialogue among students, parents, and faculty in order to understand everyone's needs and expectations. Not all schools have the same core values and beliefs, nor do they have the same culture; however our school's main goal is to build and establish strong and lasting relationships among all stakeholders. We ensure that students, teachers, parents, and all stakeholders feel respected and supported by their school administrators. Communication, consistency, problem-solving, trust, and inclusion are at the heart of how our school builds a positive school culture and environment in order to involve all stakeholders. When trust is a vital component of the school's culture, then all stakeholders feel more vested in the success of the school as a whole.

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

All stakeholders are responsible for promoting a positive culture and environment at RBSMS. School Leaders, teachers, students, parents, and all stakeholders of RBSMS contribute to creating a healthy and collaborative school culture where learning involves not only the students but also the faculty and staff. The responsibilities include shaping a vision of academic success for all students, creating a climate hospitable to education, cultivating leadership in others, improving instruction, and managing people, data and processes to foster our school's improvement. Overall, to establish a healthy school culture, one must have an army of teachers that feel supported, acknowledged, and encouraged.