Dr. John Long Middle School

2022-23 Schoolwide Improvement Plan

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Dr. John Long Middle School

2025 MANSFIELD BLVD, Wesley Chapel, FL 33543

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

Demographics

Principal: Christine Wolff E

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
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: A (63%) 2018-19: A (71%) 2017-18: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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	No	31%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

Dr. John Long Middle School will provide a safe, relevant, and rigorous learning environment to foster positive relationships empowering our diverse community to reach their highest potential.

Provide the school's vision statement.

JLMS Core Value Statements :
Exercise "Best Practices" through participating in a Professional Learning Community.

Demonstrate positive role modeling through consistent leadership with a focus on exemplary ethical values.

Challenge our students to reach their highest academic and social potential by dedicating ourselves to Rigor, Relevance, and Relationships.

Instill positive attitudes while modeling flexibility and enthusiasm.

Create an environment of open communication to foster unity and relationships throughout the school community.

Provide a safe and respectful environment that supports the diversity and ideas of students, faculty, and community.

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
Wolff, Christine	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.
Brooks, Shalonda	Assistant Principal	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.
Alderman, Porsche	Teacher, K-12	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.
Aponte, Maria	Teacher, K-12	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.
Barrios, Abner	Teacher, K-12	
Briscoe, Jill	Assistant Principal	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.
Danon, Kim	Teacher, K-12	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.
Frenchko, Jay	Teacher, K-12	Select General Education Teachers: Participates in data collection and data analysis and the development of Tier I instruction/intervention, collaborates

Name	Position Title	Job Duties and Responsibilities
		with other staff to implement, integrate, and analyze the effectiveness of Tier I, II and III interventions.
Hail, Christina	Teacher, K-12	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.
Hammond, Victoria	Assistant Principal	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.
Kengott, Janet	Teacher, K-12	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.
Klesius, Mary	Teacher, K-12	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.
Newkirk, BJ	Teacher, K-12	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.
Nucamendi, Ginger	Teacher, K-12	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.
Perugini, Tamari	Teacher, K-12	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.
Quigley, Cathy	School Counselor	School Counselor(s) and Social Worker: Participates in the collection, interpretation, and analysis of data; facilitates the development of

Name	Position Title	Job Duties and Responsibilities
		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.
Ryan, Denise	Teacher, K-12	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.
Schell, Nicholas	Instructional Coach	
Seacord, Adam	Teacher, K-12	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.
Vickers, Becky	Teacher, K-12	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.
Vinchesi, Sally	Teacher, K-12	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.

Demographic Information

Principal start date
Monday 7/1/2013, Christine Wolff E

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.*
14

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.*
33

Total number of teacher positions allocated to the school
77

Total number of students enrolled at the school

1,280

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

3

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	396	412	472	0	0	0	0	1280
Attendance below 90 percent	0	0	0	0	0	0	50	63	80	0	0	0	0	193
One or more suspensions	0	0	0	0	0	0	12	49	44	0	0	0	0	105
Course failure in ELA	0	0	0	0	0	0	4	7	8	0	0	0	0	19
Course failure in Math	0	0	0	0	0	0	7	13	9	0	0	0	0	29
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	39	78	94	0	0	0	0	211
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	27	90	33	0	0	0	0	150
Number of students with a substantial reading deficiency	0	0	0	0	0	0	76	61	56	0	0	0	0	193

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	115	138	182	0	0	0	0	435

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	
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

Monday 7/18/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	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	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	60%	46%	50%				72%	52%	54%
ELA Learning Gains	53%						68%	55%	54%
ELA Lowest 25th Percentile	40%						61%	47%	47%
Math Achievement	78%	34%	36%				83%	60%	58%
Math Learning Gains	75%						79%	61%	57%
Math Lowest 25th Percentile	69%						71%	52%	51%
Science Achievement	58%	54%	53%				69%	52%	51%
Social Studies Achievement	86%	59%	58%				83%	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	69%	56%	13%	54%	15%
Cohort Comparison						
07	2022					
	2019	68%	51%	17%	52%	16%
Cohort Comparison		-69%				
08	2022					
	2019	78%	58%	20%	56%	22%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	78%	59%	19%	55%	23%
Cohort Comparison						
07	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	66%	42%	24%	54%	12%
Cohort Comparison		-78%				
08	2022					
	2019	92%	68%	24%	46%	46%
Cohort Comparison		-66%				

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	69%	54%	15%	48%	21%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	68%	-68%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	70%	12%	71%	11%
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	99%	60%	39%	61%	38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	62%	38%	57%	43%

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	34	38	26	41	49	44	44	50	33		
ELL	40	45	39	63	72	65	37	60	35		
ASN	75	60	46	94	84		74	91	66		
BLK	57	45	35	62	64	56	55	73	48		
HSP	51	50	37	73	73	70	50	83	32		
MUL	62	51	42	81	87	80	70	91	60		
WHT	63	55	43	80	76	71	59	89	54		
FRL	50	51	37	68	71	64	48	79	40		
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	31	36	27	42	52	51	30	56	14		
ELL	33	46	33	58	61	51	35	64	21		
ASN	78	69		92	75		92	84	72		
BLK	55	47	37	62	71	56	58	77	35		
HSP	54	46	37	67	64	54	61	80	38		
MUL	74	71		81	75		81	76	75		
WHT	64	55	29	80	72	67	74	86	49		
FRL	49	43	31	61	65	55	61	72	34		
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	31	54	61	48	51	49	21	53	13		
ELL	29	58	52	57	71	67	39	50	25		
ASN	92	78	86	97	88	90	83	97	72		
BLK	60	65	63	71	76	65	43	81	28		
HSP	63	66	59	77	73	67	56	76	44		
MUL	73	73	80	83	71		68	77	53		
WHT	76	68	59	87	82	75	78	86	62		
FRL	60	64	57	70	74	68	48	72	35		

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	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	610
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	74
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	55
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	56

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	69
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	66
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	55
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?

Utilizing FSA, NWEA MAPS, and EWS data we have identified trends that emerged in the 2021-2022 school year. Below are the most current trends from the 2019 and 2021 FSA subgroup data:

SWDs:
Strengths- Math LG (+1) Math LG 25% (+2) Sci (+9) SS Ach (+3) MS Accel (+4)
Areas to Improve- ELA LG (-18) ELA LG (-34) Math Ach (-6)
ELL/LEP:
Strengths: ELA Ach (+4) Math Ach (+1) SS Ach (+14)
Areas to Improve: ELA LG (-12) ELA LG 25% (-19) Math LG (-10) Math LG 25% (-16) Sci Ach(-4) MS Accel(-3)
BLACK:

Strengths: Sci Ach (+15) MS Accel (+7)
Areas to Improve: ELA Ach (-5) ELA LG (-18) ELA LG 25% (-26) Math Ach (-9) Math LG (-5) Math 25% (-9) SS
Ach(-4)
HISPANIC:
Strengths: SS Ach (+22)
Areas to Improve: ELA Ach (-9) ELA LG (-25) ELA LG 25% (-20) Math Ach (-10) Math LG (-9) Math 25% (-13)
Sci Ach (-4) MS Accel (-6)
FRL/ED:
Strengths: Sci Ach (+13)
Areas to Improve: ELA Ach (-11) ELA LG (-21) ELA LG 25% (-26) Math Ach (-9) Math LG (-9) Math 25% (-13)
MS Accel (-1)

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

ELA Ach and ELA LG for SWD, ELL, BLK, HSP, and FRL

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, quarantine, and lack of collaborative structures.

Strategies used to address this need for improvement:
- Small group instruction to address learning gaps
- Focus on building tier 2 interventions

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

Sci Ach overall for subgroups, MS Accel for BLK, SS Ach for HSP

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

Teacher planning time and intentional PD to improve student engagement, best teaching practices, 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 Intervention to accelerate learning with a focus on strengthening Tier 2

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 such as:
- Understanding MTSS and RTI
-UDL PD
- Implementing Tier 2 Intervention (academically and behaviorally)
- Classroom Management Strategies (de-escalation and PBIS)
- Increasing engagement via project based learning
- Leveraging technology to increase student engagement
- Utilization of Early Release Days to work on best tier 2 practices and best classroom practices
- Team building and collaborative PD to build culture
- Goal setting and Data Chats to focus on students continuous improvement

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

ELA content support and PD from district specialists
Staff PD Retreat Days

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 Professional Learning Communities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Analyzing subgroups such as SWD ELA learning gaps we identified the need to stregthen tier 2 interventions campus wide focusing on providing support to SWD.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Utilizing the new FAST exams we would like to see each student grow in their learning gains by at least +5 on the new scale.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Using the new FAST we will monitor PM1 and PM2 to assess students learning gains and provide intervention and tier 2 supports for students not making learning gains
Person responsible for monitoring outcome:	Victoria Hammond (vhammond@pasco.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Prescribed SLN tier 2 resources provided through the district
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students were not making the learning gains expected which identified the need for tier 2 intervention support. Utilizing the SLN and providing tiered instruction will help increase student learning gains.

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. SLT meets during pre-planning week to dive into the Best Practices at Tier 2 structure and collaborate to plan for the upcoming school year. Begin book study with Best Practices guide.
2. Solution Tree professional development to lay strong framework for collaborative PLC ways of work
3. SLT shares tiered information and next steps with each PLC
4. PLC Leaders use the tiered focused PLC agenda and Standard data forms to identify students in need of tier 2 interventions including remediation and enrichment
5. SLT provide support and monitor for consistent implementation
6. Analyze data for learning gains and implementation of tier 2 practices.

Person Responsible	Victoria Hammond (vhammond@pasco.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Collaborative Culture and PBIS	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our goal is to create a collaborative culture that increases staff and student engagement through positive behavior support systems and increase opportunities for staff engagement and communication. This need was identified utilizing Gallup data and staff/student surveys.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase in teacher engagement from 43% to 50% on the gallup Increase in indicator for staff I have received recognition or praise for doing good work from 3.54 to 3.7 Increase in student engagement from 34% engaged to 40% Indicated by a specific in student indicator someone has told me I have done good work at school from 3.24 to 3.5 and the adults at my school care about me from 3.52 to 3.9
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This are will be monitored using EWS data, student and staff surveys, and Gallup results.
Person responsible for monitoring outcome:	Victoria Hammond (vhammond@pasco.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	•Increase student and staff recognition to include weekly, monthly, and quarterly intervals. •Increase communication to teachers and parents via monthly newsletters and updates •Provide more opportunities for staff collaboration and interactions via activities such as staff bingo, scavenger hunts, and escape rooms. •Focus on implementation of PBIS rewards and increasing PBIS positive referrals and incentives to increase positive student behaviors.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The research is clear Positive environments are performance enhancers for staff and students. They are characterized by great results, less turnover, more resilient cultures and healthier staff. Learning to embrace the benefits of positive performance; they then share them naturally with co-workers leading to a positive "rippling" effect inside the work community. Recognition and incentives through PBIS rewards and positive student referrals will increase student motivation to work and succeed.

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 meet and strategize around ideas to enhance staff and students engagement to increase the school climate and eventually the schools culture.
2. Leadership will collaborate to provide specific and intentional recognition for faculty and students.
3. Increase in collaborative professional development to increase understanding of PBIS.
4. Surveys to staff and students about types of recognition they prefer and PBIS reward ideas.

Person Responsible   Victoria Hammond (vhammond@pasco.k12.fl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities

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 Decision Making: Utilizing the data to inform educational decisions our indicators showed an increase in SWD and a decrease in their ELA achievement by 18 points, Learning gains of the lowest 25% by 34 points and a decrease in Math achievement by 6 points.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By providing specific target support using UDL pull out, ESE support, with intensive reading and intensive math for students with the largest gaps we will be able to see an increase in student growth. This will be measured with a +5 student growth from PM1 to PM2 in ELA and Math.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Action plan for SWD with these specific increases by case managers. Analyzing student data via CFA's and new FAST progress monitoring.
Person responsible for monitoring outcome:	Jill Briscoe (jbriscoe@pasco.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Specific Student Goal Setting 2. UDL framework 3. Intensive math support 4. Intensive reading supports
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	To ensure student learning gains among students with disabilities educators must target goals to close learning gaps, pull out SWD for UDL strategies, and provide ample support in intensive math and reading.

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. Using PLC agendas CFA data to identify SWD who are consistently not meeting grade level essential standards and provide support
2. Utilizing tier 2 interventions and ESE support with students who are not showing mastery of the standards.
3. After students are identified their ESE support will work with them to set specific goals and follow up with students on a frequent basis.

Person Responsible   Jill Briscoe (jbriscoe@pasco.k12.fl.us)

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.

This year JLMS will focus on being Back and Better Together. Launching the school year on a collaborative note. We have intentionally partnered with a culture building program that will help provide staff engagement, team building, staff appreciation, and morale boosters all throughout the 2022-2023 school year. We will also be sending out monthly teacher newsletters with school happening and optional social events to build and foster relationships between veteran and new staff. We will leverage PBIS teacher and student rewards to promote positive behaviors. The PBIS framework allows us to set common expectations and reward points to those students going above and beyond. Each faculty meeting with focus on team building, self care, and fun. JLMS will also be popping into classrooms to surprise teachers who POP.

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

All stakeholders play a vital role in the culture and climate on our campus. Our school leadership will play a pivotal role in leading and promoting positivity around campus. Our PBIS program leaders and PTA will also collaborate to spread joy and positivity on campus through treats and rewards.