

St. Lucie Public Schools

Dan McCarty Middle School



2022-23 Schoolwide Improvement Plan

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Dan Mccarty Middle School

1201 MISSISSIPPI AVE, Fort Pierce, FL 34950

<http://www.stlucie.k12.fl.us/dmm/>

Demographics

Principal: Latricia Stubbs

Start Date for this Principal: 8/18/2022

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)	92%
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: D (38%) 2018-19: C (42%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 St. Lucie 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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1201 MISSISSIPPI AVE, Fort Pierce, FL 34950

<http://www.stlucie.k12.fl.us/dmm/>

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	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Dan McCarty Middle School is preparing each child to be a valued member of society by providing the social and academic skills to succeed.

Provide the school's vision statement.

Social and academic lessons that are challenging, engaging, and relevant will be provided to each child, every day.

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
Stubbs, Latricia	Principal	Instructional Leadership Team Campus Supervision (All) Café Supervision Common Planning-ELA/Reading Common Planning - SS Data Assessment (All) Data Assessment (SS) School Improvement Plan Evaluations School Website/Social Media Approve Payroll Budget/Purchasing Master Scheduling Guidance Opening of School Information Oversee all Management Early Release Schedules School Advisory Council Shared Decision Making Comp. Time Admin Coverage Schedule (Events/Athletics) Admin Coverage Schedule/Ath School-wide Incentives FTE Academic Coaches
Barriner, Terrance	Assistant Principal	Dean of Students Principal's Designee Instructional Leadership Team Campus Supervision Café Supervision Common Planning - Civics/Social Studies Data Assessment -Civics/Social Studies Parent Conferences Evaluations Recruitment PBIS Substitutes/Emergency Sub Plans Supervision Schedule Testing School Website/Social Media Master Scheduling Progress Reports/Report Cards Discipline Grade monitoring/reporting Instructional Materials (Textbooks) Emergency Management Plan Attendance Athletics

Name	Position Title	Job Duties and Responsibilities
Rivera, Jesus	Assistant Principal	ESOL Lead Instructional Leadership Team Campus Supervision Café Supervision Parent Conferences School Improvement Plan Recruitment Buses/Transportation Evaluations Oversee Math/ Science Grade mointoring /reporting Maintenance/Facilities/Custodial Master Schedule Tardy Sweep Schedule Fire Drills/Evac and Lockdown Sched ESOL Paras Defiency Reports Attendance School Website/Social Media Discipline Technology ESOL Compliance NEST Attendance

Demographic Information

Principal start date

Thursday 8/18/2022, Latricia Stubbs

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.*

2

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.*

11

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

769

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

10

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

19

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	264	272	277	0	0	0	0	813
Attendance below 90 percent	0	0	0	0	0	0	128	176	173	0	0	0	0	477
One or more suspensions	0	0	0	0	0	0	114	120	109	0	0	0	0	343
Course failure in ELA	0	0	0	0	0	0	4	36	3	0	0	0	0	43
Course failure in Math	0	0	0	0	0	0	33	24	3	0	0	0	0	60
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	112	134	131	0	0	0	0	377
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	120	138	123	0	0	0	0	381
Number of students with a substantial reading deficiency	0	0	0	0	0	0	208	225	192	0	0	0	0	625

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	193	228	209	0	0	0	0	630

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	2	1	1	0	0	0	0	4

Date this data was collected or last updated

Thursday 8/18/2022

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	266	282	270	0	0	0	0	818
Attendance below 90 percent	0	0	0	0	0	0	130	161	169	0	0	0	0	460
One or more suspensions	0	0	0	0	0	0	86	78	70	0	0	0	0	234
Course failure in ELA	0	0	0	0	0	0	29	65	77	0	0	0	0	171
Course failure in Math	0	0	0	0	0	0	50	22	55	0	0	0	0	127
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	105	116	99	0	0	0	0	320
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	140	109	120	0	0	0	0	369
Number of students with a substantial reading deficiency	0	0	0	0	0	0	92	193	0	0	0	0	0	285

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	188	215	181	0	0	0	0	584

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	13	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	4	4	10	0	0	0	0	18

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	266	282	270	0	0	0	0	818
Attendance below 90 percent	0	0	0	0	0	0	130	161	169	0	0	0	0	460
One or more suspensions	0	0	0	0	0	0	86	78	70	0	0	0	0	234
Course failure in ELA	0	0	0	0	0	0	29	65	77	0	0	0	0	171
Course failure in Math	0	0	0	0	0	0	50	22	55	0	0	0	0	127
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	105	116	99	0	0	0	0	320
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	140	109	120	0	0	0	0	369
Number of students with a substantial reading deficiency	0	0	0	0	0	0	92	193	0	0	0	0	0	285

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	188	215	181	0	0	0	0	584	

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	13	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	4	4	10	0	0	0	0	18

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	24%	39%	50%				26%	44%	54%
ELA Learning Gains	35%						39%	51%	54%
ELA Lowest 25th Percentile	33%						37%	45%	47%
Math Achievement	25%	37%	36%				29%	45%	58%
Math Learning Gains	46%						45%	51%	57%
Math Lowest 25th Percentile	47%						49%	51%	51%
Science Achievement	23%	39%	53%				28%	41%	51%
Social Studies Achievement	38%	52%	58%				46%	64%	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	19%	51%	-32%	54%	-35%
Cohort Comparison						
07	2022					
	2019	21%	49%	-28%	52%	-31%
Cohort Comparison		-19%				
08	2022					
	2019	32%	54%	-22%	56%	-24%
Cohort Comparison		-21%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	19%	47%	-28%	55%	-36%
Cohort Comparison						
07	2022					
	2019	29%	50%	-21%	54%	-25%
Cohort Comparison		-19%				
08	2022					
	2019	14%	34%	-20%	46%	-32%
Cohort Comparison		-29%				

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	26%	48%	-22%	48%	-22%
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	42%	67%	-25%	71%	-29%
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	79%	51%	28%	61%	18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	55%	39%	57%	37%

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	10	26	33	10	36	39	10	24			
ELL	16	34	25	24	45	40	11	26	64		
BLK	18	34	37	19	44	48	16	35	77		
HSP	27	36	24	30	49	39	24	40	76		
MUL	33	24		34	58		33				
WHT	40	40		35	41	50	46	61	67		
FRL	25	36	39	26	47	50	24	39	79		
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	13	26	27	9	27	37	3	19			
ELL	20	37	30	18	43	58	17	27	55		
BLK	19	35	35	17	38	44	12	41	54		
HSP	27	37	26	30	42	56	29	38	70		
MUL	29	38		26	37			43			
WHT	39	45		40	46		15	56			
FRL	24	38	35	22	39	47	18	42	55		
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	15	29	29	16	39	40	29	29			
ELL	10	31	39	26	48	52	13	33			
BLK	23	37	34	23	43	48	23	40	74		
HSP	27	40	47	41	51	49	35	52	83		
MUL	44	62		29	50						
WHT	35	46	40	36	43		31	60			
FRL	24	39	37	27	43	48	24	45	78		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	32
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	
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	36
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	38
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	48
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	40
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?

Math achievement increased from 23% to 25%. Math learning gains increased from 40% to 46% and bottom quartile went up one percentage point from 47% to 46%. Likewise Science Achievement went up five points from 18 to 23%. Social Studies dropped five percentage points from 38% to 42%. ELA remained relatively the same in proficiency and bottom quartile and dropped two percentage points from 37% to 35% in Learning Gains. Furthermore, African American students and Students with Disabilities underperformed in both ELA and Math proficiency while black students outperformed their counterparts in the acceleration cell. This data is consistent with 2021 subgroup data. Moreover, in all ESSA subgroups Dan McCarty performed below 41%. The area needing the most improvement are our Students with Disabilities as DMMS has had three consecutive years below 41% and two years below

32%. A similar trend has emerged with our ELL students which have three consecutive years below 41%.

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

The greatest need for improvement lies in the area of proficiency for ELA, Mathematics and Science based on the 2002-2023 school year. Subsequently, we have a significant need for improvement within our ESSA subgroups specifically ELL and SWD.

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

The contributing factors for our need are the amount of new/less experienced teachers at DMMS and teachers lack of content knowledge. New actions include the elevation of structures and systems for both teachers and students for the monitoring of CLPs and classroom instructional procedures; Deliberate structures for Instructional Coaching including regularly scheduled coaching cycles with follow-up by administration. CLPs protocols to support the need for additional monitoring during CLPs. Additional district support for building teacher capacity and CLPs from instructional specialists; Hiring of additional intervention support to support learning for the most critical students, as well as students who need support with accelerated coursework; After school tutorial supports as well as academic enrichment opportunities for students in need of acceleration will also contribute to students improvement.

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

Based off progress monitoring and 2022 state assessments, the data components that showed the most improvements were the following :our math achievement increased from 23% to 25%. Our math learning gains showed an increase of 6% as we went from 40% to 46%. Our math lowest 25th percentile had a 1% increase scoring at 47% compared to the previous year where we scored at 46%. In Addition, our science achievement had an 5%increase as we went up from 18% to 23%.

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

The contributing factors which lead to improvement in Science were weekly planning with district support, grouping students according to reading ability, and block scheduling. Moreover, students identified as bottom quartile were strategically placed in a critical thinking class to focus on basic math skills in addition to remediation of previously taught standards. The new actions that have taken place include hiring of turnaround teacher leaders in ELA and Math, strategic scheduling of proficient students to allow for additional instructional time. New highly effective coaches and both district and instructional specialists on campus four days per week to provide coaching and job embedded professional development during the planning process and classroom..

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

A focus on the planning process will be needed to accelerate learning. In planning we are able to evaluate instructional lesson plans prior to delivery to ensure tasks are aligned, instruction is standards based and teachers are planning collectively four days per week as evidence of on -going Collaborative Learning and Planning. Strategies include (1) a common Collaborative Learning and Planning schedule across content,(2) Follow-up and monitoring of lesson execution, (3)weekly informal classroom walks with district support (4) new effective ELA and Math coaches. Furthermore, district and Instructional specialists support will also be integral as they help to model effective instructional strategies and best

practices in order to foster a deeper understanding of benchmarks, thus accelerating learning. In an effort to accelerate learning the following strategies will be implemented: (1) additional instructors in the classrooms to support learning (i.e. instructional interventionists; ELL paraprofessionals, instructional partners, instructional coaches). (2) Before/during/after school opportunities for accelerated learning through tutorials and academic enrichment programs. (3) Academic camps and instructional seminars provided by teachers who demonstrate innovative instructional practices in the classroom. (4) Strategic scheduling of students to afford students the opportunity to receive instruction from teachers who match their learning style (5) Strategies to monitor student attendance and discipline to ensure students are present in school.

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 a school DMMS, will implement the following: (1) On-Going Data Review and Reflection; (2) School-wide Data Chats; (3) Kagan Strategies for Engagement (4) CLP Protocol and Expectations (5) i-Ready Implementation and Data; (6) Professional Development Quarterly provided by textbook publishers SAVVAS; (7) Professional Development on our teacher evaluation system and best practices (8) Science of Reading/Reading Strategies PDs (provided by Instructional Coaches/ Reading Interventionists); (9) Weekly Quality Instruction Meetings with Opportunities for PD based on data collected during CLPs and Classroom Walkthroughs. (10) Reading Endorsement coursework completion supported by ELA coach.

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

Additional supplement for CLP Turnaround Leader for each grade level/department to foster capacity building of all teachers; 11 month supplement for Instructional Coaches to provide professional learning and planning during the summer months; UNISIG grant to afford additional time for Collaborative Learning and Planning, as well as professional learning opportunities (Kagan Engagement Strategies; SAVVAS Curriculum Trainings; SAVVAS Mathematics Trainings;). Supplemental personnel to support learning 1-Full Time Math Interventionists; 1-Full Time Reading Interventionists; 2-ELL Paras to support classroom instruction; 1 English Language Development Teacher to support our non-speaking ELL students.

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.

The data from the 2022 FSA indicates a critical need in the area of ELA Achievement, Learning Gains and Bottom Quartile. ELA Achievement currently is at 24 percent. This downward trend has continued since 2019. Thus, rendering it a priority in order to increase overall student achievement.

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

2022-2023 school wide ELA proficiency targets are a minimum of 27% of students in grades 6-8 on PM3 on the Florida Assessment of Student Thinking Test will score in the proficient range.

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

Administrators, instructional coaches, district personnel, and CLP turnaround lead teachers will facilitate and support Collaborative Learning and Planning meetings (CLPs); provide professional learning opportunities for teachers; and review summative and formative data on an on-going basis. Instructional Coaches and District Instructional Partners will provide opportunities to support building the capacity of teacher quality through instructional coaching and modeling. Additional staff (interventionists, resource teachers, teacher's aides) will provide additional support for students through both remedial and accelerated activities aligned the the ELA B.E.S.T. benchmarks.

Person responsible for monitoring outcome:

Latricia Stubbs (latricia.stubbs@stlucieschools.org)

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

1. Benchmark based core Tier 1 opportunities for all students aligned to the ELA B.E.S.T. benchmarks.
2. Professional development opportunities with a focus on the implementation and monitoring of Tier 1 instructional practices; data focused instruction and feedback; and professional learning opportunities aligned to the ELA B.E.S.T. benchmarks.
3. Ongoing development, implementation and review of formative and summative assessments (teacher-created and district-adopted).
4. Research-based literacy routines and instructional best practices.
5. Utilize school, classroom and individual data trends to provide actionable feedback that results in changes to instructional practice and student outcomes.
6. CLP protocols and Classroom Walkthroughs that ensure the monitoring of instructional practices from planning to instruction in the classroom.

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

1. Students should be afforded the opportunity to have access to grade level appropriate Tier1 instruction and when necessary students should be given the opportunity to participate in remediation (Tier2) or accelerated activities to maximize their learning experience. <https://opportunitymyth.tntp.org/>
<https://www.ncld.org/reports-studies/promising-practices-to-accelerate-learning-for?students-with-disabilities-during-covid-19-and-beyond/part-1-research-based?approaches-to-accelerate-learning/>

2. Research supports that student achievement and growth can be attributed to teacher capacity. By providing teachers with professional learning opportunities of value - student achievement will increase.
https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf

3. The continuous improvement model supports the Plan-Do-Study-Act - 4 step problem solving model as a protocol for monitoring student learning by continuously evaluating both formative and summative assessments teachers can make just in time decisions about teaching and learning. <https://www.nctm.org/Research-and-Advocacy/research?brief-and-clips/Benefits-of-Formative-Assessment/>

4. Clear structural outcomes for CLPs and transference to instruction in the classroom will positively impact student learning in the classroom
<https://research.com/education/teacher-collaboration-guide>

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. Establish clear expectations and protocols for CLP practices.
2. Ensure a transference of content from CLPs to the classroom.
3. Monitor benchmark-based instruction and tasks with fidelity (design and implementation).
4. Utilize available data sources (district, school, classroom, and individual) and data trends to provide actionable feedback that results in changes to instructional practices (for teachers) and student academic outcomes in the classroom.
5. Continuous professional learning opportunities aligned to the ELA B.E.S.T. benchmarks.
6. New teachers will participate in district PD and build capacity through modeling best practices in CLP with support from both our school-based and district coaches

Person Responsible

Latricia Stubbs (latricia.stubbs@stlucieschools.org)

#2. Instructional Practice specifically relating to Math

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

Student achievement in the area Mathematics yielded increases from 2020-21 to 2021-22 in proficiency (23% to 25%), learning gains (40% to 46%), and bottom quartile learning gains (46% to 47%) - the area of proficiency still requires significant growth to meet the minimum percentage of 30%.

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

Student Achievement in the area of Mathematics targeted percentages are a minimum of 30 %of students in grades 6-8 on PM3 of the Florida Assessment of Student Thinking Test will score in the proficient range.

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

With the adoption of a new Mathematics curriculum SAVVAS and the Mathematics B.E.S.T. benchmarks, Administrators, instructional coaches, district personnel, and CLP turnaround lead teachers will facilitate and support Collaborative Learning and Planning meetings (CLPs); provide professional learning opportunities for teachers; and review summative and formative data on an on-going basis. Instructional Coaches and District Instructional Partners will provide opportunities to support building the capacity of teacher quality through instructional coaching and modeling. Additional staff (interventionists, resource teachers, teacher's aides) will provide additional support for students through both remedial and accelerated activities.

Person responsible for monitoring outcome:

Jesus Rivera (jesus.rivera@stlucieschools.org)

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

1. Benchmark based core and supplemental curriculum (remediation/acceleration) opportunities for all students through SAVVAS materials and supplemental programs such like I-Ready.
2. Professional development opportunities with a focus on the implementation and monitoring of Tier 1 instructional practices (new Mathematics Curriculum Savvas); student engagement strategies (Kagan); supplemental curriculum (i-Ready); data focused instruction and feedback; and the implementation of the new B.E.S.T. benchmarks.
3. Ongoing development, implementation and review of formative and summative assessments (teacher-created and district-adopted).
4. Research-based routines and instructional best practices (5-E model) supported by the Mathematics B.E.S.T. benchmarks.

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

5. Utilize school, classroom and individual data trends to provide actionable feedback that results in changes to instructional practice and student outcomes.
6. CLP protocols and Classroom Walkthroughs that ensure the monitoring of instructional practices from planning to instruction in the classroom that align to the Mathematics B.E.S.T. benchmarks
1. Students should be afforded the opportunity to have access to grade level appropriate Tier1 instruction and when necessary students should be given the opportunity to participate in remediation (Tier2) or accelerated activities to maximize their learning experience. <https://opportunitymyth.tntp.org/>
<https://www.ncld.org/reports-studies/promising-practices-to-accelerate-learning-for?students-with-disabilities-during-covid-19-and-beyond/part-1-research-based-approaches?to-accelerate-learning/>
2. Research supports that student achievement and growth can be attributed to teacher capacity. By providing teachers with professional learning opportunities of value - student achievement will increase. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf
3. The continuous improvement model supports the Plan-Do-Study-Act - 4 step problem solving model as a protocol for monitoring student learning by continuously evaluating both formative and summative assessments teachers can make just in time decisions about teaching and learning. <https://www.nctm.org/Research-and-Advocacy/research?brief-and-clips/Benefits-of-Formative-Assessment/>
4. Clear structural outcomes for CLPs and transference to instruction in the classroom will positively impact student learning in the classroom <https://research.com/education/teacher-collaboration-guide>

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. Establish clear expectations and protocols for CLP practices.
2. Ensure a transference of content from CLPs to the classroom.
3. Monitor benchmark-based instruction and tasks with fidelity (design and implementation).
4. Utilize available data sources (district, school, classroom, and individual) and data trends to provide actionable feedback that results in changes to instructional practices (for teachers) and student academic outcomes in the classroom.
5. Provide additional supports to teachers with the implementation and facilitation of a newly adopted Mathematics Curriculum SAVVAS, Math Supplemental Curriculum I-Ready, and Mathematics B.E.S.T.

benchmarks.

6.New teachers will participate in district PD and build capacity through modeling best practices in CLP with support from both our school-based and district coaches.

Person Responsible

Jesus Rivera (jesus.rivera@stlucieschools.org)

#3. Positive Culture and Environment specifically relating to Life Skills and the Learning Environment

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Through the analysis of student survey data (Panorama) and teacher climate survey data; as well as student discipline, attendance, and early warning system indicators it is evident that each of these indicators yield an area of concern which has impacted student achievement and teacher efficacy about student learning.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we implement a single school culture, teacher efficacy will increase, students' perceptions of safety and a sense of belonging will increase. As measured by a 25% decrease in ODRs/BIRs, increase attendance among students with attendance below 90%, and increase in the Panorama survey data.</p> <p>Dan McCarty will implement updated Single School Culture (SSC) protocols for school-wide expectations; all staff and students will receive training on the established expectations; re-trainings and refreshers will be provided throughout the school year.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>2.A PBIS Committee will be formed made up of administration, teachers and staff. The committee will meet monthly to plan activities for students.</p> <p>3. Life Skills groups will be implemented and supported by the Guidance team to meet the needs of students who exhibit multiple Early Warning indicators.</p> <p>4. ALTOSS(Alternative to School Suspension) will be implemented to reduce the amount of days students spend in OSS.</p>
Person responsible for monitoring outcome:	<p>Terrance Barriner (terrance.barriner@stlucieschools.org)</p> <p>Dan McCarty will implement updated Single School Culture (SSC) protocols for school-wide expectations; all staff and students will receive training on the established expectations; re-trainings and refreshers will be provided throughout the school year.</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>2.A PBIS Committee will be formed made up of administration, teachers and staff. The committee will meet monthly to plan activities for students.</p> <p>3. Life Skills groups will be implemented and supported by the Guidance team to meet the needs of students who exhibit multiple Early Warning indicators.</p> <p>4. ALTOSS(Alternative to School Suspension) will be implemented to reduce the amount of days students spend in OSS.</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific	<p>There is a significant need to establish a positive learning environment in order to establish positive home-school connections with students and their families. Furthermore, this allows for a more sustained learning environment which allows for increased student achievement and teacher</p>

strategy. Describe the resources/criteria used for selecting this strategy. efficacy. With the successful implementation of school wide positive culture and life skills strategies, a decrease in discipline data and absenteeism will result in changes in school culture and student academic achievement. <https://www.ascd.org/el/articles/positive-culture-in-urban-schools>

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. Develop agreed upon school-wide Single School Culture expectations and develop scripts for implementation throughout the school year. (adopted by all staff).
2. Work with Single School Culture consultant Dr. Allison Adler to review protocols and make necessary adjustments.
3. Schedule time during the school day for students to engage in positive culture and life skills classes with their teachers.
4. I-Succeed, PBIS, Attendance Committees meet regularly to review Early Warning Systems Data and develop action plans as necessary.
5. Create system for PBIS token economy and the recognition of positive behavioral attributes.

Person Responsible Terrance Barriner (terrance.barriner@stlucieschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

N/A

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.

Dan McCarty strives to build school culture through transparency of school-wide expectations via our Single School Culture Policy and procedures. With the creation and implementation of Single school culture, Dan McCarty has worked to solidify positive interactions between adults and peers in addition to providing PBIS incentives for students. Furthermore, teachers and staff are commended for their work by monthly recognitions to include Eagle of the Month, staff giveaways, Superlatives and Collaborative Learning and Planning team of the month. Additionally, the school Faculty Council meets monthly as a governing body for staff to learn about school-wide initiatives and events, as well as it serves as venue to express concerns impacting the faculty and staff of the school. Additionally, the School Advisory Council (SAC) meets monthly and is made up of Faculty, Staff, Parents, Community Members, and the Principal to serve as a governing body for the school.

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

Deans - Supports student disciplinary concerns and provides positive alternatives for students demonstrating difficulties in the learning environment. Through positive behavior supports and one-to-one meetings our Deans meet the needs of students who require Tier 2 and Tier 3 behavioral supports. School Counselors-Support a positive culture and environment through monitoring attendance, making meaningful connections with parents and students, providing lessons and support groups for students who exhibit critical needs as demonstrated by Early Warning Indicators. Through small group supports and whole class lessons the school counselors ensure students feel safe and secure in their learning environment.

Teachers support a positive school culture and environment by implementing Single School Culture scripts and protocols on a daily basis. By supporting PBIS initiatives teachers reward students for their positive interactions with themselves and others by celebrating their success.

Principal and Assistant Principals - Promote teamwork among staff members and support the learning environment where teachers can share best practices that are responsive to the needs of their colleagues and their students. The administrative team promotes school wide strategies that promote collegiality among teachers and staff. Additionally, the administrative team promotes a positive school culture by supporting families and students by being available to meet the needs of this important group of stakeholders.