

St. Johns County School District

Gamble Rogers Middle School



2022-23 Schoolwide Improvement Plan

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Gamble Rogers Middle School

6250 US HIGHWAY 1 S, St Augustine, FL 32086

<http://www-grms.stjohns.k12.fl.us/>

Demographics

Principal: Brian Wilson

Start Date for this Principal: 7/1/2021

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)	49%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2018-19: B (58%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 St. Johns 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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6250 US HIGHWAY 1 S, St Augustine, FL 32086

<http://www-grms.stjohns.k12.fl.us/>

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	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

GRMS will create the best learning path for all students. Students understand the value of being engaged in their education as goal-setting, college and career bound questioners, who recognize the value of all learning opportunities.

Provide the school's vision statement.

GRMS will be a progressive school in which students are prepared to achieve at their highest level, preparing them for college and career, surrounded by an engaged community that is proud of its educational accomplishments.

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
Wilson, Brian	Principal	
Cullipher, Daryl	Assistant Principal	Guidance, Discipline, Scheduling, Reading.
Downey, Renee	Assistant Principal	ESE, MTSS, New Teachers, Discipline
Penn, Julie	Instructional Coach	

Demographic Information

Principal start date

Thursday 7/1/2021, Brian Wilson

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.*

1

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.*

18

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

921

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.

23

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	286	303	308	0	0	0	0	897
Attendance below 90 percent	0	0	0	0	0	0	74	79	69	0	0	0	0	222
One or more suspensions	0	0	0	0	0	0	64	53	60	0	0	0	0	177
Course failure in ELA	0	0	0	0	0	0	9	30	17	0	0	0	0	56
Course failure in Math	0	0	0	0	0	0	5	15	9	0	0	0	0	29
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	55	61	71	0	0	0	0	187
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	50	55	46	0	0	0	0	151
Number of students with a substantial reading deficiency	0	0	0	0	0	0	126	128	152	0	0	0	0	406

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	54	70	69	0	0	0	0	193

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	1	1	0	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

Friday 9/9/2022

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	292	299	321	0	0	0	0	912
Attendance below 90 percent	0	0	0	0	0	0	53	63	90	0	0	0	0	206
One or more suspensions	0	0	0	0	0	0	36	52	55	0	0	0	0	143
Course failure in ELA	0	0	0	0	0	0	7	14	13	0	0	0	0	34
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	36	40	47	0	0	0	0	123
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	42	76	76	0	0	0	0	194

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	28	30	27	0	0	0	0	85
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	292	299	321	0	0	0	0	912
Attendance below 90 percent	0	0	0	0	0	0	53	63	90	0	0	0	0	206
One or more suspensions	0	0	0	0	0	0	36	52	55	0	0	0	0	143
Course failure in ELA	0	0	0	0	0	0	7	14	13	0	0	0	0	34
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	36	40	47	0	0	0	0	123
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	42	76	76	0	0	0	0	194

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	28	30	27	0	0	0	0	85	
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	52%	67%	50%				54%	68%	54%
ELA Learning Gains	44%						51%	59%	54%
ELA Lowest 25th Percentile	34%						40%	48%	47%
Math Achievement	62%	37%	36%				68%	77%	58%
Math Learning Gains	51%						54%	68%	57%
Math Lowest 25th Percentile	41%						48%	60%	51%
Science Achievement	55%	75%	53%				57%	70%	51%
Social Studies Achievement	85%	65%	58%				86%	88%	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	55%	74%	-19%	54%	1%
Cohort Comparison						
07	2022					
	2019	55%	72%	-17%	52%	3%
Cohort Comparison		-55%				
08	2022					
	2019	50%	71%	-21%	56%	-6%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	66%	74%	-8%	55%	11%
Cohort Comparison						
07	2022					
	2019	65%	80%	-15%	54%	11%
Cohort Comparison		-66%				
08	2022					
	2019	57%	78%	-21%	46%	11%
Cohort Comparison		-65%				

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	50%	72%	-22%	48%	2%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	87%	6%	67%	26%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	90%	-3%	71%	16%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	79%	16%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	81%	4%	57%	28%

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	16	28	26	25	35	34	17	48	29		
ELL	27	45		36	9						
BLK	23	26	25	31	31	22	24	67			
HSP	47	44	39	57	47	31	60	85	74		
MUL	64	53		74	66		64	92	73		
WHT	55	46	35	66	53	48	57	87	55		
FRL	36	37	35	50	47	38	38	71	36		
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	21	33	28	28	36	29	24	61	17		
ELL					50						
BLK	28	25	8	32	34	29	15	85			
HSP	57	55	48	74	57	53	58	96	57		
MUL	53	54	50	47	32	18	47	92			
WHT	57	51	38	63	44	41	57	87	61		
FRL	36	36	27	46	35	33	39	85	31		
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	22	44	41	33	46	42	31	65			
BLK	30	45	45	36	39	31	50	75	80		
HSP	55	54	33	68	51	50	60	77	61		
MUL	45	64	63	55	38	31	36	83			
WHT	57	51	38	73	58	53	58	88	68		
FRL	42	47	39	58	52	46	45	79	48		

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	54

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	56
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

GRMS has had an overall dip in ELA achievement and ELA learning gains. From 2021 to 2022, ELA achievement dropped from 54% to 52%, and our students making ELA learning gains went from a 49% to a 44%. Our lowest 25% dropped from 36% making learning gains to 34%. This drop is most alarming with our subgroups. Our black students, ELL and Students with disabilities are scoring significantly below these scores. Our math data actually showed steady growth in both achievement and in learning gains. Even our lowest 25% showed an increase of 2% from 2021 to 2022. However, subgroups are still showing a deficiency in these areas as well.

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

Because our math data continues to steadily increase and our ELA trends decrease from last year, our school will focus on ELA growth for the upcoming year for the general population and for our subgroups. We also notice that our ELA data tends to jump back and forth from 54% to the high 50's and then back again.

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

Many students returning to school after two years of distance learning and students missing school due to quarantines were major contributing factors to the slide in our ELA data. Achievement data came just weeks before school started, which caused rushed plans for support last year. This year, we spent weeks on data disaggregation for proper placement in intervention structures. When a need was identified, we asked our staffing committee for an additional teacher in addition to the extra reading teacher we had already planned for. We implemented a robust screening process to ensure student IR placement in one of three tiers of intervention levels. Teachers are receiving intensive training on a new reading program and coaching to ensure instructional equity.

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

The greatest strength for GRMS was the math growth. While the math achievement only grew from 61% to 62%, the math gains jumped from 44% to 51%. Even the bottom 25% made a jump from 39% to 41%. We still have work to do here with our sub groups did not fair as well with black students achievement score falling in one year from 28% to 23%, and our lowest 25% dropping drastically from 25% to 8%. However, overall black students scoring learning gains went from 25% to 26%.

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

Last year, our school had a full-time math coach to support students in math. In addition, our school modified our master schedule to allocate for co-teaching to occur in our standard math courses. Our coach pushed in where needed and pulled students out who were struggling due to the data analyzed by the PLC's. In addition, ALL of our math teachers were incredibly strong and devoted to data analysis.

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

We have modified our master schedule to ensure that class sizes stay low, and we have scheduled the majority of the standard core classes in the morning—especially for our subgroup students. ELA and ESE support teachers have schedules allowing for co-teaching to occur in support classrooms and have been trained to do so. Targeted interventions in the ELA classroom will need to occur in small group setting for Code A and Code B students as well as Intensive reading for our Code B students. Teacher mastery in AVID strategies for WICOR will be crucial for the success of the ELA interventions. The PLC process will be more important than ever to analyze the data from common assessments and plan for reteaching and extension. Students from bottom 25% and subgroups will be identified to attend our afterschool academic support program called “ASAP” to assist with additional core course instruction. PBIS incentives for grades, behavior, and attendance will be frequent and routine to incentivize student devotion to academics and school. Other strategies include the ones identified in the goals section above.

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

We generated a new master schedule creating more sections of courses using creative resources and we rearranged teachers whose personalities were better suited to make cohesive PLC teams. New

teachers and PLC teams were earmarked to attend AVID and PLC conferences. Over the summer we paid PLC teams to collaborate on B.E.S.T. standards jump-start planning. During preplanning, our PD sessions focused on students with disabilities where teachers reviewed new rosters and identified ESE students and accommodations to start serving students on day 1. With district support, we are implementing a new reading program that focuses on Morphology and phonemic awareness and we have crafted student schedules to allow for three different tiers of intensive reading interventions. We conduct weekly walkthroughs to identify instructional needs of our ELA and reading teachers. The data from this has helped us to identify gaps in ELA instruction for Code A and Code B students. We have booked our district ELA Program specialist as well as our new middle school reading program specialist to workshop with PLC teams. Reading PD is focused on the new reading curriculum and the ELA workshops are centered on supporting code A and code B students in small group instruction. In addition to these opportunities, we also used the walkthrough data to identify a school wide goal of focusing on "Helping students to Process Information." For this, we have tailored PD sessions once a month featuring AVID strategies shared by teacher-leaders for the staff in small group settings.

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

Our school is applying to continue maintaining our AVID school model status. This ensures our teachers will continue to engage in AVID training focused on school-wide reading, writing, collaboration organization and inquiry. Weekly walkthroughs will continue, and feedback will be used to tailor our future PD sessions to best serve our teacher's instructional gaps. We are implementing a new afterschool academic support program called "ASAP" to assist with additional core course instruction. We hope to target our subgroups and students in the bottom 25%. In addition, PBIS incentives for grades, behavior, and attendance will be frequent and routine to incentivize student devotion to academics and school. One potential barrier to sustainability could be reduction of the fiscal resources needed for ASAP.

Areas of Focus

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

:

#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on our reading achievement level dropping two percentage points during the 2021-2022 school year, weekly literacy walkthroughs are a critical need at GRMS. These walkthroughs increase awareness of research-based reading strategies and interventions and help us use weekly data to target professional development in order to increase reading achievement.

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

The outcome we wish to achieve by utilizing weekly literacy walkthroughs at GRMS is an increase in awareness of strategies that increase reading achievement. It is our hope that 100% of instructional staff in core classes take part in this process in order to increase literacy awareness in all subject areas. We hope this will result in at least a five percent increase in reading achievement level for the 2022-2023 school year.

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

This Area of Focus will be monitored using the county's Microsoft forms data system. This includes an attached data analysis page that lays out data from each week's walkthroughs.

Person responsible for monitoring outcome:

Julie Penn (julie.penn@stjohns.k12.fl.us)

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

The strategies and interventions being highlighted during literacy walkthroughs are based on the science of reading. These include the Wilson Phonics program, Just Words, Morphology word study, fluency practice, decoding skills, vocabulary skills, and comprehension through ELA classes.

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

These strategies were selected based on both the science of reading and in conjunction with the University of Florida Literacy Institute (UFLI). These are the basis for the county's Microsoft forms checklist that is used for every literacy walkthrough. The leadership team reflects on these strategies during our data chats and uses this data to plan future PD events.

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.

The literacy leadership team will begin weekly walkthroughs in August.

Person Responsible Julie Penn (julie.penn@stjohns.k12.fl.us)

The literacy leadership team will meet monthly to data chat about the results from the walkthroughs.

Person Responsible Julie Penn (julie.penn@stjohns.k12.fl.us)

The data from the walkthroughs will be used to decide future professional development in order to increase reading achievement.

Person Responsible Julie Penn (julie.penn@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our dropping reading achievement scores from the 2021-2022 school year show that we need reading support beyond just intensive reading classes. This year we plan to focus on how ELA classes can target Code A learners through language arts class since they fall within that gap that shows they don't need intensive reading intervention, but still cannot reach grade level on a statewide reading assessment.

Measurable**Outcome:**

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

We hope to raise our school-wide reading achievement level by 5% as compared to the 2021-2022 school year.

Monitoring:

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

We are starting our progression with getting all ELA classrooms to try differentiated small groups at least once during the first quarter, then have them raise the bar for each successive grading period so that they are using small group at least biweekly to help both our Code A and B kids succeed with reading. We hope to focus our literacy walkthrough goal to coincide with this area of focus.

Person responsible for monitoring outcome:

Julie Penn (julie.penn@stjohns.k12.fl.us)

Evidence-based**Strategy:**

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

The evidence-based strategy we will use to achieve our goal is Gradual Release of Responsibility (GRR). We will start ELA classes with a teacher-led or whole group lesson (I Do), followed by pairs or small groups to help facilitate practice (We Do), then following up with differentiated centers that foster skill development and content knowledge (You Do).

Rationale for Evidence-based**Strategy:**

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

The Gradual Release of Responsibility model based on the work of Fisher and Frey (2008) helps promote greater student independence. This strategy aligns with the concept of working in centers. It shifts the focus of learning onto the student, while the teacher provides modeling and guidance through structure activities. This allows students to work toward developing a greater range of skills in order to promote independent 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.

Complete a book study on Literacy and Learning Centers for the Big Kids, a recommended read from our county inservice about Code A/B instruction.

Person Responsible Julie Penn (julie.penn@stjohns.k12.fl.us)

Follow up book study by modeling small group differentiation within ELA classrooms.

Person Responsible Julie Penn (julie.penn@stjohns.k12.fl.us)

Invite Kate Houston to work with our ELA team to share ideas about how to effectively work with small groups to target our different learners.

Person Responsible Julie Penn (julie.penn@stjohns.k12.fl.us)

#3. Positive Culture and Environment specifically relating to safe and positive 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.

When disaggregating our discipline data, there was a thirty-four-student increase from 2020-2021 to 2021-2022 of from students with one or more suspensions. This helped our team develop the goal of developing a robust PBIS program called "Stingray Fever" to work as an incentive to help students make better choices.

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

With the positive incentives we are putting into place, our goal is to reduce our overall students with one or more suspensions by 20%.

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

The plan will be monitored quarterly at one of our leadership team meetings where we will pull the data and discuss. It will also be monitored when we generate the lists of students who are able to get the quarterly celebrations.

Person responsible for monitoring outcome:

[no one identified]

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

Our strategy is PBIS where we have quarterly reward events, weekly drawings, and monthly recognitions for students exhibiting great character and good behavior.

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

The broad purpose of PBIS is to improve the effectiveness, efficiency, and behavior in our school. Research has demonstrated that has a positive impact on the social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

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.

Meet with a PBIS committee monthly to discuss awarded students and to plan the quarterly reward events.

Person Responsible

Renee Downey (renee.downey@stjohns.k12.fl.us)

Conduct weekly bucket award drawings, student of the week, "Roaming Roger," and student of the month awards. Make announcements congratulating students in newsletter, morning announcements, and hall posters. Publicize the quarterly reward events.

Person Responsible

Renee Downey (renee.downey@stjohns.k12.fl.us)

Pull the discipline list to decipher which students will receive a chance to participate in the quarterly reward.

Person Responsible

Renee Downey (renee.downey@stjohns.k12.fl.us)

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>The achievement of our Black students as measured by the ELA portion of the FSA was significantly lower in 2022 than it was for non-black students. The pass rate for black students in 2022 was 32 points lower than white students and 24 points lower than Hispanic students. The pass rate for All students was 52. Additionally, the achievement of Black students on the ELA portion of the FSA has decreased significantly from 2018 - 2022. The pass rate for Black students on the ELA portion of the FSA in 2018 was 35, 31 in 2019, and 23 in 2022. The pass rate for All students in 2018 was 58, 54 in 2019, and 52 in 2022 as stated previously.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>The goal for the 2022-2023 school year is that Black students will both achieve at a higher rate than the previous year and narrow the achievement gap. A step in the right direction is for Black students to improve their ELA achievement by at least 5 points compared to 2022, which would require that 28% or more of Black students achieve at or above grade level on the spring FAST ELA exam. This compares to scoring a 3 on the 2022 FSA ELA exam, which was considered a passing score. The ELA achievement gap will be lowered by decreasing the difference between the rate of Black students and non-Black students scoring on grade level by at least 5 points.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>We will monitor our progress of achieving these goals by examining the goal-related data after each of the first two FAST progress monitoring exams.</p>
Person responsible for monitoring outcome:	<p>Brian Wilson (brian.wilson@stjohns.k12.fl.us)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>While formative assessments are ubiquitous in our core subject area courses, special attention will be focused on examining results of these assessments in ELA courses and adapting instruction based on the results of these assessments.</p>

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

A 2018 research study in Midwest REL at American Institutes of Research found that utilizing formative assessment data to adapt instruction with fidelity resulted in positive achievement outcomes for students, with black students demonstrating even more significant gains than non-black students. This strategy does not require additional resources. Professional learning communities already exist and meet regularly. However, more attention has been placed on remediating after summative assessments given their greater impact on grades. Being intentional during PLCs to analyze and reteach key concepts in a timely manner, according to the study, should have positive impacts on all students, especially black students.

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.

Administration will share this focus with all ELA teachers. An administrator and/or ILC will plan to regularly sit in on PLC meetings to observe the data conversations and discuss with them how this data may be utilized to impact planning for instruction.

Person Responsible Daryl Cullipher (daryl.cullipher@stjohns.k12.fl.us)

As part of the ASAP program, students failing to score a C or better on any Summative assessment will be encouraged to stay after school for support each week. Parents will also be contacted as part of this action step.

Person Responsible Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Parents/guardians of our black students will receive regular communication above that of the overall student population, often times personal, with the hopes of having the become more aware of their student's academic progress. This will include making contact to celebrate any noticeable improvement or success.

Person Responsible Brian Wilson (brian.wilson@stjohns.k12.fl.us)

#5. 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.

Our discrepancy between achievement scores of our overall school population and students with disabilities from the 2021-2022 school year show that we need to review support procedures and practices for students with disabilities. This year we changed our scheduling to increase the number of math and language arts co-teach courses offered early in the school day.

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

We hope to raise our students with disabilities proficiency achievement level by 2% as compared to the 2021-2022 school year.

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

Student progress will be monitored quarterly through their IEP progress reports by their case manager. We will also monitor F.A.S.T. data throughout the year.

Person responsible for monitoring outcome:

Renee Downey (renee.downey@stjohns.k12.fl.us)

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

We have re-allocated several teaching positions to allow for additional co-teach classes in Math and ELA for our students with disabilities that have an additional ESE certified teachers in the classroom. This has allowed for a smaller ratio of students with disabilities within each class allowing additional support to be provided in a timely manner. Our school schedule was also adjusted to hold more of our co-teach Math and ELA co-teach courses during the morning to assist with attendance issues and increase engagement and assessment

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.**

EdWeekly reports in an article named "Having Math Class in the Morning Could Lead to Better Student Performance" by Marva Hinton, that studies show students who took English during the first or second period had high grades in English than those who took the subject during fifth or sixth period. Studies show that student performance decreased throughout the day. The study involved 2 million 6th through 11th grade students in the United States. Recommendations based on the study suggest scheduling as many students as possible in the courses they deem most important in the mornings.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

Creating a master schedule with more Math and ELA classes with support for students with disabilities in the morning periods.

Person Responsible Daryl Cullipher (daryl.cullipher@stjohns.k12.fl.us)

Re-arrange teaching schedules to allow the creation of additional math and ELA classes with support for students with disabilities.

Person Responsible Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Ensure students with disabilities are accurately placed in a Math and ELA course in accordance with the services within their Individual Education Plans (IEP).

Person Responsible Renee Downey (renee.downey@stjohns.k12.fl.us)

#6. ESSA Subgroup specifically relating to English Language Learners**Area of Focus
Description
and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The achievement of our ELL students as measured by the ELA portion of the FSA was significantly lower in 2022 than it was for non-ELL students. The pass rate for ELL students in 2022 was 25 points lower than the pass rate for All students, 27 versus 52.

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

The goal for the 2022-2023 school year is that ELL students will both improve their achievement and narrow the achievement gap. A step in the right direction is for ELL students to improve their ELA achievement by at least 5 points compared to 2022, which would require that 32% or more ELL students achieve at or above grade level on the spring FAST ELA exam. This compares to scoring a 3 on the 2022 FSA ELA exam, which was considered a passing score. The ELA achievement gap will be lowered by decreasing the difference between the rate of ELL students and All students scoring on grade level by at least 5 points.

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

We will monitor our progress of achieving these goals by examining the goal-related data after each of the first two FAST progress monitoring exams.

Person responsible for monitoring outcome:

Brian Wilson (brian.wilson@stjohns.k12.fl.us)

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

Teach vocabulary across content areas.

**Rationale for Evidence-based Strategy:
Explain the rationale for**

According to a 2016 study at [cedar.org](https://www.pearsoned.com) titled Evidence-Based Practices for English Learners, teaching vocabulary across content areas is an approach that leads to positive achievement gains for ELL students.

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

Action Steps to Implement

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

PLCs will identify and share with other grade level teachers 3-5 key vocabulary words essential to success in their class during a unit.

Person Responsible Julie Penn (julie.penn@stjohns.k12.fl.us)

PLCs will plan for providing multiple opportunities to engage these vocabulary words during instruction. When possible, content area teachers will recognize key vocabulary that may be essential for a content area other than their own, thus increasing the number of exposures and the possibility these words will become more familiar and better understood by students, resulting in improved achievement.

Person Responsible Daryl Cullipher (daryl.cullipher@stjohns.k12.fl.us)

The benefit of vocabulary instruction for students in need will be shared school-wide through professional development training during the 2022-2023 school year.

Person Responsible Julie Penn (julie.penn@stjohns.k12.fl.us)

The benefit of vocabulary instruction for students in need will be shared school-wide through professional development training during the 2022-2023 school year.

Person Responsible Julie Penn (julie.penn@stjohns.k12.fl.us)

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Person Responsible Julie Penn (julie.penn@stjohns.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.

To build a cohesive school community shaping a culture involving students, staff, teachers, administrators, parents and the community, we began our school year with a community tour and lunch at the Recreational Center in Hastings. This helped to showcase the vastness of our district and familiarize our new teachers with our community and population.

Many months prior to this, as plans for this year were firming up, we focused on generating learning conditions that are most conducive to learning. Our school is an AVID model school, and students are observed carrying the AVID 3 ring binder, working in AVID interactive journals, and learning through AVID instructional strategies. We have an AVID site team that meets once a month that contains both staff and students. In addition to supporting learning using AVID, a huge part of our “Students first” culture incorporates the PLC model where teachers meet to design and review data from assessments, and generate targeted remediation as needed. Feedback on class size from teachers and parents from our SAC survey was taken to heart and our master schedule was tailored to incorporate lower class sizes for our most at risk grade levels and a co-teach model for subjects with struggling learners. Since teachers requested this last year and employing this strategy has helped build trust with our teachers while simultaneously emphasizing a “student’s” first culture. We are also rolling out a new tutoring program called “ASAP” After School Academic Pillar. This program will target our students with D’s and F’s and will help give these students an extra layer of support.

For staff culture, we have formed a “Sunshine Committee” and its sole purpose is to energize the school climate with our faculty. With so many new teachers, this is imperative as we form our school family. This committee has planned events for each month that bring our staff together as a family including potlucks, pumpkin painting, gingerbread creations, a chili cookoff, and much more in store. In addition, they facilitate our “Stingray Shout outs” book. This is a book passed from staff member to staff member where they have a chance to give positive praise to a co-worker. We also have “Roaming Roger” which is a weekly shout out to a staff member and is broadcasted in our weekly email.

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

To bring in new business and community engagement into the school, our Career Coach is facilitating a Career fair featuring our local Academy programs, local business partners, and local colleges. Students will receive a “passport” to go to various booths and answer questions for prizes. This helps to bring our local businesses to our campus to give back to our students while also providing an opportunity for our students to learn about various careers, businesses, and programs.

Another way our school helps bring our community together is our annual Arts fall festival. This festival is highly publicized in our community and is an event featuring an Art showcase, a short band and drama production, an AVID student work showcase, and also a school bookfair. This helps bring the culture of our school to the eyes of our families, students and the community.

Our PTSO and SAC committees are the lifeline of our school. The PTSO helps connect us to our community and conducts various fundraisers to support our school. These funds help us celebrate teachers during teacher appreciation week, holidays, retirements, sunshine club events, and other events aimed at bringing together the staff and supporting our students. The SAC committee gives valuable feedback on the environment of the school. Both of these committees help us to gain a pulse on the culture and effectiveness of our efforts.