Pacetti Bay Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Pacetti Bay Middle School

245 MEADOWLARK LN, St Augustine, FL 32092

www-pbm.stjohns.k12.fl.us

Demographics

Principal: Jeanette Murphy

Start Date for this Principal: 7/1/2020

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)	18%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (71%) 2017-18: A (70%)
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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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	18%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Pacetti Bay Middle School aims to inspire within all a passion for lifelong learning and a commitment to personal integrity and academic excellence.

Provide the school's vision statement.

Pacetti Bay exists to provide a safe harbor for all to explore personal pathways to become contributing members of a diverse society.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Banton, Ted	Principal	Develop and promote the vision, mission and goals for the school Acquire and supervise all faculty and staff aligned to the mission and vision of the school. Analyze academic and behavioral data to refine current practices to increase student and school achievement.
Hensley, Angela	Assistant Principal	Lead ESE and school counseling services. Oversee scheduling and registrant processes and procedures. Coordinate school schedule and functions for students, parent and community.
Baczynski, Michael	Assistant Principal	Develop and refine students services operations and procedures. Coordinate MTSS interventions. Provide oversight and analysis of school operations and safety.
Leitao, Michelle	Administrative Support	Serve as fiscal agent for budget and purchasing. Provide communications via multiple platforms for parents and community.
Sapp, Jason	Other	Maintenance Coordinator for the school, ensuring safety and physical environment of the school site.
Manias, John	SAC Member	As teacher and SAC Chair, promotes mission vision and culture of school and facilitates SAC processes and procedures.
Laga, Bruce	Teacher, Career/ Technical	As teacher and SAC Co-chair, promotes mission vision and culture of school and facilitates SAC processes and procedures.
Mendes, Rachelle	Instructional Coach	Focus on literacy instruction and coaching school-wide. Focus on observing and providing coaching and support to all teachers with a specific emphasis on teachers with 0-3 years of experience.
White, Joan	School Counselor	Lead school counselor focusing on the academic and SEL needs of all students.

Demographic Information

Principal start date
Wednesday 7/1/2020, Jeanette Murphy

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.*
5

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.*

20

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

1,428

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

21

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

25

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	430	484	457	0	0	0	0	1371
Attendance below 90 percent	0	0	0	0	0	0	53	76	100	0	0	0	0	229
One or more suspensions	0	0	0	0	0	0	54	68	72	0	0	0	0	194
Course failure in ELA	0	0	0	0	0	0	14	20	18	0	0	0	0	52
Course failure in Math	0	0	0	0	0	0	15	19	18	0	0	0	0	52
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	56	63	50	0	0	0	0	169
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	50	33	38	0	0	0	0	121
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	42	53	60	0	0	0	0	155

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	6	3	1	0	0	0	0	10
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

Saturday 8/20/2022

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	446	411	455	0	0	0	0	1312
Attendance below 90 percent	0	0	0	0	0	0	51	60	81	0	0	0	0	192
One or more suspensions	0	0	0	0	0	0	19	32	45	0	0	0	0	96
Course failure in ELA	0	0	0	0	0	0	6	7	8	0	0	0	0	21
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	27	32	54	0	0	0	0	113
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	33	38	53	0	0	0	0	124

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	10	15	17	0	0	0	0	42
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	446	411	455	0	0	0	0	1312
Attendance below 90 percent	0	0	0	0	0	0	51	60	81	0	0	0	0	192
One or more suspensions	0	0	0	0	0	0	19	32	45	0	0	0	0	96
Course failure in ELA	0	0	0	0	0	0	6	7	8	0	0	0	0	21
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	27	32	54	0	0	0	0	113
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	33	38	53	0	0	0	0	124

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	10	15	17	0	0	0	0	42
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	69%	67%	50%				73%	68%	54%
ELA Learning Gains	56%						62%	59%	54%
ELA Lowest 25th Percentile	41%						50%	48%	47%
Math Achievement	77%	37%	36%				84%	77%	58%
Math Learning Gains	68%						74%	68%	57%
Math Lowest 25th Percentile	58%						64%	60%	51%
Science Achievement	74%	75%	53%				76%	70%	51%
Social Studies Achievement	95%	65%	58%				91%	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	73%	74%	-1%	54%	19%
Cohort Comparison						
07	2022					
	2019	72%	72%	0%	52%	20%
Cohort Comparison		-73%				
08	2022					
	2019	75%	71%	4%	56%	19%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	73%	74%	-1%	55%	18%
Cohort Comparison						
07	2022					
	2019	76%	80%	-4%	54%	22%
Cohort Comparison		-73%				
08	2022					
	2019	87%	78%	9%	46%	41%
Cohort Comparison		-76%				

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	75%	72%	3%	48%	27%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	87%	-87%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	90%	1%	71%	20%

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	100%	79%	21%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	81%	17%	57%	41%

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	26	37	33	32	52	44	27	72	25		
ELL	35	63		41	44						
ASN	85	65		85	74		76	92	88		
BLK	55	55	52	56	66	52	71	86	73		
HSP	66	55	33	71	70	55	73	92	67		
MUL	69	61	56	73	67	56	76	86	55		
WHT	69	55	40	78	68	59	73	96	68		
FRL	46	48	31	55	55	43	52	86	58		
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	29	41	34	34	47	46	24	54	21		
ELL	38	42		38	67						

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ASN	78	72	36	85	77		54	91	90		
BLK	60	55	40	67	50	55	67	93			
HSP	68	58	45	75	58	49	68	82	68		
MUL	66	63	35	73	68	53	53	83	77		
WHT	73	62	43	79	65	58	70	87	67		
FRL	56	51	30	67	55	41	63	72	60		

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	28	43	36	46	60	54	33	68	29		
ASN	82	69		94	92		95	100	96		
BLK	55	54	35	66	60	37	73	89	53		
HSP	72	60	44	85	77	65	80	88	71		
MUL	79	69	62	82	78	46	80	96	94		
WHT	73	62	52	84	74	66	74	90	66		
FRL	58	52	34	72	68	59	60	82	56		

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	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	606
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
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	67
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	67
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	53
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?

Based upon progress monitoring and state assessment data, PBMS has shown consistent achievement in ELA, Mathematics, Civics and the State Science Assessment. The achievement and gains of our students with disabilities has not been consistent with the achievement and gains of other subgroups or the aggregate of data. Furthermore, the data demonstrated that our sixth grade students did not demonstrate achievement, nor gains in reading and mathematics commensurate with our seventh and eighth grade students.
In 2021, our Civics assessment data exceeded expectations. Furthermore our science achievement demonstrated increased performance.
In review of progress monitoring data, we saw that the majority of students who struggled with reading demonstrated area for growth in literacy comprehension.

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

At PBMS, our greatest need for improvement is in the area of ELA. We saw a slight decline with the 2022 results. We can attribute this to the lower scores of our students in sixth grade. Furthermore, in analysis, we see that the ELA and mathematics scores of students with disabilities is not congruent with the aggregate data, nor other sub groups. Therefore, our foci for the 2022- 2023 school year will be the achievement and gains in ELA and Mathematics for our students with disabilities.

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

For the 2021- 2022 school year, we had a number of contributing factors that led to the under-performance in as for the general population and our student with disabilities. Due to factors outside of school control, one of our reading intervention teachers was on leave for over nine weeks of the school year. In addition, one of our ESE teachers for sixth grade was on leave for over nine weeks and then resigned. Another one of our sixth grade ESE teachers relocated mid-year. This had significant consequences to the achievement of our students in need of reading intervention and students with disabilities.

We have taken aggressive steps to secure an additional reading intervention teacher for the 2022-2023 school year. Her expertise is in language acquisition and has experience in reading interventions.

We have also acquired two new ESE teachers for sixth grade who have expertise in reading and mathematics and are participatory members in the ELA and Mathematics PLCs in sixth grade.

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

For the 2021- 2022 school year, our greatest growth took place in science and civics assessment scores. In both instances we saw considerable gains (over 7 percentage points.)

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

After reviewing the data from the 2020- 2021 school year, we realigned personnel for civics courses. Furthermore, all formative and summative assessments were focused and aligned with state assessment specifications.

For the science assessment, we acquired new personnel that had varied experiences. We solicited district support from the science program specialist and teacher on assignment (TOA.) The TOA came and worked with teachers monthly, providing expert assistance in creating formative and summative assessments aligned to state test specifications. In addition, the entire science department built spiraling lessons to revisit prior learning to ensure that 8th grade students were demonstrating competency in prior mastered standards.

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

During the 2021- 2022 school year, the PBMS professional development plan focused on two areas: systems of support for students with disabilities and accelerated learning. For the entirety of the school year, we engaged in a book study of "Learning in the Fast Lane" by Suzy Pepper Rollins. We highlighted specific strategies that could be implemented within the content areas with the intention of accelerating learning for students in need of intervention. For the 2022- 2023 school year, we will put more of these strategies into practice, specifically building background knowledge and vocabulary. We will also grow in our expertise in developing strategies to emphasize and accelerate verbal reasoning.

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.

For the 2022-2023 school year, we will incorporate the learning from last year into our new teacher sessions that take place monthly. In addition, our monthly professional development sessions will continue to address systems of support for our students with disabilities and strategies to accelerate learning for students in need of intervention. As each PLC meets, focusing on the four essential questions, the communities will look through the lens of accelerating learning through research based strategies, such as small group instruction, to reduce the need for remediation in isolation.

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

For the 2022- 2023 school year, we have acquired a new instructional literacy coach with expertise in developing new teacher talent. She will work with our new teacher cadre and mentors to ensure that acceleration and support strategies and practices are highlighted for all new staff.
Our literacy leadership team (LLT) has expanded to include all reading intervention teachers, media special, instructional literacy coach and school administration. The LLT meets monthly to review progress monitoring data FAST data, and literacy through data to scrutinize current practices in ELA and reading intervention.
As an administrative team, we have reinvigorated the PLC process for all teachers, providing weekly support and are monitoring the focus on the four essential questions of the PLC process with an emphasis on accelerating the learning via intervention strategies.

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 Small Group Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based upon an analysis of student achievement and gain in the 2021-2022 school year, the PBMS leadership team determined that there were groups of students who did not achieve to the levels of the aggregate or other ESSA subgroups. In review of pedagogical emphasis as identified via teacher observations and literacy walkthroughs, it was determined that there was a significant amount of whole group instruction and independent work. Although this demonstrated significance for the students already demonstrating competency, those students who were identified in needing additional intervention did not demonstrate significant learning gain.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2022-2023 school year, we expect to see a 25% increase in small group instruction, as measured by literacy walkthroughs. Furthermore, we anticipate increasing student achievement in reading by 3% (to 72%) and in mathematics by 2% (to 79%). Furthermore, we expect to increase learning gains for the lowest quartile to 45% for reading and 60% for mathematics.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Literacy Leadership Team will monitor ELA instruction via SJCSD Literacy walkthroughs. FAST data will be reviewed by the LLT, the school leadership team and the school administration quarterly. In addition, teacher observations will take place quarterly to ensure research-based pedagogy.
Person responsible for monitoring outcome:	Ted Banton (ted.banton@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Via observation from the prior school year, we did not see an appropriate amount of small group instruction which lends itself to differentiation and real-time intervention. To build capacity for differentiation, we determined that the instructional practice of small group instruction was paramount to increasing student performance school-wide.
Rationale for Evidence-based Strategy: Explain the rationale for	Based upon the research, small group instruction holds a positive correlation in increasing student achievement and engagement (.43). Based upon Literacy walkthroughs from the prior school year, small group instruction was rarely seen.

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.

Review of 2021-2022 FSA data in aggregate and by sub-group

Person Responsible	Ted Banton (ted.banton@stjohns.k12.fl.us)

Observe current instructional practice related to research-based small group instruction.

Person Responsible	Ted Banton (ted.banton@stjohns.k12.fl.us)

Develop and deliver professional development on best practices for small group instruction.

Person Responsible	Rachelle Mendes (rachelle.mendes@stjohns.k12.fl.us)

Monitor the frequency of small group instruction via SJCSD literacy walkthroughs and teacher observations.

Person Responsible	Ted Banton (ted.banton@stjohns.k12.fl.us)

Review FAST and other progress monitoring data for ELA and mathematics

Person Responsible	Ted Banton (ted.banton@stjohns.k12.fl.us)

Revise professional development offerings based upon data trends.

Person Responsible	Rachelle Mendes (rachelle.mendes@stjohns.k12.fl.us)

#2. Transformational Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based upon current growth data and the retirement of current instructional staff, the leadership team determined that building a system of recruitment and retention of new instructional staff is vital to increasing student performance at Pacetti Bay Middle School.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To address the recruitment and retention of new instructional staff, Pacetti Bay Middle School will deploy a new teacher cadre that will formally meet monthly, addressing identified areas of support as identified by the new instructional staff member, mentors, mentor leads and Instructional leadership team. Based upon this ongoing support system, we expect to retain 90% of our 22 new instructional staff.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Mentoring meetings will be attended by administrative teams and feedback will be provided monthly from the mentors and lead mentors to ascertain areas of need. Staff vacancies will be monitored weekly and data from exit interviews will be used for programmatic evaluation.
Person responsible for monitoring outcome:	Ted Banton (ted.banton@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	To aid in the recruitment and retention of instructional staff, PBMS will implement a monthly Mentoring program that is coupled with weekly mentor meetings.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	According to research regarding talent acquisition, the number one reason for vacating positions is lack of support. The PBMS Mentoring program, coupled with the district mentoring program will provide ongoing, real-time systems of support for all new instructional staff.

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.

Develop calendar and agenda of new teacher cadre meetings

Person Responsible	Ted Banton (ted.banton@stjohns.k12.fl.us)

Host a new teacher meet and greet prior to pre-planning to build and foster personal relationships between mentors and mentees in July.

Person Responsible	Michelle Leitao (michelle.leitao@stjohns.k12.fl.us)

Train Lead mentors in best practices to support new instructional staff.

Person Responsible   Ted Banton (ted.banton@stjohns.k12.fl.us)

New teacher meetings held monthly to assist in identified areas of need.

Person Responsible   Rachelle Mendes (rachelle.mendes@stjohns.k12.fl.us)

Monitor teacher retention and ascertain reasons for vacating teacher positions weekly.

Person Responsible   Ted Banton (ted.banton@stjohns.k12.fl.us)

#3. Positive Culture and Environment specifically relating to School-wide behavior	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based upon the review of prior school behavioral data, it was determined by administration, the School Leadership Team and our student services office that to reduce the number of maladaptive behaviors, PBMS needed to implement and refine our Positive Behavior Support System.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As PBMS implements our PBIS support system, we expect to see an increase in rewarded positive behaviors by students (goal of 100 points per student by end of school year) and a decrease in number of students receiving office disciplinary referrals by 5% per capita.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	PBIS Reward points will be monitored monthly by the RtI/MTSS team and school leadership team. School discipline data will be reviewed weekly by the school leadership team.
Person responsible for monitoring outcome:	Ted Banton (ted.banton@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	At PBMS, we have implemented the PBIS Rewards system which is a token reward system for students when they exhibit behaviors aligned to the Character Counts! pillars of character. PBIS Rewards can be delivered by any faculty of staff member at PBMS. Studnets can utilize points for a myriad of rewards such as PBMS clothing and gear, preferential seating, special outdoor seating at lunch, participation in events at the school and other activities.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	In consultation and review with PTSO, SAC and the faculty leadership team, there was an identified need to increase student engagement in positive behaviors at the school site. Upon researching scientifically- based programs, the school leadership team that implementing the PBIS Rewards program would best meet the needs of students at PBMS.

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.

Set up the PBIS Rewards infrastructure for the 2022- 2023 school year.

Person Responsible   Michael Baczynski (michael.baczynski@stjohns.k12.fl.us)

Conduct student expectation assemblies by grade level which included information of the PBIS Rewards system to all students.

Person Responsible   Michael Baczynski (michael.baczynski@stjohns.k12.fl.us)

Develop informational presentations for students and families that are available online via schoology.

Person Responsible   Ted Banton (ted.banton@stjohns.k12.fl.us)

Review monthly and quarterly PBIS and office discipline referral data weekly.

Person Responsible   Ted Banton (ted.banton@stjohns.k12.fl.us)

Make adjustments to the PBIS Rewards economy based upon monthly student distribution data.

Person Responsible   Michael Baczynski (michael.baczynski@stjohns.k12.fl.us)

Provide additional training and assistance to teachers in need of support regarding PBIS and classroom management.

Person Responsible   Rachelle Mendes (rachelle.mendes@stjohns.k12.fl.us)

Review annual data and plan refinements and implementation for the 2023- 2024 school year.

Person Responsible   Ted Banton (ted.banton@stjohns.k12.fl.us)

#4. 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.	Based upon the most recent ESSA data, students with disabilities are not demonstrating proficiency nor learning gains commiserate to other groups of students nor the aggregate at Pacetti Bay Middle School.The evidence demonstrates that this has been a trend for multiple years in both English Language Arts and Mathematics.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	For the 2022- 2023 school year, PBMS will increase the federal index score for students with disabilities from 30% to 42%. This will require an increase in learning gains and proficiency increase for students with disabilities in the areas of English Language Arts and Mathematics.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The PBMS Leadership Team and administration will monitor student achievement and learning gains throughout the school year using multiple data elements. Staff will review data from classroom summative assessments, SJCSD common summative assessments, state FAST Test Data, and supplemental reading and mathematics screeners and summative assessments. These reviews will take place aligned to the availability of data as it is provided.
Person responsible for monitoring outcome:	Ted Banton (ted.banton@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Via observation from the prior school year, we did not see an appropriate amount of small group instruction which lends itself to differentiation and real-time intervention, especially for students with substantive learning gaps. To build capacity for differentiation, we determined that the instructional practice of small group instruction was paramount to increasing student performance school-wide.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Based upon the research, small group instruction holds a positive correlation in increasing student achievement and engagement (.43). Based upon Literacy walkthroughs from the prior school year, small group instruction was rarely seen.

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.

Review of 2021-2022 FSA data in aggregate and by sub-group

Person Responsible Ted Banton (ted.banton@stjohns.k12.fl.us)

Observe current instructional practice related to research-based small group instruction.

Person Responsible Ted Banton (ted.banton@stjohns.k12.fl.us)

Develop and deliver professional development on best practices for small group instruction.

Person Responsible Rachelle Mendes (rachelle.mendes@stjohns.k12.fl.us)

Observe, monitor and provide professional development regarding effective support facilitation models in the academic classroom with an emphasis on small group instruction and intervention.

Person Responsible Angela Hensley (angela.hensley@stjohns.k12.fl.us)

Monitor the frequency of small group instruction via SJCSD literacy walkthroughs and teacher observations.

Person Responsible Ted Banton (ted.banton@stjohns.k12.fl.us)

Review FAST and other progress monitoring data for ELA and mathematics

Person Responsible Ted Banton (ted.banton@stjohns.k12.fl.us)

Revise professional development offerings based upon data trends.

Person Responsible Rachelle Mendes (rachelle.mendes@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.

At PBMS, we have worked to grow and will continue to foster a positive academic and social environment focused on the learning for all students, teachers and community members. We have held fast to the mantra that our school is standards-based, data driven and intervention minded. This mantra spills into academic, behavioral and social emotional needs.

We are able to accomplish this mission by engaging with our teacher leadership team which has two specific lenses: academic rigor and social- emotional support. We work monthly to review qualitative and qualitative data related to the needs of our students and make systemic adjustments.

Our SAC and PTSO provide a venue for parents, community members and business partners to provide insight and feedback regarding the needs of the community and the needs of our students. We meet monthly with both groups and, again, focus on academic rigor and social-emotional support.

For the 2022- 2023 school year, based upon surveys and group input, we have expanded our positive behavior support system to reinforce desired behaviors. Our Where Everyone Belongs (WEB) student leaders now manage our PBIS rewards store and look to encourage all students to adhere and promote the Wildcat Way. We have planned community nights that will happen three times per year to educate and inform parents and the community regarding trends and needs of adolescents.

To build a culture of growth, we have implemented opportunities to recognize students who demonstrate gains, both academically and behaviorally. These activities are spearheaded by our students services department, PTSO, and school administration.

Our Wildcat Weekly (weekly newsletter) and the Daily Roar (student-produced news show) promote school expectations, celebrate student and school achievements and reinforce our Wildcat Way.

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

At PBMS, we engage all stakeholders in promoting a positive school environment. Our administration works with our Teacher Leadership Cadre to identify needs from the classroom lens. Our PTSO and SAC provide valuable feedback and support for building activities and acquiring resources to provide student and staff support. Our Student Council, WEB and Daily Roar teams provide ongoing positive behavior supports, academic celebrations and generate programming and celebratory ideas for students, faculty and staff.