

Pinellas County Schools

Fitzgerald Middle School



2020-21 Schoolwide Improvement Plan

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Fitzgerald Middle School

6410 118TH AVE, Largo, FL 33773

<http://www.fitzgerald-ms.pinellas.k12.fl.us>

Demographics

Principal: Ija Hawthorne

Start Date for this Principal: 9/9/2018

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: B (56%) 2017-18: C (52%) 2016-17: C (52%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* 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 Pinellas 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Our Mission is to promote the highest academic achievement of students using an equity lens to promote a positive and safe learning environment for all.

Provide the school's vision statement

Our Vision is for all students to enter high school with the skills necessary for a successful high school career and life outside of high school. (High School Readiness).

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Bernal, Joanna	Assistant Principal	Serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal.
Douglass, Christine	Assistant Principal	Serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal.
Bowman, Carson	Assistant Principal	Assist with moving the school vision and mission forward in serving as one of the school's instructional leaders
Hawthorne, Ija	Principal	Performs responsible administrative and supervisory work in the area of instruction, personnel, curriculum, safety, budget, purchasing, public relations, plant operations, food service, and transportation. Position is responsible for the total operational management of the school.
Wolff, Diana	Teacher, K-12	Math Department Chair
Arof, Melissa	Teacher, K-12	ELA Department Co-Chair
Glessner, William	Teacher, K-12	Related Arts Department Chair
Jones, Carol	Teacher, K-12	Math Department Co-Chair
Brayton, Tracy	Teacher, K-12	ELA Department Co-Chair
Robert, Rebecca	Teacher, K-12	ESE Department Chair
Olson, Caitlin	Teacher, K-12	Science Department Chair
Ratliff, Bennett	Teacher, K-12	Reading Department Chair
Murray, Christie	Teacher, K-12	Social Studies Department Chair

Demographic Information

Principal start date

Sunday 9/9/2018, Ija Hawthorne

Number of teachers with a 2019 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.*

3

Number of teachers with a 2019 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.*

13

Total number of teacher positions allocated to the school

65

Demographic Data

2020-21 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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (56%) 2017-18: C (52%) 2016-17: C (52%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

Early Warning Systems

Current Year

The number of students by 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	371	397	362	0	0	0	0	1130
Attendance below 90 percent	0	0	0	0	0	0	92	66	54	0	0	0	0	212
One or more suspensions	0	0	0	0	0	0	7	60	39	0	0	0	0	106
Course failure in ELA	0	0	0	0	0	0	13	24	3	0	0	0	0	40
Course failure in Math	0	0	0	0	0	0	13	27	22	0	0	0	0	62
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	68	93	81	0	0	0	0	242
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	68	86	89	0	0	0	0	243
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	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	48	58	47	0	0	0	0	153

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	7	17	7	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 7/22/2020

Prior Year - As Reported

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	408	419	341	0	0	0	0	1168
Attendance below 90 percent	0	0	0	0	0	0	36	45	17	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	129	163	123	0	0	0	0	415

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	19	31	7	0	0	0	0	57

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	14	9	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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	408	419	341	0	0	0	0	1168
Attendance below 90 percent	0	0	0	0	0	0	36	45	17	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	129	163	123	0	0	0	0	415

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	19	31	7	0	0	0	0	57

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	14	9	0	0	0	0	23
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

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	52%	54%	47%	50%	53%
ELA Learning Gains	52%	55%	54%	49%	50%	54%
ELA Lowest 25th Percentile	37%	47%	47%	37%	42%	47%
Math Achievement	57%	55%	58%	50%	54%	58%
Math Learning Gains	56%	52%	57%	52%	54%	57%
Math Lowest 25th Percentile	45%	46%	51%	45%	48%	51%
Science Achievement	52%	51%	51%	47%	52%	52%
Social Studies Achievement	68%	68%	72%	65%	65%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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	2019	46%	51%	-5%	54%	-8%
	2018	43%	49%	-6%	52%	-9%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	46%	51%	-5%	52%	-6%
	2018	47%	48%	-1%	51%	-4%
Same Grade Comparison		-1%				
Cohort Comparison		3%				
08	2019	55%	55%	0%	56%	-1%
	2018	49%	55%	-6%	58%	-9%
Same Grade Comparison		6%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	37%	44%	-7%	55%	-18%
	2018	31%	45%	-14%	52%	-21%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	54%	60%	-6%	54%	0%
	2018	54%	59%	-5%	54%	0%
Same Grade Comparison		0%				
Cohort Comparison		23%				
08	2019	44%	31%	13%	46%	-2%
	2018	26%	31%	-5%	45%	-19%
Same Grade Comparison		18%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	50%	51%	-1%	48%	2%
	2018	47%	53%	-6%	50%	-3%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	68%	-3%	71%	-6%
2018	62%	66%	-4%	71%	-9%
Compare		3%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	55%	40%	61%	34%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	85%	57%	28%	62%	23%
Compare		10%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	56%	44%	57%	43%
2018	100%	56%	44%	56%	44%
Compare		0%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	12	35	31	15	35	38	6	24			
ELL	26	43	38	38	45	41	24	60	79		
ASN	78	68		84	79	67	84	88	94		
BLK	26	37	31	28	45	55	15	44			
HSP	41	52	40	46	48	39	37	61	71		
MUL	64	64		59	59	27	60	77	92		
WHT	58	52	39	66	60	47	60	75	86		
FRL	37	46	35	43	49	43	38	58	77		

2018 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 2015-16	C & C Accel 2015-16
SWD	12	35	33	13	42	40	10	30			
ELL	14	35	38	21	37	48	6	31	25		
ASN	73	63	29	73	67	80	80	83	92		
BLK	18	35	40	19	32	30	15	36	60		
HSP	34	41	36	38	47	57	32	56	62		
MUL	59	50		61	58	60	53	77	100		
WHT	56	55	35	60	56	39	56	71	79		
FRL	34	43	38	38	42	41	34	51	66		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	57
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	570
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
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Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
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Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	35
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	
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Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
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Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	62
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Our lowest performance is in L25 ELA Learning gains at 37% lagging 15 points behind our overall ELA gains of 52%. Looking at subgroup data, the contributing factors would be a lack of gains among our SWD and ELL students. Our overall math scores improved, but 6th-grade math lagged behind with 37% proficiency as compared to 54% and 47% proficiency in Grades seven and eight respectively.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

We did not experience a decline in any area. L25 ELA gains remained stagnant at 37%. Our L25 math gains also remained stagnant at 45%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The greatest gap according to our data is African American students with their proficiency in ELA, Mathematics, and Acceleration. There is a disproportionate amount of out of school suspensions and disciplinary referrals for AA students.

Which data component showed the most improvement? What new actions did your school take in this area?

We gained eight (8) points in acceleration and seven (7) points in overall math.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Reflecting on EWS data, our areas of concern are high absences of Hispanic and African American Students and low test scores for African American students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Increase ELA gains among our L25 students.
2. Increase Math Gains among our L25 students.
3. Improve Sixth Grade Math Proficiency.
4. Improve proficiency among our AA, SWD and ELL students in both ELA and Math.
5. Improve attendance among our Hispanic and AA students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our level of performance on the Spring 2019 ELA FSA was 51% proficiency and 52% overall gains. However, our ELA Learning Gains among our L25 students remained stagnant at 37%. In addition, our cycle data as measured by Write Score and RI has indicated a downward trend over the course of 2019-2020.

The problem is occurring because we are not providing the necessary scaffolding and differentiation to address the needs of our L25 population and increase the rigor of our students who are proficient and because we are not systemically employing culturally relevant practices to address the needs of diverse learners.

Measureable Outcome: We will increase our ELA Gains from 37% to 41% among L25 students and ELA overall gains from 52% to 57%.

Person responsible for monitoring outcome: Christine Douglass (douglassc@pcsb.org)

Evidence-based Strategy: Strategy 1: Administration and instructional staff developers will support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of each student.
 Strategy 2: Administration and instructional staff developers will enhance staff capacity to identify critical content from the Standards in alignment with district resources.

Rationale for Evidence-based Strategy: The use of standardized formative assessments, Write Score, and I-Ready, will provide teachers with the data to differentiate instruction for all students. Providing culturally relevant supplemental texts will increase student interest and improve engagement .

Action Steps to Implement

Strategy 1 Action steps:

- Use Road Map, MS Notebook, and student data from Write Score, ELA diagnostic, and student work samples to drive planning
- Use culturally relevant strategies and resources to ensure high engagement and rigor, DI, and progress monitoring opportunities
- Teachers and administrator will participate in district Facilitated Planning opportunities and bring information back to the team.
- Schoolwide Avid training with a focus on student collaboration

Person Responsible Christine Douglass (douglassc@pcsb.org)

Strategy 2 Action steps:

- Admin led equity centered common planning weekly
- Admin will conduct weekly walk throughs with feedback

Person Responsible Christine Douglass (douglassc@pcsb.org)

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Our current level of performance is our ELL students’ proficiency in ELA is 26%, as evidenced in 2018-2019 Florida Standards Assessment. The problem/gap is occurring because teachers do not have adequate information and tools to determine ELL student language levels and/or time in the US and tools to successfully differentiate instruction.

Measureable Outcome: The percent of ELL students proficient in ELA will increase from 26% to 30% , as measured by 2020 - 2021 Florida Standards Assessment.

Person responsible for monitoring outcome: Christine Douglass (douglassc@pcsb.org)

Strategy 1: Administration will disseminate information about our ELL student proficiency levels and time in the US to our teachers at the start of the school year, and provide ongoing guidance and support to assist the teachers in the use of the Ellevate database to gather data for differentiation and modification to better meet the needs of our students.

Evidence-based Strategy: Strategy 2 Teachers will also collaborate with the bilingual teacher and bilingual assistance to adapt instruction to meet the needs of our ELL population using the Can Do Protocols provided by the ESOL office.
 Strategy 3: Teachers will be trained in culturally responsive strategies and in grading policies and practices for ELL students.
 Strategy 4: Engage families and the community to create an inclusive environment for our ELL students.

Rationale for Evidence-based Strategy: Understanding ELL current language level and time in the US will allow teachers to adjust instruction and provide additional supports to our ELL students. Through collaboration with the bilingual teacher and assistants, teachers will be able to utilize specific culturally relevant strategies to meet the needs of the ELL students in general education classrooms. The adherence to ELL grading guidelines will ensure students are not unduly penalized for language deficits.

Action Steps to Implement

Strategy 1: Administration will provide WIDA reports from the Ellevation database to teachers during the preschool planning days and will go over how to read and utilize the information as well as how to access the database in preschool training.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Strategy 2: Provide regular opportunities for ESOL and content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction during PLC's and through strategy walks to be held monthly.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Strategy 3: Provide training and guidelines to all teachers with regard to ELL grading policies and practices.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Strategy 4: Work with the ESOL office to utilize resources and events to keep families engaged and create an inclusive environment for our ELL students and their families. For example, promoting back to school nights and informational forums.

Person Responsible Christine Douglass (douglassc@pcsb.org)

#3. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: African American students represent 13.8% of our enrollment, but receive 37.7% of our referrals. African American student risk of out of school suspension is 10.8% as opposed to 3.6% for non African-American. A disproportionate number of our African-American students are removed from classes through both in and out of school suspensions. This is creating a pronounced loss of instructional time and negatively affecting the academic performance of African-American students and the overall classroom climate and school culture.

Measureable Outcome: If we were to reduce the number of African American student referrals and out of school suspension by 20%- we could improve attendance and assessment performance by 10%.

Person responsible for monitoring outcome: Ija Hawthorne (hawthornei@pcsb.org)

We will institute systemic and ongoing professional development along with processes and procedures around Restorative Practice, Equity, and Culturally Relevant Teaching.

We will provide regular opportunities for all students to understand their races, discuss their strengths, and biases to support student advocacy on important societal issues with deliberate time dedicated once a week as a bell ringer in their social studies classes.

Evidence-based Strategy: Develop a school-wide plan to build a positive relationship with our African American community by being present (interventions at sites close to home), attending to culture and increase parental involvement to include informing families of where students are currently and providing the necessary resources early enough to support academic growth.

We will develop and utilize a walk-through checklist to ensure practices are being implemented and will provide additional feedback and support to those who are not meeting expectations. Additionally, our MTSS team will meet biweekly to develop early and ongoing supports and interventions for our students who are struggling.

Rationale for Evidence-based Strategy: African American students are disproportionately removed from classes and receive consequences that interfere with learning. If we make restorative practice an expectation we will limit this loss and increase student performance. We have site based CR trainers and Four Equity Champions on staff and three of our four administrators are Equity Champions. Restorative practices and culturally relevant teaching are proven methods of reducing behavioral incidences. MTSS offers another layer of support to students who do not respond to Tier 1 practices.

Action Steps to Implement

Ongoing professional development for all faculty and staff around Restorative Practice. Our site based trainer will arrange and monitor participation in this training in conjunction with

the administration. Administration will follow up with weekly walkthroughs employing a checklist focused on RP and offer feedback and additional support where needed.

Person Responsible Ija Hawthorne (hawthornei@pcsb.org)

Ongoing and systemic equity training will become part of our professional development calendar. School based Equity Champions will be involved in planning and implementing training and follow up. Three of our four administrators are Equity Champions, and we have 4 faculty members who have completed the training as well as several more who are in the process of becoming Equity Champions. Our Equity Champions will engage in formal and informal dialogue with fellow faculty and staff around issues of cultural awareness and equity. They will support our whole faculty and staff through promoting awareness and understanding of diversity.

Person Responsible Ija Hawthorne (hawthornei@pcsb.org)

Our MTSS Team will meet biweekly to develop early warning systems and interventions with the goal of providing additional support to students struggling with our behavioral expectations. We will identify those students who need support through our MTSS database using referral, attendance and academic information as well as teacher concern threads. Members of the team will be assigned specific students and will be held accountable for following up.

Person Responsible Christine Douglass (douglassc@pcsb.org)

We have access to an MTSS database which updates nightly from Focus. This database allows us to see a snapshot of grade level and individual attendance, behavior and academic performance. Additionally, stakeholders can use this database to create discussion threads around specific students. All concerns will be vetted and addressed by the MTSS team. All stakeholders are including in the discussion allowing for collaboration and consistent support.

Person Responsible Ija Hawthorne (hawthornei@pcsb.org)

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Our 2019 level of performance is 57% proficiency, as evidenced in FSA Achievement. We expect our performance level to be 68% proficiency by the 2021 Spring FSA. Based on 19-20 walkthrough data and 19-20 ISM feedback the problem/gap is occurring because formative assessment isn't being utilized effectively to aid the learning process and evaluating whether students understand the critical content of the lesson. If formative assessment is properly utilized during instruction, the problem would be reduced by 11%.
Measurable Outcome:	Math FSA Achievement will increase by 11% from 57% to 68% evidenced by the 2021 FSA.
Person responsible for monitoring outcome:	Carson Bowman (bowmanca@pcsb.org)
Evidence-based Strategy:	Support math teachers' understanding and implementation of formative assessment so they can monitor students' understanding of the critical content.
Rationale for Evidence-based Strategy:	Based on 19-20 walkthrough data, formative assessments were not being conducted systematically in math classrooms. Formative assessment is a critical element of instruction. The overarching purpose of systematic implementation of formative assessment is to get timely data on whether or not instructional practices are aiding students in identifying critical content.

Action Steps to Implement

Conduct regular, biweekly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student work and formative assessments.

Person Responsible Carson Bowman (bowmanca@pcsb.org)

The math department will participate in quarterly strategy walks to witness formative assessment strategies being implemented during instruction. The team will then meet to review the data collected and then suggest UDL strategies that can be implemented. The math administrator will monitor the implementation of these UDL strategies by conducting weekly walkthroughs.

Person Responsible Carson Bowman (bowmanca@pcsb.org)

Teachers and the math administrator can attend Facilitated Planning to review formative assessment practices and analyze student progressions towards mastery. Resources will be shared with grade-level peers during school-based common planning.

Person Responsible Carson Bowman (bowmanca@pcsb.org)

Administration and guidance will use data from formative and summative assessments to identify students in need of additional support. Administration and guidance will collaborate to identify and target L25 students to ensure they receive differentiation and scaffolding support through interventions.

Person Responsible Carson Bowman (bowmanca@pcsb.org)

Teachers will utilize diagnostic and formative assessment data to plan standards-aligned remediation, interventions, and lessons.

Person Responsible Carson Bowman (bowmanca@pcsb.org)

Administrators monitor teacher use of formative assessments and provide feedback to support teacher growth.

Person Responsible Carson Bowman (bowmanca@pcsb.org)

Teachers will use formative assessment to give timely feedback as a tool to provide support to learners.

Person Responsible Carson Bowman (bowmanca@pcsb.org)

#5. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: African American students make up 13.8% of our student population but 28.4% of our behavior issues, 16.9% of our low test scores, 16.1% of failing grades and 19.6% of students with multiple early warning indicators. If we were to reduce the behavior incidences among our African American Students, the other early warning indicators would improve. The disproportionate number of discipline incidences lead to significant loss of instructional time for our African American students which in turn leads to lower test scores and higher course failures. Our teachers will be trained and supported in the use of restorative practice and will improve cultural awareness through focused equity training.

Measureable Outcome: If we were to reduce our discipline incidences and the resulting loss of instructional time among African American students by 10% we could improve test scores and failing grades by 5% per area.

Person responsible for monitoring outcome: Christine Douglass (douglassc@pcsb.org)

Evidence-based Strategy: We will be bringing consistent and frequent professional development to our school around restorative practices and equity. Our teachers will be expected to understand and employ the techniques of restorative practices in a culturally relevant classroom. This includes developing fair and consistent management plans that are inclusive and student centered.

Rationale for Evidence-based Strategy: Restorative Practices are proven to decrease the escalation of disciplinary incidences to the point of student removal. Equity training and awareness will improve communication and the sense of community and belonging thereby better meeting the social and emotional needs of our students. This will naturally reduce the disciplinary issues.

Action Steps to Implement

1. Send one of our guidance team to the train the trainer restorative practice training.
2. Develop a PD schedule for our faculty around restorative practice.
3. Three out of four administrators are Equity Champions, and we have multiple Equity Champions on our faculty. We want to ensure that we have at least one Equity Champion in every subject area because we need to make CRT, RP and Equity a component of every PLC.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Work with the MTSS team members to identify students who need additional support as early as possible.
 Develop a menu of additional student supports and implementation plans.
 Utilize a custom built MTSS database to facilitate communication among all stakeholders.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Ongoing and systemic equity training will become part of our professional development calendar. School based Equity Champions will be involved in planning and implementing training and follow up. Three of our four administrators are Equity Champions, and we have 4 faculty members who have completed the training as well as several more who are in the process of becoming Equity Champions. Our Equity Champions will engage in formal and informal dialogue with fellow faculty and staff around issues of cultural awareness and equity.

Additional Information

Restorative Practices are proven to decrease the escalation of disciplinary incidences to the point of student removal. Equity training and awareness will improve communication and the sense of community and belonging thereby better meeting the social and emotional needs of our students. This will naturally reduce the disciplinary issues.

Our teachers will be trained and supported in the use of restorative practice and will improve cultural awareness through focused equity training.

They will support our whole faculty and staff through promoting awareness and understanding of diversity.

Person Responsible Christine Douglass (douglassc@pcsb.org)

Administration will conduct weekly walkthroughs utilizing a checklist created by the SBLT in collaboration with the Equity Champions and CR Trainer to ensure restorative practices are being utilized with students in the classroom and to offer additional support and feedback to teachers who are struggling with issues of diversity, equity and cultural awareness and celebrating teachers who are successfully employing CR and RP strategies.

Person Responsible Christine Douglass (douglassc@pcsb.org)

#6. Instructional Practice specifically relating to Gifted

Area of Focus Description and Rationale: Our current level of performance of our Gifted students scoring a level 4 or 5 on the ELA FSA was 76% and Math FSA was 84% in the 2018-19 school year. The problem exist because teachers aren't engaging students in rigorous and effective questioning that will deepen students' knowledge in critical content.

Measurable Outcome: Gifted FSA Achievement will increase by 5% to 81% (ELA) & 89% (Math) evidenced by the 2021 FSA.

Person responsible for monitoring outcome: Carson Bowman (bowmanca@pcsb.org)

Evidence-based Strategy: Effective question techniques are critical in creating good classroom discussions and ensure student engagement. When students are given the opportunity to answer effective questions and engage in small group discussions teachers are given the opportunity to deepen students' understanding.

Rationale for Evidence-based Strategy: Morgan Fitzgerald will improve student achievement by utilizing data to plan differentiated instruction. Differentiating instruction will allow CGS instructors the opportunity to deliver a rigorous line of questions that will deepen students understanding of concepts.

Action Steps to Implement

MFMS CGS instructors will participate in biweekly PLCs that will support instruction that is differentiated for gifted learners through adapting content, thinking skills, resources, and/or objectives.

Person Responsible Carson Bowman (bowmanca@pcsb.org)

In partnership with professional development, MFMS CGS Teachers will participate in professional development to deliver cognitively complex tasks during instruction and “differentiation for gifted learners”.

Person Responsible Carson Bowman (bowmanca@pcsb.org)

Teachers will utilize the district instructional diagnostic assessment data to remediate or accelerate students based on their performance.

Person Responsible Carson Bowman (bowmanca@pcsb.org)

Administrators recommend that Deliberate Practice Plans incorporate opportunities for growth in the area of differentiating for gifted and talented learners.

Person Responsible Carson Bowman (bowmanca@pcsb.org)

#7. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Of our students with disabilities, 29.6% are identified as having multiple early warning indicators (including discipline incidents and failed classes), as compared with 17% of our overall student population. This problem is occurring because our students need additional behavioral and academic support by offering UDL, Culturally Relevant Teaching and PBIS to support engagement by internalizing their own learning through meeting the needs of all of the learners.

Measureable Outcome: If we reduced the number of behavioral incidents by 20%-we would reduce the percentage of failed classes by 10% and decrease our low test scores as measured by the FSA / EOC's from 23.8% to 18%.

Person responsible for monitoring outcome: Ija Hawthorne (hawthornei@pcsb.org)

Evidence-based Strategy: Implement the UDL framework, CRT, and PBIS in Social Skills and Unique Skills classes offered to ESE students. .

Rationale for Evidence-based Strategy: The key points offered through the UDL framework emphasized the flexibility for student learning to allow teachers to develop culturally relevant lessons for multiple groups and increase student engagement. This engagement will increase on-task behavior by students and limit the negative behaviors seen in class.

Action Steps to Implement

UDL and CRT Training will be provided once monthly. Implementation will be monitored with follow-up observations from the Instructional Staff Developers/Coaches, and school-based administrators confirming teacher implementation with feedback and identification of exemplar classes.

Person Responsible Ija Hawthorne (hawthornei@pcsb.org)

The UDL framework will be implemented in the student's Unique Skills classes and Social Skills Classes. ISD and administrators will support teachers with implementation.

Person Responsible Ija Hawthorne (hawthornei@pcsb.org)

Teachers will participate in collaborative planning in their PLC's. Teachers will participate in bi-weekly PLCs to collaboratively plan with content partners to integrate SDI with general education standards to increase student access to grade-level standards

Person Responsible Ija Hawthorne (hawthornei@pcsb.org)

#8. Instructional Practice specifically relating to Career & Technical Education

Area of Focus Description and Rationale:

Teachers are not providing rigorous lesson plans and enrichment or differentiation for students.

Measureable Outcome:

The percent of all scholars participating in an advanced course will increase by 10% as measured by FOCUS data, noting the number of scholars successfully passing the advanced course.

Person responsible for monitoring outcome:

Joanna Bernal (bernalj@pcsb.org)

Evidence-based Strategy:

Strategy 1: Strengthen teacher implementation of rigorous instructional practices.

Rationale for Evidence-based Strategy:

Teachers who are trained in the use of research based strategies will be able to provide rigor, scaffolding and differentiation necessary for all students to succeed.

Action Steps to Implement

1. Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed.

Person Responsible

Joanna Bernal (bernalj@pcsb.org)

2. Principal and school leadership team implement, monitor and adjust school-wide systems for academic support for students in rigorous courses.

Person Responsible

Joanna Bernal (bernalj@pcsb.org)

3. Align classroom assessment with high-stakes assessment.

Person Responsible

Joanna Bernal (bernalj@pcsb.org)

4. Update AVID CCI on a monthly basis

- Celebrate areas of growth
- Update strategies for areas of improvement

Person Responsible

Joanna Bernal (bernalj@pcsb.org)

5. Emphasize the importance of industry certifications for academic relevance and career readiness

Person Responsible

Joanna Bernal (bernalj@pcsb.org)

6. Update AVID CCI on a monthly basis

- Celebrate areas of growth

Person Responsible

Joanna Bernal (bernalj@pcsb.org)

No description entered

**Person
Responsible**

[no one identified]

#9. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: SSA, cycle data and walk through data shows that classroom practices do not consistently include rigor and teachers do not consistently use data, monitor for learning and differentiation is not readily apparent.

Measureable Outcome: Our current level of performance is 50%, as evidenced in 2019 Spring SSA. We expect our performance level to be increase by 8% to 58% by 2021 Assessment.

Person responsible for monitoring outcome: Joanna Bernal (bernalj@pcsb.org)

Evidence-based Strategy: Strategy 1: Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Strategy 2: Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Rationale for Evidence-based Strategy: Enhance staff capacity to identify critical content from the Standards in alignment with district resources and support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Action Steps to Implement

Strategy 1: Teachers utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to the Standards.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Strategy 1 and Strategy 2: Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments and plan for instructional lessons as evidenced by the Intentional Thinking Map.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Strategy 1 and Strategy 2: Teachers monitor and provide feedback to students to support learning

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Strategy 1: Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers, literacy coach and science Instructional Staff Developer to support next steps.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Strategy 2: Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Strategy 1 and Strategy 2: Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Strategy 1: Include AVID strategies daily to support student achievement at all levels.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

#10. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: The problem/gap is occurring because scores have only risen incrementally over the last four years. ISM visit data shows that classroom practices do not consistently include learning environments with rigor and teachers do not consistently monitor for learning and differentiation is not readily apparent. This is evidenced mainly by our Civics EOC data, which is 68%, but also our midterm/final exam data as well as overall FSA data.

Measureable Outcome: The percent of 7th and 8th grade students achieving proficiency on the Civics EOC will increase from 68% to 75%, as measured by the spring administration of the Civics EOC.

Person responsible for monitoring outcome: Joanna Bernal (bernalj@pcsb.org)

Evidence-based Strategy: Strategy 1: Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

Strategy 2: Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Rationale for Evidence-based Strategy: Enhance staff capacity to identify critical content from the Standards in alignment with district resources and support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Action Steps to Implement

Strategy 1: Teachers utilize systemic documents (curriculum guides, suggested model lessons, DBQs, etc.) to effectively plan for units that incorporate rigorous performance tasks aligned to Standards.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Strategy 1: Ensure teachers receive professional development around planning and implementing teaching through inquiry, using Historical Thinking Skills. Teachers of our striving readers receive professional development around planning and implementing teaching with rotations..

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Strategy 1: Provide primary source documents at varying complexity levels throughout the year (Writing in Response to Text resources on SharePoint, Curriculum Guide links, DBQs).

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Strategy 1 and Strategy 2: Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Strategy 1 and Strategy 2: Administrators monitor teacher practice and provide feedback to support teacher growth.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Strategy 2: Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Strategy 1 and Strategy 2: Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Strategy 1: Include AVID strategies daily to support student achievement at all levels.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

Strategy 1 and Strategy 2: Teachers monitor and provide feedback to students to support learning.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

#11. Other specifically relating to of Healthy Schools

Area of Focus Description and Rationale:

Our current level of performance is 6 out of 6 topics for Silver level recognition, as evidenced in Alliance for a Healthier Generation, Healthy Schools Program Framework. We expect to maintain silver recognition, but work towards criteria for Gold recognition by April 2021. The problem/gap is occurring because we have not met all of the criteria for the Physical Activity and Nutrition topics. If our healthy school team can monitor the implementation of the administrative guidelines for wellness our school would have a great opportunity to be eligible for recognition.

Measureable Outcome:

Our school will maintain criteria in 6 out of 6 topics for silver recognition for the 2020-21 school year as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

Person responsible for monitoring outcome:

Carson Bowman (bowmanca@pcsb.org)

Evidence-based Strategy:

Enhance staff capacity to include movement and a smart diet throughout the school.

Rationale for Evidence-based Strategy:

We would like to improve our Healthy School status. This can be accomplished through the implementation of strategies to promote a healthy school environment.

Action Steps to Implement

1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student.

Person Responsible

Carson Bowman (bowmanca@pcsb.org)

2. Attend district-supported professional development.

Person Responsible

Carson Bowman (bowmanca@pcsb.org)

3. Complete Healthy Schools Program Assessment.

Person Responsible

Carson Bowman (bowmanca@pcsb.org)

4. Complete the SMART Snacks in School Documentation.

Person Responsible

Carson Bowman (bowmanca@pcsb.org)

5. Develop and Implement Healthy School Program Action Plan.

Person Responsible

Carson Bowman (bowmanca@pcsb.org)

6. Update Healthy Schools Program Assessment and Apply for Recognition

**Person
Responsible**

Carson Bowman (bowmanca@pcsb.org)

#12. Other specifically relating to 3. Conditions for Learning/ Climate and Culture

Area of Focus Description and Rationale:

1. Our 2019-2020 level of performance in school-wide behavior is 934 total referrals. We expect our performance level to be below 750 by the end of the 2020-21 school year.
2. The problem/gap in behavior performance is occurring because the behavior support structures were not consistently delivered or followed in the 2019-2020 school year. The school culture needs to be informed of the Three A's and how to effectively use PBIS and their PBIS aligned hierarchy of classroom consequences to include restorative practices.
3. If continued positive reinforcement and restorative practices occur, the occurrence of ODRs would be reduced by 20% as evidenced by total numbers of referrals. (include data to validate your hypothesis.)
4. We will analyze and review our data for the effective implementation of our strategies by the end of the first grade reporting period to include schoolwide celebrations for students meeting the Three A's expectation.

Measureable Outcome:

The referral risk (percentage of students receiving ODRs) of all students receiving discipline Referrals will decrease from 19% to 15% as measured by Schools Profile.

Person responsible for monitoring outcome:

Joanna Bernal (bernalj@pcsb.org)

Evidence-based Strategy:

- Strategy 1: Expectations and rules are developed and effective procedures for dealing with discipline are established (staff).
- Strategy 2: Expectations are clearly defined, taught, and reinforced (students).
- Strategy 3: Establish and maintain positive relationships with students

Rationale for Evidence-based Strategy:

Student discipline needs to address the needs of individual students and needs to be fair, consistent, and restorative.

Action Steps to Implement

1. Prior to the first day of school with students, the PBIS Coordinator will use the Tier 1 Walkthrough Tool to ensure signage reflecting revised Guidelines for Success (expectations) are posted in common areas. Online teachers will have the Guidelines for Success posted in their online classes.

Person Responsible

Joanna Bernal (bernalj@pcsb.org)

2. The Restorative Practices trainer will hold monthly 20 minute sessions at the end of each faculty meeting on classroom management including appropriate use of preventative and proactive surface management as well as minor and major corrective feedback that is delivered in culturally responsive ways.

Person Responsible

Joanna Bernal (bernalj@pcsb.org)

3. During the first 10 days of school, students will engage in lessons on common area expectations from the behavior matrix with emphasis on changes in expectations and rules related to COVID-19. Administration will monitor this practice through weekly walk throughs in school class.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

4. All staff monitoring student behavior in common areas will engage with students to provide feedback, both positive and corrective, and will refer to signage reflecting Guidelines for Success (expectations) that are posted in common areas when doing so.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

5. Quarterly PBIS celebrations are planned and coverage is arranged so that staff can participate and interact with students in a social setting. In addition, online celebrations will be planned for students participating in online learning.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

6. Student input is solicited via survey on what rewards should be offered for the school wide recognition program. This survey will also include students working online. The SBLT will use this data to develop a menu of rewards that offer both tangible and social.

Person Responsible Joanna Bernal (bernalj@pcsb.org)

#13. Culture & Environment specifically relating to Community Involvement

Area of Focus Description and Rationale: Intentionally build relationships with families and community partners starting immediately and continuing thru the 20/21 school year. MFMS plans to task our Family and Community Liaison with 65% responsibility of obtaining this goal. The other 35% will be a collective approach from all MFMS Staff members for the 2020-2021 school year.

Measureable Outcome: MFMS plans to see a 15% increase in volunteers and 10% increase in business partnerships.

Person responsible for monitoring outcome: Ija Hawthorne (hawthornei@pcsb.org)

Evidence-based Strategy: Incorporate quarterly parental involvement meetings to encourage involvement with the school coupled with mini-workshops that address the student and parents' social-emotional i.e. executive functioning and financial literacy.

Rationale for Evidence-based Strategy: MFMS plans to stretch and support our students both inside and outside the classroom allowing each student to thrive. The support provided will ensure students perform at higher levels.

Action Steps to Implement

- 1) Effectively communicate with families about students progress and school processes/practices on a every quarter basis.
- 2) Provide academic tools to families in support of their students' achievement at home through virtual meetings once a quarter with emphasis on ESSA scholars.
- 3) Purposefully involve families with opportunities for them to advocate for their students, i.e. parent events and going into the community to sponsor academic interventions at local community centers.
- 4) Intentionally build positive relationships with families and community partners
- 5) Utilize student services to provide families and students with resources, tools and outside agency referrals

Person Responsible Ija Hawthorne (hawthornei@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

- 1. L25 , African American American and students with disabilities will be enrolled in during school interventions from the start of the year to ensure they are getting much needed additional support.**
- 2.. Ensure our SWD are receiving supports prescribed by their IEP's, once month check-ups, and parent meetings virtually when there is a one-quarter deficit in a core area.**
- 3. MTSS and CST will work in conjunction to identify and intervene with students as early as possible. We will take a three-pronged approach in alignment with our three A's: Attendance (present) Achievement (academic), and Attitude (behavior).**
- 4. The school-based leadership team will work closely with support services to ensure our ELL students are getting the educational and social services necessary for students to succeed in school.**

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We will take a proactive approach to improve school safety and promote positive behavior. We used PBIS as a prevention, not punishment. We will include the need to speak from a stance of equity at all times incorporating PBIS, Equity, Restorative Practices, and CRT into our processes daily.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	0000	140-Substitute Teachers	1281 - Fitzgerald Middle School	School Improvement Funds		\$800.00
			<i>Notes: Substitutes will be used once cycle assessment data returns to allow for data chats and planning. Postage may be used to notify families too in addition to social media platforms.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		239-Other	1281 - Fitzgerald Middle School	School Improvement Funds		\$500.00
			<i>Notes: Data chat night coupled with resources for parents after cycle assessment data is released. Marketing items may need to be ordered.</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: African-American				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	239-Other	1281 - Fitzgerald Middle School	School Improvement Funds		\$500.00
			<i>Notes: Substitutes can be used as teachers conduct group data chats, restorative circles or media budget for family nights to support our ESSA groups.</i>			
4	III.A.	Areas of Focus: Instructional Practice: Math				\$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	140-Substitute Teachers	1281 - Fitzgerald Middle School	School Improvement Funds		\$700.00
			<i>Notes: Substitutes will be used once cycle assessment data returns to allow for data chats and planning.</i>			
5	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		570-Food	1281 - Fitzgerald Middle School	School Improvement Funds		\$400.00
			<i>Notes: Funds will be used to support and enhance instruction via activities.</i>			
6	III.A.	Areas of Focus: Instructional Practice: Gifted				\$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
8	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	239-Other	1281 - Fitzgerald Middle School	School Improvement Funds		\$400.00

						<i>Notes: Purchase supplemental materials to support the passing of industry certification/subs to allow for intensive boot camps for students.</i>
9	III.A.	Areas of Focus: Instructional Practice: Science				\$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	140-Substitute Teachers	1281 - Fitzgerald Middle School	School Improvement Funds		\$700.00
						<i>Notes: Substitutes will be used once cycle assessment data returns to allow for data chats and planning.</i>
10	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	140-Substitute Teachers	1281 - Fitzgerald Middle School	School Improvement Funds		\$700.00
						<i>Notes: Substitutes will be used once cycle assessment data returns to allow for data chats and planning.</i>
11	III.A.	Areas of Focus: Other: of Healthy Schools				\$0.00
12	III.A.	Areas of Focus: Other: 3. Conditions for Learning/ Climate and Culture				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	0000	239-Other	1281 - Fitzgerald Middle School	School Improvement Funds		\$200.00
						<i>Notes: Funds will be used to reinforce PBIS schoolwide.</i>
13	III.A.	Areas of Focus: Culture & Environment: Community Involvement				\$0.00
					Total:	\$5,400.00