Azalea Middle School

2022-23 Schoolwide Improvement Plan

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Azalea Middle School

7855 22ND AVE N, St Petersburg, FL 33710

http://www.azalea-ms.pinellas.k12.fl.us

Demographics

Principal: Susan Alvaro

Start Date for this Principal: 6/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: C (43%) 2020-21: (33%) 2018-19: D (39%) 2017-18: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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.

Azalea Middle School creates a quality educational setting that prepares each learner for college, career, and life.

Provide the school's vision statement.

100% Student Success

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
Alvaro, Susan	Principal	The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader
Schottler, Kevin	Assistant Principal	The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.
	Assistant Principal	The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.

Name	Position Title	Job Duties and Responsibilities	
Lengner, Kristy	Other	MTSS Coach	The MTSS coach monitors data and provides support to instructional staff and improve overall student performance. Additionally, the MTSS coach oversees and facilitates the PBIS systems at AMS to monitor its effectiveness in behavioral changes and areas of growth. The MTSS coach will coordinates and facilitates monthly MTSS and CST meetings.
Conroy, Jackie	Math Coach		Instructional Coaches will provide assistance and ongoing professional learning to instructional staff. They will regularly observe and provide feedback to teachers regarding instructional improvement, data analysis, and student achievement.
Carnovale, Marina	Instructional Coach		Instructional Coaches will provide assistance and ongoing professional learning to instructional staff. They will regularly observe and provide feedback to teachers regarding instructional improvement, data analysis, and student achievement.

Demographic Information

Principal start date
Wednesday 6/15/2022, Susan Alvaro

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.*

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.*

Total number of teacher positions allocated to the school
48

Total number of students enrolled at the school
788

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.
14

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 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	

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	0	0	0	0	0	0	0	

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/15/2022

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%			26%			26%	52%	54%
ELA Learning Gains	35%			34%			38%	55%	54%
ELA Lowest 25th Percentile	24%			33%			35%	47%	47%
Math Achievement	34%			26%			29%	55%	58%
Math Learning Gains	55%			27%			39%	52%	57%
Math Lowest 25th Percentile	61%			25%			37%	46%	51%
Science Achievement	27%			22%			27%	51%	51%
Social Studies Achievement	48%			40%			57%	68%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	23%	51%	-28%	54%	-31%
Cohort Comparison						
07	2022					
	2019	26%	51%	-25%	52%	-26%
Cohort Comparison		-23%				
08	2022					
	2019	30%	55%	-25%	56%	-26%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	19%	44%	-25%	55%	-36%
Cohort Comparison						

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2022					
	2019	36%	60%	-24%	54%	-18%
Cohort Comparison		-19%				
08	2022					
	2019	11%	31%	-20%	46%	-35%
Cohort Comparison		-36%				

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	27%	51%	-24%	48%	-21%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	63%	68%	-5%	71%	-8%
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	69%	55%	14%	61%	8%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	56%	-56%	57%	-57%

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	7	22	18	11	47	54	7	18			
ELL	29	42		36	64		22				
ASN	53	53		80	73						
BLK	18	30	24	20	51	58	15	30	65		
HSP	34	41	41	44	61	72	26	65	73		
MUL	36	33		41	52		55	70			
WHT	40	39	14	49	57	62	44	67	76		
FRL	21	30	23	28	52	61	25	42	72		
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	5	19	26	9	13	13	3	17			
ELL	19	42	44	26	41	33	17	38			
ASN	47	47		65	29						
BLK	16	27	30	13	19	20	7	28	54		
HSP	25	42	40	26	36	41	24	41	50		
MUL	43	46		40	38		33	38			
WHT	40	39	39	42	35	27	47	64	67		
FRL	22	30	31	21	26	26	20	38	64		
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	7	26	31	8	36	41	14	24			
ELL	25	38	50	29	41						
ASN	73	79		73	57						
BLK	10	29	33	13	31	33	6	39	32		
HSP	32	38	41	39	43	47	30	60	65		
MUL	39	48		36	39		60		50		
WHT	44	47	38	48	50	44	58	77	72		
FRL	22	36	35	27	39	35	22	54	58		

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)	TS&I
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
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%	3
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	65
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	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	
Federal Index - Hispanic Students	48
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	48

Multiracial Students	
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	50
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Over the last three years, ELA is an area that Azalea has not shown measurable growth.

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

Azalea has continuously seen a decline in ELA learning gains of students in the lower quartile.

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

Poor skill acquisition of struggling students. Increased focus on improving reading comprehension in all content areas. Strengthen staff practice to utilize questions to help students elaborate on content and engage students in more complex tasks

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

Math Learning Gains overall and in the lower quartile.

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

Interventionist pulling small groups and working on specific strands that students performed poorly on.

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

Continued progress monitoring, increased use of IXL, additional PLC time focused on individual student performance on summative assessments.

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.

To improve climate and culture of the school, we will participate in a book study utilizing the book Hacking School Discipline. We will also have on going discussions about information obtaining using the book The Four Disciplines of Execution. Teachers will have monthly opportunities to review and adjust goals. The staff will be surveyed for further PD based off the results of a needs assessment survey.

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

Continued used of interventionist to provided small group support to identified students, continued discussions focused on goal setting and achievement in PLCs, strengthen staff practice to utilize questions to help students elaborate on content and engage students in more complex tasks.

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 Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 28 percent proficiency in ELA, 27 percent proficiency in science and 48 proficiency in Civics as evidenced by the 2022 FSA data. Lack of improvement may be a result of infrequent use of complex tasks and inability to reach the depth of knowledge required in each benchmark. If a stronger focus on collaborative structures in student-centered classes focused on engagement, depth of knowledge, complex tasks and usage of student data to target critical content from the new benchmarks for student instruction would occur, the problem would be reduced.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students making Learning Gains in ELA will increase from 24% to 40%, proficiency in science from 27 percent to 40 percent and proficiency in Civics from 48 to 60 percent. as measured by FSA data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Routine and continuous assessments created by teachers and/or the district will be used for monitoring. Teachers will meet with coaches and administrators in PLCs to review data following cycle assessments and use common planning PLCs to plan and remediate based on the data. Administrators will also conduct walkthroughs to help monitor teacher implementation and provide feedback.
Person responsible for monitoring outcome:	Susan Alvaro (alvaros@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strengthen staff practice to utilize questions to help students elaborate on content and engage students in more complex tasks. Enhance staff capacity to identify critical content from the Standards in alignment with district resources
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the	These strategies were selected based on FSA, Cycle Assessment, and teacher formative assessment data. By engaging students in more complex tasks, teachers will create an environment with high expectations of students with a high complexity of questioning. With the new B.E.S.T. standards being implemented, it will be important to support teachers in identifying critical content from the new standards. Instructional staff will incorporate

resources/ criteria used for selecting this strategy.
rigorous reading and writing skills into each class to allow higher success with students.

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

School-wide literacy and writing strategies, including writing evidence-based elaboration, will continue to be implemented in all content area classes, with specific attention to incorporation in Civics and Science, Reading and ELA classes. During PLCs, teachers will analyze the cognitive demand (complexity) intended by the standards then plan for curricular activities to successfully complete the task. Additional support and enrichment will be provided at ELP for all students, especially focusing on students identified in various subgroups (504, ESE, EL, etc.) to close learning gaps.

Person Responsible
Marina Carnovale (carnovalem@pcsb.org)

The instructional leadership team (ILT) will plan a constructive walkthroughs to monitor student learning and provide feedback to support teacher growth.

Person Responsible
Kevin Schottler (schottlerk@pcsb.org)

Students utilization of individualized writing portfolios and small group reading instruction focused on improved performance of students in ESSA subgroups. Writing supplies to include binders, pencil pouches, and other consumable materials will be purchased to support the success of this action. Goal setting and progress monitoring tools will be used bi-weekly to monitor student progress. Teachers will review goals with students monthly. Content teachers will discuss findings during PLCs. Teachers will work collaboratively in weekly PLC groups to incorporate literacy strategies and analyze data that incorporate teacher-student data chats and create instructional materials with rigorous complex tasks.
Increase student use of an Extended Learning Program for tutoring in all content areas to ensure extra support outside of the classroom.
Interventionists and paraprofessionals in math and ELA will focus on standards/benchmarks through small group instruction provided to students performing below expectations as measure by progress monitoring tool.

Person Responsible
Susan Alvaro (alvaros@pcsb.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	For more than two consecutive years students in the African-American and Students with Disabilities subgroups have performed below 38% proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase teacher's use of equitable practices to improve upon the performance of students identified by the ESSA Federal Index
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Tracking of student performance on formative and summative assessments will be discussed and tracked during weekly PLCs. Teachers will routinely meet with students to complete data tracking sheets to record progress and make adjustments to learning goals.
Person responsible for monitoring outcome:	Susan Alvaro (alvaros@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1) Strengthen the ability of all staff to effectively use culturally responsive strategies and equitable practices for communicating high expectations, develop positive and compassionate relationships, and offer differentiated and culturally diversified curriculum. 2) Create a school-wide culture where all students feel they belong and focus on the academic, social-emotional, and behavioral needs of each student. 3)Continuously questioning to check for understanding 4) Progress monitoring
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1) The development and implementation of culturally responsive teaching and of equitable practices that engage students will result in increased exposure to rigorous and relevant tasks in the classroom at an appropriate grade level, the development of school-wide culture and climate, and an overall decline in the achievement gap. 2) Creating a student-centered culture will provide all learners with the opportunity to be successful by using varied materials and furniture. 3) Checks for understanding will allow teachers to gage students' comprehension of content and make any necessary adaptations to the lessons. 4) Students ownership of learning impacts performance and creates connections for improvement.

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

1) Provide targeted professional learning and coaching to all staff on equitable and restorative practices to improve academic achievement and lower behavioral incidents.
2) Increase the number of school-based experts that are trained as equity champions, restorative practices, and PBIS.
3) Teachers will work collaboratively in weekly Professional Learning Community (PLC) groups to incorporate researched-based literacy strategies, analyze appropriate data, and create instructional materials with rigorous complex tasks.
4) Expand the utilization of an Extended Learning Program and PCS Personalized Learning Pathway for tutoring in all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students. Ensure participation in ELP of subgroup students through recruitment and targeted resources.
5) Facilitation of AVID strategies coupled with professional learning to ensure WICOR strategies are utilized school-wide, including the implementation of school-wide binders for all students.

Person Responsible   Kevin Schottler (schottlerk@pcsb.org)

#3. Positive Culture and Environment specifically relating to Equity and Diversity

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to data from Early Warning Indicators, several areas have a negative impact on student progress. 36% of students are identified as having behavior issues. Total referrals = 1419, Total ISS assignments = 665 Total OSS assignments = 533 39% of students earned failing grades. 34% of students are identified as having absence problems 100% of our students are enrolled in at least one advance class.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Decrease the amount of behavioral referrals processed by 15%. Decrease the amount of discipline referrals processed for African-American students. Decrease failing grades by 10%. Increase daily attendance to 96%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1) Provide AVID training to all staff on equitable and restorative practices to improve academic achievement and lower behavioral incidents. 100% staff to be trained. 2) Provide professional development on utilization of higher order thinking and increasing complexity of tasks. 3) Increase the number of school-based experts that are trained as equity champions, restorative practices, and PBIS. 50% of staff to become Equity Champions. 4) Monitor amount of instances students are being removed from class. Monthly report to be discussed at SBLT meetings, Discipline Meetings, and House Meetings. 5) Monitor amount of referrals for In/Out of School Suspension. Monthly report to be discussed at SBLT meetings, Discipline Meetings, and House Meetings.
Person responsible for monitoring outcome:	Kristy Lengner (lengnerk@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1)In the 22-23 school year specific focus to increase the number students enrolled in classes resulting in industry certifications. 2)Expand the utilization of an Extended Learning Program and PCS Personalized Learning Pathway for tutoring in all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students. 3)Ensure participation in ELP of black students through recruitment and targeted resources. 4) Provide feedback to students on how they have performed on a particular task along with ways that they can improve

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1) The development and implementation of equitable practices that engage students will result in increased exposure to rigorous and relevant tasks in the classroom at an appropriate grade level, the development of school-wide culture and climate, and an overall decline in the achievement gap. 2) When students have the opportunity to struggle with informational texts, write about academic processes, and utilize challenging curriculum based performance tasks it increases the depth of knowledge. 3) Feedback is a high impact teaching strategy. When done well, research shows that providing your students with feedback improves academic achievement.

Action Steps to Implement

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

1) Provide targeted professional learning and coaching to all staff on equitable and restorative practices to improve academic achievement and lower behavioral incidents.
2) Conduct professional development on problem solving, critical thinking, reasoning, and real-world application in order to prepare students for the workplace and college.
expected to be embedded consistently in classroom practice and learning
3) Increase the number of school-based experts that are trained as equity champions,
restorative practices, and PBIS.
4)Utilize and expand our current PBIS system to reinforce and influence appropriate behavior and positive outcomes.
5)Analyze MTSS and behavioral data to implement tiered systems of supports and
interventions for students.
6) Implement the Readiness to Learn (RTL) program and increase the use of restorative
practices during disciplinary issues to encourage and the Ready to Learn behavior
intervention program to improve a positive school climate and culture. Provide students with
tangible rewards to increase adherence to behavior plan.
7) Utilization of Social/Emotional curriculum during our Refresh and Restart daily activity period.

Person Responsible   Susan Alvaro (alvaros@pcsb.org)

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.

A positive school climate exists when all stakeholders feel valued and respected. It can significantly increase and contribute to an effective teaching and learning environment by improving communication with ALL stakeholders, supporting ALL students academically, and encouraging respectful and caring relationships throughout the school. A significant focus of our school improvement plan is to strengthen the ability of all staff to effectively use culturally responsive strategies and equitable practices for communicating high expectations, develop positive and compassionate relationships, and offer differentiated and culturally diversified curriculum for all students. The development and implementation of equitable practices that engage students will result in increased exposure to rigorous and relevant tasks in the classroom at an appropriate grade level, the development of school-wide culture and climate, and an overall decline in the achievement gap. Teachers will use differentiated levels of support in the classroom for not only academics but behavior as well. The intended outcome is to increase the number of school-based equity champions, continuous use of restorative practices, and PBIS.

Additionally, a secondary focus will be to intentionally build positive relationships with families by providing effective communication and access to academic tools. We will work to increase the amount of family and community engagement opportunities, increased PTA and SAC participation, and the addition of business and community partners. Extracurricular and grade level instructional leaders will work to create opportunities for student voice on school-wide culture and climate to be increased and valued. We will expand the utilization of restorative practices and the use of our current successful PBIS structure to improve student recognition and the reinforcement of positive behavior.

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

Administration- Instructional leaders who can make innovations on the strategies and techniques to raise school performance.
Staff- Implementing information gained from professional development and innovations set forth by administration.
Students- Actively participate in the process include reviewing students' perceptions of the climate in their school. Understanding positive school climate affects learning and the overall school experience.
Families/Community- Family and community investment in activities to improve school climate can increase the chances for success. Family and community members with opportunities to become involved in the school as well as help create structures that will allow family and community member voice within the school.