Largo Middle School

2022-23 Schoolwide Improvement Plan

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Largo Middle School

155 8TH AVE SE, Largo, FL 33771

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

Demographics

Principal: Alec Liem

Start Date for this Principal: 4/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	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 (44%) 2020-21: (40%) 2018-19: B (54%) 2017-18: C (52%)
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.

100% Student Success! All students achieving academic success based on their individual ability.

Provide the school's vision statement.

Largo Middle IB World School strives to inspire students to be internationally minded, critical thinkers, and responsible global citizens who have a passion for lifelong learning and service.

IBO Mission Statement:
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To the end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand the other people, with their differences, can also be right.

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
Liem, Alec	Principal	The 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. Develops, implement, and evaluates school philosophy, goals and objectives reflecting district and state goals • Develops, implements and evaluates School Improvement Plan (SIP) and School-wide Discipline Plan • Develops and manages a Center of Excellence on the specified campus as approved by the School Board, if applicable • Develops and maintains a positive school/community climate and a safe and healthy environment. • Plans, implements, and evaluates the school instructional program based on student needs and within state and district guidelines • Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Athletics, Extra-Curricular, Co-Curricular, Booster Clubs, if applicable • Determines staffing needs including selection, supervision, staff development and evaluation of all school personnel • Disseminates and implements Pinellas County School Board policies and procedures as it relates to students staff and school community • Manages finances including the budget and record keeping processes, and inventory control of all school resources • Maintains records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements • Plans and manages for efficient utilization and maintenance of the school plant • Performs other related duties as required
Lakhani, Salima	Assistant Principal	6th Grade Assistant Principal MAJOR FUNCTION: This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. This administrator assumes any duties assigned by the Principal and is fully responsible for the school program in the absence of the Principal. DUTIES AND RESPONSIBILITIES: Oversees 6th grade discipline, Social Studies/Reading/Elective departments as well as the Social Studies/Reading/Elective

Name	Position Title	Job Duties and Responsibilities
		Teacher Evaluations. This administrator also is charged with building the Master Schedule. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.
Roberts, Kathia	Assistant Principal	8th Grade Assistant Principal MAJOR FUNCTION: This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. DUTIES AND RESPONSIBILITIES: Oversees 8th grade discipline, Mathematics and ESE departments, and Mathematics and ESE teacher evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.
Black, Matthew	Assistant Principal	7th Grade Assistant Principal MAJOR FUNCTION: This position is second only to the Principal in the administration of the school and serves as liaison between principal and other school personnel. DUTIES AND RESPONSIBILITIES: Oversees 7th grade discipline, Science and ELA departments, and Science and ELA teacher evaluations. Responsible for bringing feedback and input from respective teachers to the leadership team. Provides feedback to teachers concerning best teaching practices. With the team, collaboratively uses data from state and district assessments and reports to help plan and implement professional development for school improvement.

Demographic Information

Principal start date
Wednesday 4/1/2020, Alec Liem

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

921

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

11

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

11

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	324	295	302	0	0	0	0	921
Attendance below 90 percent	0	0	0	0	0	0	108	99	88	0	0	0	0	295
One or more suspensions	0	0	0	0	0	0	8	16	12	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	19	15	33	0	0	0	0	67
Course failure in Math	0	0	0	0	0	0	27	29	40	0	0	0	0	96
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	74	123	84	0	0	0	0	281
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	92	129	131	0	0	0	0	352
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	30	43	39	0	0	0	0	112

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	23	21	30	0	0	0	0	74
Students retained two or more times	0	0	0	0	0	0	1	2	0	0	0	0	0	3

Date this data was collected or last updated

Monday 6/20/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	336	310	311	0	0	0	0	957
Attendance below 90 percent	0	0	0	0	0	0	0	88	98	0	0	0	0	186
One or more suspensions	0	0	0	0	0	0	3	4	5	0	0	0	0	12
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	57	115	116	0	0	0	0	288
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	74	105	96	0	0	0	0	275
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	103	110	0	0	0	0	213

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	37	49	36	0	0	0	0	122
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	336	310	311	0	0	0	0	957
Attendance below 90 percent	0	0	0	0	0	0	0	88	98	0	0	0	0	186
One or more suspensions	0	0	0	0	0	0	3	4	5	0	0	0	0	12
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	57	115	116	0	0	0	0	288
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	74	105	96	0	0	0	0	275
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	103	110	0	0	0	0	213

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	16	15	13	0	0	0	0	44
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	36%			35%			42%	52%	54%
ELA Learning Gains	38%			39%			53%	55%	54%
ELA Lowest 25th Percentile	30%			34%			55%	47%	47%
Math Achievement	44%			38%			49%	55%	58%
Math Learning Gains	47%			37%			50%	52%	57%
Math Lowest 25th Percentile	45%			32%			55%	46%	51%
Science Achievement	38%			35%			43%	51%	51%
Social Studies Achievement	54%			54%			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	33%	51%	-18%	54%	-21%
Cohort Comparison						
07	2022					
	2019	46%	51%	-5%	52%	-6%
Cohort Comparison		-33%				
08	2022					
	2019	47%	55%	-8%	56%	-9%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	39%	44%	-5%	55%	-16%
Cohort Comparison						
07	2022					
	2019	49%	60%	-11%	54%	-5%
Cohort Comparison		-39%				
08	2022					
	2019	29%	31%	-2%	46%	-17%
Cohort Comparison		-49%				

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	45%	51%	-6%	48%	-3%
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	56%	68%	-12%	71%	-15%

			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	87%	55%	32%	61%	26%

			GEOMETRY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	57%	43%

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
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	9	29	27	11	28	28	10	29			
ELL	21	35	36	31	34	27	17	44	18		
ASN	60	63		60	68						
BLK	20	33	32	21	28	27	14	32	50		
HSP	32	38	37	37	34	23	39	56	47		
MUL	38	43	20	47	42		20	61			
WHT	43	43	35	45	41	44	47	63	58		
FRL	28	36	34	32	33	28	30	52	49		

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	11	45	58	23	49	46	26	23			
ELL	23	53	57	44	52	58	17	45	80		
ASN	55	63		69	50		67	70	100		
BLK	24	42	48	20	36	43	29	35	73		
HSP	38	52	54	55	54	57	42	54	78		
MUL	42	53		42	59	90	33	54			
WHT	53	58	60	58	53	62	48	72	82		
FRL	36	50	51	43	46	50	34	50	79		

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	44
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	46
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	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	62
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	33
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	41
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 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?

The 2021-2022 data shows growth in all grade calculation areas from the 2020-2021 data but a loss in all areas from the 2018-2019. The students in 7th grade last year did not make gains in any area where the data was broken out (ELA, Math, L25 for both or Gains for both). That same 7th grade group did less well on the Civics EOC compared to the previous year's 7th grade students. Our sub areas that will need to be monitored based on potential federal index scores below 40% include: students who are: Black, economically disadvantaged, ELL and students with disabilities.

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

Reading in all areas and Science show the greatest need for improvement with proficiency rates below 40%. In addition all of the sub groups mentioned in the trend data: students who are: Black, economically disadvantaged, ELL and students with disabilities.

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

The time students were not in school with teachers has impacted their progress and is a factor in proficiency. The classroom structures put in place due to COVID were not conducive to many teachers best practices like movement around the classroom and monitoring. A school wide focus on reading strategies and specific interventions for the subgroups of focus are needed to improve this data.

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

The area with the greatest gains from 2020-2021 data was in 8th grade Civics with a 15% increase, and 6th grade math, 8th grade Algebra 1 with an increase of 14% gains.

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

The increase in 8th grade Algebra 1 is linked to ongoing tutoring by the classroom teachers offered before, after and during school lunch, daily and with appointment to accommodate needs of learners. the 6th grade math gains are attributed to a strong focus on math fundamentals and perseverance in problem solving. Teachers maintained high expectations with targeted interventions for specific students based on student data.

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

The focus for the year is to increase the percent of time in the classroom students are engaged in a productive struggle. To support students in the productive struggle the school will take on a process for annotation of text in all classes. We will also have a school wide process for Focused Notetaking to gather, process and refer to new knowledge to generalize content more effectively. With these two skills along with strategies to support learners in the productive struggle a larger percentage of the class time offered.

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.

Teachers will have targeted professional development for annotation by content areas, Focused Notetaking and release of learning tools or protocols to increase student productive struggle time in the class period.

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

We will have the use of intervention support staff and instructional staff to build and support targeted Tier 2 strategies for learners that need additional support.

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 37% as evidence in the 2021-2022 FSA achievement scores. We expect our performance level to be 47% by May of 2023. The problem/gap is occurring because of lack of skills to interact with the text sufficiently. If school-wide annotation skills are implemented, the problem would be reduced by 10%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023 ELA proficiency will be increased from 37% to 47% using FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Tools for monitoring include: Fall, Winter and Spring F.A.S.T., Ongoing Unit assessments, Seasonal iReady diagnostic, fluency checks following the diagnostic testing, Seasonal WriteScore.
Person responsible for monitoring outcome:	Amber Hatfield (hatfielda@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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 resources/criteria used for selecting this strategy.	By enhancing staff capacity to identify critical content from the standards teachers will be able to create lesson plans that will engage students and increase student comprehension.

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 writing rubrics used in all content areas for text based paragraphs.

Person Responsible	Amber Hatfield (hatfielda@pcsb.org)

Language Arts and Reading teachers will plan collaboratively during common planning to support the enhancement of identifying critical content.

Person Responsible	Salima Lakhani (lakhanis@pcsb.org)

School wide PD will occur for all content areas for the school-wide writing rubric

Person Responsible	Amber Hatfield (hatfielda@pcsb.org)

In bi-quarterly PLCs the Literacy Coach (Hatfield) will run protocols for teachers to evaluate student work samples.

Person Responsible	Amber Hatfield (hatfielda@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our current level of performance is 46% as evidenced in 2021-2022 FSA results. We expect our performance level to be 56% by May 2023. The problem/gap is occurring because of the lack of administering, analyzing, and implementing progress monitoring with students. If we implement progress monitoring tools and student data chats, the problem will be reduced by 10%
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023 math proficiency rates will be increased from 46% to 56% using F.A.S.T spring data.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	F.A.S.T fall/winter data, IXL, teacher pre/post data, cycle assessment data for Algebra/Geometry F.A.S.T fall/winter, pre/post data will be during course of instruction, cycle assessment data for Algebra/Geometry will be in October/December
Person responsible for monitoring outcome:	Kathia Roberts (robertskath@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Student data monitoring tools and data chats.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	According to Visible learning: A synthesis of over 800 meta-analyses relating to achievement (Hattie, 2008) visible learning strategies such as student self-monitoring of data has an effect size of 1.44. Self-monitoring of data encourages students to understand their academic goals, process their methods in relation to their results, and reflect on their progress.

Action Steps to Implement

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

Develop a uniform course-specific data-tracking tool

Person Responsible	Amy Little (littlea@pcsb.org)

Use mail-merge to create individualized tracking sheets for every learner.

Person Responsible	April Maitner (maitnerap@pcsb.org)

Teach students how to utilize the data-tracking tool

Person Responsible	Joe Bereczki (bereczkij@pcsb.org)

Teachers will implement the use of the data-tracking tool

Person Responsible	Joe Bereczki (bereczkij@pcsb.org)

Develop a uniform course-specific data-tracking tool

Person Responsible	Amy Little (littlea@pcsb.org)

Use mail-merge to create individualized tracking sheets for every learner.

Person Responsible	April Maitner (maitnerap@pcsb.org)

Teach students how to utilize the data-tracking tool

Person Responsible	Joe Bereczki (bereczkij@pcsb.org)

Teachers will implement the use of the data-tracking tool

Person Responsible	Kathia Roberts (robertskath@pcsb.org)

Create common assessments aligned to the benchmark standards

Person Responsible	Amy Little (littlea@pcsb.org)

PLC data chats among teachers and staff

Person Responsible	Kathia Roberts (robertskath@pcsb.org)

Data chats with students
Monitor student progress on formative and summative assessments

Person Responsible	Amy Little (littlea@pcsb.org)

#3. Instructional Practice specifically relating to Science	
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 41%, as evidenced by the 2021-2022 S.S.A. results. We expect our performance level to be 47% by May 2023. The problem/gap is occurring because students need differentiated instruction during remediation. If differentiated instruction occurred, the problem would be reduced by 6%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, science proficiency rates will be increased from 41% to 47% using S.S.A spring data.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	What will be used to progress monitor the goal? Gap testing, cycle assessments (1, 2, 3), PENDA formative assessments, targeted performance matters' remediation assessments, instructional pre/post assessments When will progress monitoring occur? Gap (Fall/Spring), cycle assessments (October/December/March), Penda formatives (ongoing through the course of instruction), remediation assessments (weekly), instructional pre/post assessments (lasting through the course of instruction)
Person responsible for monitoring outcome:	Alec Liem (liemal@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Differentiated instruction during remediation
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	According to Assessment and Student Success in a Differentiated Classroom (Tomlinson, 2013), by providing students with tailored opportunities to learn and demonstrate their understanding, students can access the same rigorous material differently. We owe our students equitable access to content and assessments through differentiation. Tomlinson, C. (2013). Assessment and student success in a differentiated classroom. Alexandria, VA: ASCD.

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.

Science teachers will work to explicitly and implicitly teach their students the IB approaches to learning (ATLs). These skills will be embedded in their individualized remediation lessons to allow for the practice and development of learning skills. ATLs will be addressed explicitly when setting the purpose for remediation.

Person Responsible	Olivia Crawford (crawfordo@pcsb.org)

Teachers will be trained to utilize PENDA Learning to monitor student progress.

Person Responsible	Kayla Petrak (petrakk@pcsb.org)

Department will create a document used for traking. Use mail-merge to create individualized tracking sheets for every learner

Person Responsible   April Maitner (maitnerap@pcsb.org)

Teachers will establish a course-specific remediation cycle calendar based on 2021-2022 Gap testing.

Person Responsible   Kayla Petrak (petrakk@pcsb.org)

Teachers will assign targeted, personalized assignments and assessments to students through PENDA

Person Responsible   Kayla Petrak (petrakk@pcsb.org)

Teachers will differentiate instruction through materials and activities during science boot camps.

Person Responsible   April Maitner (maitnerap@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the 2021-2022 Civics EOC, 8th grade fairs well below the 50% proficiency and below the district average standing at 44% proficient. 7th grade based on the EOC for 2021/2022 demonstrate strengths above the 50% proficiency standing at 68% proficient. Based on previous iReady and FSA data all history teachers will work in collaboration with the reading department to support and increase student proficiency on campus.
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 achieving proficiency in Civics will increase from 56% to 66% as measured by the State EOC. All history teachers will support student literacy by collaborating during PLC. Proficiency will increase from 39% to 49% as measured by the FSA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring will occur through district cycle assessment data, iXL unit assessments. Monitoring will occur weekly and ongoing after assessments.
Person responsible for monitoring outcome:	Salima Lakhani (lakhanis@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	- Utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of each student - engage students in complex tasks - identify critical content from the Standards one specifically being content specific vocabulary - All reading and history teachers will have students take part in vocabulary through classroom rotations
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	When teachers utilize data to plan lessons it is intentional and based on student needs, increasing rigor, honing in on content based vocabulary, planning for engagement, differentiating instruction and having high expectations for all 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.

1. Weekly PLCs focused on interacting with data and student performance and coming up with remediation to hep all students achieve
2. Ensure department teachers take part in all IB related training including rigor in the classroom, students centered classroom, UDL, and engagement.
3. 7th and 8th grade reading teachers will embed civics vocabulary into their small group rotation on a

weekly basis.

4. Reading and civics teachers will plan together to incorporate cross curricular vocabulary, and content based reading passages to increase student reading strategies and test taking skills to deepen student knowledge.

5. 8th grade reading teacher and one Civics teacher will work together, collaborate and create lessons to embed vocabulary, embed reading passages through Achieve 3000 and provide test taking tips for students to deepen understanding of subject matter as well reading skills.

Person Responsible   Salima Lakhani (lakhanis@pcsb.org)

#5. Positive Culture and Environment specifically relating to Lowest Quartile (L25) Academic Achievement

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 30% proficient in ELA and 45 percent proficient in Math as evidence in 2022 FSA data. We expect our performance level to be 36% in ELA and 55% in Math by May of 2023. The problem is occurring because learners in the bottom quartile do not feel connected or supported in the school community. If noncontingent mentoring relationships between a teacher and the learner would occur, the problem would be reduced by 6 and 10% respectively.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023 students in the lowest quartile (L25) in ELA will increase proficiency from 30% proficiency to 36% using F.A.S.T. data. By May 2023 students in the lowest quartile (L25) in Math will increase proficiency from 45% proficiency to 55% using F.A.S.T. data.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students will be progress monitored monthly during SBLT meeting using: IXL, Write Score, F.A.S.T. Spring, Winter and Fall and iReady data.
Person responsible for monitoring outcome:	April Maitner (maitnerap@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Relationship building and School Investment through teacher student mentorship program.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students in the lowest quartile are the most at risk to feel disconnected and not be involved in school culture. Through non-contingent data focused conversation and relationship building students will feel more tied to school and more in control of their learning increasing their engagement in lessons and proficiency on assessments school wide.

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.

Identify Learners and adjust the list to find students most at risk (in any ESSA category or with no other supports in place to support learning). This task is completed before pre-school.

Person Responsible   April Maitner (maitnerap@pcsb.org)

Teachers assigned to teachers by grade level with the hopes of 3-4 L25 students per teacher completed by the end of preschool.

Person Responsible   April Maitner (maitnerap@pcsb.org)

Create support materials that have talking points for up to a 30 min meeting to be done non-contingently with learners up to 30 min of time with learners per month. Created monthly and monitoring monthly.

Person Responsible   April Maitner (maitnerap@pcsb.org)

6th Grade Pre-Orientation for all L25 (Reading, Math or Both). At this event students will begin building relationships with their mentors while parents recieve information on the following supports for learning: needs survey from them, ELP, Mentorship Program, PBIS Rewards, and the Student Conductor System. The presentation will be recorded so it can be posted online for parents that were unable to attend, with the quiz to get their feedback.

Person Responsible   April Maitner (maitnerap@pcsb.org)

#6. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our current level of performance is 33% as evidence in the Federal Index. We expect our performance level to be 41% by May of 2023. The problem/gap is occurring because students do not feel represented. If mentoring groups where students are the majority occur, the problem would be reduced by 8%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023 the Federal Index will be increased from 33% to 41% using the standardized test data.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monthly monitoring will occure using F.A.S.T. progress monitoring data, content area assessments, and attendance.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Mentoring groups where students who are black are in the majority
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	When students have an opportunity to be in the majority with positive adult support they are better able to enter the zone of proximal development and be risk takers.

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.	

Identify 7th grade students, create groups and a schedule.

Person Responsible	April Maitner (maitnerap@pcsb.org)

Create a curriclum for engagment with the group with an empasis on problem-solving issues around learning best practices, adult student interactions and support as well as growing the students leadership skills. With the hope this group of 7th grade students next year in 8th grade will be the mentors for the 6th grade community.

Person Responsible	April Maitner (maitnerap@pcsb.org)

Recrute and Train Mentors that identify from the same community as the learners to maintain and encourge the majoirty environmental saftey.

Person Responsible	April Maitner (maitnerap@pcsb.org)

Monitor the progress of the learners and the community through viewing students benchmarking assessments to see if the achievment gap between black and non-black peers decreases.

Person Responsible	April Maitner (maitnerap@pcsb.org)

#7. ESSA Subgroup specifically relating to Economically Disadvantaged	
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 39% as evidence in Federal Index. We expect our performance level to be 45% by May of 2023. The problem/ gap is occurring because students have supply needs and lack study skills. If we are ensuring student needs are being met, the problem would be reduced by 6%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023 the Federal Index will be increased from 39% to 45% using standardized test data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monthly progress monitoring will occure using: F.A.S.T. progress monitoring data, attendance, ELP attendance, content area assessments
Person responsible for monitoring outcome:	Kathia Roberts (robertskath@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Ensuring students have academic strategies and needs met to be successful
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students will be able to better focus/study if they have all the necessary resources and skills.

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.

Identify students who are economically disadvantaged and who show a need for academic supports.

Person Responsible	April Maitner (maitnerap@pcsb.org)

Meet with the learners to evaluate needs lacking and supply resources.

Person Responsible	Kathia Roberts (robertskath@pcsb.org)

Created a targeted invite plan to bring student with academic study skilll needs to ELP.
ELP teachers explicit teach study skills for students to use at home with varying levels of support.

Person Responsible	[no one identified]

Monitor student attendance at ELP.

Person Responsible	Kathia Roberts (robertskath@pcsb.org)

#8. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is 38 based on the Federal Index. We expect our performance level to increase to 43 by July of 2023. The gap is occurring because of gaps in vocabulary acquisition and retention. If explicit instruction of academic vocabulary words using definitions, visuals, examples and non-examples would occur, the problem would be reduced by 5.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By July of 2023 the Projected Federal Index will be increased from 38 to 43 using standardized assessments offered in May of 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We project using the Fall-Winter-Spring F.A.S.T. data to monitor the benchmark cluster score for vocabulary. Benchmarking will occure Fall-Winter-Spring.
Person responsible for monitoring outcome:	Susan Wannemacher (wannemachers@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Explicit Vocabulary Instruction
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research supports the explicit instruction of academic vocabulary words for English Language Learners by using definitions, visuals, Supporting Research. Research supports the explicit instruction of academic vocabulary words for English Language Learners by using definitions, visuals, examples and non-examples, as well as the explicit instruction of word learning strategies using context clues, identifying cognates, utilizing a dictionary, etc. Created from usf on 2022-07-07 14:45:36. Ferlazzo, Larry, and Katie Hull Sypnieski. The ESL/ELL Teacher's Survival Guide : Ready-To-Use Strategies, Tools, and Activities for Teaching All Levels, John Wiley & Sons, Incorporated, 2022.

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.

Content instructional staff will identify academic vocabulary for explicit instruction.

Person Responsible	Susan Wannemacher (wannemachers@pcsb.org)

Department heads will consolidate academic vocabulary for support in Developmental Language classes

Person Responsible   Susan Wannemacher (wannemachers@pcsb.org)

Instructional Staff will implement a variety of core specific strategies to explicitly teach academic vocabulary.

Person Responsible   Susan Wannemacher (wannemachers@pcsb.org)

Teachers will be informed by subject formated emails at the start of semester 1 and semester 2 which students are LY and their proficiency levels. It will also be held in the Canvas Course for reference throughout the school year with a page of instructions and significance for the students needing language support.

Person Responsible   Susan Wannemacher (wannemachers@pcsb.org)

Content area department heads will be provided Model Performance Indecators and how to access needs of learners from Mrs. Wannemacher. She will also provide support to teachers in PLC at the request of the department head or AP and to individual teachers that request it.

Person Responsible   Susan Wannemacher (wannemachers@pcsb.org)

A refresher PD for newer teachers or ones that opt in to review fundimentals of ESOL student support will be provided as a 40 in and out in the month of September with the direction and support of our ESOL team.

Person Responsible   [no one identified]

#9. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our current level of performance is a projected Federal Index Score of 24 as evidence by School Report Card from Florida Department of Education. We expect our performance level to increase to a federal index score of 34 by July of 2023. This reflects Math data that indicates of the 109 students we have scores for, 84% (91) perform below grade level. Of the 91 below grade level 80% of them (73) are performing at a level 1 significantly below grade level. Additionally in ELA of the 116 with scores 88% (102) are working below grade level. Of the 102 students below grade level 79% (81) are working at a level 1 or significantly below grade level. The problem is occurring because students do not have clarity related to their progress and need to track their data and students do not have the strategies they need to study or academically struggle without support. If data tracking and focus notetaking with a case managers or ESE teacher would occur, the problem would be reduced by a reflection in a 10-point increase in the Federal Index Score to 34.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, the Federal Index score for students with disabilities will increase from 24 to 34 measured using F.A.S.T., SSA and EOC data. Additionally, by May of 2023 the percentage of students scoring significantly below grade level (achievement level 1) will be reduced in reading and math by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be progress monitored monthly during department meeting and reported to the leadership in SBLT meetings using benchmarking data for core content areas.
Person responsible for monitoring outcome:	April Maitner (maitnerap@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being	Individual student data tracking and supported Focus Notetaking will be the evidence-based strategies that will be used to support our student's exceptional needs to move them forward and address the gap in achievement.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.** **Describe the resources/ criteria used for selecting this strategy.**	If we create individualized opportunities for students to work with their case manager or unique skills teacher on focused tracking their data, goal setting to be sure students are aware of where they are in the process of moving forward. As a community we also recognize that students with exceptional needs require additional academic supports. Teachers providing Specially Designed Instruction will be sure there is a note taking process in place to keep and store new knowledge. This will give them a reference point when they are working in class or independently using the focused notetaking process.

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.

All students to receive the first two steps of Focused Notetaking overview on Day 2 of school.

Person Responsible	April Maitner (maitnerap@pcsb.org)

ESE teachers will provide opportunities to practice focused notetaking.

Person Responsible	Kathia Roberts (robertskath@pcsb.org)

Progress monitoring of the impact on students learning via benchmarking assessment

Person Responsible	Kathia Roberts (robertskath@pcsb.org)

Students will have a data notebook either with their unique skills class or their case manager where they will track their progress on benchmarking assessments, using goal setting to track progress throughout the year.

Person Responsible	Kathia Roberts (robertskath@pcsb.org)

#10. Positive Culture and Environment specifically relating to Conditions for Learning

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

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

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

Person responsible for monitoring outcome: [no one identified]

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

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

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

On July 11 and 12th a team will attend PBIS Reboot to focus on our systems and determine best path forward.

Person Responsible	Kathia Roberts (robertskath@pcsb.org)

During Pre-School discussions with staff will be held about the importance of coding disciple by the primary behavior for the incident.

Person Responsible	Alec Liem (liemal@pcsb.org)

Ongoing monitoring of referral or signatures coded as class and campus disruptions to see if there are any other coding that are more appropriate and meet with issuer.

Person Responsible	April Maitner (maitnerap@pcsb.org)

During committee meeting on Aug 29th the team will Design a Monday Morning Meeting around defining what a classroom disruption looks like sounds like to be presented in September.

Person Responsible	April Maitner (maitnerap@pcsb.org)

#11. Positive Culture and Environment specifically relating to Attendance	
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 absenteeism is 37% as evidenced in the School Profiles report titled "Attendance By Timeframe and Group." We expect our absenteeism to be 19% by May 2023. The problem is occurring because of a lack of positive reinforcements being implemented through tier-one initiatives to promote attendance. The problem will be reduced by 18% with the implementation of tier-one positive reinforcement initiatives.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023 absenteeism rates will be decreased from 37% to 19% using School Profiles report "Attendance By Timeframe and Group."
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Focus and reports in School Profiles provided by the district as well as the School Profiles attendance dashboard will be used to monitor this data. Meetings to monitor the data on a Tier 2 or Teir 3 level will happen two time per month. A committe meeting 1 x per month will disucss Tier 1 interventions.
Person responsible for monitoring outcome:	Angela Kemp (kempa@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being	SMS text alerts to parents (suitable two-way contact) Tier one positive reward activities

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	One of the six types of necessary forms of communication to promote parental involvement according to Epstein's Framework of Six Types of Involvement is: "Communicating effective, suitable two-way contact about school events and student academic or personal development and progress, and/or insight within the home environment. Third is Volunteering-organizing and participating in activities initiated by school personnel like parent-teacher and community association or generated by community members aimed at supporting students and school programs." According to TextMagic, US smartphone users send/receive five times more frequently than they make/ receive phone calls, three out of ten users would give up phone calls to use messaging, and 78% of users say they text more than they talk on the phone. Therefore, this data indicate that texting is the most suitable two-way contact method. According to Attendance Works, incentives and contests take advantage of the fact that students often respond better to positive recognition and peer pressure than they do to lectures from parents and teachers. Incentives don't need to be costly. Simple rewards like recognition from peers and the school through certificates, assemblies, or recreational time go a long way toward motivating students. https://www.tojned.net/journals/tojned/volumes/tojned-volume06-i04.pdf#page=151 https://www.paldesk.com/why-do-people-rather-text-than-talk/ https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/

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.

Identify the platform to use in order to send SMS messages whole school and individually (talking points?). This system will hopefully be determined in pre-school.

Person Responsible   Angela Kemp (kempa@pcsb.org)

Establish a positive tier one activities for October, December, March, and May with the meetings to dicuss occuring in August and January.

Person Responsible   Angela Kemp (kempa@pcsb.org)

On a monthly basis review attendance data within committee meetings to identify trends and students that need individual family communication

Person Responsible   Angela Kemp (kempa@pcsb.org)

#12. Positive Culture and Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Parent Involvement is a key strategy essential for student achievement. When school staff and families focus on building trusting relationships and connecting authentic family engagement to student learning and building the capacity of educators and families to work together to support learning at home, family engagement can lead to a family-school partnership that can positively impact student outcomes and close achievement gaps. Our current level of performance is measured at 66% as evidenced in the 2021-2022 K12 Insight Survey for parents/guardians when asked about the school using family input to improve student achievement . We expect our satisfaction level to be 76% by May of 2023. The problem/gap is occurring because some families are not receiving school communications about evening curricular events. If we diversify our communication efforts, the problem would be reduced by 10%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May of 2023, 76% of parent/guardian survey results will indicate that the school uses their input to improve student achievement.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	K12 Insights Survey Data, Spring 2023
Person responsible for monitoring outcome:	Alec Liem (liemal@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	School team will work to incorporate text messages into school wide stakeholder communication about family engagement events, student/family conferences, upcoming assessment, ELP and enrichment opportunities. https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/materials/3_22_19_BuildingBridges_05_REL-AP_Handout3_508.pdf
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	As researched by Queens University, Belfast; The Parent Engagement Project (PEP) was a school-level intervention designed to improve pupil outcomes by engaging parents in their children's learning. The intervention involved text messages being sent to parents using school communications systems, such as Schoolcomms. Texts informed parents about dates of upcoming tests, whether homework was submitted on time, and what their children were learning at school.

| **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. |

Submit tech ticket to request SMS option from School Messenger

Person Responsible	Alec Liem (liemal@pcsb.org)

Included text messages with all school wide communications.

Person Responsible	Alec Liem (liemal@pcsb.org)

#13. Positive Culture and Environment specifically relating to College and Career Readiness	
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 54% as evidence in Focus. We expect our performance level to be 64% by May of 2023. The problem/gap is occurring because students do not have the inquiry skills to support higher level courses. If creating a culture of inquiry would occur, the problem would be reduced by 10%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023 Career and College Readiness will increase from 54% to 64% using Focus Class List, Student Course Request, and Class Enrollment Data.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Masters schedule review and student course placement audit will happen prior to the start of school, at the end of Quarter 1, and at the end of Semester 1.
Person responsible for monitoring outcome:	Salima Lakhani (lakhanis@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Deepen critical thinking on campus by creating a culture of inquiry.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If we create a culture of inquiry that encourages kids to independently explore learning as a question students will build skills and strategies to support them in advanced level courses.

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

Complete Master Schedule

Person Responsible	Salima Lakhani (lakhanis@pcsb.org)

Review of placement prior to school by grade level counselors

Person Responsible	Salima Lakhani (lakhanis@pcsb.org)

Review of placement for Quarter 1 and Semester 1 by grade level counselors, administrators, and coaches

Person Responsible	Salima Lakhani (lakhanis@pcsb.org)

Session 1: MYP Infused, AVID Focused Note Taking and Processing PD for Department heads during Pre-school.
- Dept heads will share their learning with department via PLCs
-Teachers will prepare learners for the new Note Taking Process

Person Responsible	Kathia Roberts (robertskath@pcsb.org)

Session 2: Connecting Thinking and Summarizing learning PD for Department heads (Week of 8/15)
- Dept heads will share their learning with department via PLCs
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Person Responsible   Kathia Roberts (robertskath@pcsb.org)

Session 3: Applying Learning PD for the Department heads with Site Coordinator.
- Department heads have a PLC to share learning with their teams.
- AVID Team walkthroughs to monitor the use of focused notes with fidelity

Person Responsible   Kathia Roberts (robertskath@pcsb.org)

RAISE

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

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Schoolwide community agreements include respectful, organized, accountable and responsible (ROAR) are used to communicate expectations for all students, in all areas. ROAR also formulates classroom rules and expectations. PBIS Rewards (an online platform) is utilized to positively reinforce the community agreements throughout campus as well as provide a contact point for parents. Evenings of engagement are provided for families which include access to school and community resources and exploration of school programs. We have partnered with varied community organizations to enhance the educational experience of all students, the ACT (Arts Conservatory for Teens), and GAAP (Gaining Appreciation by Adjusting Perspective).

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

SAC Leaders- Alec Liem
PTSA Leaders- Alec Liem
Magnet Coordinator- Olivia Crawford

MTSS Coach- April Maitner
Behavior Specialist - Patrick Martyn