

Pinellas County Schools

# FITZGERALD MIDDLE SCHOOL



## 2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Our mission is to provide the highest academic achievement through a positive and safe learning environment to prepare every scholar for college, career and life.

### Provide the school's vision statement

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Our vision is for 100% scholar success.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Ija Hawthorne

#### Position Title

Principal

#### Job Duties and Responsibilities

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Instructional and operational leader within the school community. Critical lens to work on improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff.

### Leadership Team Member #2

#### Employee's Name

Leah Donnelly

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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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.

### **Leadership Team Member #3**

**Employee's Name**

Amanda O'Mara

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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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.

### **Leadership Team Member #4**

**Employee's Name**

Jacqueline Anderson

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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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.

### **Leadership Team Member #5**

**Employee's Name**

Philip Wolf

**Position Title**

Instructional Staff Developer

**Job Duties and Responsibilities**

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To provide assistance and professional growth to teachers, including training and mentoring in the use of materials, assessment strategies and best practices to improve student achievement.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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Continuous improvement can only occur when adjustments are made along the way to ensure the plans remain effective and relevant. The School Advisory Committee in conjunction with the school leadership use ongoing data collection and feedback on student performance, instructional practices.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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We will regularly monitor the SIP after each PM testing to determine progress and effectiveness of the instructional strategies submitted.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>62.7%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)*</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B</b> <b>2022-23: B*</b> <b>2021-22: C</b> <b>2020-21:</b> <b>2019-20: B</b>



## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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
Absent 10% or more school days							86	85	100	271
One or more suspensions							10	22	45	77
Course failure in English Language Arts (ELA)							6	25	8	39
Course failure in Math							2	13	7	22
Level 1 on statewide ELA assessment							66	74	85	225
Level 1 on statewide Math assessment							73	78	95	246
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							48	50	86	184

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							0	2	7	9
Students retained two or more times							4	4	3	11

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							90	54	64	208
One or more suspensions							37	20	56	113
Course failure in ELA							19	33	14	66
Course failure in Math							7	12	6	25
Level 1 on statewide ELA assessment							75	123	116	314
Level 1 on statewide Math assessment							90	112	91	293
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							50	77	65	192

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							2	8	6	16
Students retained two or more times							1	10	12	23

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	55			47	49	49	44	46	50
ELA Grade 3 Achievement **									
ELA Learning Gains	65						41		
ELA Learning Gains Lowest 25%	57						23		
Math Achievement *	51			52	58	56	49	30	36
Math Learning Gains	57						49		
Math Learning Gains Lowest 25%	54						37		
Science Achievement *	49			46	48	49	37	52	53
Social Studies Achievement *	82			70	69	68	64	52	58
Graduation Rate								45	49
Middle School Acceleration	87			84	77	73	77	44	49
College and Career Readiness								66	70
ELP Progress	39			28	38	40	53	72	76

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	593
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
59%	53%	47%	46%		57%	54%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners	39%	Yes	3	
Asian Students	86%	No		
Black/African American Students	54%	No		
Hispanic Students	55%	No		
Multiracial Students	68%	No		
White Students	63%	No		
Economically Disadvantaged Students	56%	No		

## 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	19%	Yes	4	4
English Language Learners	28%	Yes	2	1
Asian Students	87%	No		
Black/African American Students	41%	No		
Hispanic Students	44%	No		
Multiracial Students	66%	No		
White Students	61%	No		
Economically Disadvantaged Students	44%	No		



## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	24%	Yes	3	3
English Language Learners	33%	Yes	1	
Native American Students				
Asian Students	81%	No		
Black/African American Students	31%	Yes	3	1
Hispanic Students	40%	Yes	1	
Multiracial Students	61%	No		
Pacific Islander Students				
White Students	52%	No		
Economically Disadvantaged Students	40%	Yes	1	

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	55%		65%	57%	51%	57%	54%	49%	82%	87%			39%
Students With Disabilities	20%		52%	47%	18%	44%	48%	22%	61%	83%			26%
English Language Learners	22%		44%	45%	25%	44%	41%	16%	47%	69%			36%
Asian Students	86%		82%		77%	75%		92%	100%	91%			
Black/African American Students	34%		60%	65%	29%	52%	56%	22%	75%	89%			
Hispanic Students	47%		60%	57%	47%	53%	44%	43%	76%	83%			37%
Multiracial Students	61%		69%		59%	56%		47%	85%	100%			
White Students	63%		69%	50%	58%	60%	67%	54%	84%	86%			42%
Economically Disadvantaged Students	48%		62%	62%	43%	54%	53%	38%	79%	86%			30%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	47%				52%			46%	70%	84%			28%
Students With Disabilities	12%				20%			8%	43%				14%
English Language Learners	13%				30%			6%	37%	58%			21%
Asian Students	78%				86%			77%	100%	95%			
Black/African American Students	26%				27%			28%	46%	76%			
Hispanic Students	35%				44%			32%	53%	81%			19%
Multiracial Students	62%				65%			40%	71%	92%			
White Students	57%				59%			59%	86%	83%			21%
Economically Disadvantaged Students	37%				42%			32%	61%	76%			17%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	44%		41%	23%	49%	49%	37%	37%	64%	77%			53%
Students With Disabilities	10%		23%	20%	17%	36%	33%	7%	24%				50%
English Language Learners	14%		27%	22%	18%	38%	39%	13%	35%	69%			53%
Native American Students													
Asian Students	77%		71%		90%	77%		67%	93%	93%			
Black/African American Students	25%		28%	21%	29%	38%	26%	21%	53%	42%			
Hispanic Students	31%		33%	18%	33%	41%	33%	27%	57%	78%			50%
Multiracial Students	49%		42%		65%	47%		57%	75%	91%			
Pacific Islander Students													
White Students	53%		45%	29%	58%	54%	48%	43%	66%	75%			45%
Economically Disadvantaged Students	33%		36%	21%	36%	41%	33%	31%	54%	66%			53%

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

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

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The area that showed the most improvement during the 2023-2024 school year was our Civics scores. The previous years score was 70% proficient and our currently level of performance is 82% proficient. The new actions taken included targeting scholars on the cusp of success as evidenced by performance matters who need intervention based on performance as well as gamifying the content to increase engagement.

##### **Lowest Performance**

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

---

The data component that showed the lowest performance during the 2023-2024 school year was the Science State Assessment (SSA). On the SSA, students scored 46% proficient in 2022-23 and 49% proficient in 2023-24. The trends showed that scholars need an emphasis on Tier 2 and Tier 3 content-specific vocabulary to access and comprehend test items. There was a lack of fidelity with formative assessment to track the students' progress on daily targets. This lack of fidelity led to a lack of student-led mastery tracking and teacher-led intervention. In addition, there was not an emphasis on hands-on activities and labs, or other engagement strategies. Use of these would have correlated to more interest in the science content and more internal motivation towards standards mastery.

##### **Greatest Decline**

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

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The data component that showed the greatest decline from the prior year was in the area of Mathematics. In the 2022-2023 school year, the proficiency was at 52% and in 2023-2024 it was at 51% proficient. The decline occurred due to not meeting the level of complexity for each standard, exemplified in the B1G-M. This led to students not having practice and actionable feedback at proficient level of rigor in each standard. The decline is primarily due to a lack of access to and opportunity to engage with proficient levels of content. Teachers continue to work on exposing students to proficient-level tasks and instructional items to increase exposure, practice, and fluency.

## Greatest Gap

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

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The data component that had the greatest gap when compared to the state average is in the area of Math grades 6-8 (not including Algebra 1 and Geometry). In 6th Grade, MFMS scored 45% proficient and the state was at 56% proficient. In 7th Grade, MFMS scored 15% proficient and the state was at 47% proficient. In 8th Grade, MFMS scored 38% proficient and the state was at 54% proficient. This can be attributed to the following factors:

- 1.) Lack of consistent teacher presence (due to maternity and retirement of teachers) in the classroom; 7th and 8th grade classrooms rotated through two or three teachers during the year and were without a permanent educator for a portion of that time.
- 2.) Lack of teacher efficacy; replacement teachers came to us new to the profession, not traditionally trained, and while the school year had already started. The learning curve was steep and the need for coaching and intervention was great.
- 3.) Lack of exposure to and opportunity to grapple with instructional tasks and items at the levels of complexity outlined in the B1G-M. Course content was aligned to the standard but instructional rarely, if ever, moved out of the level 1-2 complexity level.
- 4.) Lack of awareness and mastery of Tier 2/3 academic vocabulary. There was not systematic, explicit instruction around mathematical vocabulary, *especially the vocabulary used on the proficient levels on the FAST*, and students who often had mastered the mathematical content could not access higher levels of questions on the FAST due to this gap.

## EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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- 1.) 10% or more absent attendance among all grades
- 2.) 8th grade students with two or more warning indicators
- 3.) 8th grade level 1 math students
- 4.) 8th grade level 1 ELA students

## Highest Priorities

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

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- 1.) 6-8 Math proficiency
- 2.) Science proficiency
- 3.) ELA proficiency
- 4.) Learning gains in 6-8 math
- 5.) Learning gains in 6-8 ELA

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Our current level of performance is that 55 % of our students are proficient on the 2024 FAST ELA PM. We expect our performance level to increase to 60% of our student's meeting proficiency by the Spring 2025 Progress Monitoring assessment (FAST).

The problem/gap is occurring because students are not consistently being released to read and respond to appropriate grade-level, benchmark-aligned tasks, and a lack of differentiation within the classroom.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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The percentage of all students achieving ELA proficiency will increase from 55% to 60%, as measured by Spring 2025 Progress Monitoring assessment (FAST)

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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The desired outcome will be monitored through biweekly PLC's in which we analyze effectiveness of strategies used to provide scholars opportunity to productively struggle. Teachers will make decisions regarding impact on student learning through grade level student work analysis to determine areas for improvement and strength.

During PLC's teachers will strengthen their understanding of the standards through use of district curriculum resources to provide all students with consistent opportunities to engage in complex grade level standards. Teachers will utilize district assessments (Module Assessments, Level Up Literacy, FAST PM1&PM2) and student work analysis to make strategic decisions about implementation of the curriculum to maximize impact on student learning.



**Person responsible for monitoring outcome**

Leah Donnelly

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Enhance staff capacity to use data to identify and plan to meet the needs for each scholar in order to close the achievement gap. Strengthen staff's practice to utilize formative assessments to track scholar progress and use to celebrate student success or provide immediate intervention. Strengthen staff's ability to engage scholars in complex tasks to release learning to the scholar through analysis, inquiry, critical thinking, and real-world application skills. Engage staff in identifying critical content through the use of intentional planning for the depth of standard to include in engaging in the work as a student.

**Rationale:**

If teachers identify critical content, intentionally plan explicit benchmark-aligned instruction and differentiation, allow students ample time to engage in meaningful, rigorous tasks with eyes on text, an increase in student achievement will occur.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Administrators/Teacher Leaders provide structure for PLCs geared toward analysis of student data and/or student work and intellectual preparation for implementing classroom strategies.

**Person Monitoring:**

Leah Donnelly

**By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

a. Monitor data outcomes through analysis of instructional practices, including strategies used to provide scholars with the opportunity to productively struggle b. Analyze student assessment, to include Performance Matters and Standards Mastery data, to inform instructional implementation c. Strengthen understanding of the standards and benchmarks through use of district curriculum resources to provide all students with consistent opportunities to engage in complex grade level tasks d. Provide supports for planning lessons aligned to the benchmarks during PLC e. Observe successful use of instructional practices in peer classrooms during semester TDE f. During PLC

**Action Step #2**

Utilize planning time, both independent and PLC-driven collaborative, to construct lessons that reach

the depth of the standard.

**Person Monitoring:**

Leah Donnelly

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

a. Encourage grade level ELA/Reading representation at each module rollout b. Set aside time as a department to streamline modifications necessary to reach the depth of the standards of focus for each module as module roadmaps are released. c. Allocate time to plan for scaffold, review, and challenge materials to effectively aid students with pop-ups during independent practice. d. Intentional implementation of release of learning, which may include but not limit to pop-up reading and writing groups, Costa's levels of thinking, focused notetaking and/or interactive notebooks. e. Utilize student data analyzed during PLC to intentionally design and modify lessons that address learning deficits and work towards closing the achievement gap f. Utilize district assessments (Performance Matters and Standards Mastery) and student work analysis to make strategic decisions about implementation of the curriculum to maximize impact on student learning.

**Action Step #3**

Promote student mastery of benchmarks across genres within ELA and Reading classrooms.

**Person Monitoring:**

Leah Donnelly

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

a. Collaborate across content areas to utilize vocabulary, notetaking, and test taking strategies to promote literacy and uniformity b. Implement data-based planning to inform instructional supports, including but not limited to intervention and ESE supports c. Monitor and provide timely feedback to students to support learning. d. Utilize test taking strategies, which may include but not limit to "Strategize It", deliberately and effectively throughout the school year to aid in FAST testing e. Promote student self-monitoring of growth on district and statement assessments through data chats, which will occur quarterly at minimum.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Social Studies**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Our current level of performance is: 74% proficiency, as evidenced by the 2024 Spring EOC Civics Assessment.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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The gap is occurring because the benchmarks and their clarifications need better alignment with

differentiated instruction in Civics classes. Additionally, explicit spiraling review is not occurring frequently enough to help students build the necessary connections between concepts for a strong conceptual framework of the Civics content.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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This year, our primary focus will be on enhancing the alignment of benchmarks and their clarifications with differentiated instruction in Civics classes. We aim to ensure that the depth of these benchmarks and the specificity of their clarifications effectively support diverse student needs. Additionally, we will emphasize more frequent and explicit spiraling review to help students build stronger connections between concepts, fostering a robust conceptual framework of the Civics content. To support this initiative, teachers will receive professional development aimed at meeting the instructional needs of all students. We will regularly analyze student performance data to monitor our progress, assessing how well these instructional adjustments and professional development efforts are improving understanding and retention of key Civics concepts. By closely tracking this data, we can make informed decisions and timely interventions to further support student learning.

### **Person responsible for monitoring outcome**

Ija Hawthorne

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

#### **Rationale:**

#### **Tier of Evidence-based Intervention:**

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

#### **Action Step #1**

Planning for PLC's

#### **Person Monitoring:**

Ija Hawthorne

#### **By When/Frequency:**

Bi-weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

Administrators will provide structures for planning/PLCs where teachers regularly engage in data/student work analysis utilizing shared data tracking tools utilized by all Social Studies teachers, informal and formal assessments on Performance Matters within all Social Studies classrooms, collaboratively discuss the effectiveness of student focused notetaking in their interactive notebooks and allocate sufficient time for teachers to identify and address unit specific vocabulary.

**Action Step #2**

Deliberately create lessons with ongoing assessment

**Person Monitoring:**

Ija Hawthorne

**By When/Frequency:**

End of the year/weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action****step:**

Deliberately create lessons with ongoing assessments and adjust lessons based on outcomes. Assist teachers in developing lessons that align with benchmarks during collaborative planning sessions. Teachers will increase the utilization of primary source documents at varying complexity with appropriate Reading/AVID strategies such as focused note-taking and interactive notebooks. Social Studies and ELA/Reading teachers are to collaboratively plan lessons that incorporate common strategies, such as COSTA's level of thinking, to promote student growth. Plan for differentiation through the use of supplemental resources (such as WiRTs and DBQs created by the district) and primary resources (such as newspaper articles, political advertisements, constitutional excerpts, and legal documents) to increase student engagement with complex text.

**Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Math****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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1. Our current level of performance is 51% Mathematics Achievement, as evidenced in the 2023-2024 spring FAST.
2. We expect our performance level to be at least 61% Mathematics Achievement by the 2024-2025 School Grade Report.
3. If instruction cognitively engages students in:
  - 1.) learning, using, and developing fluency with Tier 2 academic vocabulary (as listed in the B.E.S.T. Instructional Guides for Mathematics (B1G-M)), and
  - 2.) grappling with standards-based instructional tasks at the 3-5 levels of academic achievement vocabulary (as listed in the B.E.S.T. Instructional Guides for Mathematics (B1G-M)), with the

opportunity to engage in productive struggle,

student achievement would increase by 10%.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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The percent of all students' achievement in mathematics will increase from 51% to 61%, as measured by the 2024-2025 FAST PM 3.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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We will monitor using growth from FAST PM1 to PM2, and FAST PM2 to PM3. This ongoing monitoring allows us to implement early intervention after PM1 for students who are not on track from 23-24 FAST PM3, monitor that effectiveness after PM2, and re-tool intervention for the PM2-PM3 period. Having interventions that are sensitive and responsive will increase student achievement outcomes by making the right students are the appropriate interventions at the most crucial time.

### **Person responsible for monitoring outcome**

Amanda O'Mara, Phillip Wolf

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Vocabulary 1.) Frayer model protocols 2.) Definition justification strategy 3.) Number Talks Rigor 1.) B1G-M Instructional Task Protocol

#### **Rationale:**

The problem/gap is occurring because students lack the fluency with Tier 2 academic vocabulary necessary to approach the questions on the FAST. In addition, they are not exposed to the level of rigor with instructional tasks in the classroom that are evident in the B.E.S.T. Instructional Guides for Mathematics (B1G-M).

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Vocabulary Strategies -- professional learning

**Person Monitoring:**

O'Mara, Wolf

**By When/Frequency:**

Bi-monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Mathematics teachers participate in professional learning opportunities around implementation of the three vocabulary strategies.

**Action Step #2**

B1G-M -- instructional tasks

**Person Monitoring:**

Math educators

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers utilize the B.E.S.T. Instructional Guides for Mathematics (B1G-M) to effectively plan to expose students to and lead them through, with an opportunity to productively struggle, the Instructional Tasks and Instructional Items.

**Action Step #3**

Vocabulary Strategies -- Frayer models/Justify strategy

**Person Monitoring:**

Math educators

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers lead students in creating their own dictionaries in the Interactive Student Notebooks (ISN) using Frayer models, as well as keeping their own "Conjecture Pages" using the justification strategy.

**Action Step #4**

Vocabulary Strategies -- Number Talks

**Person Monitoring:**

Math Educators, Wolf, O'Mara, Cole (Teacher-lead)

**By When/Frequency:**

Ongoing, beginning November 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers lead a minimum of 50 Number Talks in their classrooms; administrators, ISD, and other teachers engage in learning walks to observe and offer feedback.

**Action Step #5**

B1G-M -- Monitoring/Adjustment

**Person Monitoring:**

O'Mara, Wolf

**By When/Frequency:**

Bimonthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student data to identify and plan for cognitively engaging learning activities, including remediation activities. Data can come from the FAST assessments, IXL, Instructional Materials assessments, and/or teacher and district formal and informal assessments.

**Area of Focus #4**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Science****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Science Achievement, as measured by the 2024 SSA, increased from 46% to 49%.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Our current proficiency is 43 % as evidenced on the Spring 2024 Grade 8 Statewide Science Assessment.

We expect our performance level to increase by 11%. Our expected outcome will be 54% proficiency as evidenced by the 2004-2025 SSA results.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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To monitor student proficiency in 8th-grade science, we will provide professional development for teachers to implement teaching pedagogy centered around data-influenced targeted spiral review and differentiated instruction. This includes creating a uniform note-taking system using interactive notebooks, focused note-taking, and literacy strategies to enhance students' fluency with content and vocabulary development. Additionally, we will regularly use common formal and informal assessments to modify instructional practices and celebrate student success. This comprehensive approach ensures continuous progress and achievement for all students.

**Person responsible for monitoring outcome**

Jacqueline Anderson, Chelsea Hinkins

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the



measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

The evidence-based intervention aims to increase student fluency with 8th-grade science vocabulary through targeted professional development on enhancing teaching strategies and spiral review techniques. Teachers will receive training on effectively utilizing state-aligned resources to align their instruction with curriculum standards that will be implemented daily during instructional, intervention, and enrichment blocks. Additionally, the science intervention will focus on implementing literacy strategies to aid students in understanding complex texts, ensuring a comprehensive approach to vocabulary acquisition and content mastery.

**Rationale:**

The rationale behind this intervention is to ensure that 8th-grade students develop a strong foundation in science vocabulary, which is crucial for understanding complex scientific concepts and texts. By providing professional development for teachers, we enhance their instructional skills and ensure consistent, high-quality teaching practices. Utilizing state-aligned resources and effective literacy strategies helps create a cohesive learning environment, promoting better student outcomes and academic success in science.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional Learning-- Differentiated Instruction

**Person Monitoring:**

Jacqueline Anderson, Chelsea Hinkins

**By When/Frequency:**

Bi-Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Teachers and support facilitators will engage in ongoing professional development during and after school that focuses on a consistent spiraling plan for spiraled review of content and scientific thinking skills using district-provided resources to ensure continuous review of NSO (Nature of Science) standards and other critical content is being addressed; content appropriate vocabulary is being utilized and aligned to state assessments. 2. The administrator will conduct regular strategy-based instructional walkthroughs to monitor and celebrate implementations of differentiated instructional practices in response to student data and professional development training. The administrator will also engage teachers in post-walk reflections, monitor teacher practice, and provide timely, effective feedback to support growth as a result of the walk.

**Action Step #2**

Vocabulary Strategies

**Person Monitoring:**

**By When/Frequency:**



Jacqueline Anderson, Chelsea Hinkins

Bi-weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Teachers will create interactive spaces within their classroom either word walls or interactive notebooks, displaying key science vocabulary terms with definitions and visual aids. Students will engage with this vocabulary regularly through activities like word matching, using vocabulary in sentences, and participating in vocabulary games. This visual and interactive approach reinforces understanding and retention of science terminology. 2. Teachers will incorporate structured vocabulary instruction into their lessons, dedicating specific time to introduce, discuss, and practice new science terms. This includes using techniques like the Frayer Model, where students define words, use them in context, identify synonyms and antonyms, and create visual representations. Such structured practices ensure students grasp the meaning and application of scientific vocabulary. 3. Teachers will guide students to regularly review and update science vocabulary, integrating activities that require them to use previously learned vocabulary. This continuous engagement helps students connect new terms with prior knowledge and reinforces their overall understanding of scientific language. 4. Administrator and science Coach will provide ongoing professional development sessions focused on effective literacy strategies and vocabulary instruction, ensuring teachers are equipped with the necessary tools and techniques. These sessions will include workshops, collaborative planning time, and access to resources that support the integration of interactive word walls, structured vocabulary instruction, and vocabulary journals in the classroom.

**Action Step #3**

Fidelity of Usage of Instructional Resources

**Person Monitoring:**

Jacqueline Anderson, Chelsea Hinkins

**By When/Frequency:**

Bi-Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. The administrator will work with the school's science coach to organize targeted professional development sessions to train 6th-8th grade science teachers on effectively using district-provided resources, including the red/green document. These sessions will focus on practical applications and best practices to enhance classroom instruction. 2. The administrator will conduct regular classroom observations to monitor the implementation of district resources. After each observation, the administrator will provide constructive feedback and coaching to help teachers refine their use of these tools and address any challenges they may encounter. 3. The administrator and science coach will host data-driven coaching sessions with teachers to review student performance and instructional practices. By analyzing data from assessments and observations, the administrator will guide teachers using the red/green document to identify areas for improvement and celebrate successes, ensuring continuous growth and effective resource utilization.

**Action Step #4**

Staff and Student Data Engagement and Remediation Planning--Progress Monitoring

**Person Monitoring:**

Jacqueline Anderson, Chelsea Hinkins

**By When/Frequency:**

Bi-weekly, Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Teachers will receive coaching, and time in a collaborative setting to immediately analyze student data and generate target-specific differentiated instruction to plan for lessons that incorporate rigorous, effectively performance tasks, reading analysis, and SSA-style practice questions aligned to and within the scope of the standard to ensure students receive targeted intervention. 2. Teachers will

collaborate within the science department and grade-level teams to develop multi-tiered, student-centered remediation plans, ensuring that each plan is tailored to individual student needs. These plans will include specific strategies and resources for students to use, empowering them to take ownership of their learning and continuously improve their understanding and skills. Regular team meetings will be held to review and adjust these plans based on student progress and feedback. 3. Students will regularly engage with their own academic data through quarterly data review sessions, where they will analyze their performance, set goals, and track their progress. Teachers will guide students in using data-tracking tools and reflection activities to help them identify areas for improvement and celebrate achievements, fostering a sense of accountability and ownership over their learning journey.

## **Area of Focus #5**

Address the school's highest priorities based on any/all relevant data sources.

### **ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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This area of focus includes students who are economically disadvantaged, who are defined as students who qualify for free and reduced lunch. Economically disadvantaged students often experience lower levels of achievement because of a lack of access to and opportunity for additional needed academic support to close learning gaps. Based on the FAST PM3 23-24 data from May of 2024, economically disadvantaged students scored 44% proficient in ELA, compared to 61% proficiency with non-economically disadvantaged students. In math, economically disadvantaged students scored 39% proficient, compared to 59% for non-economically disadvantaged students. Because of the disparity between economically disadvantaged students and their peers in both ELA and Math, and with economically disadvantaged students scoring below 41% in math, this subgroup has been identified as in crucial need.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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For the 2024-25 FAST PM3, our goal is to increase the proficiency of economically disadvantaged students by 5% in math. In math, this would be a growth from 39% proficient to 44% proficient.

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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To monitor the Area of Focus for increasing the proficiency of economically disadvantaged students

in ELA and math for the 2024-25 FAST PM3, the following comprehensive approach will be utilized:

### 1. Data Collection and Analysis

- Baseline Data: Establish baseline proficiency levels at the beginning of the school year. For math, it would be 39%.
- Benchmark Assessments: Conduct regular benchmark assessments throughout the year. These benchmarks will include FAST PM1 and PM2 in August and December, and common unit assessments for each content.
- Progress Monitoring: Utilize formative assessments, teacher observations, and student work samples to monitor ongoing progress. This will include weekly quizzes and interim assessments such as exit tickets.

### 2. Targeted Interventions

- Individualized Learning Plans (ILPs): Develop ILPs for economically disadvantaged students who are below proficiency. These plans will include specific goals, strategies, and resources tailored to each student's needs.
- Tutoring and Support Programs: Implement robust before- and after-school Extended Learning Programs (ELP) to provide additional academic support in a smaller environment.
- Resource Allocation: Ensure that economically disadvantaged students have access to necessary resources, including textbooks, technology, and supplementary materials.

### 3. Professional Development

- Teacher Training: Provide ongoing professional development for teachers on effective instructional strategies for ELA and math, with a focus on differentiation and equity.
- Data Utilization Workshops: Train teachers on how to analyze and use data to inform instruction and make real-time adjustments to teaching strategies.

### 4. Parental and Community Involvement

- Parental Engagement: Engage parents through regular communication, workshops, and resources to support their children's learning at home, through our Title I programming.
- Community Partnerships: Collaborate with community organizations to provide additional educational support and resources to economically disadvantaged students.

### 5. Regular Review and Adjustment

- Monthly Review Meetings: Hold monthly meetings with teachers, administrators, and support staff to review progress data, discuss challenges, and adjust strategies as needed. These reviews will occur in our Multi-Tiered Systems of Support (MTSS) meetings and grade-level team meetings.
- Mid-Year Evaluation: Conduct a mid-year evaluation to assess the effectiveness of interventions

and make necessary adjustments to meet the 5% growth goal. This meeting will occur through the MTSS review process.

#### 6. Feedback and Reflection

- Student Feedback: Collect feedback from students on their learning experiences to identify areas of improvement and adjust instructional approaches.

- Teacher Reflection: Encourage teachers to reflect on their practices and share successful strategies and areas needing improvement.

#### Impact on Student Achievement Outcomes

**Ongoing Monitoring and Adjustments:** Regular monitoring ensures that any gaps in learning are identified promptly, allowing for timely interventions. This responsive approach helps in addressing issues before they become significant barriers to student achievement.

**Data-Driven Instruction:** By utilizing data to inform instruction, teachers can provide targeted support where it is most needed, leading to more efficient and effective teaching practices.

**Enhanced Support Systems:** Increased support through tutoring, individualized plans, and resource allocation will directly contribute to improved student outcomes by providing the necessary tools and assistance for success.

**Professional Development:** Continuous teacher training ensures that educators are well-equipped with the latest strategies and methods to address the diverse needs of economically disadvantaged students, leading to better instructional quality.

**Community and Parental Involvement:** Engaging parents and the community creates a supportive environment for students, reinforcing learning outside of school and contributing to their overall academic success.

Through this multifaceted approach, the goal of increasing the proficiency of economically disadvantaged students by 5% in ELA and math is not only monitored but actively pursued with strategic interventions and continuous support, leading to improved student achievement outcomes.

#### **Person responsible for monitoring outcome**

Assistant Principals (O'Mara, Donnelly, Anderson); MTSS Coach (Wolf); Reading Interventionist (Caterelli)

#### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Math Interventions 1. Explicit Instruction: - Direct and Systematic Teaching: Providing clear, explicit instruction on mathematical concepts and procedures, breaking down tasks into smaller, manageable steps. - Use of Visual Aids and Manipulatives: Incorporating visual representations, such as charts, graphs, and physical manipulatives, to help students understand abstract concepts. 2. Cognitive Strategy Instruction: - Metacognitive Strategies: Teaching students how to plan, monitor, and evaluate their problem-solving processes. - Problem-Solving Techniques: Guiding students through specific problem-solving steps, such as understanding the problem, devising a plan, carrying out the plan, and reviewing the solution. 3. Small Group Instruction: - Targeted Small Group Sessions: Providing additional instruction in small groups to focus on specific skill deficits or to reinforce concepts taught in whole-class instruction. 4. Technology-Enhanced Learning: - Interactive Math Software: Using educational software and online resources, including IXL, Khan Academy, and Desmos, that provide interactive, engaging math practice and instruction tailored to individual student needs. - Virtual Manipulatives: Incorporating digital tools that allow students to manipulate objects on-screen to explore mathematical concepts. 5. Frequent Assessment and Feedback: - Formative Assessments: Conducting regular, informal assessments to gauge student understanding and provide immediate feedback, including exit tickets, mid-unit quizzes, and common unit assessments. - Data-Driven Instruction: Using assessment data to inform instructional decisions and to tailor interventions to student needs.

**Rationale:**

Rationales for Math Interventions 1. Explicit Instruction - Direct and Systematic Teaching: Explicit instruction ensures that mathematical concepts and procedures are taught in a clear and structured manner. By breaking down tasks into smaller, manageable steps, students are less likely to become overwhelmed and more likely to understand and retain information. This method is particularly beneficial for economically disadvantaged students who may not have as much prior exposure to these concepts. - Use of Visual Aids and Manipulatives: Visual aids and manipulatives help students grasp abstract concepts by providing concrete representations. This hands-on approach makes learning more engaging and accessible, allowing students to visualize and manipulate mathematical ideas, which can lead to deeper understanding and retention. 2. Cognitive Strategy Instruction - Metacognitive Strategies: Teaching metacognitive strategies empowers students to become more self-aware and reflective learners. By learning to plan, monitor, and evaluate their problem-solving processes, students develop critical thinking skills that are essential for success in mathematics and beyond. This approach helps students to take ownership of their learning and to become more independent problem solvers. - Problem-Solving Techniques: Guiding students through structured problem-solving steps helps them develop a systematic approach to tackling mathematical problems. This not only improves their problem-solving skills but also builds their confidence and persistence. Structured techniques provide a clear framework for thinking through complex problems, making it easier for students to understand and apply mathematical concepts. 3. Small Group Instruction - Targeted Small Group Sessions: Small group instruction allows for more personalized and targeted teaching. By focusing on specific skill deficits or reinforcing concepts taught in whole-class instruction, teachers can address the unique needs of each student. This tailored approach ensures that students receive the support they need to succeed, which is especially important for economically disadvantaged students who may require additional academic assistance. 4. Technology-Enhanced Learning - Interactive Math Software: Using educational software and online resources like IXL, Khan

Academy, and Desmos provides interactive and engaging math practice tailored to individual student needs. These platforms offer instant feedback and adaptive learning paths, which help keep students motivated and on track. Technology-enhanced learning can bridge gaps in traditional instruction and provide additional practice opportunities outside the classroom. - Virtual Manipulatives: Digital tools that allow students to manipulate objects on-screen provide a dynamic and interactive way to explore mathematical concepts. Virtual manipulatives can make abstract ideas more concrete and understandable, enhancing students' conceptual understanding and problem-solving skills. They also offer a flexible and accessible way for students to engage with math content. 5. Frequent Assessment and Feedback - Formative Assessments: Conducting regular, informal assessments such as exit tickets, mid-unit quizzes, and common unit assessments helps teachers gauge student understanding in real time. This immediate feedback allows teachers to adjust their instruction to address any misconceptions or gaps in knowledge. Frequent assessments ensure that students stay on track and that issues are identified and addressed promptly. - Data-Driven Instruction: Using assessment data to inform instructional decisions ensures that teaching strategies and interventions are tailored to meet the specific needs of students. By analyzing assessment results, teachers can identify trends, strengths, and areas for improvement. Data-driven instruction leads to more targeted and effective teaching, which can significantly improve student outcomes.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Explicit Instruction

**Person Monitoring:**

Teachers, MTSS Coach, AP (O'Mara)

**By When/Frequency:**

weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Explicit Instruction Action Steps - Direct and Systematic Teaching: 1. Curriculum Planning: Develop a detailed scope and sequence for math instruction, breaking down each concept into clear, manageable steps. 2. Lesson Design: Create lesson plans that incorporate explicit teaching methods, ensuring each lesson builds on prior knowledge and clearly outlines learning objectives. 3. Instructional Delivery: Implement lessons using direct instruction techniques, including modeling, guided practice, and independent practice. 4. Teacher Training: Provide professional development for teachers on effective explicit instruction strategies and classroom management techniques to ensure successful implementation. - Use of Visual Aids and Manipulatives: 1. Resource Selection: Identify and acquire visual aids and manipulatives that align with the math curriculum, such as base ten blocks, fraction strips, and algebra tiles. 2. Integration into Lessons: Incorporate these tools into daily lessons, using them to illustrate abstract concepts and engage students in hands-on learning. 3. Professional Development: Train teachers on the effective use of visual aids and manipulatives to enhance student understanding and engagement.

**Action Step #2**

Cognitive Strategy Instruction



**Person Monitoring:**

Teachers, MTSS Coach (Wolf), AP (O'Mara)

**By When/Frequency:**

weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Cognitive Strategy Instruction - Metacognitive Strategies: 1. Strategy Instruction: Explicitly teach metacognitive strategies, such as self-questioning, monitoring comprehension, and evaluating problem-solving processes. 2. Modeling and Practice: Model the use of these strategies during instruction and provide opportunities for students to practice and apply them in various contexts. 3. Reflection Activities: Incorporate regular reflection activities where students evaluate their use of metacognitive strategies and their impact on learning. - Problem-Solving Techniques: 1. Teach Problem-Solving Steps: Develop and implement lessons that guide students through specific problem-solving steps (understand the problem, devise a plan, carry out the plan, and review the solution). 2. Use of Graphic Organizers: Provide students with graphic organizers to help them organize their thoughts and follow the problem-solving process systematically. 3. Practice and Feedback: Offer ample opportunities for students to practice problem-solving techniques with immediate feedback from teachers to refine their skills.

**Action Step #3**

Small Group Instruction

**Person Monitoring:**

Teachers

**By When/Frequency:**

Daily (at least 1x/week)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Targeted Small Group Sessions: 1. Identify Student Needs: Use assessment data to identify students who would benefit from small group instruction based on their specific skill deficits. 2. Group Formation: Form small groups with similar learning needs and plan targeted instruction tailored to these groups. 3. Flexible Grouping: Implement flexible grouping strategies, allowing students to move between groups based on ongoing assessment data and progress. 4. Progress Monitoring: Continuously monitor the progress of students in small groups and adjust instruction as needed to ensure mastery of concepts.

**Action Step #4**

Frequent Assessment and Feedback

**Person Monitoring:**

Teachers

**By When/Frequency:**

daily (at least 1x/week)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

- Formative Assessments: 1. Develop Assessment Tools: Create a variety of formative assessment tools, including exit tickets, mid-unit quizzes, and common unit assessments. 2. Implement Regular Assessments: Conduct these assessments regularly to gauge student understanding and identify areas for improvement. 3. Provide Immediate Feedback: Ensure that students receive immediate feedback on their performance to help them understand their strengths and areas for improvement. 4. Use Assessment Data: Analyze the results of formative assessments to inform instructional decisions and tailor interventions to student needs. - Data-Driven Instruction: 1. Collect and Analyze Data: Regularly collect and analyze assessment data to identify trends, strengths, and areas for improvement. 2. Adjust Instruction: Use this data to make informed decisions about instructional adjustments, ensuring that teaching strategies and interventions are targeted to meet the specific needs of students. 3. Professional Learning Communities: Establish professional learning communities (PLCs) where teachers can collaborate and discuss data findings, share best practices,

and plan targeted interventions. 4. Monitor and Reflect: Continuously monitor the effectiveness of data-driven instruction and reflect on its impact on student learning, making adjustments as necessary to improve outcomes.

### **Action Step #5**

Technology-Enhanced Learning

#### **Person Monitoring:**

Teachers, MTSS Coach (Wolf), AP (O'Mara)

#### **By When/Frequency:**

weekly (1x/week)

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Technology-Enhanced Learning - Interactive Math Software: 1. Select Appropriate Software: Identify which educational software (IXL, Khan Academy, and/or Desmos) that aligns with curriculum goals and student needs. 2. Integrate into Instruction: Incorporate the use of interactive math software into daily lessons, at least 1x per week, and provide dedicated time for students to use these resources for practice and reinforcement. Use the software to differentiate the instruction based on formative assessment data and targeted towards unfinished learning from earlier grades. 3. Monitor Usage and Progress: Regularly track student usage and progress on these platforms, using data to inform instruction and provide additional support where needed. - Virtual Manipulatives: 1. Identify Digital Tools: Research and select virtual manipulatives that align with instructional goals and can be easily integrated into classroom activities. 2. Incorporate into Lessons: Design lessons that incorporate virtual manipulatives to help students explore and understand mathematical concepts. 3. Professional Development: Train teachers on the effective use of virtual manipulatives to enhance student engagement and understanding.

### **Area of Focus #6**

Address the school's highest priorities based on any/all relevant data sources.

#### **ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

##### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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The Federal Percentage Points Index for students with disabilities is below 41% as measured by proficiency on FAST and EOC's. Students with disabilities scored at 19% proficient, whereas our non-ese scholars scored at 58% proficient.

##### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Based on the 2023-2024 FAST PM 3 Assessment, our Students with Disabilities scored at 19% proficiency in ELA, 17% proficiency in Math, and 22% proficiency in Science. Compared to their Non-ESE counterparts who scored at 54% proficiency in ELA, 50% proficiency in Math, and 46% proficiency in Science. We will raise our achievement level among students with disabilities from 19% to 25% with a two-year goal of meeting the 41% threshold in the area of ELA.



**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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We will monitor student achievement, attendance and academic data from the start of the year, using this data to create interventions and monitor the outcome of the interventions for our Students with Disabilities. CST, MTSS and subject area PLC's will all monitor data for subgroups and develop action plans to support scholars with differentiation needed in each content area to support growth.

**Person responsible for monitoring outcome**

Leah Donnelly

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills necessary to access grade level content in the Least Restrictive Environment (LRE). We will ensure that students requiring ESE services receive instruction designed to teach students self-advocacy skills necessary to engage with teachers, staff, and grade level peers.

**Rationale:**

If teachers and scholars are focused on providing meaningful IEP goals while closing gaps in learning from foundational skills, scholars will be able to have access to grade level content within the Least Restrictive Environment and ensure they are provided differentiation necessary.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Co-Planning Differentiation

**Person Monitoring:**

Leah Donnelly

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide opportunities in the master schedule for ESE and general education teachers to co-plan for differentiated instruction and delivery of Specially Designed Instruction.

**Action Step #2**

Professional Development for Self-Advocacy

**Person Monitoring:**

Leah Donnelly

**By When/Frequency:**

Semester

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide professional learning opportunities for teachers and staff on the use of Self-Advocacy and Self-Determination practices to support differentiated planning and instruction, based on student's levels and needs.

**Action Step #3**

Embed Metacognitive Strategies

**Person Monitoring:**

Leah Donnelly

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content.

**Action Step #4**

Opportunities to engage/respond using primary mode of communication

**Person Monitoring:**

Leah Donnelly

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Provide multiple opportunities for students to engage in and respond to instruction using their primary mode of communication, which may include the use of augmentative or alternative communication systems.

**Action Step #5**

Data Review

**Person Monitoring:**

Leah Donnelly

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

In our CST and MTSS meetings, we will review and monitor scholars who are not meeting their IEP goals/grade level expectations and determine next steps based on data for strategies to support academic growth and self-advocacy groups.

**Area of Focus #7**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to English Language Learners (ELL)**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining

how it was identified as a crucial need from the prior year data reviewed.

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Our school's Area of Focus is to enhance the academic achievement of our English Language Learners (ELLs). Data from the previous academic year shows a discrepancy in proficiency between ELL and non-ELL students. 13% of ELL students scored proficient in ELA compared to 58% of non-ELL students, 17% of ELL students scored proficient in Math compared to 52% of non-ELL students, 9% of ELL students scored proficient in science as compared to 50% of non-ELL students, and 33% of ELL students scored proficient in Social Studies compared to 82% of the non-ELL student. This gap identifies the need for targeted instructional strategies and support systems to meet state requirements of 41% proficiency on all EOC and State Tests and ensure equitable learning opportunities for all students.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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This year, we aim to increase ELL proficiency by 5% in each area, aiming for 18% in ELA, 22% in Math, 14% in 8th Grade Science, and 38% in Social Studies on Civics EOC. This measurable outcome aims to reduce the achievement gap between ELL and non-ELL students.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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This Area of Focus will be monitored through regular data analysis of ELL student performance, bi-weekly progress assessments, and quarterly review meetings with instructional staff. Ongoing monitoring will enable timely interventions and instructional adjustments, improving student achievement outcomes.

- Conduct bi-weekly progress assessments for ELL students.
- Analyze performance data and adjust instructional strategies accordingly during common planning.
- Hold quarterly review meetings with instructional staff to discuss progress and plan interventions during grade-level meetings.
- Provide professional development quarterly for teachers based on assessment data and identified needs.
- Engage ELL students and their families in feedback and support initiatives through our weekly newsletter.

### **Person responsible for monitoring outcome**

Jacqueline Anderson, Brittany Turnstall

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Utilize the SLOP Model, an instructional framework designed to make content material comprehensible to ELL students. It integrates language development with content instruction through techniques such as building background knowledge, using visual aids, and incorporating interactive activities.

**Rationale:**

SLOP is selected due to its proven effectiveness in improving academic language proficiency and content understanding for ELLs. Research indicates that SLOP enhances both language skills and academic performance, providing a comprehensive approach to addressing the needs of ELL students.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Collaborative Strategic Reading (CSR) CSR is a set of instructional strategies designed to improve reading comprehension by teaching students to use specific strategies while reading, such as predicting, clarifying, questioning, and summarizing.

**Rationale:**

We selected this strategy because it promotes active engagement with texts and enhances comprehension skills, which are crucial for ELL students to access and understand academic content. Research shows CSR effectively boosts reading comprehension and overall academic performance. The effectiveness of CSR will be monitored through regular assessments of reading comprehension, classroom observations, and feedback from both students and teachers. Progress will be reviewed during quarterly meetings to ensure the intervention is meeting its goals.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:**

Enhance ELL Academic Performance through Targeted Instruction and Support. Increase the percentage of ELL students scoring proficient in ELA, Math, Science, and Social Studies by 10% through the implementation of targeted instruction and support strategies. 1. All teachers will Conduct regular data chats with grade-level teams, departments, and students to analyze ACCESS for ELs scores and other relevant assessments. 2. ESOL Teachers will Integrate English language development curriculum with grade-level ELA standards to support language acquisition and content mastery simultaneously. 3. All staff will actively assist new ELLs in adjusting to the school culture and environment, providing necessary resources and support.

**Rationale:**

1. Staff will utilize knowledge gained from data chats to inform and differentiate instruction, ensuring that ELL students receive targeted support tailored to their individual needs. 2. ELL support facilitators will utilize evidence-based instructional strategies to enhance ELL students' reading, writing, listening, and speaking skills while supporting ELL students in each class. 3. ESOL teacher and support facilitators will organize orientation sessions and academic support workshops in collaboration with the school counselor to promote academic experiences and career readiness.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Ongoing Professional Development for ELL Strategies

**Person Monitoring:**

Ija Hawthorne, Leah Donnelly, Amanda O'mara,  
Jacqueline Anderson

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Teachers, support facilitators, subject interventionist, and administrators will engage in continuous professional development focused on effective instructional strategies for ELL students. This includes workshops, webinars, and collaborative learning sessions on topics such as differentiated instruction, cultural responsiveness, and language acquisition techniques. These professional development opportunities will be provided by both the school district ESOL instructional staff developer as well as by in-house by our ELL-trained and certified Teacher and bilingual assistants. 2. Staff will receive professional development focused on interpreting ELL students' WIDA scores to understand their current language proficiency levels and abilities. Additionally, teachers will be trained on how to differentiate their lessons to meet the needs of ELL students based on these scores. 2. Instructional staff developer will push into classrooms to monitor and support instructors with effectively implementing strategies that are shared through the professional development.

**Action Step #2**

Establish ELL Student Progress Monitoring Meetings-- Data Chats

**Person Monitoring:**

Ija Hawthorne, Leah Donnelly, Amanda O'mara,  
Jacqueline Anderson

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Staff will participate in monthly ELL student progress monitoring meetings, where they will collaborate with ESOL teacher, bilingual assistants and district instructional staff developer to review student data, discuss progress, and plan targeted interventions. 2. Students will actively engage with their own academic data through regular data review sessions, goal-setting activities, and personalized learning plans with their teachers. These sessions will empower students to understand their progress and areas for improvement, fostering a sense of ownership and motivation towards

their learning. 3. The progress of ELL students will be tracked using both formative and summative assessments generated by classroom teachers, district-provided assessments, and standardized test scores. The review of this data will occur through the utilization of each specific content can-do chart to ensure students are being assessed in respect to their WIDA score ensuring that interventions have the desired impact on student achievement. 4. The school's leadership team will document and review the minutes and action plans from each progress-monitoring meeting. These documents will outline student progress, identified challenges, and planned interventions.

### **Action Step #3**

Family Engagement Empowerment

#### **Person Monitoring:**

Jacqueline Anderson, Brittany Turnstall

#### **By When/Frequency:**

Quarterly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Host quarterly family engagement events specifically designed for families of ELL students. These events will provide support on understanding their students' academic progress, the necessary steps for effective progression through middle school, and information about available resources to support their students. 2. Conduct surveys and follow-up discussions with families to gather insights on their needs and experiences. Use this feedback to tailor future events and improve family support strategies.

### **Area of Focus #8**

Address the school's highest priorities based on any/all relevant data sources.

#### **Graduation/Acceleration specifically relating to Acceleration**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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For '24-25, our area of focus is acceleration is in increasing CAPE industry certifications. Our goal this year is to increase the percentage of students who are enrolled in a CAPE class who sit for a test to 30%.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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In '22-23, 20 students attempted a CAPE certification test and 17 passed (85%), but 75 students (27%) took the CAPE certification courses. In '23-24, 21 students attempted a CAPE certification test and 19 passed (90%), but 181 students (12%) took the CAPE certification courses.

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Increasing the number of students sitting for an industry certification to 30% involves a strategic approach to monitoring and ongoing assessment. Here's a structured plan to achieve and monitor this goal.

1. **Data Collection:** Regularly collect data on the number of students participating in certification exams. This can be done through school records, exam registrations, and surveys.
2. **Progress Tracking:** Compare ongoing participation rates against the baseline and the 30% target. Identify any demographic or programmatic factors influencing participation.
3. **Feedback Mechanisms:** Gather feedback from students and teachers about barriers or successes related to certification preparation. Use this feedback to adjust support strategies as needed.
4. **Continuous Improvement:** Continuously refine strategies based on monitoring data. For example, if participation rates are stagnating, consider additional incentives or support measures.

#### Impact on Student Achievement Outcomes

1. **Motivation and Engagement:** Students motivated by certification goals may demonstrate increased engagement in their studies, leading to improved academic performance overall.
2. **Skill Development:** Certification preparation often involves developing practical skills and knowledge relevant to industry standards, enhancing students' readiness for further education or the workforce.
3. **Recognition and Opportunities:** Achieving industry certifications can provide students with tangible credentials that enhance their resumes and open doors to internships, scholarships, and job opportunities.
4. **School Culture:** Focusing on certifications can foster a culture of achievement and career readiness within the school community, benefiting future cohorts of students.

#### Ongoing Monitoring and Adjustment

1. **Regular Reviews:** Schedule periodic reviews (e.g., every 4 weeks) to assess progress toward the 30% target and adjust strategies as necessary, including adding additional tutoring support for students who would like to sit for the exam but need additional support.
2. **Long-term Sustainability:** Consider the sustainability of initiatives beyond immediate goals. Ensure that infrastructure and support systems remain in place to support ongoing student participation in certifications.
3. **Celebration of Milestones:** Recognize and celebrate achievements along the way, reinforcing the importance of certification attainment within the school community.

#### Person responsible for monitoring outcome



O'Mara

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Evidence-Based Intervention: Peer Tutoring Program Overview: Implement a peer tutoring program specifically designed to support and encourage students to sit for the exam. Steps to Implement: 1. Identify Peer Tutors: - Select high-achieving students who have previously taken and excelled in the exam, especially former MFMS students who currently attend Pinellas Park High School. - Provide training to peer tutors on effective tutoring techniques and exam preparation strategies. 2. Targeted Outreach: - Identify students who have not yet registered for the exam or who may be hesitant. - Use peer tutors to personally encourage these students to register and prepare for the exam. 3. Regular Tutoring Sessions: - Schedule regular tutoring sessions where peer tutors can assist students with exam preparation. - Focus on reviewing content, practicing exam-style questions, and building confidence. 4. Monitoring and Feedback: - Track participation rates among students who attend tutoring sessions. - Gather feedback from both peer tutors and participating students to refine tutoring strategies. 5. Incentives and Recognition: - Provide incentives such as certificates or small rewards for students who attend tutoring sessions and eventually sit for the exam. - Recognize both peer tutors and students who achieve success in the exam through school-wide announcements or awards ceremonies.

**Rationale:**

Evidence of Effectiveness: - Research Support: Peer tutoring has been shown to be effective in various academic settings, particularly in enhancing student learning outcomes and motivation. - Success Stories: Schools or programs that have implemented peer tutoring specifically for exam preparation have reported increased exam participation rates and improved exam performance among participating students. - Quantitative Data: Track and analyze data on exam participation rates before and after implementing the peer tutoring program to assess its impact. Benefits: - Increased Participation: Peer tutoring can effectively motivate students who may be hesitant or unsure about sitting for the exam. - Improved Preparation: Students benefit from targeted support and personalized assistance in exam preparation. - Peer Influence: Peer tutors serve as role models and mentors, influencing their peers positively towards exam participation. By implementing a peer tutoring program supported by evidence-based practices, schools can effectively increase the percentage of students who sit for exams. This intervention not only targets academic achievement but also fosters a supportive peer-learning environment within the school community.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**



Identify Peer Tutors

**Person Monitoring:**  
O'Mara

**By When/Frequency:**  
September 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

1. Identify Peer Tutors: - Select high-achieving students who have previously taken and excelled in the exam, especially former MFMS students who currently attend Pinellas Park High School. - Provide training to peer tutors on effective tutoring techniques and exam preparation strategies.

**Action Step #2**

Targeted Outreach

**Person Monitoring:**  
O'Mara, Wilson-Crockett, Ursch

**By When/Frequency:**  
October 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

2. Targeted Outreach: - Identify students who have not yet registered for the exam or who may be hesitant. - Use peer tutors to personally encourage these students to register and prepare for the exam.

**Action Step #3**

Regular Tutoring Sessions

**Person Monitoring:**  
O'Mara, Wilson-Crockett, Ursch

**By When/Frequency:**  
starting January 2025, weekly thereafter until exam

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

3. Regular Tutoring Sessions: - Schedule regular tutoring sessions where peer tutors can assist students with exam preparation. - Focus on reviewing content, practicing exam-style questions, and building confidence.

**Action Step #4**

Monitoring and Feedback

**Person Monitoring:**  
O'Mara, Wilson-Crockett, Ursch

**By When/Frequency:**  
biweekly start January 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

4. Monitoring and Feedback: - Track participation rates among students who attend tutoring sessions. - Gather feedback from both peer tutors and participating students to refine tutoring strategies.

**Action Step #5**

Incentives and Recognition

**Person Monitoring:**  
O'Mara

**By When/Frequency:**  
Biweekly starting January 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

5. Incentives and Recognition: - Provide incentives such as certificates or small rewards for students who attend tutoring sessions and eventually sit for the exam. - Recognize both peer tutors and

students who achieve success in the exam through school-wide announcements or awards ceremonies.

## IV. Positive Culture and Environment

### Area of Focus #1

Positive Behavior and Intervention System (PBIS)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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The primary area of focus for our PBIS program is ensuring that 80% or more of the staff effectively implement PBIS strategies and restorative practices. This includes consistent application of positive behavior interventions and supports, implementation of restorative circles and practices, as well as regular monitoring and feedback. Additionally, our goal is to have 80% of students participate in the monthly PBIS celebrations, fostering a positive and inclusive school culture. By achieving these targets, we aim to decrease behavior infractions by 20% each quarter, leading to a more orderly and conducive learning environment. By evidence of MTSS bi-weekly meetings.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

- 
1. PBIS Monitoring Tool Scores: A 25% increase in the overall score, achieving at least 80% engagement from students and staff.
  2. Survey Results: Authentic feedback from 80% or more of students and staff regarding PBIS practices and school climate.
  3. Disciplinary Data: A measurable reduction in disciplinary incidents, indicating improved behavior and adherence to PBIS standards.
  4. Classroom Observation Data: Consistent and effective implementation of PBIS strategies in 80% or more of classrooms, as observed during walkthroughs.
  5. Attendance Rates: Improved attendance rates, reflecting a more positive school environment.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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To monitor the focus area, we will utilize the district climate and culture walkthrough which uses the PBIS implementation monitoring tool. We aim to increase the overall score by 25%, ensuring that at

least 80% of students and staff actively engage with PBIS. Additional monitoring methods will include regular surveys to gather feedback, analysis of disciplinary data to identify trends, and frequent classroom observations to assess PBIS implementation.

**Person responsible for monitoring outcome**

Jacqueline Anderson

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

This evidence-based intervention focuses on increasing staff usage of PBIS in their individual classrooms by providing tailored professional development and resources to help them adapt the system to their unique classroom cultures. Additionally, it aims to boost student buy-in for monthly academic and behavior celebrations through engaging and inclusive activities that recognize and reward positive behavior. By fostering a positive school culture that builds student confidence and strengthens rapport with staff, along with the implementation of restorative practices school-wide to address conflicts and repair relationships, this intervention is expected to decrease behavior infractions by 20%, creating a more supportive and productive learning environment.

**Rationale:**

The rationale for this intervention is grounded in the belief that personalized implementation of PBIS, combined with restorative practices, will empower teachers to create a positive and consistent classroom environment that aligns with their unique teaching styles and classroom cultures. By increasing student engagement in monthly academic and behavior celebrations and incorporating restorative practices to address conflicts and repair relationships, we aim to enhance students' investment in the school community and recognize their achievements, thus promoting positive behavior. This approach not only builds student confidence and strengthens relationships with staff but also contributes to a positive school culture. Ultimately, these efforts are expected to decrease behavior infractions by 20%, fostering a more conducive and supportive learning environment.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Personalized PBIS Training Sessions

**Person Monitoring:**

Jacqueline Anderson

**By When/Frequency:**

Each Semester

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Staff will participate in personalized PBIS training sessions that provide strategies and tools to adapt PBIS practices to their individual classroom cultures. These sessions will include collaborative workshops, peer observations, and feedback opportunities to ensure teachers can effectively

integrate PBIS into their daily routines.

### **Action Step #2**

Monthly Celebration Planning Committee

#### **Person Monitoring:**

Jacqueline Anderson

#### **By When/Frequency:**

Monthly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Staff will form a planning committee to design and organize monthly academic and behavior celebrations. This committee will focus on creating engaging, inclusive, and student-centered activities that highlight and reward positive behavior, thereby increasing student buy-in and participation in the celebrations.

### **Action Step #3**

Restorative Practices, and Equity Focused Training for Staff

#### **Person Monitoring:**

Jacqueline Anderson

#### **By When/Frequency:**

Quarterly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

All staff will undergo comprehensive training in restorative practices, including conflict resolution, mediation techniques, restorative circles, and building capacity to improve students' social and academic experiences. These trainings will equip teachers and administrators with the skills needed to facilitate open dialogue, repair harm, and build stronger relationships with students, fostering a more supportive and respectful school environment.

### **Action Step #4**

Implementation of Restorative Circles and Equitable Practices

#### **Person Monitoring:**

Jacqueline Anderson

#### **By When/Frequency:**

Bi-Weekly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Restorative circles will be regularly implemented in classrooms and during school-wide assemblies to address conflicts and behavioral issues. These circles will provide a structured space for students to express their feelings, understand the impact of their actions, and collaboratively develop solutions to prevent future infractions. Additionally, equitable practices will be integrated to specifically increase engagement for Black and ELL students, ensuring all voices are heard and valued. These practices will also be used when implementing disciplinary actions and reintegrating students into the learning environment, thereby promoting accountability and reducing negative behaviors.

### **Action Step #5**

Fidelity of Implementation of PBIS and Restorative Practices

#### **Person Monitoring:**

Ija Hawthorn, Leah Donnelly, Amanda O'mara,  
Jacqueline Anderson

#### **By When/Frequency:**

Weekly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The administrative team will establish a monitoring and support system to regularly observe and provide feedback on the use of both restorative practices and PBIS in classrooms. This will include

scheduled classroom visits, follow-up meetings with teachers to discuss observations, and offering ongoing coaching to ensure consistent and effective implementation of restorative practices and PBIS school-wide.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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We will maintain communication about our SIP/SWP through the following:

- Hosting the Biannual Title 1 Meeting
- Teachers and other staff members will support parents' understanding curriculum, forms and assessments used to measure progress and expected achievement through the following:
  - School Compact
  - Data Chats
  - Focus/Parent Portal
  - Canvas
  - Parent Conferences
  - School Messenger weekly messages
  - School Newsletter
- Parents will be included in data sharing and the formulation of suggestions and decision making through the following:
  - IEP/504 Meetings
  - Parent Surveys
  - Participation in SAC to review the School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP), and school Compact.
  - If the school-wide plan is not satisfactory to parents, feedback will be presented at the SAC meeting for discussion, review, and updated as needed.
  - Our website, <https://www.pcsb.org/fitzgerald-ms>

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other

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community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The school's Family Engagement Plan is at our website, <https://www.pcsb.org/fitzgerald-ms>.

The priority strategy is the quarterly events calendar.

- 1.) October: Trunk-or-Treat and FAST PM1 Data Chat – *parents are invited to attend our annual Title I night, trunk-or-treat, and also do a round robin where they get to learn about their child's FAST PM1 data and what they can do at home to support. As part of trunk-or-treat, attendees will get to do fun STEAM activities to learn about properties of matter. Traditionally, this is one of our highest-attended nights of the year.* (October 24th)
- 2.) January: Athletic Banquet and FAST PM2 Data Chat Night – *this night we will host the athletic banquet for the Spring '24 and Fall '25 athletes. We will also host a World-Café style event where attendees (athletic and otherwise) will learn about how PM1 data compares to PM2, and study/school tips from our AVID team.* (January 28th )
- 3.) March (beginning): Talent Show and FAST PM3 Prep – *This night, we'll host a talent show featuring the students and fun, electronic based FAST prep games. Attendees will go home with a FAST prep workbook for their grade.* (March 28th )
- 4.) April (end): Spring Concert/Digital and Traditional Art Show and FAST Prep Night – *this event is the concert/art show for our elective teams, as well as a "know before you go" night to prep families for the upcoming testing season. It will involve family-collaborative goal setting for PM3. Each attendee family will receive FAST prep supplies to take home.* (May 13th )

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

We will create a large and robust Extended Learning Program (ELP). Through ELP, students will have the opportunity to extend the learning day in a mix of targeted small group intervention, and grade-level content tutoring with academic counseling. ELP will include each one of our core programs.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs,

adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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No Answer Entered



## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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No Answer Entered

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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No Answer Entered

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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No Answer Entered

#### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

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Our administrative team, teacher leaders, and SAC have analyzed the state data to determine the best way to allocate school improvement funding and Title I funding in an effort to build capacity and improve student achievement for all students. We will continue to monitor progress towards these goals in our PLC's, SAC Meetings, and through monthly school-based leadership team meetings to monitor tiered data.

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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We will strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum in the following ways: 1.) Quarterly Family Fun Nights (family activities combined with student data dive) after PM1 and PM2, and in the interim to provide ways families can extend learning into the home. 2.) ELP (Extended Learning Program) available in both mornings and afternoons all year long 3.) Saturday tutoring opportunities available both on-site and off-site, clustered in areas where ESSA subgroups are highly concentrated to ameliorate transportation barriers 4.) Stipend-funded visits for effective educators to visit other data-backed effective teachers at other schools, with preference given to those who are proven effective with ESSA subgroups. In addition, we have utilized Title I resources to have the following Instructional Staff Developers; Full-time Math Coach, Part-time Reading interventionist, and Part-time Science coach. These three Instructional Staff Developers work with our teachers and scholars to ensure all subgroups are supported to increase academic growth.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00