

Pinellas County Schools

# PINELLAS PARK 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),<br>(7)(A)(iii)(I-V)-(B)<br>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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The mission of Pinellas Park Middle School is to educate students for college, career, and a global society.

### Provide the school's vision statement

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100% Student 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

Kimberly Miller

##### Position Title

Principal

##### Job Duties and Responsibilities

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Manage and oversee the operations of the school. Ensure a safe learning environment in which all stakeholders are involved.

#### Leadership Team Member #2

##### Employee's Name

Suzanne Becker

##### Position Title

Assistant Principal

##### Job Duties and Responsibilities

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Administrator over Math, Exceptional Student Education, English Language Learners, Multi-tiered Systems of Support, Child Study Team and Positive Behavior Reward System.

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

**Employee's Name**

Matthew Miller

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Administrator over Science, Social Studies, School Advisory Council and Curriculum and Instruction.

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

**Employee's Name**

Rebecca Sullivan

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Administrator over ELA, Cambridge Magnet, 6th Grade Teaming Experience and Parent Teacher Student Association.

## 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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Data will be collected during PLC's and through surveys for parents and students. All stakeholders will have additional opportunities at SAC, PTSA and Title One meetings to provide additional information. As the SIP is a working document, it will be reviewed and updated throughout the school year to meet the needs of all our stakeholders.

### 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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Each PLC will review current test results and classroom data as a measurement against the SIP. The SBLT will conduct a schoolwide review. Adjustments will be made based on student performance as indicated by the data.

## D. Demographic Data

|                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2024-25 STATUS</b><br>(PER MSID FILE)                                                                                                                     | <b>ACTIVE</b>                                                                                                                                                                                                                                                                                                               |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)                                                                                                      | <b>MIDDLE/JR. HIGH</b><br><b>6-8</b>                                                                                                                                                                                                                                                                                        |
| <b>PRIMARY SERVICE TYPE</b><br>(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>58.8%</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><br>*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><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES (SWD)*</b><br><b>ENGLISH LANGUAGE LEARNERS (ELL)</b><br><b>ASIAN STUDENTS (ASN)</b><br><b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b><br><b>HISPANIC STUDENTS (HSP)</b><br><b>MULTIRACIAL STUDENTS (MUL)</b><br><b>WHITE STUDENTS (WHT)</b><br><b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>                                                       | <b>2023-24: B</b><br><b>2022-23: C*</b><br><b>2021-22: C</b><br><b>2020-21:</b><br><b>2019-20: C</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                                                                                             |             |   |   |   |   |   | 89 | 89  | 127 | 305   |
| One or more suspensions                                                                                                    |             |   |   |   |   |   | 24 | 47  | 47  | 118   |
| Course failure in English Language Arts (ELA)                                                                              |             |   |   |   |   |   | 2  | 18  | 9   | 29    |
| Course failure in Math                                                                                                     |             |   |   |   |   |   | 2  | 4   | 6   | 12    |
| Level 1 on statewide ELA assessment                                                                                        |             |   |   |   |   |   | 83 | 102 | 112 | 297   |
| Level 1 on statewide Math assessment                                                                                       |             |   |   |   |   |   | 87 | 70  | 100 | 257   |
| 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 |             |   |   |   |   |   | 50 | 67 | 107 | 224   |

#### 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 | 0 | 1 | 1     |
| Students retained two or more times |             |   |   |   |   |   | 4 | 2 | 2 | 8     |

**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                                                                                             |             |   |   |   |   |   | 142 | 185 | 194 | 521   |
| One or more suspensions                                                                                                    |             |   |   |   |   |   | 32  | 19  | 23  | 74    |
| Course failure in ELA                                                                                                      |             |   |   |   |   |   |     | 1   | 1   | 2     |
| Course failure in Math                                                                                                     |             |   |   |   |   |   | 1   | 3   | 3   | 7     |
| Level 1 on statewide ELA assessment                                                                                        |             |   |   |   |   |   | 114 | 123 | 148 | 385   |
| Level 1 on statewide Math assessment                                                                                       |             |   |   |   |   |   | 127 | 84  | 85  | 296   |
| 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 |             |   |   |   |   |   | 110 | 90 | 149 | 349   |

**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 | 3 |   | 5     |
| Students retained two or more times |             |   |   |   |   |   |   | 1 |   | 1     |

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 *              | 43     |           |        | 42     | 49        | 49     | 39     | 46        | 50     |
| ELA Grade 3 Achievement **     |        |           |        |        |           |        |        |           |        |
| ELA Learning Gains             | 52     |           |        |        |           |        | 43     |           |        |
| ELA Learning Gains Lowest 25%  | 55     |           |        |        |           |        | 33     |           |        |
| Math Achievement *             | 54     |           |        | 54     | 58        | 56     | 44     | 30        | 36     |
| Math Learning Gains            | 61     |           |        |        |           |        | 48     |           |        |
| Math Learning Gains Lowest 25% | 56     |           |        |        |           |        | 45     |           |        |
| Science Achievement *          | 42     |           |        | 42     | 48        | 49     | 38     | 52        | 53     |
| Social Studies Achievement *   | 68     |           |        | 68     | 69        | 68     | 65     | 52        | 58     |
| Graduation Rate                |        |           |        |        |           |        |        | 45        | 49     |
| Middle School Acceleration     | 80     |           |        | 76     | 77        | 73     | 67     | 44        | 49     |
| College and Career Readiness   |        |           |        |        |           |        |        | 66        | 70     |
| ELP Progress                   | 53     |           |        | 49     | 38        | 40     | 47     | 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 (FPPi) 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                  | 56%  |
| OVERALL FPPI Below 41% - All Students        | No   |
| Total Number of Subgroups Missing the Target | 1    |
| Total Points Earned for the FPPI             | 556  |
| Total Components for the FPPI                | 10   |
| Percent Tested                               | 99%  |
| Graduation Rate                              |      |

| ESSA OVERALL FPPI HISTORY |         |         |         |          |         |         |
|---------------------------|---------|---------|---------|----------|---------|---------|
| 2023-24                   | 2022-23 | 2021-22 | 2020-21 | 2019-20* | 2018-19 | 2017-18 |
| 56%                       | 54%     | 47%     | 41%     |          | 52%     | 46%     |

\* 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          | 37%                             | Yes                | 5                                                     |                                                       |
| English Language Learners           | 53%                             | No                 |                                                       |                                                       |
| Asian Students                      | 67%                             | No                 |                                                       |                                                       |
| Black/African American Students     | 47%                             | No                 |                                                       |                                                       |
| Hispanic Students                   | 55%                             | No                 |                                                       |                                                       |
| Multiracial Students                | 50%                             | No                 |                                                       |                                                       |
| White Students                      | 58%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 54%                             | 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          | 22%                             | Yes                | 4                                                     | 4                                                     |
| English Language Learners           | 49%                             | No                 |                                                       |                                                       |
| Asian Students                      | 67%                             | No                 |                                                       |                                                       |
| Black/African American Students     | 39%                             | Yes                | 4                                                     |                                                       |
| Hispanic Students                   | 54%                             | No                 |                                                       |                                                       |
| Multiracial Students                | 46%                             | No                 |                                                       |                                                       |
| White Students                      | 57%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 50%                             | 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          | 22%                             | Yes                | 3                                                     | 3                                                     |
| English Language Learners           | 44%                             | No                 |                                                       |                                                       |
| Native American Students            |                                 |                    |                                                       |                                                       |
| Asian Students                      | 63%                             | No                 |                                                       |                                                       |
| Black/African American Students     | 38%                             | Yes                | 3                                                     |                                                       |
| Hispanic Students                   | 44%                             | No                 |                                                       |                                                       |
| Multiracial Students                | 46%                             | No                 |                                                       |                                                       |
| Pacific Islander Students           |                                 |                    |                                                       |                                                       |
| White Students                      | 44%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 43%                             | No                 |                                                       |                                                       |

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 L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2022-23 | C&C ACCEL 2022-23 | ELP PROGRESS |
| All Students                                   | 43%      |                  | 52%    | 55%         | 54%       | 61%     | 56%          | 42%      | 68%     | 80%       |                   |                   | 53%          |
| Students With Disabilities                     | 10%      |                  | 48%    | 56%         | 20%       | 54%     | 60%          | 17%      | 43%     | 58%       |                   |                   | 7%           |
| English Language Learners                      | 34%      |                  | 55%    | 50%         | 52%       | 61%     | 62%          | 33%      | 61%     | 76%       |                   |                   | 45%          |
| Asian Students                                 | 64%      |                  | 63%    | 58%         | 74%       | 67%     | 79%          | 49%      | 80%     | 84%       |                   |                   | 50%          |
| Black/African American Students                | 28%      |                  | 51%    | 54%         | 29%       | 52%     | 53%          | 23%      | 56%     | 81%       |                   |                   |              |
| Hispanic Students                              | 40%      |                  | 50%    | 56%         | 58%       | 63%     | 52%          | 48%      | 67%     | 79%       |                   |                   | 38%          |
| Multiracial Students                           | 41%      |                  | 42%    | 45%         | 55%       | 58%     | 57%          | 44%      | 41%     | 69%       |                   |                   |              |
| White Students                                 | 44%      |                  | 52%    | 56%         | 56%       | 60%     | 55%          | 43%      | 72%     | 81%       |                   |                   | 60%          |
| Economically Disadvantaged Students            | 39%      |                  | 51%    | 55%         | 51%       | 59%     | 56%          | 39%      | 66%     | 80%       |                   |                   | 45%          |
| 06/2024                                        |          |                  |        |             |           |         |              |          |         |           |                   |                   |              |

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2021-22 | C&C<br>ACCEL<br>2021-22 | ELP<br>PROGRESS |
| All Students                                   | 42%         |                        |           |                   | 54%          |            |                    | 42%         | 68%        | 76%          |                         |                         | 49%             |
| Students With Disabilities                     | 8%          |                        |           |                   | 21%          |            |                    | 12%         | 30%        |              |                         |                         | 38%             |
| English Language Learners                      | 32%         |                        |           |                   | 52%          |            |                    | 26%         | 57%        | 81%          |                         |                         | 44%             |
| Asian Students                                 | 59%         |                        |           |                   | 73%          |            |                    | 65%         | 78%        | 80%          |                         |                         | 45%             |
| Black/African American Students                | 26%         |                        |           |                   | 37%          |            |                    | 22%         | 48%        | 64%          |                         |                         |                 |
| Hispanic Students                              | 38%         |                        |           |                   | 54%          |            |                    | 38%         | 67%        | 84%          |                         |                         | 45%             |
| Multiracial Students                           | 39%         |                        |           |                   | 50%          |            |                    | 24%         | 89%        | 30%          |                         |                         |                 |
| White Students                                 | 44%         |                        |           |                   | 55%          |            |                    | 48%         | 71%        | 79%          |                         |                         | 43%             |
| Economically Disadvantaged Students            | 37%         |                        |           |                   | 51%          |            |                    | 35%         | 63%        | 72%          |                         |                         | 40%             |

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2020-21 | C&C<br>ACCEL<br>2020-21 | ELP<br>PROGRESS |
| All Students                                   | 39%         |                        | 43%       | 33%               | 44%          | 48%        | 45%                | 38%         | 65%        | 67%          |                         |                         | 47%             |
| Students With<br>Disabilities                  | 9%          |                        | 23%       | 22%               | 13%          | 35%        | 36%                | 8%          | 21%        |              |                         |                         | 27%             |
| English<br>Language<br>Learners                | 29%         |                        | 40%       | 38%               | 41%          | 45%        | 45%                | 27%         | 62%        | 63%          |                         |                         | 47%             |
| Native<br>American<br>Students                 |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
| Asian<br>Students                              | 59%         |                        | 53%       | 68%               | 72%          | 59%        | 43%                | 58%         | 78%        | 78%          |                         |                         | 58%             |
| Black/African<br>American<br>Students          | 21%         |                        | 37%       | 33%               | 24%          | 43%        | 43%                | 22%         | 56%        | 63%          |                         |                         |                 |
| Hispanic<br>Students                           | 35%         |                        | 44%       | 35%               | 39%          | 47%        | 49%                | 26%         | 64%        | 61%          |                         |                         | 44%             |
| Multiracial<br>Students                        | 38%         |                        | 42%       | 33%               | 37%          | 43%        | 46%                | 42%         | 60%        | 77%          |                         |                         |                 |
| Pacific<br>Islander<br>Students                |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
| White<br>Students                              | 41%         |                        | 40%       | 24%               | 45%          | 47%        | 42%                | 43%         | 65%        | 64%          |                         |                         | 33%             |
| Economically<br>Disadvantaged<br>Students      | 32%         |                        | 38%       | 30%               | 38%          | 45%        | 46%                | 29%         | 60%        | 63%          |                         |                         | 47%             |

## 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?

---

**ELA:** ELA 6 showed the most improvement. New actions in this area include access and use of the Gold Doc, consistent adherence to the pacing guide, and attendance at ELA Module Rollouts.

**MATH:** 6th grade showed the greatest improvement. Majority of 6th grade teachers met after school on a regular basis to common plan. The 6th grade team is the most experienced in content knowledge.

##### Lowest Performance

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

---

**ELA:** 7th grade showed the lowest proficiency performance and the only proficiency decline. Several factors play a role, including limited teacher experience and content knowledge, insufficient depth of understanding of benchmarks, and inconsistent adherence to the pacing guide.

**MATH:** 7th grade regular followed by pre-algebra based on proficiency and gains. Some factors contributing are lack of common planning and collaboration for all 7th grade reg. and pre-algebra teachers and need for growth in content delivery.

##### Greatest Decline

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

---

**ELA:** The greatest decline from the prior year was a 1% decline in ELA 7. Several factors play a role, including limited teacher experience and content knowledge, insufficient depth of understanding of benchmarks, and inconsistent adherence to the pacing guide.

**MATH:** The greatest decline from the prior year based on overall scores is 7th grade. Our 8th regular is lower as well based on the number of double block classes from last year to this year. (3 classes, down to 1 class). Some factors contributing are lack of common planning and collaboration for all 7th

grade reg. and pre-algebra teachers. Attendance issues for select teachers, need for more behavior management for select teachers as well as lack of high expectations, and need to increase rigor and engagement in content.

### **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.

---

**ELA:** 7th grade- several factors play a role, including limited teacher experience and content knowledge, insufficient depth of understanding of benchmarks, and inconsistent adherence to the pacing guide.

**MATH:** 7th grade had the greatest gap (14% compared to 47% for state). One factor for this gap, there are still counties that give the 7th grade test to their 7th accelerated students, Pinellas County only gives 7th regular the 7th grade test. Attendance issues for select teachers, need for more behavior management for select teachers as well as lack of high expectations, and need to increase rigor and engagement in content.

### **EWS Areas of Concern**

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

---

**ELA:** Potential areas of concern are Level 2.1 and 2.2 students.

**MATH:** Potential areas of concern are 7th grade regular (32%) and pre-algebra students (42%) Increase achievement in ELA, Math, and Science for our African American and ESE students.

### **Highest Priorities**

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

---

#### **2024-2025 Pinellas Park Middle School WIGS (Widely Important Goals)**

##### **1. Intentional and explicit lesson planning**

- Common planning and PLC's
- Backwards planning
- Unpack the standard(s)
- Do the student work
- Identify student "struggle" areas/misconceptions
- Lesson practice

##### **2. Reading and writing in response to grade level text**

- Opportunities to read

- Opportunities to discuss
- Opportunities to write

### **3. Student Centered Classrooms**

- Accountable student talk
- Managing response rates
- Monitoring with feedback
- Structured and intentional small groups
- Self-directed learners
- Collaborative groups vs. small groups

## 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 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.

---

Our current level of performance is 54% Mathematics achievement, as evidenced in the 2023-2024 spring FAST.

Our main focus being on 7th grade regular and Pre-Algebra based on the largest decline in scores.

The problem/gap is occurring because students are not cognitively engaged with the content through learning activities that engage them in academic discourse, problem solving, and critical thinking. A lack of high expectations and need to increase rigor of standards-based tasks and engagement in content.

##### 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.

---

The percent of all students' achievement in mathematics will increase from 54% to 56%, 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.

---

This will be monitored through common unit assessment data. Cycle assessments, teacher unit assessments, FAST progress monitoring, remediation tracking and IXL Snapshot data through PLC collaboration and classroom observations/walkthroughs.

##### Person responsible for monitoring outcome

Suzanne Becker. Assistant Principal

##### 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:**

Intentional and explicit lesson planning-Use of curriculum guides to create standards-based tasks with target aligned to BEST Benchmarks with a focus on achievement levels descriptors and Mathematical Thinking and Reasoning Standards (MTRs). Use of B1G-M components for vertical and horizontal alignment of content to drive instruction. Reading and Writing in Response to Text-opportunities for students to read, discuss, and write in Math (think critically and engage in academic discourse) Student Centered Classrooms-Engaging activities that require higher level thinking, problem solving and collaboration. Explicit instruction with release of responsibility. Administrators to conduct data analysis and disaggregate data after each PM cycle (Fall, Winter, Summer). Administrators to use data to plan for the next school year over the summer.

**Rationale:**

By aligning tasks to these benchmarks and descriptors, educators can create meaningful learning experiences that promote student growth. Alignment also ensures that the curriculum is consistent with enabling students to reach the milestones outlined in the standards. Vertical alignment ensures that standards build upon one another as students progress through grade levels, while horizontal alignment ensures coherence within grade levels Engaging activities foster higher-level thinking, problem-solving, and collaboration. Explicit instruction, coupled with a gradual release of responsibility, ensures students understand concepts thoroughly.

**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**

Intentional and explicit lesson planning

**Person Monitoring:**

Suzanne Becker, Assistant Principal and Jeanne Zimet, Coach

**By When/Frequency:**

Weekly and Monthly

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

Teachers utilize systemic documents (adopted curriculum, pacing guides etc.) to effectively plan for mathematics units that incorporate the Mathematical Thinking and Reasoning Standards and rigorous performance tasks aligned to the BEST Benchmarks for Mathematics and the Achievement Level Descriptors. Teachers/coach participate in weekly collaborative planning to create engaging standards-based tasks with target aligned to BEST Benchmarks with a focus on achievement levels descriptors and activities that require higher level thinking, problem solving and collaboration.

\*Planning includes working through the lesson. Teachers/coach/administration participate in monthly (PLC's) inclusive of 'Data Chats' to review student data to identify and plan for cognitively engaging learning activities, including remediation.

**Action Step #2**

Reading and writing in response to text

**Person Monitoring:**

Suzanne Becker, Assistant Principal and Jeanne Zimet, Coach

**By When/Frequency:**

Daily

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

Teachers provide students with cognitively engaging learning activities daily that require students to read, problem solve, think critically, write, and have academic discourse with their peers and teacher. Administrators, teachers, Math coach engage in mathematics-focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students.

**Action Step #3**

Student Centered Classrooms

**Person Monitoring:**

Suzanne Becker, Assistant Principal and Jeanne Zimet, Coach

**By When/Frequency:**

Daily

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

Teachers provide students with cognitively engaging learning activities daily that require students to read, problem solve, think critically, write, and have academic discourse with their peers and teacher. Teachers monitor engagement/learning and provide daily specific academic feedback to students. Administrators/teachers/Math coach engage in mathematics-focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students.

**Action Step #4**

Professional Development

**Person Monitoring:**

Suzanne Becker, Assistant Principal and Jeanne Zimet, Coach

**By When/Frequency:**

Monthly

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

Teachers/coach/administration will attend district monthly math PDs based on content. Teachers/coach/administration to participate in ongoing professional development focused on differentiation and best practices in Mathematics (school based, district based, conference attendance).

**Area of Focus #2**

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.

Our current level of performance is 43% ELA achievement, as evidence in the 2023-2024 spring FAST.

ELA is a crucial area of focus due to the continued gap between school and state proficiency. The problem/gap is occurring due to teachers having insufficient depth of understanding of benchmarks and students not being consistently released to read and respond to appropriate grade-level, benchmark aligned tasks.

### **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.

---

The percent of all students' achievement in ELA will increase from 43% to 46% as measured by the 2024-2025 ELA 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.

---

This Area of Focus will be monitored through Module Assessment data, evidence of Pop-Up Small Groups, evidence of using district instructional materials, data discussions in weekly PLCs, continuing walkthroughs and observations.

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

Rebecca Sullivan, Assistant Principal

### **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:**

Intentional and Explicit planning-Weekly PLCs to complete Student Work Protocol, review data from Module Assessments, plan Pop-Up Small Groups, lesson practice, and do the student work. Reading and writing in response to text-Pop-Up Small Groups embedded in daily lessons for the three target groups. Student Centered Classrooms-Explicit instruction, modeled instruction, guided practice, and independent practice aligned to the benchmark/target. Administrators to conduct data analysis and disaggregate data after each PM cycle (Fall, Winter, Summer). Administrators to use data to plan for the next school year over the summer.

#### **Rationale:**

Utilizing explicit instruction, small group intervention, and weekly planning to review student work ensures targeted, effective teaching. Explicit instruction clarifies concepts, small group interventions address individual needs, and regular review of student work enables timely feedback and adjustments, fostering a more responsive and supportive learning environment.

#### **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**

Intentional and Explicit Planning

**Person Monitoring:**

Rebecca Sullivan, Assistant Principal and Casey Fahey, Coach

**By When/Frequency:**

Weekly and Monthly

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

Teachers utilize Gold Docs as a resource to support the implementation of grade-appropriate complex texts and connected tasks. Administration to support and monitor the implementation/use. Teachers/coach participate in weekly collaborative planning to create engaging standards-based tasks with target aligned to BEST Benchmarks with a focus on lesson fidelity, pop up small groups, extension and enrichment activities. \*Planning includes working through the lesson. Administrators provide structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual preparation, completing student tasks (i.e., close reading texts, answering teacher-posed questions, annotating texts), and lesson rehearsal including planning for scaffolds that address gaps, or potential misconceptions, in student learning.

**Action Step #2**

Reading and Writing in Response to Text

**Person Monitoring:**

Rebecca Sullivan, Assistant Principal and Casey Fahey, Coach

**By When/Frequency:**

Daily

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

ELA/Reading teachers prioritize ELA/Reading teachers prioritize engaging students in immense amounts of reading, discussion, and writing ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. Administrators, teachers, Literacy coach engage in ELA-focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students.

**Action Step #3**

Student Centered Classrooms

**Person Monitoring:**

Rebecca Sullivan, Assistant Principal and Casey Fahey, Coach

**By When/Frequency:**

Daily

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

ELA/Reading teachers prioritize engaging students in immense amounts of reading, discussion, and writing ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.

Teachers monitor engagement/learning and provide daily specific academic feedback to students. Administrators, teachers, Literacy coach engage in ELA-focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students.

#### **Action Step #4**

Professional Development

##### **Person Monitoring:**

Rebecca Sullivan, Assistant Principal and Casey Fahey, Coach

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

Monthly

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

ELA and Reading teachers will attend professional development and will receive coaching around instruction using B.E.S.T. Benchmarks and district curriculum resources (module rollouts) to provide all students with consistent opportunities to engage in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark. All ELA teachers receive professional development and ongoing support with the Gradual Release of Responsibility Model. The GRRM can be supported and modeled by Instructional Coaches, District ISDs, and ELA Admin. Teachers/coach/administration to participate in ongoing professional development focused on differentiation and best practices in ELA (school based, district based, conference attendance).

### **Area of Focus #3**

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.

---

Our current level of performance is 42% Science achievement, as measured by the Spring 2024 Grade 8 Statewide Science Assessment.

The existing concerns can be linked to insufficient development of complex literacy skills. To address this gap, we should create opportunities for common planning, focus in backwards planning that both unpacks the standard and vertically aligns Science 6 and 7 with Science 8 in order to scaffold necessary skills and provide targeted remediation to correct any misconceptions and gaps. Sharing texts/topics/vocabulary with Intensive Reading teachers for extra exposure and scaffolds to our L25 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.

---

The percent of 8th grade students achieving science proficiency will increase from 42% to 46%, as

measured by the 8th grade Statewide Science Assessment in May of 2025.

**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.

---

The focus area will be continuously monitored using unit assessments, cycle assessments, and remediation tracking via PLCs, in collaboration with teachers and administrators. Additionally, administrators will conduct walkthroughs and observations to ensure effective monitoring.

**Person responsible for monitoring outcome**

Matthew Miller, Assistant Principal

**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:**

Intentional and Explicit Lesson planning-enhance staff capacity to identify critical content from the standards in alignment with resources Reading and writing in response to grade level text-opportunities for students to read, discuss, and write in Science (think critically and engage in academic discourse) Student Centered classrooms-engage students in well-developed and delivered lessons that provide them with an opportunity to practice higher order thinking and scientific skills Administrators to conduct data analysis and disaggregate data after each PM cycle (Fall, Winter, Summer). Administrators to use data to plan for the next school year over the summer.

**Rationale:**

Collaborative planning focused on developing and delivering lessons within the depth and scope of the standard that include opportunities for students to practice higher order thinking and scientific skills in addition to reading, writing, and discussing will increase student achievement.

**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**

Intentional and Explicit Lesson Planning

**Person Monitoring:**

Matt Miller, Assistant Principal

**By When/Frequency:**

Weekly and Monthly

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

**step:**

Teachers utilize systemic documents (Red/Green Doc, Course Outline, Roadmaps, Unit Cards, Test Specs, etc.) to effectively plan for lessons that incorporate rigorous performance tasks, reading analysis, and SSA style practice questions aligned to and within the scope of the standards. Teachers collaboratively plan learning targets and aligned tasks that meet the state content standards at the appropriate depth and breadth. Planning includes working through the lesson. Conduct regular Professional Learning Communities (PLCs) inclusive of data chats to review formative assessments and utilize the data in planning for differentiated tasks which meet the individualized needs of students

**Action Step #2**

Reading and Writing In Response to Text

**Person Monitoring:**

Matt Miller, Assistant Principal

**By When/Frequency:**

Daily

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

Implement intentional integration of literacy and writing in science including the use of grade-appropriate complex texts utilized for close and critical reading strategies and processed using text dependent questions. Provide opportunities for students to read, write, and discuss text daily.

**Action Step #3**

Student Centered Classrooms

**Person Monitoring:**

Matt Miller, Assistant Principal

**By When/Frequency:**

Daily

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

Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student. Administrator, teachers, and coaches engage in strategy walks of other classrooms based on evidence of implementation of high yield strategies. Administrators engage teachers in post walk reflections and monitor teacher practice and provide feedback to support growth as a result of the walk

**Action Step #4**

Professional Development

**Person Monitoring:**

Matt Miller, Assistant Principal

**By When/Frequency:**

Monthly

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

Teachers engage in collaboration with ELA/Reading teachers to determine strategies for the implementation of complex content-based text and text-based question responses. Teachers participate in ongoing professional development focused on consistent spiraling of both content and scientific thinking standards to ensure continuous monitoring of student performance on science big ideas. (School, district PD offerings). Teachers engage in ongoing professional development focused on the implementation of inquiry-based strategies to ensure real world application and problem first thinking strategies for students (school based, district based, or conference).

**Area of Focus #4**

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.

---

Our current level of performance is 68% Civics achievement, as evidenced by the 2024 Spring EOC Civics Assessment. Our current level of performance in Reading is 43%, as measured by the 2023/2024 FAST. (47% for 6th, 39% for 7th. 42% for 8th).

The existing concerns can be linked to insufficient development of complex literacy skills. To address this gap, we should create opportunities for common planning, focused in backwards planning that both unpacks the standard and vertically aligns US and World Histories with Civics in order to scaffold necessary skills, and provide targeted remediation to correct any misconceptions. US History and World History teachers need to utilize the developed resources for teaching Civics benchmarks in their course.

### 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.

---

Students taking the Civics EOC will move from 68% proficient to 70% proficient on the 2024 Civics EOC. Students taking the Reading FAST will move from 43% proficient to 50% proficient on the 2025 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.

---

The area of focus will be continually monitored through unit assessment, cycle assessments, and remediation tracking through PLC's, ideally allowing for concentrated time to practice learning goals with content area teachers prior to performing the activity in class, in collaboration with teachers and administrators. Additionally, administrators will monitor through walkthroughs and observations.

### Person responsible for monitoring outcome

Matthew Miller, Assistant Principal

### 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:**

Intentional and Explicit Lesson Planning- PLC's and opportunities for facilitated planning to analyze data to guide instruction, identify strengths and weaknesses and provide opportunities for equitable grading. This will also create opportunities for teachers to preview content and lessons with each other. Reading and Writing in Response to Text-opportunities for students to read, discuss, and write in Math (think critically and engage in academic discourse) Student Centered Classrooms-Engaging activities that require higher level thinking, problem solving and collaboration. Explicit instruction with release of responsibility. Administrators to conduct data analysis and disaggregate data after each PM cycle (Fall, Winter, Summer). Administrators to use data to plan for the next school year over the summer.

**Rationale:**

By providing support and professional development to assist staff with enhancing their capacity to identify the critical content of the standards, students will have access to content at the appropriate complexity. With a focus on vocabulary in note taking and remediation, we hope to see gains in comprehension, critical thinking, and academic success. By implementing PLCs with fidelity, teachers will collaborate to identify areas of strength and weakness from student data, develop highly effective lessons and increase equitable practices.

**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**

Social Studies Action Plan

**Person Monitoring:**

Matthew Miller, Assistant Principal

**By When/Frequency:**

Weekly

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

Teachers will review assessment data and classroom performance to determine remediation and enrichment activities/lessons. Cycle scores and Mid-Term scores will be used to assess student performance, projection and to guided remediation. DBQs will be used in all Social Studies courses to hone student skills on document analysis and writing to defend a position/argument. Expanding dedicated laptop carts in social studies in order to facilitate students opportunities to use DBQ technology (new for this year). This will allow students to have more opportunities to read grade level texts, as well as writing in response to text in order to have self- directed learners with monitoring and feedback through the DBQ system. Social Studies teachers will take DBQ Training (or something similar regarding writing in Social Studies) if not trained in DBQ. This should be available at district wide training. Teachers will be intentional regarding usage of notes being taken in class, with a focus on summary/ reflection on notes, avid strategies, And vocabulary. Professional development opportunities to increase best practices- school based, district and conference attendance.

**Action Step #2**

Intentional and explicit lesson planning

**Person Monitoring:**

Matt Miller, Assistant Principal

**By When/Frequency:**

Weekly and Monthly

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

Civics teachers utilize systemic documents (Teachers Guide, Civics Instructional Guide, Civics Spec Book) to collaborate on planning and enacting lessons, develop interactive notebooks, create anchor charts, and choose a common instrument for students track and reflect on their data. The instrument includes space for student reflection and “next steps.” History teachers utilize systemic documents (curriculum guide, Canvas resources, textbook materials, DBQ online) to collaborate on planning and enacting lessons that build the historical timeline and regularly incorporate close reading and writing around historical documents. Teachers choose a common instrument for students to track and reflect on their growth in historical thinking/disciplinary literacy skills. US and World History teachers utilize DOE-developed and published resources for teaching the Civics and Government Benchmarks in the US and World History courses. Teachers will intentionally plan for ways for students to track their data. In turn, teachers will be able to tier support provided to students.

**Action Step #3**

Reading and Writing in Response to grade level text

**Person Monitoring:**

Matt Miller, Assistant Principal

**By When/Frequency:**

Daily

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

Social Studies staff will plan with ELA staff to develop common language regarding argumentative writing for DBQs and other writing in Social Studies. This cross curricular planning will create more opportunities for students to read and manipulate grade level texts as well as primary and secondary sources. Teachers enact and receive feedback on the implementation of disciplinary literacy work in the history classroom. Providing students daily opportunities to read, write and discuss grade level text.

**Action Step #4**

Student Centered Classrooms

**Person Monitoring:**

Matt Miller, Assistant Principal

**By When/Frequency:**

Daily

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

Teachers provide students with cognitively engaging learning activities daily that require students to read, problem solve, think critically, write, and have academic discourse with their peers and teacher. Teachers monitor engagement/learning and provide daily specific academic feedback to students. Administrators/teachers/coach engage in strategy-focused learning walks/discussions with a focus on target/task alignment and cognitively engaging learning opportunities for students.

**Action Step #5**

Professional Development

**Person Monitoring:**

Matt Miller, Assistant Principal

**By When/Frequency:**

Monthly

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

US and World History teachers attend PD sessions that build content knowledge and engage teachers with the DOE developed resources for teaching the Civics and Government benchmarks with the US and World History courses. History teachers participate in professional learning around engaging students in historical thinking and writing, DBQ online. Civics teachers participate in professional learning around instruction of the Civics and Government benchmarks, assessments, post-assessment data analysis, and planning for review and reteaching (DaRT Quarterly PD). Teachers/coach/administration to participate in ongoing professional development focused on differentiation and best practices in Social Studies (school based, district based, conference attendance).

## **Area of Focus #5**

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

### **ESSA Subgroups specifically relating to Black/African American Students (BLK)**

#### **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.

---

Our current level of performance is 30% proficiency, as measured by the 2023-2024 FAST ELA assessment.

The problem/gap is occurring because of a lack of equitable practices school-wide and utilizing intentional, personalized learning practices in all content areas.

#### **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.

---

The percent of Black/African American students achieving ELA proficiency will increase from 30% to 40% as measured by the FAST ELA assessment.

The percent of Black/African American students achieving Math proficiency will increase from 29% to 39% as measured by the FAST Math assessment.

#### **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.

---

This Area of Focus will be monitored through Module Assessment data, evidence of Pop-Up Small Groups, evidence of fidelity to the Pacing Guide, data discussions in weekly PLCs, continuing walkthroughs and observations.

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

All Assistant Principals within their content areas

### **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:**

Explicit instruction, modeled instruction, guided practice, and independent practice aligned to the benchmark/target. Pop-Up Small Groups embedded in daily lessons for the three target groups. Weekly PLCs to complete Student Work Protocol, review data from Module Assessments, plan Pop-Up Small Groups, lesson practice, and do the student work. Enrichment class opportunities to build literacy skills for Black/AA students (Boys Read, 5000 Role Models)

#### **Rationale:**

Utilizing explicit instruction, small group intervention, and weekly planning to review student work ensures targeted, effective teaching. Explicit instruction clarifies concepts, small group interventions address individual needs, and regular review of student work enables timely feedback and adjustments, fostering a more responsive and supportive learning environment. Enrichment opportunities focused on literacy skills eliminate the high-stakes pressure of core content, testing, and assessments, fostering a positive experience with literacy.

#### **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**

Black/African American Subgroup Action Plan

#### **Person Monitoring:**

All Assistant Principals

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

Weekly

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

Teachers will use district resources to create and implement lesson plans aligned to the appropriate level of cognitive complexity and standards. Teachers will review assessment data and classroom performance to determine remediation and enrichment activities/lessons. Schedule students into ELA courses aligned to their ELA FAST performance to allow for targeted extension, intervention, and enrichment. Design lessons plans and activities that incorporate best practices from Closing the Gap, Gender Symposium, UDL professional development, etc., that target our Black/AA students for increased engagement, rigor, remediation, extension, and enrichment. Create Enrichment Classes that target Black/AA student success with focus on literacy, math, academic, and SEL (Boys Read, Mathletes, 5000 Role Models, AVID, Girlfriends, etc.) Target mentor program for Black/AA bubble students (47 students).

## 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.

---

Our current level of performance is 11% proficiency, as measured by the 2023-2024 FAST ELA assessment.

Our current level of performance is 20% proficiency, as measured by the 2023-2024 FAST Math assessment.

The problem/gap is occurring because of a lack of rigor and student-centered standards-based instruction, in addition to a lack of intentional equitable practices and SDI for students with disabilities through common planning/PLCs.

By increasing the use of rigorous and intentional standards-based instruction utilizing UDI, differentiation and SDI the problem would be reduced by 10% as measured by the 2023-24 FAST ELA 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.

---

The percent of all ESE students achieving ELA proficiency will increase from 11% to 20% as measured by the 2024- 2025 FAST ELA assessment.

The percent of all ESE students achieving Math proficiency will increase from 20% to 30% as measured by the 2024-2025 FAST Math assessment.

#### 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.

---

The area of focus will be continually monitored through unit assessment, cycle assessments, and remediation tracking through PLC's, in collaboration with teachers and administrators. Additionally, administrators will monitor through walkthroughs and observations.

#### Person responsible for monitoring outcome

Suzanne Becker, Assistant Principal

**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:**

Explicit instruction, modeled instruction, guided practice, and independent practice aligned to the benchmark/target. Pop-Up Small Groups embedded in daily lessons for target groups. Weekly PLCs to complete Student Work Protocol, review data from Module Assessments, plan Pop-Up Small Groups, lesson practice, and do the student work. PLCs should be inclusive of all stakeholders – ESE and Core Content teachers planning together. Enrichment- connecting reading and writing to real-world application.

**Rationale:**

By providing support and professional development to assist staff with enhancing their capacity to identify the critical content of the standards, students will have access to content at the appropriate complexity. By implementing PLCs with fidelity, teachers will collaborate to identify areas of strength and weakness from student data, develop highly effective lessons and increase equitable practices.

**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**

ESE Subgroup Action Plan

**Person Monitoring:**

Suzanne Becker, Assistant Principal

**By When/Frequency:**

Weekly

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

Implement an inclusive scheduling process for placing student requiring ESE services in the master schedule first to optimize service delivery and focused on a clustering process with clustering students with similar Specially Designed Instruction services to meet student needs. Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes that can use to access, retain, and generalize important content. Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including annotated texts and assistive technology. Use evidence-based practices for students with disabilities to teach foundational literacy, math, and executive functioning skills as a pathway to grade level work. Provide training and coaching to teachers and staff in culturally responsive practices and Universal Design for Learning.

**Area of Focus #7**

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.

---

Certifications dropped due to students testing before they were prepared to pass the test. This was primarily due to new staff that had students tested upon module completion rather than readiness.

### 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.

---

In the 22-23 School Year, 232 students passed industry certification and 33 did not. During the 23-24 School Year, 258 students passed and 43 did not. This year we anticipate 275 students earning certifications.

### 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.

---

Students post tests for modules will be reviewed for not only a passing score, but for comprehension of the skill set prior to scheduling certification exams. Both of our technology teachers will meet weekly to discuss the data before scheduling exams.

### Person responsible for monitoring outcome

Rebecca Sullivan

### 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:

Explicit instruction, modeled instruction, guided practice, and independent practice aligned to the benchmark/target. Pop-Up Small Groups embedded in daily lessons for target groups. Weekly PLCs to complete Student Work Protocol, review data from Module Assessments, plan Pop-Up Small Groups, lesson practice, and do the student work. Technology teachers will plan and review student data together to determine when students are ready to successfully complete the certification exams. Enrichment- connecting reading and writing to real-world application.

#### Rationale:

Utilizing explicit instruction, small group intervention, and weekly planning to review student work ensures targeted, effective teaching. Explicit instruction clarifies concepts, small group interventions address individual needs, and regular review of student work enables timely feedback and

adjustments, fostering a more responsive and supportive learning environment.

**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**

Intentional and Explicit Planning

**Person Monitoring:**

Rebecca Sullivan

**By When/Frequency:**

Weekly

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

Technology teachers will plan and review data together to determine when students are prepared to successfully complete the certification exams. They will determine points of struggle and misconceptions to remediate. Students will have the opportunity to practice the skill set to reach proficiency before testing. This will be monitored by multiple weekly walkthroughs with specific, relevant feedback.

**Action Step #2**

Reading and Writing in Response to Grade Level Text

**Person Monitoring:**

Rebecca Sullivan

**By When/Frequency:**

Weekly

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

Students will be provided grade level text (technology language) with the opportunity to read, write and discuss with peers and teacher to increase proficiency of content. This will be monitored by multiple weekly walkthroughs with specific, relevant feedback.

**Action Step #3**

Student centered Classrooms

**Person Monitoring:**

Rebecca Sullivan

**By When/Frequency:**

Weekly

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

Teachers will manage student response rates to determine when all students have mastered the content. When applicable, students will work with a peer or small group to increase understanding of the skill set. This will be monitored by multiple weekly walkthroughs with specific, relevant feedback.

**Action Step #4**

Professional Development

**Person Monitoring:**

Rebecca Sullivan

**By When/Frequency:**

Ongoing

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

Teachers will attend DWT and participate in ongoing professional development offered by the school and district.

## 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.

---

Focus on building Culture with sense of Belonging and Shared Purpose. Building a community with shared sense of belonging and shared purpose will be a focus of the PBIS programs by creating a student reward system that allows for students to participate in quarterly and semester celebrations. A thriving school culture fosters student engagement, well-being, and achievement.

#### 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.

---

By connecting PBIS, attendance, academics and behavior to participation in student celebrations we hope to see a decrease in behavioral concerns in all grade levels.

#### 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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Monitoring will be achieved with data from attendance, referrals, PBIS points and academic achievement.

#### Person responsible for monitoring outcome

Suzanne Becker, Assistant Principal

#### 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:

Review of all available data during bi-weekly MTSS meetings with the SBLT.

**Rationale:**

By analyzing data on attendance, grades and behavior, the SBLT will be able to make informed decisions regarding student behavior and patterns.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:****Action Step #1**

PBIS

**Person Monitoring:**

Suzanne Becker

**By When/Frequency:**

Bi-weekly

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

Quarterly: celebrations or dances, faculty versus students volleyball game, basketball game. Admittance can be capped, and entry gained by PBIS points Semester celebration based on criteria. Alternating semesters of field days and dances available to grade levels. Weekly PBIS store (inventory determined through student surveys).

**Area of Focus #2**

Teacher Retention and Recruitment

**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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Current retention rate of teachers is 81%. While an increase from last year, we need to focus on continued support and development of staff to provide the skills and knowledge to increase student achievement and reduce student behavior.

**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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To increase teacher retention to 90%.

**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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Administration and mentor lead will meet regularly with new teachers [new to the profession, district, and building] to discuss needed support and/or professional development in a timely manner.

Make sure to categorize teachers by new to the profession, new to the district and new to the school/

building for better implementation of support.

**Person responsible for monitoring outcome**

Kimberly Miller, Principal

**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:**

1) Provide additional professional development opportunities to teachers. 2) Provide coaching to increase positive student behavior and curriculum. 3) Continue with monthly mentoring sessions to address concerns 4) Implement a teacher recognition program 5) Schedule opportunities for co teaching, teacher collaborative planning and observation. 6) Creating a Teachers Learning Lab [collaboration between teachers- coaches]

**Rationale:**

By implementing a teacher recognition program and providing more comprehensive support services to our teachers, we expect retain 90% of our staff into the next school year.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:****Action Step #1**

Teacher Retention

**Person Monitoring:**

Kimberly Miller, Principal

**By When/Frequency:**

Monthly

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

- New teacher Mentor – Mentee program
- During monthly new teachers meeting select “The Teacher of the Month” highlighting and sharing the Glows
- Building community within teachers [Create Hospitality Committee]
- Top of the FLOCK weekly school wide celebration
- Monthly department recognition
- Thunderbirds Teacher Book Club
- Recognize teachers who are engaged PBIS
- Learning Lab to support teachers’ professional development

## 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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- SIP and SWP are available on the website- <https://www.pcsb.org/pp-ms>
- They are both located in the front office.
- They are shared with families through PTSA and SAC
- They are also shared with families at the Title I Annual Meeting
- Social Media posts

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

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

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<https://www.pcsb.org/pp-ms>

Pinellas Park Middle School invites families to events at the school for example: Special 6th Grade event to meet the counselors, administration team, and learn about opportunities the students will have to get involved in throughout the year, Back to School Night, Resource Night and Data Nights to discuss their child's progress.

#### 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))

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- Pinellas Park Middle School offers ELP before school daily as well as after school ELP by subject area to support students academically
- Provide a variety of opportunities for clubs such as STEM and Civics Club
- Provides targeted learning time twice a week based on student interest
- Provide Common Planning time for teachers to increase cross curricular planning as well as common planning to support the SIP goals-reading and writing in response to text, student centered classrooms, and intentional and explicit lesson planning.

### **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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- Utilize the JWB Program for group counseling services and push into the 6th grade classes for social skills lessons.
- Counselors provide community resources to families
- Counselors share Clothes to Kids with families when families are struggling.
- Social Worker shares a variety of community resources with families and refers them to the HEAT program for homeless services
- Pack a Snack program is available to students in need

## 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))

- PPMS utilizes the JWB program for small groups and classroom social skills lessons.
- School Counselors work with student and families to ensure that they are being emotionally and socially supported as well as communicating a variety of community resources to families as needed.
- School Social Worker and Psychologist counsel students
- Counselors and staff members mentor students for Take Stock in Children
- Staff members mentor students that struggle academically

#### 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))

- Students are scheduled into advanced courses to ensure they are able to earn as many high school credits as possible
- School Counselors teach Naviance lessons to all students to learn about a variety of careers and technical education programs as well as high school options for their specific interests

#### 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)).

- MTSS team meets weekly to review student behavior data and steps to address those behaviors

#### 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)).

- Teachers participate in weekly PLC's and common planning as well as meeting with academic

coaches to consistently learn new strategies.

- Teachers participate in data chats on a regular basis with administration and academic coaches. This allows them to plan for future lessons and review what teaching strategies have been effective versus not effective. It also allows academic coaches to determine who needs assistance through the use of a coaching cycle
- New teacher mentor program and monthly meetings

### **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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N/A

## 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 review 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. Department heads, instructional coaches, and administration will monitor the needs of teachers and students around the resources allocated as well as the need for any additional resources.

### 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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Resources allocated for instructional coaches to support math and literacy on campus. Instructional coaches will work side by side with teachers to increase instructional capacity, teacher clarity, as well as provide feedback. Instructional coaches will also push into classrooms to support students in the content area. The use of instructional material resources will be available for all teachers to enhance their curriculum and in turn help engage the students. The use of these materials will be monitored by the instructional coaches and administration.

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/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |