Pinellas County Schools

Palm Harbor Middle School



2022-23 Schoolwide Improvement Plan

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Palm Harbor Middle School

1800 TAMPA RD, Palm Harbor, FL 34683

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

Demographics

Principal: Peggy Fowler S

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: C (53%) 2020-21: (54%) 2018-19: A (64%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Pinellas County School Board on 8/17/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

100% student success

Provide the school's vision statement.

Educate and prepare each student for college, career and life.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Fowler, Peggy	Principal	Manage and oversee the operations of the school. Ensure a safe learning environment in which all stakeholders are involved.
Johnson, Melissa	Assistant Principal	Oversee the daily operations of the school.
Lampert, Michelle	Assistant Principal	Oversee the daily operations of the school.

Demographic Information

Principal start date
Friday 7/1/2022, Peggy Fowler S

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

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

Total number of teacher positions allocated to the school
59

Total number of students enrolled at the school
1,104

Identify the number of instructional staff who left the school during the 2021-22 school year.
14

Identify the number of instructional staff who joined the school during the 2022-23 school year.
12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	353	374	0	0	0	0	727
Attendance below 90 percent	0	0	0	0	0	0	0	64	57	0	0	0	0	121
One or more suspensions	0	0	0	0	0	0	0	6	50	0	0	0	0	56
Course failure in ELA	0	0	0	0	0	0	0	8	10	0	0	0	0	18
Course failure in Math	0	0	0	0	0	0	0	2	17	0	0	0	0	19
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	118	93	0	0	0	0	211

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	9	18	0	0	0	0	27

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	6	15	3	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected or last updated
Tuesday 6/7/2022

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

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

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

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

The number of students identified as retainees:

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

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%			57%			65%	52%	54%
ELA Learning Gains	41%			50%			58%	55%	54%
ELA Lowest 25th Percentile	32%			38%			58%	47%	47%
Math Achievement	59%			58%			66%	55%	58%
Math Learning Gains	50%			44%			59%	52%	57%
Math Lowest 25th Percentile	44%			35%			48%	46%	51%
Science Achievement	53%			55%			60%	51%	51%
Social Studies Achievement	84%			72%			85%	68%	72%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	64%	51%	13%	54%	10%
Cohort Comparison						
07	2022					
	2019	68%	51%	17%	52%	16%
Cohort Comparison		-64%				
08	2022					
	2019	61%	55%	6%	56%	5%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	48%	44%	4%	55%	-7%
Cohort Comparison						

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2022					
	2019	74%	60%	14%	54%	20%
Cohort Comparison		-48%				
08	2022					
	2019	36%	31%	5%	46%	-10%
Cohort Comparison		-74%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	59%	51%	8%	48%	11%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	84%	68%	16%	71%	13%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	83%	55%	28%	61%	22%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	56%	42%	57%	41%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	23	21	20	34	39	23	43			
ELL	37	49	44	36	39	38	15	65			
ASN	74	57		83	48			100	100		
BLK	38	43	32	33	40	32	18	61			
HSP	54	50	37	48	42	36	37	69	65		
MUL	58	54	53	60	36		57	63			
WHT	58	50	37	61	46	36	60	72	76		
FRL	48	44	34	45	39	31	47	67	62		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	21	52	57	27	40	27	38	52	56		
ELL	45	66	79	49	46	33	36	81	73		
ASN	79	71		76	64		56	100	80		
BLK	39	63	56	31	38	33					
HSP	57	57	61	59	56	46	48	76	79		
MUL	62	33	40	56	51	45	50	75	83		
WHT	67	59	58	69	61	49	64	87	81		
FRL	54	56	56	50	51	41	55	74	76		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	54

ESSA Federal Index	
Total Points Earned for the Federal Index	533
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

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

Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

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

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

Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

As a school we dropped in Language Arts across all sub groups and Science achievement.

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

Our greatest drop was in our Learning gains for ELA.

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

The largest contributing factor was all students being face to face for the first time in two years some being in a classroom setting for the first time in two years.

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

Math across all subgroups went up and so did our Social Studies achievement.

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

Our overall greatest gains were in Civics. These teachers worked collaboratively in lesson planning, used specific AVID strategies, DBQ's and made sure that they were focused on unpacking the standard. Additionally they utilized higher order questioning within their daily lessons to prepare those students for the EOC

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

Professional development of our teachers is instrumental in ensuring that all students are learning and receiving instruction using strategies in the same manner. Additionally, PD on how to accurately asses, monitor and teach to the level of the standard is key in improving our students proficiency.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PLC's throughout the core content areas and electives will focus exclusively on professional development in the areas of: AVID strategies, Close reading, backwards design, reaching the depth of the standard, assessment writing, CRT and offering voice and choice.

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

We strive to focus on providing a school that has culturally relevant classrooms and provides equitable opportunities for all learners.

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

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	1. Our current level of performance is 59% Mathematics Achievement, as evidenced in 2021-2022 School Grade Report. 2. We expect our performance level to be at least 70% Mathematics Achievement by the 2022-2023 School Grade Report. 3. The problem/gap is occurring because learning targets and learning tasks are not differentiated to address student readiness, interest, and learning profile of the students with regards to mathematics. 4. If differentiated learning opportunities are implemented as part of student instruction, the problem would be reduced by 5%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	SMART GOAL: The percent of all students' achievement in mathematics will increase from 59% to 70%, as measured by the 2022-2023 FAST Mathematics Achievement as reported on the School Grade Report. Teachers collaboratively plan learning targets and learning tasks to align to the B.E.S.T. Benchmarks for Mathematics.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Within PLC and/or common planning, teachers utilize student data to collaboratively plan differentiated learning opportunities that address student readiness, interest, and/or learning profile. Teachers participate in ongoing professional development focused on Differentiation in Mathematics.
Person responsible for monitoring outcome:	Julius Wynn (wynnj@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Support staff to utilize data to organize students to interact with content in manners that differentiate/ scaffolds instruction to meet the needs of each learner. Support staff with the implementation of on-grade level instruction to ensure equity and access to rigorous course content to all students
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By creating a systemic plan that conducts routine data analysis will allow teachers to implement more focused lessons. By pinpointing areas needed for growth they can be infused throughout a variety of other lessons through reinforcement and remediation. Additionally, data analysis affords opportunities for rotations and small group instruction to occur routinely

Action Steps to Implement

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

Mathematics teachers participate in professional learning opportunities around the B.E.S.T. Standards, the Mathematical Thinking & Reasoning Standards, and Differentiation in the Math Classroom.

Person Responsible Julius Wynn (wynnj@pcsb.org)

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 B.E.S.T. Benchmarks for Mathematics.

Person Responsible Julius Wynn (wynnj@pcsb.org)

Teachers provide students with at least 1 differentiated learning opportunity within each unit of instruction that addresses either 1) the students' mathematical readiness, 2) the students' interests as related to the mathematics they are learning, and/or 3) the students' choice of how to learn the material (learner profile).

Person Responsible [no one identified]

Teachers utilize IXL's Diagnostic Arena to have students address mathematical skills gaps from their individualized Action Plans with an emphasis on utilizing the program outside of the school day to extend learning beyond the classroom.

Person Responsible Julius Wynn (wynnj@pcsb.org)

Administrators and teachers engage in mathematics-focused learning walks/discussions with a focus on target/task alignment and differentiated learning opportunities for students.

Person Responsible Julius Wynn (wynnj@pcsb.org)

Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student data to identify and plan for differentiation opportunities based on the students' readiness, interest, and/or learning profile. Data can come from the FAST assessments, IXL, Instructional Materials assessments, and/or teacher and district formal and informal assessments

Person Responsible Julius Wynn (wynnj@pcsb.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	1. Current level of performance is 52% of our students are proficient on the 2022 FSA ELA. We expect our performance level to increase to 65% of our students meeting proficiency by Spring 2023 Progress Monitoring assessment (F.A.S.T.). 2. The problem/gap is occurring because students are not consistently being challenged across all disciplines, lack of student-centered activities, use and application of complex tasks and critical thinking. 3. If teachers intentionally planned higher order thinking tasks that are student centered and provided student collaboration time to work through the tasks, our performance would increase by 4%. 5. ACTION PLAN AROUND SPECIFIC PROBLEMS: Enhance staff capacity to identify content from the BEST Benchmarks that will create higher order thinking tasks and allow students to collaborate with one another during various lessons.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Smart Goal: The percent of students achieving ELA proficiency will increase from 52% to 65%, as measured by the Spring 20223 Progress Monitoring Assessment (F.A.S.T.).
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Invite teachers to observe classrooms where peers are using student-centered activities. Attend professional development related to improving instructional practice. Utilize district road map, work with staff developers and peers to develop and implement lessons that focus on student-centered activities. Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student; include small groups for differentiation of presentation; work with peers and staff developers to ensure differentiation is being used. Foster an environment of cooperation and collaboration amongst students including discussions and projects.
Person responsible for monitoring outcome:	Michelle Lampert (lampertm@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	S1: Increase the understanding, use and application of complex tasks and critical thinking. S2: Utilize writing strategies that focus on evidence and elaboration and citing of sources
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.**	ELA/Reading skills are utilized in every content area. It is essential that all staff are trained and understand how to implement these strategies accurately. By all core content areas focusing on these skill sets it will increase student exposure, allow

Describe the resources/criteria used for selecting this strategy.	for repeated application of knowledge and opportunities for feedback.

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

Ensure proper placement of students into reading and appropriate level of ELA and CLI cohort

Person Responsible Michelle Lampert (lampertm@pcsb.org)

Analyze FSA data and iReady diagnostic data and utilize it to conduct data chats and set individual student goals

Person Responsible Michelle Lampert (lampertm@pcsb.org)

Administer and analyze progress monitoring assessments; create remediation plans based upon data

Person Responsible Michelle Lampert (lampertm@pcsb.org)

ELA/reading teachers meet at least twice per month during PLCs. Teachers share ways to support students who continue to struggle with content and tasks

Person Responsible Michelle Lampert (lampertm@pcsb.org)

ELA and reading teachers receive professional development around BEST Benchmarks, HOT questions and collaborative structures

Person Responsible Michelle Lampert (lampertm@pcsb.org)

Teachers will incorporate various AVID strategies into lessons

Person Responsible Michelle Lampert (lampertm@pcsb.org)

Administrators conduct classroom observations and provide feedback to individuals

Administration will schedule regular visits from staff developers for ELA/reading teachers throughout the year to provide guidance and support for teachers

Person Responsible Michelle Lampert (lampertm@pcsb.org)

Facilitated planning within the grade level subject using road map and Study Sync

Person Responsible Michelle Lampert (lampertm@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Science FSA scores have been stagnant. A greater focus on data, standard / target alignment that utilizes complex questioning at the depth of the standard needs to be implemented routinely
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of all students reaching proficiency will increase from 53% to 65% as measured by the FSA in May 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring will occur through: Gap diagnostic assessment, cycle assessments, formative and summative assessments and classroom walk throughs. Data chats will occur and either enrichment or remediation will occur.
Person responsible for monitoring outcome:	Peggy Fowler (fowlerp@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	S1: Strengthen staff ability to develop and plan for content that is engaging and cognitively complex student tasks. S2: Support staff to utilize data to organize students to interact with content in manners which differentiate / scaffold instruction to meet the needs of each learner
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.** **Describe the resources/criteria used for selecting this strategy.**	There is a lack of reading comprehension / exposure to informational and rigorous text especially in science. By exposing the students to these passages and engaging them in lessons that require application of critical thinking skills it should result in higher comprehension of science concepts.

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

S1: Professional development in AVID strategies through PLC's.

Person Responsible Peggy Fowler (fowlerp@pcsb.org)

S1: Provide lessons that allow for students to walk through the steps of the scientific process at the depth of the standard.

Person Responsible Peggy Fowler (fowlerp@pcsb.org)

S1: Conduct regular, monthly data chats both with students and colleagues at PLC's to determine performance on standards and benchmarks.
S2: Utilize and determine what data sources will be used to plan for instruction, intervention and enrichment

Person Responsible Peggy Fowler (fowlerp@pcsb.org)

S2: Conduct data chats following unit and cycle assessments and create a system for remediating areas of improvement.

Person Responsible Peggy Fowler (fowlerp@pcsb.org)

S2: Ensure teachers receive professional development with a heavy focus on reading and writing strategies.

Person Responsible Peggy Fowler (fowlerp@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	We will focus on incorporating rigorous coursework involving complex tasks and critical thinking skills within our social studies courses. This will help students have a greater understanding of the concepts within this core content area.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of all students reaching proficiency of the Civics EOC will increase from 86% to 90% as measured by the Civics EOC in May 2023. US history will raise to 70% and World will raise to 50%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitored through: cycle assessments, formative and summative assessments, project based learning and walk throughs (bi-weekly) .Teachers will be responsible for monitoring students performance on unit assessments following completion and data performance will be discussed through student led data chats
Person responsible for monitoring outcome:	Melissa Johnson (johnsonmel@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	S1:Strenghten staff ability to develop / plan for content that is engaging and cognitively complex student tasks.. S2: Support staff to utilize data data to organize students to interact with content in manners which differentiates / scaffolds instruction to meet the needs of each learner.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Complex tasks are embedded in the Civics EOC, Pre _ AP course and social studies curriculum. Students need to be exposed to these concepts routinely and have support scaffolded to meet the needs of each learner before mastery can occur.

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

S1: Teachers will incorporate AVID strategies throughout their lessons to support student achievement at all levels

Person Responsible Melissa Johnson (johnsonmel@pcsb.org)

S1: Professional development offered monthly with a focus on complex tasks

Person Responsible Melissa Johnson (johnsonmel@pcsb.org)

S1: Conduct regular, monthly data chats both with students and PLC to review students performance on standards and benchmarks

Person Responsible Melissa Johnson (johnsonmel@pcsb.org)

1: Opportunities for cooperative and project based assignments will be implemented. Teachers will work collaboratively on creating these units

Person Responsible Melissa Johnson (johnsonmel@pcsb.org)

S2: Use data to plan instruction that ensures differentiation, intervention and enrichment

Person Responsible Melissa Johnson (johnsonmel@pcsb.org)

S2: Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student.

Person Responsible Melissa Johnson (johnsonmel@pcsb.org)

S2: Ensure teachers receive PD with a heavy focus on reading and writing strategies

Person Responsible Melissa Johnson (johnsonmel@pcsb.org)

#5. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	STEM is an area of focus at PHMS. We have a career academy of technology and we are continuing to grow and diversify the program. The courses that are offered prepare student with skills that allow them to enter college or the workforce with a solid foundation in essential skills. Our focus is to continue to strive to have students attain industry certifications.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will continue to increase students successfully receiving industry certification above the 509 we earned this year by June 2023. We will continue to increase our CAPE offerings that students can take industry certification in.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring will occur through monthly certification reports & walk throughs.
Person responsible for monitoring outcome:	Julius Wynn (wynnj@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Utilize engagement strategies to increase participation and completion of certifications.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Creating lessons that are project based and engaging with real world applications will increase student likelihood to participate and complete the lessons

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

Provide professional development through PLC's on engagement (AVID) strategies on a monthly basis.	
Person Responsible	Julius Wynn (wynnj@pcsb.org)
Create and implement a PBIS incentive program for the students to increase engagement in activities	
Person Responsible	Julius Wynn (wynnj@pcsb.org)
Teachers will work on implementing collaborative structures within their classroom to increase engagement.	
Person Responsible	Julius Wynn (wynnj@pcsb.org)
Add a new Career Academy to focus on Medical. This will add in more certifications that students can earn	
Person Responsible	[no one identified]

#6. Positive Culture and Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our school utilizes PBIS throughout the school. It is our driving force when setting guidelines for success, expectations and our operational process throughout the building. We will supplement our PBIS program our CRT instruction to make sure that all faculty use an equitable approach when instructing and interacting with all students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Decrease the percentage of disciplinary referrals of our minority students by June 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring will occur through MTSS discipline data review, Administration meetings, classroom walk throughs. We are also part of a new PBIS pilot specifically to target the reduction of these referrals.
Person responsible for monitoring outcome:	Julius Wynn (wynnj@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Utilizing culturally responsive teaching throughout all classrooms to increase engagement, build relationships and decrease disciplinary incidents.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By increase these strategies within the classrooms students will be more invested and engaged in the learning process.

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

Professional development in CRT strategies will be offered during pre-school and PLC's	
Person Responsible	Julius Wynn (wynnj@pcsb.org)
Professional development will be offered on engagement strategies such as AVID	
Person Responsible	Julius Wynn (wynnj@pcsb.org)
Learning walks will occur on a quarterly basis to increase teacher awareness of what CRT looks like within our school. We will visit classrooms of CRT / Equity champion teachers.	
Person Responsible	Julius Wynn (wynnj@pcsb.org)
MTSS will monitor discipline data and look for disparities. The team will collaborate and restructure and implement interventions as needed.	
Person Responsible	Julius Wynn (wynnj@pcsb.org)

#7. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	On the FSA, we saw a decrease in our SWD proficiency levels in ELA and Math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	SWD will increase their percent proficiency from 9% to 15% as measured on the May FAST assessment in ELA and 23% to 29% in math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	With the use of the new FAST Progress Monitoring Assessments, we will track progress of SWD proficiency in September, December and May.
Person responsible for monitoring outcome:	Peggy Fowler (fowlerp@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills necessary to access grade level content in the Least Restrictive Environment (LRE), as in order to increase the proficiency levels of ESE Students by 6% in each subject area.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	When reviewing current FSA data, it showed that SWD were lacking in foundational skills in ELA and math. WE determined the need for more interventions including intensive reading classes, ELP opportunities, as well as enrichment engagement for all students.

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

-Ensure collaborative planning with ESE and general education teacher
-Ensure proper placement into reading
-Strategically plan and deliver SDI
-Embed metacognitive strategies using rigorous texts and materials in content based instruction
-Use of PBIS to reinforce positive behavior and student engagement
-Use de-escalation strategies to intervene safely

Person Responsible Peggy Fowler (fowlerp@pcsb.org)

#8. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We saw a dramatic fall in overall achievement level scores on the ELA and mathematics of the FSA with our African American students. It is significantly below that of their white counterparts.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of black student that are proficient in ELA will increase from 46% to 56%, as measured on the May 2023 FAST. The percentage of black students that are proficient in mathematics will increase from 21% to 40%, as measured on the May 2023 FAST.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students that have been placed into iReady or Elevate reading classes will begin with a diagnostic test and it will be monitored two other times during the year as to what grade level they are reading. Also, with the progress monitoring in September and December, as well as the Write Score in the fall and spring, the tests will provide insight as to areas needing improvement. Mathematics will use IXL, as well as the progress monitoring to identify areas of strengths and weaknesses. Teachers will create remediation plans and work with their administrators to monitoring their progress.
Person responsible for monitoring outcome:	Peggy Fowler (fowlerp@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Ensure strategies are implemented school wide to reduce disproportionality in academic achievement and discipline of black students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	After reviewing 2021-22 school data on Focus and the FSA scores, it was identified by the SBLT that there were significantly lower scores amongst our black students.

Describe the resources/ criteria used for selecting this strategy.

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

-Provide training and coaching to teachers and staff in culturally responsive practices.
-Develop PBIS school-wide and within classrooms that incorporate modeling and reinforcement of positive behaviors.
-Implement FBAs for individuals, so as to consider the function of the students' behavior.
-Provide extra supports such as ELP and enrichment activities to engage more black students.
-Provide mentors as another level of support for black students struggling academically or behaviorally.

Person Responsible Peggy Fowler (fowlerp@pcsb.org)

RAISE

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

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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

N/A

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

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

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

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
N/A	

Positive Culture & Environment

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

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

Our goal continues this year to invite our community in by creating access to our programs, school activities and areas of accolades through our website. Monthly we will provide digital forums that highlight various programs and activities so parents and community can learn about PHMS and see what our students and school is doing.
As a school we focus on creating a school climate that is culturally responsive and positive in its approach to all learners. We feel that creating opportunities for students to work towards a goal and be recognized on a more frequent basis encourages engagement and a sense of belonging within the school. Staff and students alike will take part in determining the incentive programs. We find that getting stakeholder input helps to build a greater sense of belonging and school culture

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

Administration works in conjunction with our faculty through our PBIS committee to create systems that embody our core values. Students will participate in activities throughout the year that focus on our core values or Panther "Pledge." These represent - positive, leadership, equity, determination, generosity and excellence.
Our PTA and SAC contribute and assist us through stakeholder input and support of our goals and student activities.