

Area of Focus

Instructional Practice specifically relating to Collaborative Planning

According to the 8th grade Science Assessment Data from 2022-2023, 34% of students were proficient in science as compared to the state average of 47%, and the district average of 52%. Based on the data and the identified contributing factors of placing almost all 7th grade students who earned a level 3 on the 2021-2022 FSA Reading Assessment in Biology instead of Comprehensive Science, we will implement the Targeted Element of Collaborative Planning. As a result of Collaborative Planning, there will be improved instructional quality, increased student engagement, and data-informed decision making.

Intended Outcome

With the implementation of Collaborative Planning, 40% of the students will score proficient on the 8th Grade Science Assessment through sharing of best practices, increased student engagement, and data-informed decision making, by June 6, 2024.

The school is not eligible for UniSIG Funding

The Intended Outcome for this activity is on target to being achieved for this specific Area of Focus by the end of the school year.

What measures were used to determine if the strategies/interventions were effective?

The school's Reading F.A.S.T. PM2 data shows that each grade level demonstrated at least a 6-percentage point increase by students on or above grade level, when comparing PM1 to PM2. During PM1, 32% of sixth grade students scored on grade level or above in Reading, compared to 41% in PM2. During PM1, 35% of seventh grade students scored on or above grade level in Reading, compared to 43% in PM2. During PM1, 34% of eighth grade students scored on or above grade level in reading, compared to 36% in PM2.

The school's Mathematics F.A.S.T. PM2 data shows that each grade level demonstrated at least an 8-percentage point increase by students on-grade level or above, when comparing PM1 to PM2. During PM1, 25% of sixth grade students scored on grade level or above in Mathematics, compared to 34% in PM2. During PM1, 6% of seventh grade students scored on or above grade level in Mathematics, compared to 14% in PM2. During PM1, 10% of eighth grade students scored on or above grade level in Mathematics, compared to 28% in PM2.

What further Action Steps must be continued, or added, to sustain the Intended Outcome?

To achieve positive outcomes in student learning gains, educators will implement various action steps and strategies. The Collaborative Planning sessions will continue to take place on select Thursdays from 8:30 AM - 9:10 AM in the department chairpersons' classrooms. During these sessions, teachers will continue to consistently analyze student data from topic assessments, F.A.S.T., and iReady. Teachers will also share best practices, and strategically create lessons aligned to the Florida BEST standards. Additionally, inhouse curriculum-leaders will showcase expertise by supporting educators with ongoing professional development opportunities and keeping them informed about the latest teaching methodologies, technology-assisted-teaching practices, and educational research and supportive sites.

What steps could be taken to improve results with this strategy/intervention for low-performing subgroups?

In our ongoing effort to enhance educational outcomes, we are placing a renewed and heightened focus on differentiated instruction. This approach is pivotal in addressing the diverse learning needs of our students, particularly those in low-performing subgroups. By tailoring our teaching strategies to meet the

varied learning styles and abilities of each student, we aim to foster a more inclusive and effective learning environment.

Furthermore, we are committed to the continuous implementation of targeted remediation strategies for these subgroups. This will be achieved through the comprehensive execution of specialized "bootcamp" programs. These intensive sessions are designed to address and bridge specific learning gaps, ensuring that every student has the opportunity to raise their achievement levels and excel across the curriculum. These sessions will provide focused, small group assistance, targeting key areas of deficit in learning, as evidenced through ongoing assessments. This structured support outside regular class hours is crucial in providing our students with the extra help they need to fully grasp and master the curriculum. During collaborative planning, teachers will also create lessons that include Differentiated Instruction targeting our Level 1, Level 2, and bubble students.

All positions paid through UniSIG funding should be filled. Please indicate if positions have been filled. If not, please describe the alternative activities used to address the intended outcome from this position. Please note, a budget amendment must be submitted prior to implanting the activity.

N/A

Additional Reflection Regarding This Area of Focus:

One of the most encouraging findings is the percentage of students on level increased in Reading (+5%), when comparing F.A.S.T. PM1 data to F.A.S.T. PM2 data. The percentage of 6th graders scoring at or above grade level on the ELA reading went up 9%, when comparing PM1 to PM2 data. Of most concern, are our 8th grade reading students. Our Eighth-grade reading students have the lowest percent of students on grade level (36%), and the highest percent of students below grade level (65%). Our most encouraging finding is an increase of 13 percentage points from PM1 to PM2, in the Mathematics F.A.S.T. Sixth-grade student Proficiency increased from 32% (PM1) to 45% (PM2), and 8th grade student Proficiency increased from 10% (PM1) to 28% (PM2). Finally, our students on Level 1 decreased by 19%, which demonstrates learning gains among our student population. The area of concern in Mathematics, is reflected in the 7th grade student data. Seventh-grade student Proficiency increased from 6%(PM1) to 14%(PM2), with 86% of the 7th grade population below grade level during PM2.

Area of Focus

ESSA Subgroup specifically relating to Students with Disabilities

According to our ESSA Federal Index data, 32% of our students with disabilities are proficient, which falls below the required 41%. Based on the data, blended learning, using computer assisted teaching and learning systems, has been proven to be effective with students with disabilities. We will focus on various blended learning strategies to address this critical need.

Intended Outcome

With the implementation of blended learning, by June 6, 2024, an additional five percent of students with disabilities will score at grade level or above in all tested areas through the use technology based programs such as iReady, Gizmos, Read180, and SAVAS.

The school is not eligible for UniSIG Funding

The Intended Outcome for this activity is on target to being achieved for this specific Area of Focus by the end of the school year.

What measures were used to determine if the strategies/interventions were effective?

Overall, the school's data reflects that the number of students who are at or above grade level have increased, when comparing F.A.S.T. PM1 data to F.A.S.T. PM2 data. In Reading, sixth graders who were on or above grade level went from 32% on PM1 to 41% on PM2. In seventh grade, students who were on or above grade level went from 35% on PM1 to 43% on PM2. While in eighth grade, students

who were on or above grade level went from 34% on PM1 to 36% on PM2. In Mathematics, sixth graders who were on or above grade level went from 25% on PM1 to 34% on PM2. In seventh grade, students who were on or above grade level went from 6% on PM1 to 14% on PM2. While in eighth grade, students who were on or above grade level went from 10% on PM1 to 28% on PM2.

What further Action Steps must be continued, or added, to sustain the Intended Outcome?

To ensure the success of the intended goal of increasing the proficiency of students with disabilities by 5% through blended learning and technology-based programs by June 6, 2024, several key actions are vital. First, it's crucial to thoroughly analyze data from programs like i-Ready, Gizmos, Read180, and SAVVAAS. Homeroom teachers will monitor the completion of their students' iReady lessons daily. Additionally, Language Arts and Mathematics teachers will continue to individually monitor the passing rates of their students' weekly iReady lessons and conduct data chats with their students. This will help in identifying progress patterns and areas needing improvement. Teachers will tailor instruction to accommodate diverse learning styles, abilities, and preferences. They will provide varied learning materials, activities, and assessments to meet individual needs.

What steps could be taken to improve results with this strategy/intervention for low-performing subgroups?

The Students with Disabilities (SWD) subgroup who continue to struggle to achieve grade level standards, will not only be targeted for tutoring, but will also receive individualized blended learning instruction (i.e. iCivics, Quizzes, Kahoot, EdPuzzle, as well as Edgeunity lessons tailored to target specific low performing benchmarks and Teacher assigned iReady lessons). These two support systems should boost the number of SWD who reach proficiency. Additionally, teachers will create an inclusive and supportive learning environment to recognize and address diverse needs, backgrounds, and abilities among students. Teachers will differentiate their lessons and support learners during small group instruction. Regular progress monitoring and feedback sessions will be implemented to assess the effectiveness of these interventions and will allow teachers to make timely adjustments to their lessons.

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N/A

Additional Reflection Regarding This Area of Focus:

In Reading, F.A.S.T. data from the PM2 results show that 36% of our students achieved a Level 1, 25% achieved a Level 2, 18% achieved a Level 3, 14% achieved a level 4, and 7% achieved a level 5. It is very encouraging to see that the percentage of students achieving a level 2 decreased from 29% to 25%, while the percentage of students achieving Levels 3-5 increased from 34% to 39%. It is concerning to see that we continue to show that 36% of our students achieved a Level 1 in Reading. This demonstrates that increased rigor is needed to increase the percentage of students who achieve level 3 or above proficiency.

In Mathematics, F.A.S.T. data from the PM2 results show that 37% of our students achieved a Level 1, 36% achieved a Level 2, 20% achieved a Level 3, 6% achieved a level 4, and 2% achieved a level 5. It is very encouraging to see that the percentage of students achieving a level 1 or 2 decreased from 86% to 73%, while the percentage of students achieving Levels 3-5 increased from 15% to 28%. It is concerning to see that we continue to show that 73% of our students achieved below proficiency in Mathematics.

Area of Focus

Positive Culture and Environment specifically relating to Early Warning System

Daily student attendance is critical if students are to succeed across the curriculum. During the 2022-2023 school year, the percentage of students with attendance below 90% was nine percent, based on the iAttends data. This means that up to 46 students missed an average of 18 days or more of school.

Intended Outcome

By monitoring, providing counseling, and making family connections with the students who reach five absences during the first quarter of the school year and continuing to monitor their absences each subsequent quarter, we predict that the percentage of students whose attendance falls below 90% will decrease by at least five percentage points.

The school is not eligible for UniSIG Funding

The Intended Outcome for this activity is on target to being achieved for this specific Area of Focus by the end of the school year.

What measures were used to determine if the strategies/interventions were effective?

On the Attendance Summary report, obtained from PowerBI, it indicates that 70% of Sixth grade students, 74% of Seventh grade students, and 61% of Eighth grade students have 0 – 5 absences during the first semester of school. This is an indication that the strategies such as reviewing the attendance bulletin and making phone calls home daily have assisted in keeping students in school. The counselors have continued to meet with parents and students on a monthly basis to provide attendance intervention strategies as needed.

What further Action Steps must be continued, or added, to sustain the Intended Outcome?

In order to sustain the Intended Outcome, the attendance clerk and the counselors will continue to identify those students who have excessive absences, so that additional support can be provided. Also, a rewards program will be implemented at the end of the nine weeks to recognize and celebrate those students who have achieved 100% attendance during the grading period. This will assist in motivating students to come to school on a daily basis.

What steps could be taken to improve results with this strategy/intervention for low-performing subgroups?

In order to provide additional support for those students in the low-performing subgroup, the counselors can make referrals to the Mental Health Coordinator, as well as the school Social Worker. These individuals will assist the students and parents with additional resources and outside services.

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N/A

Additional Reflection Regarding This Area of Focus:

Our most encouraging data finding regarding our Intended Outcome for this Area of Focus is that the average number of absences for our 6th and 7th grade students is four days. Seventy percent of our sixth-grade students have between 0-5 absences, while 74% of seventh grade students have between 0-5 absences.

In this Area of Focus, what is most concerning is that the Eighth grade class has the lowest percentage of students, 61%, who obtained 0 -5 absences, while the other two grade levels were at 70% or above. The Eighth grade class will need to be monitored with more fidelity the last two grading periods.

Area of Focus

Positive Culture and Environment specifically relating to Other

Based on the student responses from the 2022-2023 School Climate Survey, results show that 39% of the student body feels that their school cares about their social and emotional well-being, which is why we will

implement the Targeted Element of Social Emotional Learning. Based on data review of the results, we will emphasize the need to make connections by recognizing successes to facilitate an engaging learning environment and positive emotional mindset. Supporting a positive mindset and encouraging social-emotional connections between students and others in the school will lead to improved outlook and interpersonal relationships between all stakeholders.

Intended Outcome

If we successfully implement the Targeted Element of Social Emotional Learning (SEL) initiatives, then data from the 2023-2024 School Climate Survey will show a 5% increase in the number of students who feel their teachers care about their social and emotional well-being by June 6, 2024. The initiatives will include the use of weekly Restorative Justice Practices (RJP) activities in all homerooms, and the inclusion of "making connections" presentations during faculty meetings, to stress the importance of fostering positive relationships with all learners.

The school is not eligible for UniSIG Funding

The Intended Outcome for this activity is on target to being achieved for this specific Area of Focus by the end of the school year.

What measures were used to determine if the strategies/interventions were effective?

On the Mid-Year School Culture Survey, 52% of students indicated that they would describe their relationship with their teachers as honest and caring. This shows that the weekly Restorative Justice Practices (RJP) activities have had a positive impact on creating a more meaningful connection between the students and their teachers. The feeling of having the teachers support them and care about them, leads to a more positive school environment.

What further Action Steps must be continued, or added, to sustain the Intended Outcome?

In order to assist students who are in the low-performing subgroup, the Mental Health Team will increase the number of Exceptional Student Education (ESE) students who participate in the monthly Social Emotional Learning (SEL) activities. These small group discussions cover a wide range of topics related to mental health. These discussions will foster a more positive growth mindset and assist these students in their decision-making skills.

What steps could be taken to improve results with this strategy/intervention for low-performing subgroups?

In order to assist students who are in the low-performing subgroup, the Mental Health Team will increase the number of ESE students who participate in the monthly Social Emotional Learning (SEL) activities. These small group discussions cover a wide range of topics related to mental health. These discussions will foster a more positive growth mindset and assist these students in their decision-making skills.

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N/A

Additional Reflection Regarding This Area of Focus:

The most encouraging data from the Mid-Year School Culture Survey is that when asked to choose four words that describe their teachers, 56% of students feel their interactions with their teachers are respectful.

In the Area of Focus, what is most concerning is that 43% of students indicated that they feel their school cares about their social and emotional well-being.