CNA responses

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Response Summary:

Q9. Select School
- R.B. Stewart Middle School

CNA Introduction
To bring our mission and vision to life, Pasco County Schools engages in a continuous improvement process. An integral part of this process is the Comprehensive Needs Assessment that occurs after the completion of the midyear reflection. The results and analysis of data of our current reality from various interwoven components within the system are used to drive the key actions we plan to implement as described in our Key Priorities document.

Q3. I. Accreditation Reflection
The Cognia Engagement Review team identified the following areas as opportunities for growth within our system: multiple opportunities for learners to form meaningful adult relationships, integrating digital resources into daily teaching and learning, strengthening parent participation, maintaining expectations for collaborative work, and consistency in grading practices between teachers/grade levels.

A. How will your SIP/SuP connect to these findings?

A. How will your SIP/SIP connect to these findings?
  N/A

Q4. B. What areas, if any, do you need support in developing?
  N/A

The data sources/links in the document below will assist you with the analysis of your school's data.

II. Student Academic Data
 A. Achievement

Q37. 1. Indicate relationship to district average for each tested grade level content area.

Science grade 8	Greater than or equal to 5 points below district average
ELA grade 6	Greater than or equal to 5 points below district average
ELA grade 7	Greater than or equal to 5 points below district average
ELA grade 8	Greater than or equal to 5 points below district average
Math grade 6	Greater than or equal to 5 points below district average
Math grade 7	Greater than or equal to 5 points below district average
Math grade 8	Greater than or equal to 5 points below district average
Algebra 1	Within 4 points above or below average district average
Civics	Greater than or equal to 5 points below district average

Q7. 2. For your school's subgroups with a Federal Index below 41% and/or if you have homeless students and/or migrant students, briefly describe performance of students within the subgroup in the tested content areas:

SWD	The students in the SWD subgroup continue to be significantly below our school average in the following categories 2021 FSA: ELA Ach, ELA LG, ELA LG 25%, Math Ach, Math LG, Math LG 25%, Sci Ach, and SS Ach.
FRL/ED	N/A
White	N/A
Black	The students in the Black subgroup continue to be significantly below our school average in the following categories from 2021 FSA: ELA Ach, ELA LG, ELA LG 25%, Math Ach, Math LG, Math LG 25%, Sci Ach, and SS Ach.
Hispanic	N/A
Migrant	N/A
ELL/LEP	The students in the ELL subgroup continue to be significantly below our school average in the following categories from 2021 FSA: ELA Ach, ELA LG, ELA LG 25%, Math Ach, Math LG, Math LG 25%, Sci Ach, and SS Ach.
Homeless	N/A

Q8. 3. How do you plan to leverage areas of strength to develop your areas in need of growth? Consider your artifacts/products that are areas of strength and those that need growth (e.g., RtI Pyramid of Supports, list of students needing support at each tier, action plans to provide support at each tier, essential standards/learning charts, PLC Team response to common formative assessments).

We are continuing to monitor these three subgroups closely. When looking at our NWEA growth data we have not see as large of a gap between the school wide average and the "Black" subgroup. However, we are currently using our intervention groups, Critical Enrichment and Fab 15 to increase the achievement and growth for our ELL, SWD, and Black subgroups.

Q41. 1. How do your school's acceleration points compare to state and district averages?

State average	Greater than or equal to 5 points below average
District average	Greater than or equal to 5 points below average

Q43. Math Acceleration

Number of 8th graders scoring level 3 or above in math at end of 7th grade:	103
Number of those students currently in Algebra 1 or higher:	39

Q35. C. Lowest Quartile
Please indicate how your school's average compares to the district average.

Learning Gains of lowest quartile in ELA	Greater than or equal to 2 points below district average
Learning Gains of lowest quartile in math	Within 1 point above or below average district average

Q36. How are you leveraging your intervention plans to increase your school averages?

We expanded our Critical Enrichment group (Tier 3 intervention) for ELA in order to reach and impact more students.

Q56. Brief Reflection: How does the analysis of the Student Academic components in sections A, B, and C impact your next steps for the 2022-23 school year?
(Response can be bullets, short answers, phrases)

If our FSA data for 2022 is consistent with 2021 data we will adjust our intervention groups to be more intentional in selecting students for our intervention groups that fall within the ELL, Black, and SWD subgroups.

intervention groups that fall within the ELL, Black, and SWD subgroups.
We are increasing the opportunity for our students to receive certification through an increase in CTE courses that offer certification, as a result we will have additional acceleration points. Additionally we are targeting our 7th grade basic math students who score a 3 or higher so that we may intentionally schedule them into a high school CTE course with a certification.
We will continue to monitor and fine tune our critical enrichment intervention group to move our lowest 35% in ELA. We are also monitoring the number of students in the lowest 35% for ELA which may result in creating additional reading sections.

III. Student Behavior Data
A. Engagement

Q12#1. Gallup Grand Mean Comparisons - Comparison current to past

Student Hope	Decrease
If I were in trouble, there is an adult I can count on to help (item 1 in the Belonging section)	Decrease
SEL Overall	Decrease

Q12#2. Gallup Grand Mean Comparisons - Comparison to district (PCS)

Student Hope	Below
If I were in trouble, there is an adult I can count on to help (item 1 in the Belonging section)	Below
SEL Overall	Below

Q14.
B. Discipline
Number of referrals to date:
   1167

Q15. Highest frequency referrals:
   • Disruptive Behavior
   • Failure to comply with rules
   • Defying, disobeying, or disrespecting school personnel

Q16. Location with highest frequency of referrals:
   • Classroom

Q52. C. PBIS

Q52. C. PBIS
Is your school an active PBIS school?
- Yes

Q54. Using the PBIS data at https://pbsis.usfweb.usf.edu and/or myEWS Risk Ratio Scorecard, are there any subgroups with a risk ratio in the moderate (yellow) to high (red) range?
- Yes

Q55. What action steps are being planned to decrease levels of disproportionality (risk ratios) for the upcoming school year?
We will decrease levels of disproportionality for the upcoming school year through planned SEL PD for staff and intentional planning to strengthen our Tier 1 behavioral plans across the school and in the classrooms.

Q57. Brief Reflection: How does the analysis of the Student Behavior components in sections A, B, and C impact your next steps for the 2022-23 school year?
(Response can be bullets, short answers, phrases)

- Increase recognition and rewards for students who are on track and follow school rules.
- Create more opportunities for students to belong and engage within the school, JROTC, after school tennis program, additional STEAM programs, and increase in after school clubs.
- Provide PD and be more consistent with the PBIS store and giving out PBIS points.
- Increase in community involvement

IV. Staff Data

Q19. Employee Engagement (Gallup) participation

Number of respondents:	75

Q18#1. Employee Engagement comparison - Comparison current to past

Employee Engagement percentage	Decrease

Q18#2. Employee Engagement comparison - Comparison to district (PCS)

Employee Engagement percentage	Below

Q30. Briefly describe employee engagement strengths and areas for growth.
Employees rated higher in knowing what is expected at work, having the materials and equipment needed to do work right and associates are committed to doing quality work.

to doing quality work.
We need to work to engage employees by increasing their satisfied with their
organization as a place to work, recognition or praise for doing good work,
listening to employee's opinions, and talking to staff about their progress.

Q20. How many teachers have left the school this year?

Total number left/resigned	5

Q21. What New Teacher supports are currently in place? What, if any, modifications are planned?

New teachers receive team building and PD prior to the school year beginning,
during pre-planning week, and every other month. They also receive direct
support from our 3 academic coaches and their mentors. Mentor attend
trainings and PD with new teachers.

Q58. Brief Reflection: How does the analysis of Staff Data impact your next steps for the 2022-23 school year?
(Response can be bullets, short answers, phrases)

- increase in staff recognition (weekly, monthly, quarterly, and annually)
- more team building activities and opportunities for staff
- mission, vision, and collective commitment work
- increase in PD

V. Parent Engagement Data
Title I Schools must also collect parent and community feedback on the CNA,
Parent and Family Engagement Plan, the Home School Compact, how to spend
Title I funds on Parent Engagement, barriers to parent engagement and how
parents can assist in the learning process. The document and supporting details
regarding all the required areas can be found in SharePoint and Title I Crate.
Documentation that input has been gathered in all the required areas is due in
Title I Crate by May 1st.

Q23. Please respond to the items below:

How did you collect feedback from parents?	Title One Parent Engagement Survey
Briefly discuss areas of strength:	Parents feel our school is a welcoming place.
Briefly discuss areas for growth:	Increase parents opportunity to provide input and put that input into action if possible.

Q59. Brief Reflection: How does the analysis of Parent Engagement data impact your next steps for the 2022-23 school year?
(Response can be bullets, short answers, phrases)

Increase opportunities for stakeholders to provide feedback and input.

VI. Implementation Data

VI. Implementation Data

Observational Data

Q49. What are strengths of note regarding high-impact instruction in classrooms based on formal and informal walkthrough data?
Core action 1 instructional practices have been recorded almost 100% of the time across all subjects during formal and informal walkthroughs.

Q51. What are challenges of note regarding high-impact instruction in classrooms based on formal and informal walkthrough data?
Core Action 2 and 3 continue to be an area of growth.

Q50. What grade levels and/or content areas will be the focus for additional support?
Social Studies, ELA, Science, and Math

Q26. BPIE Results
Reference your School BPIE Assessment to view the Prioritized Indicators selected at the end of the BPIE document.

Which of those prioritized indicators will the school focus on for the current school year?	15, 16,18, and 23
How will you monitor this?	We will monitor SWD subgroup NWEA and CF assessment data.

Q66. Brief Reflection: How do the Implementation Data components impact your next steps for the 2022-23 School Year?
(Response can be bullets, short answers, phrases)

Increased PD opportunities for inclusion practices on our PD calendar. Increase SEL training for staff on our PD calendar.

Drafting Focus Areas for Next Year
In this section, reflect on your analysis from the student academic data, student behavior data, staff data, parent data, and implementation data. Your goals must include strategies and/or PD that elevate collaboration, equitable instructional, inclusive practices (BPIE), and high leverage practices for all populations of students.

Q28. What are your draft goals for the 2022-23 school year based upon the data you have analyzed?
Please note: There is not a required number of goals.

Goal 1	Strengthen Tier 1 instructional practices through improvement of Core Actions 2 and 3.
Goal 2	Strengthen Tier 2 instructional practices

Goal 2	Strengthen Tier 2 instructional practices.
Goal 3	Increase student engagement and belonging.
Additional goals, if any	N/A

Q29. For each goal, what strategies and PD will you coordinate and/or facilitate?

Goal 1	o Teachers will utilize resources such as technology and maker space to promote creativity, innovation, and collaborative problem-solving. o strengthen Prevention Loop, Calendar - increased PD on Tier 2 and Tier 3 instructional practices
Goal 2	o More intentional use of DOG Time. o Interpret data from CFA to inform, plan, and develop next steps (intervention and enrichment). - increased PD on Tier 2 interventions
Goal 3	- Offer monthly Professional Development. (intertwine equitable practices school-wide throughout all PD) - SEL/Trauma Informed Care - increase opportunities for students to participate in activities
Additional goals, if any	N/A

Q31. How will your school's coach/coaches be involved in addressing the goals?
Coaches will lead PD and monitor implementation conducting walkthroughs. Coaches will also complete coaching cycles.

Q32. What district supports will you need?
Assistance with PD and monitoring implementations conducting walkthroughs.

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Q69.

Are you ready to submit your CNA?

Yes means you have answered all questions and *will not* be able to go back in to make changes and/or respond to unanswered items.
No means you would like the opportunity to go back in and make changes and/or you have not responded to all the items.
- Yes

Please click the forward arrow button on the bottom right to submit your CNA. You will receive an email from noreply@qemailserver.com providing you all your responses.

Embedded Data:

N/A