

Horizon Middle School



2015-16 School Improvement Plan

Horizon Middle School

2020 HAM BROWN RD, Kissimmee, FL 34746

www.osceola.k12.fl.us

School Demographics

School Type

Middle

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

72%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

81%

School Grades History

Year
Grade

2014-15
B*

2013-14
C

2012-13
B

2011-12
B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	0

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Horizon Middle School strives to develop self-confident and creative students willing to take risks within a challenging and innovative environment.

Provide the school's vision statement

Horizon Middle School is committed to preparing ALL students to be college and career ready.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Several Horizon Middle School teachers conduct student inventories which asks students to share their culture and heritage. Additionally, the arts department is hosting a Night of Culture through the Arts to highlight the different cultures represented at HMS.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Horizon Middle School's teachers share and discuss with students the school's procedures during the first week of school. Each period has time dedicated to teaching a procedure. Students practice procedures throughout the week. This process helps ensure a safe environment. Additionally, teachers are encouraged to build relationships of trust with their students. Teachers utilize homeroom time to have conversations with their students. Additionally, teachers treat students with dignity and respect. Also, the guidance counselor works with students to give them the skills to handle bullying and teasing. Teachers also supervise common areas before, during and after school. HMS also worked with our school resource officer to provide a bicycle safety class to all students who ride their bikes to school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Horizon Middle School has a strong Positive Behavior Support System or PBS. PBS focuses on rewarding students who follow the core expectations of the school which are Study, On Time, Appropriate, and Respect. The Acronym S.O.A.R is posted in all buildings and classrooms. Students are "caught" representing these behaviors and are rewarded with a SOAR card which can be redeemed for numerous items. Additionally, students are reminded that these tenets apply to the bus and common areas of the school. Bus drivers are also able to give students Golden Tickets for leading by example on the bus. HMS also utilizes the Time to Teach program which allows students who become unfocused in class an opportunity to go to another classroom to regain their focus by completing a short document. Training is provided to new teachers using the refocus system. For 2015-2016, we will offer a refresher training on the PBS system and its connection to MTSS.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

During the 2014-2015 school year, Horizon Middle School continued its mentoring program that targeted students who were identified by the MTSS team of need extra support and intervention. Mr. Gould began the program and Ms. Kalloo, the MTSS Coach, continued the program which provided teachers with meetings, documentation and information identifying the goals of the program. She provided research based literature, goal sheets, and discussion forms to teachers. HMS plans to grow this program in 2015-2016 by partnering with one of our feeder high schools. The goal is to identify students in need of a high school mentor and allow them the opportunity to illustrate and provide insight on how HMS students can be successful in high school. HMS also instituted a Why Try Program through its counseling department to provide guidance for students who were in need of behavioral interventions.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Horizon Middle School's Early Warning System is evaluated by both the Administration, and the MTSS team. Critical data concerning students is provided via the Osceola Data Management System or ODMS and FOCUS systems. Data is also gathered by district personnel and shared with Administrations and select teachers during professional development. Early warning indicators include students who are on free and reduced lunch, their ESE status and/or ELL status. The EWS includes MTSS participation, grades retained, Number of math courses failed in the previous year, number of ELA course failed in the previous year, number of any courses failed in the previous year. Also included are the number of referrals in previous and current year, number of referrals ending in suspensions previous and current year

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	44	51	60	155
One or more suspensions	83	66	139	288
Course failure in ELA or Math	1	0	2	3
Level 1 on statewide assessment	0	0	0	
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	112	182	294

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

HMS's intervention strategies include targeted tutoring before school, during lunch and on Saturdays with three paraprofessionals to assist with skill development and also to assist with course work- teachers will also be employed for these interventions; small group pullouts for reading and math

interventions; scheduled time for weekly remediation built into the school's schedule; tracking attendance daily and notifying parents if a student is not in school; letters home to parents concerning interventions for both academics and attendance; parent meetings concerning grades and attendance; ETIT contracts; social worker intervention; meetings with guidance counselors; assigned mentors; utilizing different consequences so that students will remain in class and in school

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parents are involved at HMS by attending SAC, conference night, PTSO, and other events hosted by the school.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Henninger, Michelle	Principal
Connolly, Joan	Assistant Principal
Gould, Russell	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

MTSS Coach-Annette Kalloo

Administration- Michelle Henninger, Joan Connolly, and Russell Gould participate in shared decision making with Admin team and Leadership team with regards to data, interventions, school-based decision issues, etc.)

Collection and sharing of discipline data and academic intervention plan- Lucile Schneider

Collection and sharing of attendance data and behavioral intervention plan-Deanna Hebbler

Collection and sharing of academic data- Russell Gould

Varying exceptional liaison and data- Deanna Hebbler

School Psychologist and testing- Karen Burnup

School Counselor- Shanell Morris

Learning Resources Specialist - Annette Kalloo (provide small group interventions and instructional coaching)

Literacy Coach- Janine Bracco (provide small group interventions and instructional coaching)

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

We use a variety of data sources for monitoring student progress to assist in determining the type of intervention, if any, is needed to assist the particular student become successful. We utilize both school monitoring systems as well as district initiated programs to monitor student progress. We utilize teacher observations and evaluations to address the effectiveness of core instruction.

Teachers review data in their PLCs to determine a course of action to help students. Additional steps in MTSS include: 1. Use the MTSS problem solving model 2. Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3) 3. Determine scheduling needs, curriculum and intervention resources 4. Review/interpret student data (Academic and Behavior) 5. Organize and support systematic data collection. 6. Strengthen the Tier 1 (core curriculum) instruction 8. Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3 9. Monitor interventions and data assessment in Tier 2 and Tier 3 10. Work collaboratively with other working committees such as the Leadership Team 11. Coordinate/collaborate with other working committees such as the Leadership Team and PBS.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Natali Moraes	Parent
Tammy Fox	Parent
Christopher Fox	Parent
Vincent Hilerio	Student
Julia Hilerio	Parent
Ashoo Weiser	Parent
Hartly Haft	Teacher
Lizette Robles	Parent
Michelle Henninger	Principal
Joan Connolly	Teacher
Russell Gould	Teacher
Nick Ahlers	Teacher
Kristine Swiderski	Teacher
Elfie Salisbury	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC reviewed last year's plan at the first meeting of the school year in September 2013. Each goal was presented as well as the targets, barriers, and resources. The SAC then discussed ways in which they could provide support for teachers in conjunction with the school improvement plan. The SAC reconvened in October to review changes to the plan.

Development of this school improvement plan

September 4, 2014- SAC met for the first time for the 2014-2015 school year and discussed Goals and Targets for the 2014-2015 plan. Teachers had previously provided input to the targets and goals. The SAC will continue to meet monthly and discuss changes or revisions to the plan.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

In 2013-2014 SAC allocated \$500 to help fund the end of year event for Horizons Positive Behavior Support System (PBS).

SAC also provided 1,000 to buy a computer for the media center which would assist in sending out announcements school wide.

It is anticipated that SAC will assist in providing funds that will help HMS in achieving its goals as outlined in the SIP.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Connolly, Joan	Assistant Principal
Henninger, Michelle	Principal
Gould, Russell	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

This year we are focusing on using and increasing literacy skills in all areas. The Learning Resource Specialist and the Literacy Coach are devising calendars that coincide with the district pacing guides that highlight the use of building literacy skills especially in Science and Social Studies. Training will be offered by the literacy coach, LRS, ELA teachers and AVID elective teacher. Additionally we are implementing an AVID strategy of the month. Teachers will share how they utilized the WICOR (Writing, Inquiry, Collaboration, Organization, and Reading to learn) in their classroom. Guest author, Neil Schuserman, was invited to speak with students.

Extra Support includes one-on-one pullout with the literacy coach and learning resource specialist, assignment to the tutoring center or Academic Rescue Unit, Participation in the Take Flight program which meets before and after school and on Saturdays for approximately 6 weeks. Additionally, we have begun and organized lunchtime tutoring group for students who are unable to meet prior to school or after school.

The Literacy Team will also encourage the use of the AVID monthly strategies.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Professional Learning Communities are becoming knit into the fabric of the HMS culture. Teachers who teach the same subject and grade level will have common planning time. Teachers will also have time both weekly and monthly to meet as a PLC. Teachers are also provided with two days of data digging in which they will have time to review data and how it will affect their planning and instruction practices. Teachers also worked collaboratively to prioritize standards and develop a system for common assessments. This time was an increase from the previous year when teachers were provided with a half day.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The School District of Osceola County sends recruiters to teacher job fairs around the country. The team share with administrators qualified, certified individuals who they interviewed. Multiple Administrators interview candidates making sure they have the proper credentials and certifications. The teacher mentoring program assists in teacher retention. New teachers meet with veteran teachers on a regularly scheduled basis as scheduled by the mentoring team. The mentoring program has been redesigned for the 2015-2016 school year to be designed to fit new teachers needs. New teachers are also paired with veteran teachers to aid in retention.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Horizon Middle School offers a new teacher mentorship program to ensure teacher retention. This includes an initial meeting and 20 follow up meetings. Teachers post discussion questions on Edmodo and meet in person with veteran staff members. New teachers are also assigned a "buddy" teacher to provide guidance and answer questions. The goal of the program is to acclimate new teachers to the culture of the school and offer development in pedagogical strategies and best teaching practices. This is done by modelling the process and the product in many different areas. The ultimate goal of the new teacher mentorship program is to provide professional and personal support. Mentors are assigned to new teachers usually by grade level and/ or subject area. While the mentorship program leader tries to have the mentor meet both criteria the focus is on content area.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers are required to turn in lesson plans that should align with district pacing guides. The plans include the Florida State Standards. Teachers have been given time to identify and prioritize standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

For students struggling to reach the proficient or advanced level on state assessments, HMS offers a variety of ways to differentiate instruction. First, students will be scheduled into intensive reading and or math classes to receive additional strategies and scaffolding of information. Students will have access to a tutoring center during lunch as well as morning and afternoon tutoring times. The LRS and Literacy Coach also provide small group assistance to teachers in classes and para-professionals are available to work with student in small groups as well. LY students who did not perform well on progress monitoring assessments were scheduled into ESOL language developments courses to better address their specific learning needs. Students who performed consistently below proficiency in Math were scheduled into an Intensive Math course. This course provides differentiated instruction and constant monitoring. As students show growth they can be moved out of the class but remain closely monitored.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 2,160

The tutoring Program program that meets for approximately six weeks before school and on Saturdays. The program runs for one hour on Tuesday and Thursday mornings and afternoons, and three hours on Saturday. The program utilizes PLATO computer program. The program allows students to take a diagnostic exam and then prescribes lessons that will focus on students weaknesses. It also allows for enrichment opportunities. Strategies also include the use of the core curriculum digital learning program as well as teacher planning and instruction.

Strategy Rationale

Strategies are designed to help students with foundational difficulties while providing enrichment opportunities for those students who are already proficient in certain areas and standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Henninger, Michelle, henningm@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected using the computer system and is used by teachers leading the program to determine if students are making adequate progress. The data includes growth as detected using the Florida benchmarks. Additional data that should be able to assess the validity of the strategy is the STAR test.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

For our outgoing 8th grade students they have opportunities to meet with their high school guidance counselors to select classes and ask questions. This time is provided during the school day. Other high school programs are provided opportunities to introduce their programs to HMS students. These program include Osceola County School Fro the Arts, International Baccalaureate, Paths TECO and Cambridge. For the 2015-2016 school year we plan to offer field trips for our Project Lead the Way students to one of our feeder high schools so that they can see the opportunities they will have in this field. We also offered an incoming camp for 6th graders that highlighted the academic expectations for our students as well as provided students with an opportunity to meet some of their teachers, improve literacy strategies, and learn how to take Cornell notes. 6th graders were also able to participate in activities to acclimate them to the campus and middle school life.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

When students are selecting classes they are provided with core curriculum as well as several elective choices. Students at HMS do not have to go through a wheel of all electives, but instead may select the appropriate elective as it relates to their future interest or course of study in High School. Teachers help advise students on making appropriate selections. To advance college and career readiness, HMS hosted a College and Career Night. Members of law enforcement, schools, and local business participated. The event was open to the HMS community and highlighted necessary skills and exposure to different careers and colleges.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Horizon Middle School offers an AVID program which is focused on preparing students for college. Additionally, staff have been trained on AVID practices to use in all classrooms. The school offers STEM course in design, modeling and robotics.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

HMS offers a STEM program. The lead teacher works with Science and Math teachers to incorporate the necessary skills into their academic classes. Students are then able to see the connection between career and technical classes and their academic courses.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** Teachers will clearly identify what is essential for students to know by prioritizing the Florida State Standards and provide standards-based and student-centered instruction.
- G2.** Teachers will meet in their weekly and monthly PLCs to evaluate data gathered through diagnostic tests, common assessments, and formative and summative assessments and to utilize this data to guide instructional practices.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will clearly identify what is essential for students to know by prioritizing the Florida State Standards and provide standards-based and student- centered instruction. 1a

G069209

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	45.0
Civics EOC Pass	70.0
Algebra I FSA EOC Pass Rate	90.0
FSA English Language Arts - Achievement	62.0
FSA Mathematics - Achievement	52.0
Bio I EOC Pass	100.0

Resources Available to Support the Goal 2

- Weekly time for structured PLCs
- Literacy Coach
- Learning Resource Specialist
- STAR diagnostic testing
- Tutoring center
- Utilization of para-professionals for centers
- Professional Development
- Math Solutions
- District Diagnostic testing for Science and Social Studies
- Use of Scales
- AVID Weekly
- Avid strategies of the month
- informational text/ close reads/ primary documents

Targeted Barriers to Achieving the Goal 3

- Struggles with basic skills in language and math
- Lack of student centered activities
- Student engagement

Plan to Monitor Progress Toward G1. 8

We expect to see an increase in the number of students actively engaged in each class as a result of the professional development and follow-up

Person Responsible

Michelle Henninger

Schedule

Monthly, from 12/2/2014 to 6/5/2015

Evidence of Completion

Evidence will be collected using a data system that tallies and charts input from observers.

G2. Teachers will meet in their weekly and monthly PLCs to evaluate data gathered through diagnostic tests, common assessments, and formative and summative assessments and to utilize this data to guide instructional practices. 1a

G069210

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	1.0
Middle School Participation in EOC and Industry Certifications	80.0
Middle School Performance in EOC and Industry Certifications	100.0
Math Lowest 25% Gains	68.0
ELA/Reading Lowest 25% Gains	80.0
ELA/Reading Gains	80.0
Students exhibiting two or more EWS indicators (Total)	
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

- STAR Renaissance testing
- ODMS- Osceola data management system
- Data director
- PLCs
- Common assessment
- Common Planning
- Edmodo
- Provide data to teachers prior to beginning os school year

Targeted Barriers to Achieving the Goal 3

- Unfocused PLC time
- Lack of time to process data

Plan to Monitor Progress Toward G2. 8

Ensure that PLC facilitators have access to multiple data

Person Responsible

Michelle Henninger

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data binders, evidence of reports run in STAR, TeenBlz, common assessments

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. Teachers will clearly identify what is essential for students to know by prioritizing the Florida State Standards and provide standards-based and student-centered instruction. **1**

 **G069209**

G1.B3 Struggles with basic skills in language and math **2**

 **B180017**

G1.B3.S1 Provide in school time for remediation of basic skills **4**

 **S191301**

Strategy Rationale

If provided mandatory time within the scope of the school day, teachers will have time that is needed to work with students on scaffolding process and building basic skills needed to be successful. Students will not be required to come early, stay late, or provide their own transportation as this time is built into the schedule each week.

Action Step 1 **5**

Students will receive in school remediation and enrichment time weekly.

Person Responsible

Joan Connolly

Schedule

Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Students grades will be monitored

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teacher feedback about the intervention time will be collected. Members of the Administrative team will monitor the time by conducting classroom walk-throughs.

Person Responsible

Michelle Henninger

Schedule

Quarterly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Teacher surveys, students' grades will be collected.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Students grade in ELA and Math will be monitored, as will their progress on the STAR diagnostic test

Person Responsible

Joan Connolly


Schedule

Every 3 Weeks, from 8/28/2015 to 6/3/2016


Evidence of Completion

Students grade will be collected and the data from the diagnostic will be disaggregated to highlight areas that were addressed during in school remediation.

G1.B4 Lack of student centered activities **2**

 B180018

G1.B4.S1 Teachers will receive on-going training in student centered instruction. **4**

 S191302

Strategy Rationale

As teachers are exposed to more strategies to engage their students in both on campus and off campus Professional Development, they will share with their team and/or PLC. These strategies will enhance student engagement in their classes

Action Step 1 **5**

Teachers will attend professional development activities that focus on student engagement.

Person Responsible

Michelle Henninger

Schedule

Evidence of Completion

Rosters will be collected. Attendees will share what they learned during faculty meeting and PLCs.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Administration will monitor implementation of strategies.

Person Responsible

Michelle Henninger

Schedule

Monthly, from 8/28/2015 to 6/3/2016

Evidence of Completion

Walk-throughs focusing on implementations of techniques and strategies. PD led by our own staff based on PD opportunities.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administration will publicize PD opportunities and support the implementation by observing and sharing techniques used.

Person Responsible

Michelle Henninger


Schedule

Monthly, from 8/28/2015 to 6/3/2016


Evidence of Completion

Data will be collected and feedback will be given to teachers. Teachers leading PD will also receive feedback from the surveys collected.

G2. Teachers will meet in their weekly and monthly PLCs to evaluate data gathered through diagnostic tests, common assessments, and formative and summative assessments and to utilize this data to guide instructional practices. 1

 G069210

G2.B3 Unfocused PLC time 2

 B180023

G2.B3.S3 Provide data to PLC facilitators 4

 S191306

Strategy Rationale

Action Step 1 5

Provide data to drive PLC discussion concerning how to use the data to drive instruction; the use of PLC agendas

Person Responsible

Schedule

Evidence of Completion

electronic copies of data at PLC meetings, copies of PLC agendas

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Focused PLC time utilizing student data

Person Responsible

Schedule

Evidence of Completion

data notebooks, agendas

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

PLC agendas, data notebooks


Person Responsible

Schedule


Evidence of Completion

Agendas and data binders

G2.B5 Lack of time to process data **2**

 B180025

G2.B5.S1 Teachers will have dedicated PLC time **4**

 S191308

Strategy Rationale

Teachers will have "sacred" time every week to review data to increase student achievement.

Action Step 1 **5**

Create a schedule so that teachers have a common time to meet weekly for PLC time with their grade level and subject area.

Person Responsible

Joan Connolly

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers will collect data, create common assessments and record meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B5.S1 **6**

The principal will monitor with visits, gathering data and minutes

Person Responsible

Michelle Henninger

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data, Common Assessments, notes

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Teachers will have a facilitator at each level who will meet with the school's PLC facilitator. The PLC facilitator will provide assistance and training to these individuals.

Person Responsible

Michelle Henninger

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers will receive materials that they will use to document the process in their teams. Teachers will collect data and be ready to share with the PLC team.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	Students will receive in school remediation and enrichment time weekly.	Connolly, Joan	9/3/2015	Students grades will be monitored	6/2/2016 weekly
G1.B4.S1.A1	Teachers will attend professional development activities that focus on student engagement.	Henninger, Michelle	Rosters will be collected. Attendees will share what they learned during faculty meeting and PLCs.	one-time	
G2.B3.S3.A1	Provide data to drive PLC discussion concerning how to use the data to drive instruction; the use of PLC agendas		electronic copies of data at PLC meetings, copies of PLC agendas	one-time	
G2.B5.S1.A1	Create a schedule so that teachers have a common time to meet weekly for PLC time with their grade level and subject area.	Connolly, Joan	8/18/2014	Teachers will collect data, create common assessments and record meeting minutes	6/5/2015 weekly
G1.MA1	We expect to see an increase in the number of students actively engaged in each class as a result of the professional development and follow-up	Henninger, Michelle	12/2/2014	Evidence will be collected using a data system that tallies and charts input from observers.	6/5/2015 monthly
G1.B3.S1.MA1	Students grade in ELA and Math will be monitored, as will their progress on the STAR diagnostic test	Connolly, Joan	8/28/2015	Students grade will be collected and the data from the diagnostic will be disaggregated to highlight areas that were addressed during in school remediation.	6/3/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1	Teacher feedback about the intervention time will be collected. Members of the Administrative team will monitor the time by conducting classroom walk-throughs.	Henninger, Michelle	9/3/2015	Teacher surveys, students' grades will be collected.	6/2/2016 quarterly
G1.B4.S1.MA1	Administration will publicize PD opportunities and support the implementation by observing and sharing techniques used.	Henninger, Michelle	8/28/2015	Data will be collected and feedback will be given to teachers. Teachers leading PD will also receive feedback from the surveys collected.	6/3/2016 monthly
G1.B4.S1.MA1	Administration will monitor implementation of strategies.	Henninger, Michelle	8/28/2015	Walk-throughs focusing on implementations of techniques and strategies. PD led by our own staff based on PD opportunities.	6/3/2016 monthly
G2.MA1	Ensure that PLC facilitators have access to multiple data	Henninger, Michelle	8/18/2014	Data binders, evidence of reports run in STAR, TeenBlz, common assessments	6/5/2015 quarterly
G2.B5.S1.MA1	Teachers will have a facilitator at each level who will meet with the school's PLC facilitator. The PLC facilitator will provide assistance and training to these individuals.	Henninger, Michelle	8/18/2014	Teachers will receive materials that they will use to document the process in their teams. Teachers will collect data and be ready to share with the PLC team.	6/5/2015 monthly
G2.B5.S1.MA1	The principal will monitor with visits, gathering data and minutes	Henninger, Michelle	8/18/2014	Data, Common Assessments, notes	6/5/2015 monthly
G2.B3.S3.MA1	PLC agendas, data notebooks		Agendas and data binders	one-time	
G2.B3.S3.MA1	Focused PLC time utilizing student data		data notebooks, agendas	one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will clearly identify what is essential for students to know by prioritizing the Florida State Standards and provide standards-based and student-centered instruction.

G1.B4 Lack of student centered activities

G1.B4.S1 Teachers will receive on-going training in student centered instruction.

PD Opportunity 1

Teachers will attend professional development activities that focus on student engagement.

Facilitator

Participants

Schedule

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data			
1	G1.B3.S1.A1	Students will receive in school remediation and enrichment time weekly.	\$0.00
2	G1.B4.S1.A1	Teachers will attend professional development activities that focus on student engagement.	\$0.00
3	G2.B3.S3.A1	Provide data to drive PLC discussion concerning how to use the data to drive instruction; the use of PLC agendas	\$0.00
4	G2.B5.S1.A1	Create a schedule so that teachers have a common time to meet weekly for PLC time with their grade level and subject area.	\$0.00
Total:			\$0.00