

Howard Middle School



2015-16 School Improvement Plan

Howard Middle School

1655 NW 10TH ST, Ocala, FL 34475

[no web address on file]

School Demographics

School Type

Middle

2014-15 Title I School

No

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

62%

Alternative/ESE Center

No

Charter School

No

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

62%

School Grades History

Year
Grade

2014-15
A*

2013-14
D

2012-13
C

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 was approved by the Marion County School Board on 12/8/2015.

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>.

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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
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Howard Middle School staff facilitates maximum academic achievement, promotes trust and compassion, and challenges students to gain and apply knowledge in the pursuit of lifelong learning.

Provide the school's vision statement

The faculty and staff of Howard Middle School are committed to providing our students with quality educational experiences, integrating curriculum content with real world experiences. All students are provided opportunities to achieve and reach their full potential through rigorous instruction, relevant curriculum, and relationships with staff.

School Environment

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

HMS's IB curriculum allows for this exchange between students and teachers. Everyone learns about other cultures and how someone in that environment would respond to a given situation. Also part of the International Baccalaureate - Middle Years Programme (IB-MYP), all students are reminded to keep their IB Journals up-to-date. This may be a spiral notebook, composition book, electronic documents, or papers stapled together labeled IB Journal. Students should use it to write down their reflections or feelings after completing an IB lesson, activity, or community service event.

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

HMS is totally secured behind gates. Everyone is locked in. While inside our walls, students follow the 3 R's- Be Respectful, Be Responsible, & Be Ready. Teachers and students use these as tools to interact appropriately at 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

As mentioned above, the 3 R's are in place. HMS also follows the RtI/MTSS processes. HMS is also a PBS school. Teachers have been trained on these processes, PBS, quality referral writing, and appropriate intervention strategies as well.

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

HMS has a school psychologist, a behavior specialist, and 2 guidance counselors in order to meet our students' emotional needs. They all attend our leadership team meetings where we discuss needy students on a weekly basis.

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

The leadership team pulls data from Performance Matters that filters at risk students by attendance, course failure, and discipline referrals. More specific data is filtered for discipline through the discipline center to pinpoint locations, time, high frequency of behaviors, and repeat students involved.

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	45	64	74	183
One or more suspensions	63	106	93	262
Course failure in ELA or Math	36	60	56	152
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	115	173	208	496

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

Students that indicate 2 or more early warning indicators get placed on a list. The leadership team meets to discuss these students and decide which resource would most benefit that particular student to get him/her on academic track. Students with attendance and behavioral concerns are placed on Tier II check in/ check out, giving them an opportunity to earn positive incentives. Some students meet with the local YMCA employees, guidance counselors, or deans for mentorship.

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?

No

PIP Link

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

Description

Parent teacher conferences
School orientation
School open house

Parent portal sign up and help

SAC meetings

School website updated regularly

Flyers sent home with lower quartile students about how parents can help

Newsletters

All of these avenues are used to build relationships with families to increase their involvement with and knowledge about 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

HMS has partnered with the local YMCA. Ms. Narvella and Mr. Brandon, employees of YMCA, help mentor students who are on our early warning indicator list. They monitor these students' progress, behaviors, and report back any concerns to the leadership team. HMS has also partnered with Kona Ice. They provide funding for our PBS and student incentive programs.

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
Hensel, Rob	Principal
Posth, Elias	Assistant Principal
Mitchell, Earnest	Assistant Principal
Daubenmire, Matthew	Other
Jones, Heather	Guidance Counselor
Oliver, Natasha	Guidance Counselor
Hawkins, Emma	Teacher, ESE
Reed, Paul	Teacher, ESE
Glover, Coleen	Instructional Coach
Boyd, Krista	Dean
Shaheed, Aisha	Dean

Duties

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

Principal Hensel: curriculum and training

Assistant Principal of Curriculum Elias Posth: curriculum, training, evaluation

Assistant Principal of Discipline Earnest Mitchell: discipline, school safety, training, evaluation

Deans Krista Boyd & Aisha Shaheed: mentoring and behavior MTSS

Testing Coordinator: Matthew Daubenmire

Guidance Counselors Heather Jones and Natasha Oliver: mentoring

ESE /support facilitators Emma Hawkins and Paul Reed: mentoring and support

Reading coach, behavior specialist and the school Psychologist: mentoring and support

Other staff that support MTSS include math teacher Gregory Holman, ESE Teachers and Reading teachers.

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

Florida defines a Multi-Tiered System of Supports (MTSS) as an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.

Within the MTSS, resources are allocated in direct proportion to student needs. To ensure efficient use of resources, we begin with the identification of trends and patterns using schoolwide and grade-level data.

The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

These levels, or tiers, are used to describe the intensity of the instruction and interventions provided, not categories of students. The three tiers are:

- Tier 1 is the core universal instruction and supports designed and differentiated for all students in all settings.
- Tier 2 is the targeted supplemental interventions and supports some students receive in addition to and aligned with the core academic and behavior curriculum and instruction.
- Tier 3 is the intensive individualized interventions and supports few students receive in addition to and aligned with the core academic and behavior curriculum and instruction.

The data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. More information and helpful resources can be found on Florida's MTSS website located at <http://www.florida-rti.org/index.htm>.

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI):

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain

at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement. Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: Pre-Kindergarten program offered at selected feeder school sites.

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, DARE Program (piloting for HMS 7th graders this year), Walk your Child to School...

Other agencies that may be collaborated with for various programs:

Marion County Children's Alliance

Marion County Public Education Foundation

Early Learning Coalition of Marion County

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Raymond Terrell	Parent
Robert A. Hensel	Principal
Elias Posth	Education Support Employee
Steven Hottenstein	Teacher
Edna Betances-Harold	Parent
Marie Schoup	Parent
Nancy Rosky	Teacher
Laura Merritt	Parent
Brandi Sherman	Parent
Carol Hottenstein	Education Support Employee
Jodie Armstrong	Parent
Gwendolyn Dawson	Parent
Karen Moats	Education Support Employee
Nancy Gallery	Parent

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

Mr. Terrell and Mr. Hensel will speak about SAC's accomplishments for SY 2015. They will also discuss HMS's current school state with the limited testing data available. The agenda will also

address areas at HMS that continues to have needs as well as the additional changes necessary to be better prepared for FSA testing, both academically and logistically. At the first meeting they will also discuss how teachers can write SAC grants in order to improve student performance for this school year.

Development of this school improvement plan

The CIMS will be on the agenda for its first SAC meeting. Members shared ideas for various sections of the CIMS where applicable. We will seek three volunteers to be on a separate sub-committee to review the CIMS to revise as necessary.

Preparation of the school's annual budget and plan

HMS's main budget is eaten up with copy machine costs and teacher supplies. SAC will receive its funding and teachers will be able to write grants in order to improve their students' academic performance. The other parts of the budget are designated to music, CTE, and technology. Mini grants totaling \$5,000 were approved for two book students that will be held with all staff members during both semesters.

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

Teacher will submit (classroom novels, science lab/experiment, etc.): \$250 max per request

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

No

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Posth, Elias	Assistant Principal
Mitchell, Earnest	Assistant Principal
Hensel, Rob	Principal
Coleman, Lisa	Administrative Support
Daubenmire, Matthew	Dean
Jones, Heather	Guidance Counselor
Oliver, Natasha	Guidance Counselor
	Instructional Coach
Glover, Coleen	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

To increase literacy throughout our entire campus by promoting and supporting the following literacy campaigns:

*A Bag of Books program where intensive reading teachers will sign a bag of books out to students over the weekend and students and parents journal about which book was read.

*Training all students and staff on 10% summary- writing strategy

*AR student incentives- school wide as well as by individual language arts/reading teachers

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

HMS has open collaborative planning time available to teachers in the mornings from 8:10-9:10 a.m. when there are no meetings, conferences, etc... HMS meets by grade level and by department once per month in order to collaborate on how to increase student performance. There are also monthly early release days in which teachers meet by department for two hours in order to improve their craft, share ideas, and improve student performance.

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

1. District On-Line Website and Application -- obtain broad spectrum of applicants, easier screening. (School admin)
2. "New to Howard" teacher orientation pre-school (School Admin)
3. Pair new Howard teachers with veterans (Assistant Principal Posth)
4. Teacher Recognitions for Achievements (Principal Hensel)
5. Gifts, Pre-School Planning, Holidays, Teacher Appreciation (Principal Hensel and admin)
6. Special Training Opportunities (IB off-site, ESE off-site, and others) (School admin and IB Coordinator)

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

Teacher mentoring is an effective method of developing and retaining high quality classroom teachers. Both the mentor and mentee benefit from relationships that encourage reflection on the practice of teaching. A comprehensive mentoring program involves both beginning teachers and experienced teachers who are new to the school or grade level and/or identified as being in need of improvement. It is important that administrators provide resources, especially time for mentoring teams to meet, observing each other's techniques, modeling best practices, and discussing improvements to classroom and instructional practices. We provide the following activities for new teacher success at Howard Middle:

1. New teachers are paired with established teachers in their subject areas.
2. New teachers will have access to their mentor teacher before and after school and by way of email during the day.
3. New teachers will receive help such as setting up grade books in Power Teacher, looking up test scores for classes in Performance Matters, and overall school information.
4. Classroom management and procedures are also areas our mentor teachers are instructed to help new teachers with.
5. Mentor teachers will help to keep new teachers abreast of department and data meeting dates/times.

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

MCPS core teachers have developed curriculum maps that are aligned to Florida's standards. These maps were given out during pre-planning. Teachers are expected to follow these maps and/or their placement in CPALMS. Administrators also ensure the standards are being followed while conducting walk throughs and observations.

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

Non-proficient students are placed into intensive reading and/or math classes based on their prior year's FCAT 2.0 scores as well as current reading assessments (Aimswest). ESE students are also placed into appropriate courses and support systems based on their needs. All teachers use their formative data to drive their instruction. Teachers will reteach, regroup, differentiate, etc... based on the data that comes back from their assessments. One example HMS is providing this year is for incoming 6th graders. Many of these students come in lacking math skills needed to complete 6th grade math curriculum. We have double blocked these students in 2 math classes throughout their school day. They now receive intensive math instruction where their instructor reviews basic multiplication, division, fraction, and word problem computations with them. They have this class for almost 100 minutes a day in an effort to improve their math skills on this year's FSA math assessment. The instructor is constantly looking at her data and changing her instruction based on the needs of her students.

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: 4,500

Math Counts and Academic Teams meet to practice/ review curriculum and prepare for county competitions.

Strategy Rationale

These supplemental activities encourages higher level thinking and apply it under pressure in a fun, competitive setting.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Posth, Elias, elias.posth@marion.k12.fl.us

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

End of year FSA assessment data

Strategy: Before School Program

Minutes added to school year: 2,500

Students who are behind in credits are invited to morning computer lab time in order to retake/ make up their credits in order to graduate middle school on time.

Strategy Rationale

This will save them from having to attend summer school. The information they are learning is reinforcing what they are learning/will learn in their current classes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jones, Heather, heather.jones@marion.k12.fl.us

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

How many students and how many credits are made up from this activity.

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

ESE students receive articulation meetings between elementary (incoming 6th graders) and high schools (outgoing 8th graders). Elementary schools are invited to send over incoming 6th grade students to our school for a tour as well as scheduling information. High schools are invited to present their magnet programs at SAC meetings. They also come over in the spring to meet with our 8th grade students and speak about scheduling.

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

MCPS implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each FL standard provides clear expectations for the knowledge and skills students need to master in each grade, K-12, and subject so they will be prepared to succeed in college, careers, and life.

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

The school incorporates applied and integrated courses to help students see the relationship between subjects and relevance to their future. As a magnet school, Howard has a program that is called AAIT (advanced academics in technology). To that end, students in our magnet program have Advanced/ Honors courses and technology courses which require them to learn about current trends in technology. As an International Baccalaureate school, our teachers and students are supported in making the connection between the relevance of a subject and a student's future. We make an effort

to ensure students make the connection with what they are learning and how it will be useful to their future in all courses and grade levels. We encourage our students to be inquisitive and knowledgeable members of their school, local, national, and international communities. When participating in the annual International Day of Peace, our art classes and entire school has a chance to participate in an activity for which they can see how our attitudes and ideals can impact the community and world.

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

Details here may reflect the efforts to increase those areas measured on the High School Feedback Report, including the number of students who: graduate, score at Achievement Level 3 or higher on the tenth grade FCAT 2.0 in reading and mathematics, complete a college preparatory curriculum, take a college entrance exam such as SAT or ACT, transition into college, and successfully complete their first semester of college math or English.

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:

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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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If the administrative team coaches teachers to create a learning culture that is student led, teacher facilitated, then students will own and deepen their understanding of the curriculum and skills 50% of the time.
- G2.** For the 2015-2016 school year, if we increase the number of students receiving intensive math instruction and focus on basic math skills as well as learning the new FSA math curriculum, there will be a decrease in the number of students who score a level 1 or 2 on the FSA math assessment.
- G3.** If we continue to increase student comprehension of rigorous text, ability to utilize higher level thinking, and ability to explain understanding via writing, then student achievement will increase.

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. If the administrative team coaches teachers to create a learning culture that is student led, teacher facilitated, then students will own and deepen their understanding of the curriculum and skills 50% of the time. 1a

 G072526

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	

Resources Available to Support the Goal 2

- Book: Never Work Harder Than Your Students
-

Targeted Barriers to Achieving the Goal 3

- Teacher's willingness to give students control over their own learning.

Plan to Monitor Progress Toward G1. 8

Walkthroughs and Formal observations will indicate if teachers are using High Effective, Effective, or N/U in teachers leading students to own their learning.

Person Responsible

Rob Hensel

Schedule

Weekly, from 8/31/2015 to 3/17/2016

Evidence of Completion

Through the MCEIS rubric, teacher evaluation will indicate progress or lack of towards student lead instruction/ learning.

G2. For the 2015-2016 school year, if we increase the number of students receiving intensive math instruction and focus on basic math skills as well as learning the new FSA math curriculum, there will be a decrease in the number of students who score a level 1 or 2 on the FSA math assessment. 1a

 G072527

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0

Resources Available to Support the Goal 2

- PD- math teachers will engage in 2 book studies throughout the course of this school year
- Scheduling all students with intensive math who can accomodate it in their schedule- including 6th graders with a double block of math/intensive math
- Applied math curriculum via their PE class for intensive math instruction

Targeted Barriers to Achieving the Goal 3

- Lack of prior knowledge- especially the new FSA standards

Plan to Monitor Progress Toward G2. 8

Learning Checks, success maker, and Teacher assessment data

Person Responsible

Rob Hensel

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Any assessment given to intensive math students during the school year.

G3. If we continue to increase student comprehension of rigorous text, ability to utilize higher level thinking, and ability to explain understanding via writing, then student achievement will increase. 1a

G072528

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal 2

- QWA and CR monthly testing, common core lead teachers will attend trainings and then facilitate trainings here at school for their departments. Helping teachers to meet the FSA standards in their areas will facilitate better learning opportunities for students. All teachers in school will be trained and utilize the 10% writing summary strategy as well.

Targeted Barriers to Achieving the Goal 3

- Training all staff in 10% summary strategy

Plan to Monitor Progress Toward G3. 8

70% of HMS students will be proficient on the FSA language arts assessment

Person Responsible

Rob Hensel

Schedule

On 5/27/2016

Evidence of Completion

2015 FSA student data for language arts when it becomes available

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. If the administrative team coaches teachers to create a learning culture that is student led, teacher facilitated, then students will own and deepen their understanding of the curriculum and skills 50% of the time.

1

 **G072526**

G1.B1 Teacher's willingness to give students control over their own learning. **2**

 **B189116**

G1.B1.S1 Professional Learning Community that discusses how elements of the curriculum should be taught. **4**

 **S200534**

Strategy Rationale

Peer teachers discussion high effective strategies will encourage newer methods of teaching.

Action Step 1 **5**

On going PLC meetings lead by teacher teams

Person Responsible

Elias Posth

Schedule

Weekly, from 8/31/2015 to 5/20/2016

Evidence of Completion

Administrators will be able to observe through walkthroughs and formal observations that instruction is student led.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Quarterly observations by the administrative team

Person Responsible

Elias Posth

Schedule

Quarterly, from 8/31/2015 to 3/17/2016

Evidence of Completion

Direct observations, lesson plans, and reflections that indicate that the PLC is being utilized.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Teachers implementing strategies of student owned learning in the classroom

Person Responsible

Elias Posth

Schedule

Quarterly, from 8/31/2015 to 3/17/2016


Evidence of Completion

Observations and formative assessments will show student growth and application of content.

G2. For the 2015-2016 school year, if we increase the number of students receiving intensive math instruction and focus on basic math skills as well as learning the new FSA math curriculum, there will be a decrease in the number of students who score a level 1 or 2 on the FSA math assessment. 1

 G072527

G2.B1 Lack of prior knowledge- especially the new FSA standards 2

 B189118

G2.B1.S1 Provide professional development (book studies) for delivery of intensive math curriculum for teachers. 4

 S200535

Strategy Rationale

This will improve knowledge about FSA as well as differentiated instruction for math teachers.

Action Step 1 5

Book Studies: Semester 1- Fast 5

Person Responsible

Rob Hensel

Schedule

Monthly, from 9/4/2015 to 12/18/2015

Evidence of Completion

Student data, classroom rosters, classroom walkthrus, and discussion among math teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Observe student learning through classroom observations by administration

Person Responsible

Rob Hensel

Schedule

Monthly, from 9/7/2015 to 12/18/2015

Evidence of Completion

Monthly Success Maker results indicating growth across all grade levels.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student Achievement data on local learning checks, success maker, as well as teacher made assessments

Person Responsible

Rob Hensel


Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Student scores on learning checks, success maker and teacher assessments

G2.B1.S2 Target our intensive math students to have a mentor/coach. These teams then compete with one another for improvement, gains, most valuable player, etc... and lots of incentives are built into the program. (We have started this program during this school year already. However, due to its success, we will begin it in August of next school year.) 4

 S200536

Strategy Rationale

The students buy in and are motivated to perform. They see the link between their intensive math class with their regular math class. The coach helps the students see this link along with the incentives the school provides.

Action Step 1 5

Math teams will compete with each other using success maker scores.

Person Responsible

Rob Hensel

Schedule

Monthly, from 9/7/2015 to 3/17/2016

Evidence of Completion

Monthly data will be collected for gains made for each team and individual

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monthly data collection and sharing

Person Responsible

Elias Posth

Schedule

Monthly, from 9/7/2015 to 3/17/2016

Evidence of Completion

The SuccessMaker data is used for admin. and coaches to evaluate our intensive math students' success. This data is then shared with the students at their monthly meeting with their coaches.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Students will be motivated to gain a deeper understanding of math through the Math League.

Person Responsible

Schedule

Monthly, from 9/7/2015 to 3/17/2016

Evidence of Completion

Successmaker scores that will show team and individual goals.

G3. If we continue to increase student comprehension of rigorous text, ability to utilize higher level thinking, and ability to explain understanding via writing, then student achievement will increase. 1

G072528

G3.B1 Training all staff in 10% summary strategy 2

B189119

G3.B1.S1 Admins. and lead teacher help train new staff members as well as retrain those who need a refresher on the 10% summary. 4

S200537

Strategy Rationale

We will model what a exemplar 10% summary lesson should look and feel like. Then we will have to go and observe and critique those who are new to using this strategy.

Action Step 1 5

Set up training schedule for all parties involved

Person Responsible

Elias Posth

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

All teachers successfully using this strategy in their rooms to summarize articles and/or lengthy non-fiction writing

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Admins. will observe all teachers using this strategy in action

Person Responsible

Rob Hensel

Schedule

Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Students using this strategy in all classes to summarize pieces of non-fiction writing

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

QWA and CR data

Person Responsible

Elias Posth

Schedule

Monthly, from 11/2/2015 to 5/27/2016

Evidence of Completion

Students' performance on QWA and CR should increase steadily throughout the course of the year

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.B1.S1.A1	On going PLC meetings lead by teacher teams	Posth, Elias	8/31/2015	Administrators will be able to observe through walkthroughs and formal observations that instruction is student led.	5/20/2016 weekly
G2.B1.S1.A1	Book Studies: Semester 1- Fast 5	Hensel, Rob	9/4/2015	Student data, classroom rosters, classroom walkthrus, and discussion among math teachers	12/18/2015 monthly
G2.B1.S2.A1	Math teams will compete with each other using success maker scores.	Hensel, Rob	9/7/2015	Monthly data will be collected for gains made for each team and individual	3/17/2016 monthly
G3.B1.S1.A1	Set up training schedule for all parties involved	Posth, Elias	8/31/2015	All teachers successfully using this strategy in their rooms to summarize articles and/or lengthy non-fiction writing	5/27/2016 weekly
G1.MA1	Walkthroughs and Formal observations will indicate if teachers are using High Effective, Effective, or N/U in teachers leading students to own their learning.	Hensel, Rob	8/31/2015	Through the MCEIS rubric, teacher evaluation will indicate progress or lack of towards student lead instruction/ learning.	3/17/2016 weekly
G1.B1.S1.MA1	Teachers implementing strategies of student owned learning in the classroom	Posth, Elias	8/31/2015	Observations and formative assessments will show student growth and application of content.	3/17/2016 quarterly
G1.B1.S1.MA1	Quarterly observations by the administrative team	Posth, Elias	8/31/2015	Direct observations, lesson plans, and reflections that indicate that the PLC is being utilized.	3/17/2016 quarterly
G2.MA1	Learning Checks, success maker, and Teacher assessment data	Hensel, Rob	9/7/2015	Any assessment given to intensive math students during the school year.	5/27/2016 monthly
G2.B1.S1.MA1	Student Achievement data on local learning checks, success maker, as well as teacher made assessments	Hensel, Rob	9/7/2015	Student scores on learning checks, success maker and teacher assessments	5/27/2016 monthly
G2.B1.S1.MA1	Observe student learning though classroom observations by administration	Hensel, Rob	9/7/2015	Monthly Success Maker results indicating growth across all grade levels.	12/18/2015 monthly
G2.B1.S2.MA1	Students will be motivated to gain a deeper understanding of math through the Math League.		9/7/2015	Successmaker scores that will show team and individual goals.	3/17/2016 monthly
G2.B1.S2.MA1	Monthly data collection and sharing	Posth, Elias	9/7/2015	The SuccessMaker data is used for admin. and coaches to evaluate our	3/17/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				intensive math students' success. This data is then shared with the students at their monthly meeting with their coaches.	
G3.MA1	70% of HMS students will be proficient on the FSA language arts assessment	Hensel, Rob	11/2/2015	2015 FSA student data for language arts when it becomes available	5/27/2016 one-time
G3.B1.S1.MA1	QWA and CR data	Posth, Elias	11/2/2015	Students' performance on QWA and CR should increase steadily throughout the course of the year	5/27/2016 monthly
G3.B1.S1.MA1	Admins. will observe all teachers using this strategy in action	Hensel, Rob	8/31/2015	Students using this strategy in all classes to summarize pieces of non-fiction writing	5/27/2016 monthly

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. If the administrative team coaches teachers to create a learning culture that is student led, teacher facilitated, then students will own and deepen their understanding of the curriculum and skills 50% of the time.

G1.B1 Teacher's willingness to give students control over their own learning.

G1.B1.S1 Professional Learning Community that discusses how elements of the curriculum should be taught.

PD Opportunity 1

On going PLC meetings lead by teacher teams

Facilitator

All instructional staff members

Participants

All instructional staff members

Schedule

Weekly, from 8/31/2015 to 5/20/2016

G2. For the 2015-2016 school year, if we increase the number of students receiving intensive math instruction and focus on basic math skills as well as learning the new FSA math curriculum, there will be a decrease in the number of students who score a level 1 or 2 on the FSA math assessment.

G2.B1 Lack of prior knowledge- especially the new FSA standards

G2.B1.S1 Provide professional development (book studies) for delivery of intensive math curriculum for teachers.

PD Opportunity 1

Book Studies: Semester 1- Fast 5

Facilitator

Rob Hensel

Participants

Math dept.

Schedule

Monthly, from 9/4/2015 to 12/18/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	On going PLC meetings lead by teacher teams				\$0.00
2	G2.B1.S1.A1	Book Studies: Semester 1- Fast 5				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0051 - Howard Middle School	Other		\$2,500.00
			Notes: funding is from MCPS professional development			
3	G2.B1.S2.A1	Math teams will compete with each other using success maker scores.				\$0.00
4	G3.B1.S1.A1	Set up training schedule for all parties involved				\$0.00
Total:						\$2,500.00