Fox Chapel Middle School

2015-16 School Improvement Plan

Fox Chapel Middle School

9412 FOX CHAPEL LN, Spring Hill, FL 34606

www.edline.net/pages/hcsb_fcms

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	87%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	35%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	D

*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 Hernando County School Board on 11/17/2015.

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.

Table of Contents

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	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Fox Chapel Middle School is to provide a caring learning community where teachers, parents, and students work together to develop lifelong learners who possess the skills and attitudes necessary for success.

Provide the school's vision statement

Fox Chapel Middle School is a safe and stimulating environment where each student can thrive, each teacher is inspired, and each parent is an integral partner in their child's education.

School Environment

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

Fox Chapel Middle School current population is predominately from the 34606 zip code. Correlating zip code data detailing demographics and census information regarding family dynamics, crime index and socio-economics are reviewed yearly to review changes. According to the Hernando County Food and Nutrition Department, FCMS has an 89% poverty rate as evidenced by the number of students receiving free or reduced lunch. This information is shared during grade level, SBLT and faculty meetings. Further discussion of student focused information is shared during RtI A/B meetings as deemed necessary. FCMS provides students with clothes, school supplies, backpack foods, activity fee(s) scholarships through private donations and business partners as well as free-tutoring with Title 1 dollars. Staff generously sponsor families during Thanksgiving and Christmas holidays, providing for meals and gifts to identified needy students. FCMS has adopted Steven Covey's "7 Habits of Highly Effective Teens" to help facilitate relationships through leadership development activities and connections. Students are given various opportunities to demonstrate leadership skills in the classroom, school and community events. Teachers serve (volunteer) as mentors for students in need of addition guidance for academics and behaviors. Teachers also volunteer their time to help foster student leadership engagement on various related leadership teams to bridge levels of trust, acceptance and empowerment.

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

FCMS has partnered with the Boys and Girls Club to provide before and after school programs which promote appropriate social-behavioral relationships, strengthen bonds between the school and the students, assistance with homework, structured activities as well as adult supervision during non-school hours. In addition, FCMS has a separate program which allows for students to arrive early and engage in physical activities with designated teachers. During transitional times, all staff are assigned designated areas on campus to ensure students are walking with a purpose and displaying appropriate behaviors. All unstructured times (lunch, assemblies, breakfast and school functions) are supervised by several assigned staff members. The school has an assigned School Resource Officer who is on campus daily, routinely makes rounds throughout the campus, is visible during breakfast, lunches and extra-curricular activities, assists and provides presentations regarding "Know the Law" and differences in school consequences versus law enforcement/law consequences. All students are given "due process" in any disciplinary process - this gives students the opportunity to know what

they are being accused of, tell their side of the story, given opportunities to "right a wrong" and discuss which of the 7 Habits they may have failed to implement.

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

Within the classroom, teachers use various methods of classroom management techniques while incorporating the school-wide Positive Behavioral Support System and the 7 Habits. As an effective behavioral team management strategy, teachers utilize the buddy system to encourage the continuity of instruction. Teachers promote student positive behavior through a "points" system created by our PBS Committee. During each 9 weeks, students earn PBS points which provide them opportunities to attend special events during school hours.

Teachers can use a Time Out for only a class period for Level I incidents per week. Our ISS monitor tracks "Time Outs" and after four "Time Outs" a discipline is initiated based on the repeated behavior exhibited. Students are required to deepen their understanding of the 7 Habits and must commit to a behavioral contract which provides options to earn positive behavioral points. If students do not earn enough points during the first day of ISS they come back the next day.

Teachers and students were provided with an overview of the protocols and procedures of ISS. An email has also been shared on our News icon to update everyone on theses procedures.

During grade-level meetings, administrators and the team member share on-going behavioral issues and changes in procedures. This venue also provides for opportunities for the team to problem-solve academic and behavioral issues on a monthly basis.

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

Prevention and intervention programs are in place to address bullying and harassment throughout the district. Fox Chapel Middle School staff regularly participate in district professional development programs on violence and substance abuse prevention. The district's Student Services Dept. initiate additional instructional programs for issues such as anger management, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County schools in 2015-16. District Student Services Dept. staff and Fox Chapel Middle School guidance counselors provide substance abuse prevention and intervention initiatives for our students and families. These initiatives and activities consist of substance abuse evaluations and assessments, grief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services.

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

Fox Chapel has identified the following as their Early Warning Indicators:
Previous year 2014-2015 (A student can only receive 1 point for each indicator)
>20 absences - excused, unexcused
Received suspension ISS or OSS =>1 or more days
Failure in ELA or Math (missing middle school full credit 1 or more)
*****6th grade data is not available.
*****Statewide assessment data is not available.

In addition to the EWS Indicators, teachers are provided subgroup, student assessment with correlating strands data to further assist with understanding the whole student.

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
	7	8	
Attendance below 90 percent	25	8	33
One or more suspensions	47	56	103
Course failure in ELA or Math	11	11	22
Level 1 on statewide assessment	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	22	25	47

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

Truancy Case Staffings
Parent-Teacher Conferences
Tiger Tag - Check-in / Check-out
Remediation classes - supplemental programs assigned
Re-teaching the 7 Habits
Contracting during In-School Suspension
Grade-level RtI A / B meetings
Before School Tutoring through Title I (beginning January 2016)
Positive Behavioral Support Systems - Tiger Growl,Tiger Palooza
Mentoring
Lighthouse Team (7 Habits) - student leadership involvement
Student Led Conference - Leadership Binder
Student led data chats
Leader in Me classes
Student EWS will be monitored and updated every 9 weeks to determine effectiveness of strategies being implemented. As EWS is a new initiative systems of supports will change as needed.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/191097.

Description
A PIP has been uploaded for this school or district - see the link above.

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

FCMS involves community partners through multiple venues. Our Christmas Angel program allows partners to make a special connection with our students. Our Christmas Angel/Thanksgiving Drive Kickoff is also a Business Partner Breakfast. This allows us to thank our partners while continuing to build relationships.
Schedule Pick Up is an event that allows us to give back to our partners. They are encouraged to set up a table and advertise. This is also done at other events throughout the year.
Business partners are listed on our website and we continue to encourage & recruit community involvement to support student achievement.

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
Pinder, Ray	Principal
Sweeney, Vivian	Assistant Principal
Barash, Michelle	Other
Lavore, Shalene	Dean
Messenger, Jane	Teacher, K-12
Kiley, Rachel	Instructional Coach
Harp, Catherine	Other
Schlechter, Dave	Teacher, K-12
Wilcox, Vanessa	Instructional Coach
Schlechter, Magan	Teacher, K-12
Hall, Gina	Teacher, K-12
Nichols, Carly	Teacher, K-12
Valure, Tiffany	Teacher, K-12
Roberson, Robert	Teacher, K-12
Corona, Marisa	Teacher, K-12
Lukowiak, Maria	Teacher, ESE
Googe, Melanie	Guidance Counselor

Duties

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

Mr. Pinder - Principal/Administration
Mrs. Sweeney - Assistant Principal/SAC/ Administration
Ms. Lavore - 6th & 7th grade Team/School Improvement/Administration
Mrs. Barash - Assessment Coordinator/Summative data/PD
Mr. Diaz - Reading Coach/resource/PD
Mrs. Wilcox - Science Coach/resource/Science Data
Mrs. Messenger - Reading Chair/resource/Reading Data/Literacy Leadership Team
Mrs. Nichols - Language Arts Chair/resource/Language Arts Data
Mr. Schletcher - Social Studies Chair/resource/Social Studies Data
Mrs. Corona - 7th grade team leader
Mrs. Schlechter - 8th grade team leader
Mrs. Valure - Math Chair/Math Data
Mr. Roberson- Science Chair/Science Data
Mrs. Kiley -Instructional Practices Coach/PD
Mrs. Harp - Title I Facilitator/Extended Learning Facilitator
Ms. Hall - 6th grade team leader
Ms. Googe - Guidance Chair/resource
Ms. Lukowiak - ESE Chair/resource

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

Multi-Tiered System of Support (MTSS)-School Based Leadership Team(SBLT) meets weekly to evaluate school-wide data. Assessment data is reviewed by each Department Chair from a school-wide perspective identifying areas of strengths and weaknesses, trends, needs and concerns. The MTSS-SBLT provides guidance in addressing identified areas. Members of this team disseminate data back to their respective departments. A calendar is developed for the full school year identifying the dates of SBLT meetings and the specific area/data to be discussed at each meeting, as well as the person responsible for preparing and bringing the graphically represented data. A structured agenda is used to keep the meeting focused.
The SBLT organizes and coordinates MTSS efforts by working closely with grade-level teams, the Literacy Leadership Team, the PBS team, and others on campus. All teams have a representative serving on the SBLT to ensure communication is fluid and implementation of strategies identified in the SIP are implemented with fidelity. Department Chairs and Coaches serve as liaisons between the MTSS-SBLT and their Department members in a reciprocal fashion. The SBLT facilitates the overall infrastructure development and supports implementation of learning strategies for all students/core (Tier I strategies), as well as supplemental instructional strategies (Tier II) and intensive intervention (Tier III), through scheduling and allocation of resources. The SBLT analyzes and dis-aggregates data at the core and supplemental levels. When individual student data analysis and problem solving is necessary, a separate student problem-solving team (e.g., parent-teacher conference, subcommittee of the SBLT, specialized team, IEP team, PS/RtI team, etc.) is convened.
Information is recycled throughout the Multi-Tiered System of Support (MTSS) teams within the school:
Grade level departments meet weekly to collaborate and revise lesson plans, review formative assessments and identify students with supplemental and/or intensive needs. Department Chairs and correlating Coaches meet with their department members weekly/bi-weekly to review ongoing progress monitoring data, develop FCIM mini-lessons and assessments and problem-solve identified areas. Each Department meets with the Data Assessment Coordinator at least 1 x a month (and/or as necessary) to dis-aggregate and analyze data.
.

PS/RtI Teams – grade level teams meet bi-monthly to review behavioral progress monitoring data of Tier 2/supplemental and Tier 3/intensive students, determine and implement Tier 2/supplemental & Tier 3/intensive intervention plans and discuss potential Tier 2/3 students utilizing the problem-solving method. Department level teams meet monthly to review behavioral data as it relates to their department. These teams also design and implement Tier 2/supplemental interventions.

As a school-wide program, Fox Chapel Middle School is dedicated to providing, maintaining, and improving comparable, supplementary Title I education services for all of our students. Our Title I School Improvement Facilitator regularly collaborate with the District's Coordinator of Family Involvement for Title I to build home support networks that facilitate targeted students' success. Title I (Part A) services at Fox Chapel Middle School are regularly coordinated with other federally-funded programs, including use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities, use of Title III funds to support additional services for our English language learners (ELLs), use of Title X funds to provide additional services for our homeless students, and use of IDEA funds to support additional supplementary services for our disabled students (SWDs).

Fox Chapel Middle School will use its 2015-16 differentiated Title II site allocation to support ongoing research-based professional development programs involving Lesson Study, Effective Use of Formative Assessment Data to Differentiate & Drive Instruction, and PS/RtI. All Title II-funded professional development programs at Fox Chapel Middle School are planned in coordination to support the district's strategic plan; 2015-16 District Improvement and Assistance Plan (DIAP) and School Improvement Plan (SIP) student performance goals and objectives; and our annual Title I school-wide services plan.

The ESOL program and services for English Language Learners (ELLs) will be coordinated and integrated through a Mainstream Inclusion Language Arts instructional model and/or Sheltered Inclusion Language Arts instructional model with comprehensible instruction being provided by the ESOL teacher and/or Developmental Language Arts through ESOL teacher. All other core academic instructional services will be provided to ELLs by the content area teacher/ESOL teacher and supported by the ESOL paraprofessional. The monitoring of compliance for programs and services under the Consent Decree and state board rules for ELLs will be coordinated by the ESOL Lead Teacher/ESOL contact according to the State and School Board approved District ELL Plan.

As part of the district's Food & Nutrition Dept., Fox Chapel Middle School's cafeteria staff provides balanced, attractive, well-prepared meals with good variety; give good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. Fox Chapel Middle School's cafeteria staff provides free and/or reduced-price lunches for Fox Chapel Middle School students who qualify to participate in the U.S. Dept. of Agriculture's National School Lunch Program. Fox Chapel Middle School strives to ensure every child receives a well-balanced meal. The school makes provisions to provide many opportunities for families to apply for Free or Reduced lunches i.e. - initial student registration/enrollment, Open House, wed-site link, and on-site assistance with on-line application.

Fox Chapel Middle School has a Kid's Closet. The Kid's Closet is supplied with clothes, jackets and shoes provided through donations. Parents are provided with information and resources regarding Hernando County Housing programs as needed (subsidized/low-income) by a District assigned school social worker and/or the Children and Youth in Transition Homeless liaison.

Parents are provided with information and resources regarding Hernando County School District Head Start and VPK programs as needed.

The District's Adult & Community Education Department provides opportunities for Hernando County residents to participate in free classes in GED preparation, Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled classes are located at all five high schools. Other adult education classes (Hernando County Adult Services) are located at four community (non-school) sites. Services for Adults with Disabilities are contracted to ARC of the Nature Coast.

The Hernando County School District uses Carl D. Perkins annual entitlement funds: to support (3) high school Career/Technical Education (CTE) Specialists; to fund the purchase of equipment, digital and print instructional resources for CTE programs at 5 high schools; to promote the marketing of

traditional and nontraditional career academies and technical programs; to provide professional development for Career/Technical Education (CTE) teachers; and to pay CTE students' testing and certification fees

Parents are provided information and resources regarding the Hernando County Ready to Work program and services as needed.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jamie Piringer (Chairperson)	Parent
Catherine Harp (Title I Facilitator)	Teacher
Ray Pinder (Principal)	Principal
Vivian Sweeney (Asst. Principal)	Principal
Julie Miller (Parent)	Parent
Rachel Kiley (Parent)	Teacher
Lin Williams (Parent)	Parent
Vanessa Wilcox	Teacher
Chris Kara	Education Support Employee
DiAnna Carrasquillo	Business/Community
	Student

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

SAC monitored SIP throughout the year. The Principal reported on the progress as well as areas of concern. Data was shared and input was solicited on a continual basis.

Development of this school improvement plan

SAC is involved in the development and monitoring of the School Improvement Plan through review and input. SAC is also responsible for the allocation and dissemination of School Improvement Funds. SAC will meet on 10/20/15 @ 4:30 to discuss the development, implementation and monitoring of the School Improvement Plan. Finalization of the SIP approval process will also be determined at that time.

Preparation of the school's annual budget and plan

The SAC budget is reviewed at every meeting. During the review Mr. Pinder updates the Committee on the school's annual budget and solicits input.

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

School improvement funds were allocated for 2014-2015 Student Planners in the amount of $420/9 weeks, including the first 9 weeks of school year 2014-2015. Project Wisdom was allocated at $350, however the actual cost incurred was $299. FCAT initiatives in the amount of $400 were approved as well as a Student Outdoor Reading Area in the amount of $600.

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

SAC is working with Community Leaders to drive membership that would comply with section 1001.452, F.S.
SAC is working with teachers to encourage parental participation.
SAC and Title I are partnering and assisting with Title I initiatives.
SAC is working with Boys and Girls Club.
Leader in Me - Implementation is an integral part of parent involvement (school-wide)

Literacy Leadership Team (LLT)

Membership:

Name	Title
Messenger, Jane	Teacher, K-12
Corona, Marisa	Teacher, K-12
Keller, Nicole	Instructional Media
Westgate, Daniel	Teacher, K-12
Hicks, Gretchen	Teacher, K-12
Kiley, Rachel	Instructional Coach
Albanese, Carol	Teacher, K-12
Lariviere, Nicole	Teacher, K-12
Gulley, Alecia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will meet monthly to analyze the effectiveness of strategies being supported by the LLT Specific areas of focus will be : Reading Standards for Informational Text and "Affixes". This year Student Literacy Leaders will join the adult LLT.
All Reading classes rotate through the Media Center at least once a month providing opportunities for students to deepen their knowledge through small groups, centers, standard specific lessons, exposure to varying media formats and guided on-level text complexity reading material.
The LLT is starting a Book Club and Book Chat in October.
Literacy Week (Jan. 25-29) activities will be explored and planned through our Student Literacy Leaders

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

Teachers have common planning based on subject. This was done at the request of teachers so they could collaborate more effectively during the school day.
We have a SBLT that meets weekly. This team reports back to the school through department heads

and team leaders. The minutes are also posted in the News icon available to all employees of our school.

We have weekly PLC's. These PLC's address a multitude of issues including: technology, lesson planning, collaborative structures, SIP, Leadership Binders,The main focus of Professional Development will be Lesson Studies of "in place" practices developed and enhanced by previous PLC's.

Teachers will use certain District In-Service days to attend training's by department to learn and collaborate with other teachers in our district.

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

Fox Chapel is a Title I school, therefore all teachers MUST be highly-qualified in order to obtain employment. All new teachers are assigned a mentor. Teachers chosen to be mentors have to complete the state level Clinical Educator's Training. This program allows new staff members to have a go-to person to answer questions. Efforts to recruit highly qualified and of certified-in-field effective teachers are made through the District Employment advertisement and Teacher-Teacher website.

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

As per Hernando County School District policy, first year teachers are paired with a mentor who is CET certified. Teachers who are beyond their first year teaching are paired with a CET certified mentor if they are on a PIP. Mentor meetings take place after school the second Tuesday of each month. Mentors meet with their mentees on a weekly and as needed basis.

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

Hernando County School District has developed a process for the purchasing and integration of instructional programs and materials which align to the Florida Standards. Each content area has a designated person who meets with content leaders throughout the school district to determine District/School needs. State assessment data is used to determine strengths and weaknesses as one of the variables in the decision making process.

Fox Chapel is a Title I school, therefore has to comply with ESEA-NCLB in order to receive it's allocation for Federal funding. The first method of compliance is through the SIP/SWP. The second documentation is through a well-documented Title I audit file. Fox Chapel completed the Comprehensive Needs Assessment for the entire school based on data associated with the FL DOE grading system. Using this data, the school determined the effective methods and instructional strategies needed to strengthen the core instructional programs aligned to FL standards. Title I funds are used to provide additional supports for economically disadvantaged students as well as overall support with the school improvement plan.

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

Fox Chapel has developed a school-wide database spreadsheet which includes the following: Early Warning System and Subgroup Indicators, State Assessment Data for all Core Content Areas - DSS, Level and coordinating Strands. This spreadsheet enables staff to develop standards-based lessons plans, flex pacing guides and differentiate instruction. In addition; it enables departments to evaluate data trends, not only from a grade level perspective but also a vertical one. Departments are able to collaborate in such a way that they can identify strengths and weaknesses of curriculum instruction through analysis of longitudinal data. 2015-2016
****School wide data spreadsheet is currently under construction due to lack of 2014-2015 State Assessment data availability.****
Strategies:
Remediation and Enrichment classes
School Tutoring
Regularly scheduled progress monitoring
SBLT/Targeted student data chats

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: 0

To increase instructional time for targeted EWS identified students beginning January 2016.

Strategy Rationale

Due to budget constraints - year long tutoring is not feasible. Tutoring will begin in January 2016 as which time will be closer to required student state assessments. Many of our students begin the school year lacking foundation skills in core content areas, as evidenced by state assessment scores. Providing students with a full semester of side-by-side core instruction with remediation should level expectations for students below grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Harp, Catherine, harp_c@hcsb.k12.fl.us

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

Attendance will be kept daily. A log will be kept daily by each student to monitor their effort. At the end of each nine weeks the student's efforts will be evaluated (to include grades & assessments done during school hours). If the data shows the Extended Learning students are not showing improvement, further action, such as creating custom coursework based on skills/strands, will be taken. At the end of the year, an overall program evaluation will be done using data from FSA and EOC exams.

Strategy: Before School Program

Minutes added to school year: 20,400

The Boys and Girls Club will provide two hours of before-school academic remediation and enrichment activities to increase learning gains and promote positive social/behavioral character qualities.

Strategy Rationale

Students with positive adult relationships are more motivated to learn and do better academically.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sweeney, Vivian, sweeney_v@hcsb.k12.fl.us

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

The Boys and Girls Club will provide a schedule of activities and attendance for each quarter to the school.

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

Fox Chapel Middle School places high value on horizontal and vertical support and communication. Understanding transitioning into middle school is sometimes a difficult and stressful stage, FCMS has integrated a school-wide Positive Behavioral Support system to provide structure for the students and teach systems of positive reinforcement through school-wide collaboration. Prior to the first day of school, incoming 6th grade students and parents are invited to their own open house to help them familiarize themselves with the campus and meet their team of teachers. 6th grade students are given the opportunity to visit a neighboring High School, 7th grade visits the local community college Pasco Hernando Community College and 8th grade will visit the closest university Saint Leo University to Prior to the end of the school year. According to the Institute of Educational Sciences, research suggests students who are exposed to college campuses, are given the opportunity to interact with college professors and experience aspects of campus life are less likely to drop out of High School. FCMS invites our elementary feeder schools to bring their 5th grade students to visit our campus. Common planning time allows teachers to discuss school-wide behavioral and academic trends.

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

N/A

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

N/A

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

N/A

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

N/A

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.   By providing a multi-tiered system of supports which integrates the social/emotional and academic needs of all students, Fox Chapel will show a decrease in the number of student disciplines and core class failures.

G2.   To promote a culture of leadership through cooperative learning, group cohesion, respect and mutual trust.

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. By providing a multi-tiered system of supports which integrates the social/emotional and academic needs of all students, Fox Chapel will show a decrease in the number of student disciplines and core class failures. `1a`

🔍 `G072943`

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	25.0
Course Failures ELA	2.0
Course Failures Mathematics	2.0
Attendance Below 90%	17.0
2+ Course Failures - Middle Grades	4.0

Resources Available to Support the Goal `2`

- School-wide Resources across all Content Areas - Instructional Practices Coach - Successmaker - CPalms - Common Language Expectations for ELA - Socrative/Google Classroom - ACE strategies implemented cross-curriculum

- ELA/Reading/Writing - Enrichment & Remediation - Reading Coach

- Math - Enrichment & Remediation - Big Brainz - Algebra Nation - Khan Academy - Algebra Tutor - Compass Odyssey - Math XL

- Social Studies/Civics - Enrichment & Remediation - iCivics - Congress for Kids - Flocabulary

- Science - Enrichment & Remediation - Science Coach - Gizmos

- Behavioral Supports & Early Warning Indicators - Leader in Me dedicated school - Positive Behavioral Support (PBS) School - Increased instructional time / 6 period day - Boys & Girls Club - before and after school - Before school tutoring - Grade level administrators - Leader in Me dedicated classes/action teams

Targeted Barriers to Achieving the Goal `3`

- We have not specifically focused on social, emotional and academic needs with respect to behavior.

- Lack of or limited meaningful assessments / progress monitoring.

- Low performing students are not able to receive additional instruction due to lack of instructional allocations in Reading and Math.

Plan to Monitor Progress Toward G1. `8`

We will know our multi-tiered system of supports is successfully integrated in meeting the needs of all students when our data points within EWS is cross checked with assessment data.

Person Responsible
Shalene Lavore

Schedule
Quarterly, from 10/22/2015 to 5/27/2016

Evidence of Completion
EWS data points will show a 25% decrease in student disciplines, 35% decrease in core content failures.

G2. To promote a culture of leadership through cooperative learning, group cohesion, respect and mutual trust. `1a`

🔍 G072944

Targets Supported `1b`

Indicator	Annual Target
5Es Score: Teacher-Parent Trust	
5Es Score: Peer Support	
5Es Score: Student-Teacher Trust	

Resources Available to Support the Goal `2`

- Professional Development
- Coaches
- 5E Survey Results
- Leader in Me
- Positive Behavioral Supports
- Teengagement
- Troubled Teen Kids Grant

Targeted Barriers to Achieving the Goal `3`

- According to the 5E, Students do not feel teachers listen to their ideas.
- According top the 5E, Students do not feel it is important to come to school every day.

Plan to Monitor Progress Toward G2. `8`

FCMS will foster a culture that encourages and sustains respectful and trusting relationships between all stakeholders; teachers, students, parents, families and the community by further embedding Leader in Me principles and Positive Behavioral supports.

Person Responsible
Rachel Kiley

Schedule
Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion
School wide Leader in Me Timeline, Action Team Goal completion sheets

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. By providing a multi-tiered system of supports which integrates the social/emotional and academic needs of all students, Fox Chapel will show a decrease in the number of student disciplines and core class failures. `1`

🔑 G072943

G1.B2 We have not specifically focused on social, emotional and academic needs with respect to behavior. `2`

🔑 B190449

G1.B2.S1 Provide opportunities for student collaboration in problem solving. `4`

🔑 S201874

Strategy Rationale

Students are not involved in making decisions about their school or learning environment. Decisions are frequently made for students without their input.

Action Step 1 `5`

Develop and implement a peer mediation program for first time level 1/level 2 offenders

Person Responsible

Rachel Kiley

Schedule

Daily, from 8/31/2015 to 6/9/2016

Evidence of Completion

Discipline referrals

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Discipline schedules will be reviewed weekly to determine who attended and did not attend.

Person Responsible

Rachel Kiley

Schedule

Weekly, from 9/29/2015 to 5/27/2016

Evidence of Completion

Peer Mediation Attendance spreadsheet

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

We will know if the peer mediation program is successful if the students who participate in the program do not reoffend the same offense.

Person Responsible

Rachel Kiley

Schedule

Quarterly, from 9/29/2015 to 5/27/2016

Evidence of Completion

Peer mediation spreadsheet as compared to discipline data spreadsheet

G1.B3 Lack of or limited meaningful assessments / progress monitoring. 2

B190450

G1.B3.S1 Provide instructional guidance that correlates with the needs of the students in core content areas. 4

S201875

Strategy Rationale

In order to effectively differentiate instruction for all students, teachers need an assessment tool which provides them the information to guide the pace of the standards being taught.

Action Step 1 5

Pre-assessments and on-going progress monitoring tools will be developed and implemented in core content areas to assess student knowledge.

Person Responsible

Vanessa Wilcox

Schedule

Quarterly, from 10/22/2015 to 5/27/2016

Evidence of Completion

Assessments (chapter tests, 9 week exams etc.) will be given to coaches prior to student delivery

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

Teachers will analyze assessment data during planning with their Department Head.

Person Responsible

Vanessa Wilcox

Schedule

Biweekly, from 10/22/2015 to 5/27/2016

Evidence of Completion

Department meeting notes, assessment data

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

Teachers will develop and implement Data Action Plans to address skill deficits and strengths. Data walls will exemplify mastery, non-mastery and emergence of standards.

Person Responsible

Vanessa Wilcox

Schedule

Quarterly, from 10/28/2015 to 5/25/2016

Evidence of Completion

Data assessment walls, Data Action Plans

G1.B4 Low performing students are not able to receive additional instruction due to lack of instructional allocations in Reading and Math. `2`

🔑 B190451

G1.B4.S1 To provide additional reading instructional time with open allocations for all students. `4`

🔑 S201877

Strategy Rationale

Recent FSA - ELA scores indicate the majority of students are not performing at a satisfactory level.

Action Step 1 `5`

SBLT will problem solve to next steps.

Person Responsible

Ray Pinder

Schedule

Weekly, from 9/30/2015 to 6/1/2016

Evidence of Completion

SBLT notes

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

SBLT will review status of necessary Reading intervention weekly. Each member will provide input on strategies.

Person Responsible

Ray Pinder

Schedule

Weekly, from 9/30/2015 to 10/28/2015

Evidence of Completion

SBLT notes

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

By the end of October the necessary Reading Intervention Plan should be in place and implemented.

Person Responsible

Ray Pinder

Schedule

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

Evidence of Completion

Updated SIP

G1.B4.S2 Provide cross-curriculum opportunities to infuse best practices. 4

S201878

Strategy Rationale

Core content areas are focused on teaching their related grade-level standards; they often to do not consider or are unaware of the connection to other content area material.

Action Step 1 5

FCMS will implement a common writing strategy that promotes strategic writing, citing textual evidence and prompts for further explanations across all content areas. This collaborative writing initiative will foster student critical thinking skills.

Person Responsible

Carly Nichols

Schedule

Daily, from 9/7/2015 to 6/3/2016

Evidence of Completion

Teachers will be provide PD and correlating materials for their classrooms

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Each classroom will have ACE rubric and strategy posters to ensure students understand continuity of writing expectations.

Person Responsible

Carly Nichols

Schedule

Biweekly, from 9/18/2015 to 10/21/2015

Evidence of Completion

SBLT walk thru data - look for's, students writing examples

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Students will be expected to participate in District Writing Prompt Assessments as well as school progress monitoring. Student written work will be grade based on the ACE rubric. Students who do not meet expectation levels will receive additional Tier 2/3 assistance during their ELA class.

Person Responsible

Michelle Barash

Schedule

Quarterly, from 9/17/2015 to 6/3/2016

Evidence of Completion

DWAP data, all other writing assessments compared to ELA/Reading assessments, Student displayed work with feedback

G2. To promote a culture of leadership through cooperative learning, group cohesion, respect and mutual trust. `1`

G072944

G2.B1 According to the 5E, Students do not feel teachers listen to their ideas. `2`

B190452

G2.B1.S1 Foster a culture which encourages and recognizes student academic and leadership skills. `4`

S201879

Strategy Rationale

The strategic focus of FCMS has been on student academic success due to the schools previous years of low overall performance.

Action Step 1 `5`

Develop and implement a system that provides student recognition for leadership in the 7 Habits

Person Responsible

Rachel Kiley

Schedule

Monthly, from 9/15/2015 to 6/7/2016

Evidence of Completion

Legendary Leader Wall (pictures)

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

Grade levels will submit monthly nominees based on the designated Habit of the Month

Person Responsible

Marisa Corona

Schedule

Monthly, from 9/15/2015 to 6/7/2016

Evidence of Completion

Nomination forms team leaders

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

We will know students are becoming academically and behaviorally motivated when they participate on action teams.

Person Responsible

Ray Pinder

Schedule

Quarterly, from 9/1/2015 to 5/30/2016

Evidence of Completion

FCMS Leader in Me Time Line, Action Team Quarterly Reports

G2.B3 According top the 5E, Students do not feel it is important to come to school every day. 2

B190454

G2.B3.S1 Leader in Me Action Teams will problem solve to find solutions to encourage student attendance. 4

S201881

Strategy Rationale

Many of the students do not live within walking distance of the school and will miss the bus. Parents will report they do not have financial ability to drive them. In addition; due to the majority of the student population being at or below the poverty level, many of our students transition frequently.

Action Step 1 5

Action Team will develop and implement a grade level attendance competition to encourage.

Person Responsible

Carol Albanese

Schedule

Quarterly, from 10/22/2015 to 5/27/2016

Evidence of Completion

Attendance sheets from Terms and Action Team notes

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

At the end of each 9 weeks, attendance data will be reviewed to determine which grade level had the highest percentage attendance rate.

Person Responsible

Shalene Lavore

Schedule

Quarterly, from 10/22/2015 to 5/27/2016

Evidence of Completion

Quarterly attendance data indicating students with lower than 90% attendance rate

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

The grade level with the highest attendance rate will be recognized and rewarded.

Person Responsible

Shalene Lavore

Schedule

Quarterly, from 10/22/2015 to 5/27/2016

Evidence of Completion

Honor roll assembly materials, designated rewards, comparative quarterly data analysis from previous year

---

G2.B3.S2 FCMS will develop programs that build relationships between the students and all staff and that further recognizes their successes. `4`

`S201882`

Strategy Rationale

The students at FCMS do not get to recognized as frequently and as excitedly for positive actions.

Action Step 1 `5`

Develop and implement a positive reward system for student achievements academically and behaviorally on a frequent and continual basis. All students will attend the first "Tiger Growl" to experience the incentive.

Person Responsible

Robert Roberson

Schedule

Monthly, from 9/7/2015 to 6/3/2016

Evidence of Completion

List of activities, program qualifications/disqualifications, training dates for students and activity dates for students. Attendance sheet for each "Tiger Growl".

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

At the end of each 9 weeks;discipline data, grades and attendance will be reviewed for student participation based on points. Students meeting the points requirements will be invited to participate in a bigger celebration "Tiger Palooza".

Person Responsible

Robert Roberson

Schedule

Monthly, from 9/18/2015 to 5/6/2016

Evidence of Completion

A data spread sheet will be kept to determine which students are participating and their points.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Each 9 weeks, Tiger points reset, this is to continue provide incentives for students to change behaviors, encourage trusting relationships and provide opportunities for growth. Comparative data will be reviewed during SBLT to determine which students attended "Growls and/or Paloozas" to measure for effectiveness.

Person Responsible

Robert Roberson

Schedule

Quarterly, from 10/28/2015 to 5/25/2016

Evidence of Completion

EWS spreadsheets, Tiger Growl/Palooza attendance sheets, discipline data, attendance and academic data

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.B2.S1.A1	Develop and implement a peer mediation program for first time level 1/ level 2 offenders	Kiley, Rachel	8/31/2015	Discipline referrals	6/9/2016 daily
G1.B3.S1.A1	Pre-assessments and on-going progress monitoring tools will be developed and implemented in core content areas to assess student knowledge.	Wilcox, Vanessa	10/22/2015	Assessments (chapter tests, 9 week exams etc.) will be given to coaches prior to student delivery	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	SBLT will problem solve to next steps.	Pinder, Ray	9/30/2015	SBLT notes	6/1/2016 weekly
G1.B4.S2.A1	FCMS will implement a common writing strategy that promotes strategic writing, citing textual evidence and prompts for further explanations across all content areas. This collaborative writing initiative will foster student critical thinking skills.	Nichols, Carly	9/7/2015	Teachers will be provide PD and correlating materials for their classrooms	6/3/2016 daily
G2.B1.S1.A1	Develop and implement a system that provides student recognition for leadership in the 7 Habits	Kiley, Rachel	9/15/2015	Legendary Leader Wall (pictures)	6/7/2016 monthly
G2.B3.S1.A1	Action Team will develop and implement a grade level attendance competition to encourage.	Albanese, Carol	10/22/2015	Attendance sheets from Terms and Action Team notes	5/27/2016 quarterly
G2.B3.S2.A1	Develop and implement a positive reward system for student achievements academically and behaviorally on a frequent and continual basis. All students will attend the first "Tiger Growl" to experience the incentive.	Roberson, Robert	9/7/2015	List of activities, program qualifications/ disqualifications, training dates for students and activity dates for students. Attendance sheet for each "Tiger Growl".	6/3/2016 monthly
G1.MA1	We will know our multi-tiered system of supports is successfully integrated in meeting the needs of all students when our data points within EWS is cross checked with assessment data.	Lavore, Shalene	10/22/2015	EWS data points will show a 25% decrease in student disciplines, 35% decrease in core content failures.	5/27/2016 quarterly
G1.B2.S1.MA1	We will know if the peer mediation program is successful if the students who participate in the program do not reoffend the same offense.	Kiley, Rachel	9/29/2015	Peer mediation spreadsheet as compared to discipline data spreadsheet	5/27/2016 quarterly
G1.B2.S1.MA1	Discipline schedules will be reviewed weekly to determine who attended and did not attend.	Kiley, Rachel	9/29/2015	Peer Mediation Attendance spreadsheet	5/27/2016 weekly
G1.B3.S1.MA1	Teachers will develop and implement Data Action Plans to address skill deficits and strengths. Data walls will exemplify mastery, non-mastery and emergence of standards.	Wilcox, Vanessa	10/28/2015	Data assessment walls, Data Action Plans	5/25/2016 quarterly
G1.B3.S1.MA1	Teachers will analyze assessment data during planning with their Department Head.	Wilcox, Vanessa	10/22/2015	Department meeting notes, assessment data	5/27/2016 biweekly
G1.B4.S1.MA1	By the end of October the necessary Reading Intervention Plan should be in place and implemented.	Pinder, Ray	11/2/2015	Updated SIP	5/27/2016 weekly
G1.B4.S1.MA1	SBLT will review status of necessary Reading intervention weekly. Each member will provide input on strategies.	Pinder, Ray	9/30/2015	SBLT notes	10/28/2015 weekly
G1.B4.S2.MA1	Students will be expected to participate in District Writing Prompt Assessments as well as school progress monitoring. Student written work will be grade based on the ACE rubric. Students who do not meet expectation levels will receive additional Tier 2/3 assistance during their ELA class.	Barash, Michelle	9/17/2015	DWAP data, all other writing assessments compared to ELA/Reading assessments, Student displayed work with feedback	6/3/2016 quarterly
G1.B4.S2.MA1	Each classroom will have ACE rubric and strategy posters to ensure students understand continuity of writing expectations.	Nichols, Carly	9/18/2015	SBLT walk thru data - look for's, students writing examples	10/21/2015 biweekly
G2.MA1	FCMS will foster a culture that encourages and sustains respectful and	Kiley, Rachel	8/24/2015	School wide Leader in Me Timeline, Action Team Goal completion sheets	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	trusting relationships between all stakeholders; teachers, students, parents, families and the community by further embedding Leader in Me principles and Positive Behavioral supports.				
G2.B1.S1.MA1	We will know students are becoming academically and behaviorally motivated when they participate on action teams.	Pinder, Ray	9/1/2015	FCMS Leader in Me Time Line, Action Team Quarterly Reports	5/30/2016 quarterly
G2.B1.S1.MA1	Grade levels will submit monthly nominees based on the designated Habit of the Month	Corona, Marisa	9/15/2015	Nomination forms team leaders	6/7/2016 monthly
G2.B3.S1.MA1	The grade level with the highest attendance rate will be recognized and rewarded.	Lavore, Shalene	10/22/2015	Honor roll assembly materials, designated rewards, comparative quarterly data analysis from previous year	5/27/2016 quarterly
G2.B3.S1.MA1	At the end of each 9 weeks, attendance data will be reviewed to determine which grade level had the highest percentage attendance rate.	Lavore, Shalene	10/22/2015	Quarterly attendance data indicating students with lower than 90% attendance rate	5/27/2016 quarterly
G2.B3.S2.MA1	Each 9 weeks, Tiger points reset, this is to continue provide incentives for students to change behaviors, encourage trusting relationships and provide opportunities for growth. Comparative data will be reviewed during SBLT to determine which students attended "Growls and/or Paloozas" to measure for effectiveness.	Roberson, Robert	10/28/2015	EWS spreadsheets, Tiger Growl/ Palooza attendance sheets, discipline data, attendance and academic data	5/25/2016 quarterly
G2.B3.S2.MA1	At the end of each 9 weeks;discipline data, grades and attendance will be reviewed for student participation based on points. Students meeting the points requirements will be invited to participate in a bigger celebration "Tiger Palooza".	Roberson, Robert	9/18/2015	A data spread sheet will be kept to determine which students are participating and their points.	5/6/2016 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. By providing a multi-tiered system of supports which integrates the social/emotional and academic needs of all students, Fox Chapel will show a decrease in the number of student disciplines and core class failures.

G1.B4 Low performing students are not able to receive additional instruction due to lack of instructional allocations in Reading and Math.

G1.B4.S2 Provide cross-curriculum opportunities to infuse best practices.

PD Opportunity 1

FCMS will implement a common writing strategy that promotes strategic writing, citing textual evidence and prompts for further explanations across all content areas. This collaborative writing initiative will foster student critical thinking skills.

Facilitator

Carly Nicols, Rachel Kiley

Participants

All FCMS staff

Schedule

Daily, from 9/7/2015 to 6/3/2016

Technical Assistance Items

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