

Hernando County School District

Powell Middle School



2015-16 School Improvement Plan

Powell Middle School

4100 BARCLAY AVE, Brooksville, FL 34609

www.edline.net/pages/hcsb_pms

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	66%

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	C	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 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>.

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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
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

To share the responsibility of preparing our students to become productive citizens through a caring environment with a commitment to excellence.

Provide the school's vision statement

To do our best, to be the best, while dedicating ourselves to provide the best.

School Environment

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

Our school offers an opportunity for families to pick up schedules and textbooks during our preschool week. This gives the teachers a chance to learn about cultural backgrounds and family needs. Teachers use ice breakers/interest surveys during the first days of school to get to know students. Parents also attend the Open House later in the year where they meet each of their child's teachers. Teachers review cumulative files several times during the year and hold grade level team parent conferences. The English-Language Learner (ELL) Teacher is also utilized to provide background information on students. The ELL Teacher and Paraprofessional utilize ipads for translation purposes. ELL students have access to bilingual textbook resources in the classroom. Teachers use correspondence in the student's home language when necessary. Teachers use parent phone calls, emails, and the Remind text application to send text reminders for important information such as due dates and meeting times. Powell also utilizes Edline to keep parents up-to-date on school events and student grades.

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

Teachers supervise student movement by standing at classroom doors at the beginning of day and in between classes. Teachers also walk students to the bus and car pickup area at the end of the day. Teachers exhibit classroom management using techniques learned through programs such as our PBS initiatives. Teachers, administration and staff use a positive reward system for students who demonstrate appropriate behavior and make positive choices. Teachers greet students at their classroom doors daily. Our School Resource Officer (SRO) is visible on campus and interacts often with students. The SRO updates staff on new emergency procedures. Counselors and administrators offer additional supervision during passing time. We have a secure campus that is surrounded by a locked fence. All classrooms are expected to be locked at all times. We use the Raptor check-in system for all visitors to the school. There is a program in place for teachers to use during a lock-down to indicate if their classroom is secure. There are monthly emergency drills that all students and staff participate in. Students attend monthly expectation meetings and have an anonymous way to report incidences that they are a part of or witness. 8th grade students also take part in an alcohol and drug awareness program run by the Hernando County Sheriffs Office. Our school promotes tolerance through school-wide activities such as Kindness Week, School Spirit Week and Mix-it-Up Day.

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

Our Positive Behavior Support (PBS) team has implemented a school-wide PBS program for all students and teachers. In 6th grade we have a monthly PBS event that students can attend if they meet predetermined requirements, including being prepared for class, having good attendance and displaying appropriate behavior. We use panther money to reward good behavior and decisions. Students then are provided a variety of options to spend their panther money on such as fast passes at lunch, treats, pencils, etc. There is a PBS behavior plan in place for all teachers to follow when dealing with discipline problems. There is a form available with preset steps that teachers follow in an effort to change behavior before a formal discipline is written. These steps include student/teacher conferences, meeting with the guidance counselor, making contact with the parents, reviewing a child's records and meeting with the discipline committees. Formal disciplines will not be accepted unless the PBS form has been filled out completely and attached to the discipline with the proper steps completed. Our school implemented GROWL, an acronym to help students remember the school's goals. G: Give 100%, R: Respect and Responsibility, O: On Time, W: Winning Attitude, L: Lead by Example. Banners are located around the school, and posters were placed in each classroom. Students have to earn the opportunity to attend Teacher versus Student sporting events and field trips based on meeting behavior expectations. Honor Roll events are held each nine weeks and include attendance rewards and department awards. Staff members nominate and vote upon Turnaround Student of the Year and Most Improved Reading Award for students that meet certain criteria. Students also attend school-wide expectation meetings on a quarterly basis where expectations are taught and PBS data is shared with each grade level.

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

We offer counseling sessions with the guidance department for students in need as well as with outside agencies within the school. We have a check-in check-out system with guidance counselors, administration and other office staff. The school also provides a High-Five small group program sponsored by Eckerd Youth. BayCare visits our school to provide social skills groups as a preventative measure for students at risk. Students that lack school supplies receive them from programs such as Stuff the Bus and the Hernando County Sheriff's Office. The school staff provides for needy students during the year with food drives and Christmas Angel programs. The McKinney-Vento Homeless Act allows students to attend our school when displaced from their own homes. Outgoing students donate PE uniforms to students in need with the PE Goodwill Program.

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

Powell Middle School is tracking students who are at risk for either retention and/or drop-out. Powell reviews attendance every week. Any student missing more that 7 days is required to have a doctor's note for each absence after that. Any student with 10 or more absences in a 9 week block will be scheduled for a Child Study Team Meeting and interventions will be put in place. Administration will take advantage of the reports provided in RtIB to track disciplines and interventions. Students with chronic disciplines will be referred to guidance and/or Baycare for skills groups. Behavior and interventions will be monitored using the RtIB program. Every 4.5 weeks, teachers will provide administration with reflective data analysis based on grades and trends per teaching period. Administration will provide Professional Development on reflective

data analysis and have monthly data chats with each department and grade level. Trends will be established, problem solving will occur an instruction will be adjusted to maintain our strengths and limit our weaknesses. Daily walk-throughs from administration will also be used to monitor best teaching practices. Every teacher has displayed the District's 8 best practices and administration notes on the posters when there is observable evidence that one or more of the practices are being used.

All level 1 and some level 2 students are required to be enrolled in intensive math and reading. Administration monitors all classes, including intensive, for the fidelity of curriculum use and standards being taught.

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	47	66	77	190
One or more suspensions	39	47	54	140
Course failure in ELA or Math	16	37	18	71
Level 1 on statewide assessment	46	30	65	141
	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	12	25	52	89

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

Students who are identified through the early warning system receive services from a variety of sources in an effort to improve their overall performance. Students who are identified as struggling with academic performance are provided intense instruction in their respective classes in addition to being invited to before/after school tutoring. Response to intervention/problem solving meetings are held on a weekly basis, by grade level, to discuss identified students and put interventions in place to improve their performance, and attendance. In addition, identified students are participating in a social skills group with either the grade level guidance counselor or through a push-in program from Baycare. The district social worker will identify students who meet two or more of the early warning indicators for a monthly group meeting which includes parental contact and updates. Guidance and administration have a check in and check out strategy used for academic challenges. MTSS strategies will be used to track academic needs. The ISS paraprofessional will call home to check the status of students with 10 or more absences. Students are pulled in by administration and/or guidance to have data chats, develop personal learning goals and plans. Progress monitoring occurs every 4.5 weeks.

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

Powell Middle School is committed to building positive relationships with our families. During pre-school we invite students and parents to our annual textbook and schedule pick-up where students can get their schedule, walk around campus to find their classes, purchase their PE uniforms, pay their activity fees, and receive their textbooks. This is a great opportunity for teachers and administrators to interact with the students and their family and assist them in any way possible. We provide Open House at night and offer parent-teacher conferences before school each day. Administration has an open door policy and when available, will meet one to one with all parents who request a meeting. Powell's guidance counselors stay with their students for 3 years in order to build strong bonds with both the students and families assigned to them. Powell Middle School has an active Performing Arts component and offers many night time activities for families to come and enjoy the showcasing of student talents. Parents are involved in many fund raising events as well as our SAC committee.

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

Our performing arts program utilizes a discount card fundraiser that involves a variety of local restaurants and businesses. Our PBS team will be participating in "restaurant nights" in order to raise money for the PBS program. We have a partnership with local food vendors who attend school functions and donate a percentage of the proceeds to the school. We are collecting Box Tops for Education in order to raise money for PBS and other student centered events. The 7th Grade Civics team has local professionals come in to speak to students about various jobs in the community, including an attorney, military personnel, and the supervisor of elections. The PE department holds and welcomes the community to attend events such as Hoops for Heart and Stack Up Against Heart Disease. Our Performing Arts department holds numerous community performances. Selected students on our Brain Bowl team compete against other schools district wide. Several grants are being written from local businesses as well as the education foundation to build resources to appreciate our staff.

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
Dye, Tom	Principal
Blackwell, Ron	Teacher, K-12
Dumas, Maria	Teacher, K-12
Marcucci, Kathy	Teacher, K-12
Rufa, Laura	Teacher, K-12
Young, Serena	Teacher, K-12
Edgecomb, Sarah	Guidance Counselor
Gousse, Joanne	Assistant Principal
Buse, Jessica	Teacher, K-12
Sola, Anita	Teacher, K-12

Duties

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

Principal & Assistant Principals: Conduct instructional evaluations, provide opportunities for professional development of instructional staff to ensure the use of effective instructional strategies, complete classroom walk-throughs, meet twice monthly with School Based Leadership Team to discuss data and make school wide instructional decisions as a team.

Department Chairs: Relay information from the School Based Leadership Team to members of their department, schedule and conduct weekly department planning meetings and act as a liaison between department members and department administrator.

Grade Level Team Leaders: Schedule and facilitate parent-teacher conferences and schedule and facilitate grade level activities.

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

Personnel resources are based on school student enrollment and are placed based on student needs. Instructional and curricular resources are identified and provided through the district office. School leaders work diligently with the human resources department and the department of teaching and learning to ensure that required resources are received and implemented to meet the needs of all our students.

Title II professional development funding is allocated through district office and facilitated at the school level based on teacher need and instructional focus. The Assistant Principal, Joanne Gousse, is responsible for professional development. Our faculty receives professional development minimally once per week during their planning. Additional professional development is provided when needed. In addition to Title II funding, several of our teachers have applied for and received mini-grants through the Education Foundation for funding of specific projects and/or activities within their classroom or department.

Organizing to Lead (OTL) meetings are held to complete issues/challenges that the staff prioritizes as high need concerns. Through OTL, teacher leaders are developed and encouraged to maintain a positive voice within the school. All staff members are encouraged to take part in OTL initiatives and become an active participant in making positive change throughout the campus.

Each grade level holds student problem solving meetings weekly. Resources that are identified through this process are sought through district office and/or at the school site as appropriate.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tom Dye	Principal
James Peppe	Parent
Rita Pagano	Teacher
Jennifer Anselmo	Parent
Linda Wrinkle	Teacher
Tracy Bonnett	Parent
Ed Carlson	Teacher
Deputy Fremer	Business/Community
JoSandra Maner	Education Support Employee
Joanne Gousse	Education Support Employee
Jeff Mayer	Teacher
Kim Whitaker	Parent
Mark Whitaker	Parent
Darlene Williams	Business/Community
Angela Fagin	Parent
Kathy Marcucci	Teacher
Equix Ramos	Teacher
Pam Decius	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

The School Advisory Council is presented with an update of the SIP goals at mid-year along with any progress monitoring data that is available. At the first SAC meeting of the new school year, administration gives a presentation on statewide assessment data and how it relates back to our school improvement plan goals for not only the previous year but how that data drives the goals for the new school year. The SAC committee responds to a survey, giving input and reflection on the previous year's goals.

Development of this school improvement plan

A data presentation on statewide assessment results occurs at the first SAC meeting of the new school year. Members of the committee are given a questionnaire to complete soliciting their feedback on various areas of the school to include classroom environments, school environments, and parent involvement. The data received through the questionnaires are incorporated into the new school improvement plan. The changes are then brought back to the SAC committee and voted on.

Preparation of the school's annual budget and plan

The School Advisory Council does not participate in the preparation of the annual budget. The SAC does work with school leaders to plan for expenditures from the SAC budget.

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

School improvement funds were mainly utilized to support media center initiatives as well as student achievement and improvement incentives.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Dye, Tom	Principal
Gousse, Joanne	Assistant Principal
Blackwell, Ron	Teacher, K-12
Dumas, Maria	Teacher, K-12
Edgecomb, Sarah	Teacher, K-12
Marcucci, Kathy	Teacher, K-12
Rufa, Laura	Teacher, K-12
Sola, Anita	Teacher, K-12
Young, Serena	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

All departments within the school promote literacy through classroom assignments and assessments. Staff members attend monthly professional development meetings that focus on improving reading skills. Our school utilizes Reading Counts which is a school wide reading comprehension program. The library promotes the fifteen Sunshine State Reader books to encourage students to read. Science and Social Studies departments provide our Reading and Language Arts departments with high interest text and articles to develop background knowledge through critical reading skills. All departments, including our Performing Arts and our Elective classes utilize the writing rubric through reflective questioning.

The Reading department reviews and develops vocabulary shared by our Science and Social Studies departments in order to support interdisciplinary curricula.

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

The school schedule allows for daily common department and/or grade level planning periods so teachers can meet and plan collaboratively for standards based instruction and common rigorous assessments. Teachers use collaborative planning to discuss data and plan reteaching activities to address students' areas of weaknesses. Teachers also use the data meetings to establish trends in strengths and weaknesses based on standards. FCIM activities are developed and planned collaboratively. Teachers are participating in peer to peer walk-throughs monthly in order to view best practices among colleagues. Teachers share in lesson planning and support each other through professional development needs. Teacher leaders are encouraged to lead professional development based on their individual instructional strengths.

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

The administration provides a positive working environment for staff members. The school provides weekly on-site professional development for all teachers. Additional professional development is provided as needed. The Human Resources department works with the school to ensure that all teachers are highly qualified and hold in-field certificates for the subjects they teach. New teachers are assigned mentors who meet with them regularly and provide assistance at the level needed by the new teacher including observation, feedback, lesson planning, and recommendations for professional development.

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

Our school has a mentoring program for all first year teachers and teachers new to the district. There are monthly meetings to discuss school procedures, concerns and other issues that arise. Mentors also hold several informal observations to observe domains 2 and 3 to better prepare the new teachers for administrative observations.

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

Professional development is provided in the area of standards based instruction for all instructional staff weekly. Professional Development has been provided on collaborative lesson planning to create a Standards Based Instructional Tool (SBIT) that incorporates the components of the 8 best practices as well as rigorous instruction aligned to the Florida Standards. Teachers were given samples and templates to use to create effective SBITs. Teachers will turn in their plans weekly for review and reflection from administration. Department leaders schedule and facilitate weekly planning meetings and utilize resources such as the new curriculum catalogs, CPALMS and Edviation. Powell utilizes the district reading coach to assist departments and administration in providing effective, relevant and differentiated professional development weekly. Administration will be reviewing walk-through trends monthly and sharing this information with departments. Administration will be reviewing instruction daily to ensure that plans and instruction are aligned.

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

Statewide assessment data is reviewed and students are placed in Reading remediation, Math remediation, Algebra or Advanced Language Arts classes based on proficiency level, retention, grades and teacher recommendation.

Administration and teachers are reviewing/analyzing data every 4.5 weeks in order to problem solve and change instruction to meet the current needs.

The School Based Leadership Team meets twice monthly to monitor assessment data. Department leaders take information from the School Based Leadership Team to weekly department planning meetings to assist in common planning and differentiation of instruction. Teachers are given reflective feedback from their Standards Based Instructional Tool (SBIT) and will make instructional adjustments as needed.

Students who do not score 70% proficiency on common assessments are retaught standards using different instructional delivery methods and then are reassessed on those standards.

Panther Prep (FCIM) lessons are based on assessment data analysis to target areas students have not reached proficiency in.

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

Strategy: Before School Program

Minutes added to school year: 2,400

Students are invited to before school tutoring sessions 2-3 times weekly for an average of 30 minutes per day determined by the classroom teacher and based on the needs of the students.

Strategy Rationale

Providing students with additional instructional time in areas they have not demonstrated proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dye, Tom, dye_t@hcsb.k12.fl.us

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

Tutoring attendance logs and student grade tracking.

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

Incoming 6th graders are invited to the 6th grade open house each spring in order to meet staff members and receive information about our school and the programs we offer. Over the summer they are invited to a 6th grade orientation camp in order to receive a tour of the school, meet their peers and new teachers. Our performing arts department performs for our non-feeder elementary schools in order to promote the arts program and educate parents and students about school choice.

Our outgoing 8th grade students are able to attend high school informational meetings during school

time and meet with high school guidance counselors. These guidance counselors assist the students with class and elective selections.

Transition meetings are held for students with IEPs to ensure continuation of their services.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If all teachers collaboratively develop and implement rigorous, standard driven instructional plans, then active student engagement and student achievement will increase.

G2.

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 all teachers collaboratively develop and implement rigorous, standard driven instructional plans, then active student engagement and student achievement will increase. 1a

G072950

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	100.0
Civics EOC Pass	80.0
Science Achievement - Satisfactory or Above	56.0

Resources Available to Support the Goal 2

- Administration, District coaches, curriculum catalog, Edivate, walk-through data

Targeted Barriers to Achieving the Goal 3

- Limited available resources for teachers on how to effectively differentiate activities to show mastery of standards.
- Limited opportunities to observe successful "Active Engagement" within a classroom environment.

Plan to Monitor Progress Toward G1. 8

Walk-through data will be used to determine if goal has been met. 90% "Effective" walk-through or higher data will determine satisfactory completion of goal.

Person Responsible

Tom Dye

Schedule

Daily, from 9/10/2015 to 6/1/2016

Evidence of Completion

Summary report of "Walk-through" data, weekly lesson plans to be reviewed by administration and common assessment data.

G2. 1a

G072951

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Administration, SBLT, middle school reading coach

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G2. 8

Administrative feedback using the continuous improvement model(CIM).

Person Responsible

Tom Dye

Schedule

Daily, from 9/10/2015 to 9/10/2015

Evidence of Completion

Feedback from administration

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 all teachers collaboratively develop and implement rigorous, standard driven instructional plans, then active student engagement and student achievement will increase. **1**

 G072950

G1.B1 Limited available resources for teachers on how to effectively differentiate activities to show mastery of standards. **2**

 B190464

G1.B1.S1 Teachers will receive several learning opportunities on differentiated activities, how to implement differentiated stations and how to use differentiation effectively to engage students. **4**

 S201895

Strategy Rationale

When students are performing learning tasks appropriate to their needs, there is a high level of active engagement in their own learning, Higher student engagement produces high achievement to reach mastery of standards.

Action Step 1 **5**

Teachers will be given several lessons on differentiated activities within the classroom setting.

Person Responsible

Joanne Gousse

Schedule

Weekly, from 9/10/2015 to 6/1/2016

Evidence of Completion

G1.B2 Limited opportunities to observe successful "Active Engagement" within a classroom environment.

2

B190465

G1.B2.S1 Teachers will have available several learning opportunities on "Active Student Engagement" and what that actually may look like in the classroom setting. 4

S201896

Strategy Rationale

When students are performing learning tasks appropriate to their needs, there is a high level of active engagement in their own learning, Higher student engagement produces high achievement to reach mastery of standards.

Action Step 1 5

Teachers will collectively observe classrooms with highly effective active student engagement either in person or using Edivate videos.

Person Responsible

Joanne Gousse

Schedule

Weekly, from 9/10/2015 to 6/1/2016

Evidence of Completion

Sign in logs, report summary of videos watched on Edivate and field trips to model classrooms with high student engagement.

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	Teachers will be given several lessons on differentiated activities within the classroom setting.	Gousse, Joanne	9/10/2015		6/1/2016 weekly
G1.B2.S1.A1	Teachers will collectively observe classrooms with highly effective active student engagement either in person or using Edivate videos.	Gousse, Joanne	9/10/2015	Sign in logs, report summary of videos watched on Edivate and field trips to model classrooms with high student engagement.	6/1/2016 weekly
G1.MA1	Walk-through data will be used to determine if goal has been met. 90% "Effective" walk-through or higher data will determine satisfactory completion of goal.	Dye, Tom	9/10/2015	Summary report of "Walk-through" data, weekly lesson plans to be reviewed by administration and common assessment data.	6/1/2016 daily
G2.MA1	Administrative feedback using the continuous improvement model(CIM).	Dye, Tom	9/10/2015	Feedback from administration	9/10/2015 daily

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 all teachers collaboratively develop and implement rigorous, standard driven instructional plans, then active student engagement and student achievement will increase.

G1.B1 Limited available resources for teachers on how to effectively differentiate activities to show mastery of standards.

G1.B1.S1 Teachers will receive several learning opportunities on differentiated activities, how to implement differentiated stations and how to use differentiation effectively to engage students.

PD Opportunity 1

Teachers will be given several lessons on differentiated activities within the classroom setting.

Facilitator

J. Gousse, J. Maner

Participants

All instructional Staff

Schedule

Weekly, from 9/10/2015 to 6/1/2016

G1.B2 Limited opportunities to observe successful "Active Engagement" within a classroom environment.

G1.B2.S1 Teachers will have available several learning opportunities on "Active Student Engagement" and what that actually may look like in the classroom setting.

PD Opportunity 1

Teachers will collectively observe classrooms with highly effective active student engagement either in person or using Edivate videos.

Facilitator

Joanne Gousse, JoSandra Maner

Participants

All Instructional Staff

Schedule

Weekly, from 9/10/2015 to 6/1/2016

Technical Assistance Items

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