

Polk County Public Schools

Fort Meade Middle/Senior High School



2015-16 School Improvement Plan

Fort Meade Middle/Senior High School

700 EDGEWOOD DR N, Fort Meade, FL 33841

<http://schools.polk-fl.net/fmmshs>

School Demographics

School Type

High

2014-15 Title I School

Yes

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

58%

Alternative/ESE Center

No

Charter School

No

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

63%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Fort Meade Middle Senior High is to promote academic and social success for all students.

Provide the school's vision statement

The vision of Fort Meade Middle Senior High is to prepare students for college and career success.

School Environment

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

Fort Meade Middle Senior places an emphasis on learning about students' cultures in order to maximize the learning in the classroom. By recognizing and embracing the differences each student brings to the classroom, our teachers can better meet the needs and learning styles of our students. This is specifically done by:

1. Talking with parents at orientation and parent nights.
2. Faculty / Staff members advising clubs and attending community events.
3. Hiring faculty / staff members live in the school community.
4. Hiring qualified faculty members who reflect the make up of our student body.

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

Fort Meade Middle Senior works diligently to create an environment where students feel safe and respected before, during and after school. For safety, we require all visitors to enter through the main office to check in and, when appropriate, they are escorted across campus. In addition, we ensure our teachers lock classroom doors and quickly report any unknown persons on campus. In the classroom, our teachers continue to create and maintain a safe environment by implementing strong classroom management systems that ensure students respect the classroom and each other. In addition, our discipline team quickly and efficiently takes appropriate action to with discipline issues to allow students to understand the expectations of our school. Our teachers and staff members also have duty locations assigned before, during and after school to ensure students are safe and stop any conflicts that arise between students. Finally, our school implements character building lessons to ensure students know what it means to respect each other, staff members and the school community. This includes lessons on bullying, good decision making and internet safety.

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

Fort Meade Middle Senior implements a school-wide behavior system focused on parental involvement and progressive discipline. Teachers provide multiple steps in the classroom to correct inappropriate behavior along with providing appropriate discipline actions as necessary. School wide, we hold three expectations for our students and staff. These are Respect Yourself,

Respect Others, Respect School Community. This is posted across campus to remind students and staff members of the importance of respect.

Finally, we implement RTI to redirect any students who need additional tiers of support for his or her success. Our RTI team is comprised of Administration, Counselors and Teachers along with any support persons appropriate for the student or situation.

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

Fort Meade Middle Senior meets the social-emotional needs of all students through multiple levels of support. In the classroom, all students are exposed to character education that focuses on positive behaviors. For students who have greater needs, mentoring services are provided through a community partnership with local civic groups. This process identifies students who are headed down inappropriate paths and matches them with a strong community mentor. The mentors meet on a regular basis with students along with meeting with students when they encounter academic and discipline issues. Finally, our students with even greater needs receive support through the district student services including psychological support, disability support and career education.

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

Fort Meade Middle Senior utilizes the district supplied early warning system. This warning system notifies the administrative team of students who have fallen below 90% attendance rate, more than 3 days of school suspensions and students who are below grade level based on age or below GPA requirement of 2.0. The report also identifies students who have failed a core academic course including English / Language Arts and mathematics. This report is reviewed by the administrative team who identify the services necessary for student success and create plans of actions to support students.

Students who score level 1 on statewide assessments are identified during the registration process and placed in appropriate class sections that provide remedial support in language arts and mathematics. These students are then tracked through pre, interim and post tests with additional services provided as needed.

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	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	5	3	1	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	0	
Over age	8	7	11	5	6	3	1	41

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

Indicator	Grade Level			Total
	9	10	11	
Students exhibiting two or more indicators	3	3	2	8

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 by the early warning system receive the following services to correct the issue:

1. Attendance - Referral to the school social worker for follow-up with family to increase attendance.
2. Attendance - Referral to the Migrant Education Program to follow-up with family to increase attendance.
3. Attendance - Parent contact to increase attendance.
4. Suspensions - Provide progressive discipline to correct behaviors before students receive a suspension.
5. Suspensions - Place student in mentoring program to correct behavior.
6. Suspensions - Utilize other forms of discipline to keep students in class.
7. Course Failures - Provide tutoring services for students to remain on track.
8. Course Failures - Provide additional learning opportunities (e2020, summer school, online) to receive credit.
9. Level 1 - Intensive instruction in leveled classes to ensure acceleration to proficiency.
10. Level 1 - Provide pull out tutoring during the school day to remediate students.
11. Level 1 - Monitor progress data to ensure students receive appropriate instruction prior to statewide assessment.

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/193527>.

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

Fort Meade Middle Senior reaches out to community partners to ensure we have the resources and support necessary to increase student achievement. This is done through our Miner Academic Booster Club and Academy partnerships. To ensure these partnerships are sustained, we complete the following process:

1. We keep our community informed of the activities on campus through marquee signs, phone calls and the School Advisory Council.
2. We let our community know our needs to ensure they know what supports we need.

3. We recognize our partners through signage and announcements to show our appreciation.
4. We regularly hold meetings for our partners to demonstrate how their partnerships is supporting our students.

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
Hardee, Amy	Principal
Blankenship, Matt	Assistant Principal
Dent, Jason	Assistant Principal

Duties

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

Amy Hardee, Principal - Sets the vision for the school through shared vision discussions along with providing professional development and evaluations for instructional staff.

Matthew Blankenship, Assistant Principal of Curriculum - Works to ensure curriculum is implemented with fidelity and teachers have the appropriate materials for students. In addition, Matthew provides professional development for instructional staff members and evaluates the instructional practices of teachers.

Jason Dent, Assistant Principal of Administration - Works to ensure the school is safe and orderly so learning can occur. In addition, Jason provides professional development to instructional staff members and evaluates the instructional practices of teachers.

Decision making is shared among the three leaders through specific job roles and responsibilities. This includes shared responsibility for providing professional development, evaluating instructional staff and modeling appropriate practices for teachers.

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

The school leadership team meets regularly to identify and align the resources needed to meet the needs of all students. This includes a regularly scheduled meeting every week and impromptu meetings as the need arise. The school leadership team begins each year by inventorying the available resources across campus and redistributing items as needed to meet the needs of our students. In addition, we utilize progress monitoring data to realign available resources with the greatest needs as identified by data analysis. As new resources are needed, we evaluate the instructional impact against the fiscal impact to ensure our expenditures match instructional goals. Amy Hardee organizes the weekly meetings and regularly sets deadlines and goals to ensure follow-up is completed. The inventory is maintained through the district provided inventory system. After the adjustment or purchase of new materials, an evaluation is completed to ensure it is positively impacting student achievement. Based on this evaluation, readjustments are made and implemented and the process starts again.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Amy Hardee	Principal
Meylin Nickerson	Teacher
Dialis Mangual	Teacher
Stacia Filyaw	Education Support Employee
Eva Weaver	Education Support Employee
Clinton Cornelius	Business/Community
Ed Flood (DAC)	Business/Community
Lesha Hall	Business/Community
Melony Bell	Business/Community
Lorenzo McCutchen	Business/Community
Andre Camp	Parent
Llulisa Guitierrez	Student
Shamari Brown	Student
Robert Fort	Teacher

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council reviews and provides feedback on the school improvement plan at the beginning of each year. This occurs during the regularly scheduled SAC meeting with our SAC chair leading the discussion. Any areas that need improvement are adjusted and represented to the SAC members for further discussion and refinement along with a look at the available school wide data.

Development of this school improvement plan

The School Advisory Council works with school administration to identify the goals reflected in the school improvement plan. This occurs throughout the year at SAC meetings. The information gathered during these discussions are reflected in this school improvement plan. The plan will then be presented to the SAC committee for adjustment before submission.

Preparation of the school's annual budget and plan

The school advisory council votes on the priorities of the school at the recommendation of the principal. The council then provides feedback and the principal adjusts the priorities as needed to reflect the desire of the school advisory council.

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

The school improvement funds allocated last year (approximately \$3,500) was used to purchased novel sets within content area classes including science and social studies. These novels will be used to supplement the instruction in the classroom and meet the reading and writing Florida Standards applied to Science and Social Studies. This was approved at the September School Advisory Council.

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
Hardee, Amy	Principal
Blankenship, Matt	Assistant Principal
Mullis, Jennifer	Teacher, K-12
Beynon, Misty	Teacher, K-12
Presnell, Carolyn	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within the school by working with the TV Production class and building commercials that encourage reading. In addition, the team works with our media specialist to create socials and rewards for students who actively participate in reading. This includes AR incentive parties rewarding students who participate and excel in the AR program. In addition, our media specialist develops a book club among students to promote reading for pleasure across the content areas.

The LLT meets on a bi-weekly basis and as needed to prepare for reading campaigns, incentive parties and strategically plan to meet any literacy needs across campus.

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

Fort Meade Middle Senior encourages positive working relationships through collaborative planning sessions regularly scheduled each Wednesday. The planning periods (and master schedule) was strategically implemented to allow particular groups of teachers to meet and plan together. This includes vertical alignment within content areas 6 - 12. In addition, our teachers partner with academy and elective teachers to sustain student interest and excitement across content areas. Within core subjects, teachers work together to build cross curricular units that help students make connections in all content areas. This includes a school wide focus in the following areas:

1. Transition to Florida Standards
2. Data driven decisions
3. Close reading for text evidence, word choice, text structure and across texts
4. Mathematical Practices
5. Higher Order Thinking / Discussions
6. Student Engagement

Teachers use this time to plan within the areas listed above, celebrate progress across the school and discuss and plan with data relevant to student achievement. In addition, the teachers work to solve school wide issues including professional development needs, student needs and community connections.

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

Fort Meade Middle Senior actively seeks out qualified teachers during the interview process. This includes actively reaching out to potential teachers through the phone and email to provide them the benefits of working at our school. In addition, we only interview teachers that are deemed highly qualified in field for open positions. During the recruitment process we pay close attention to the diverse needs of our campus. We make every attempt to hire qualified faculty and staff that represent our student body diversity.

To retain teachers we implement regular meetings with new teachers that discuss the issues they face. This time is used to entrench teachers in our school culture and expectations along with providing time for them to build relationships with others at our school. The key individuals at our school also participate to provide information on how they can support their work in the classroom.

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

Fort Meade Middle Senior implements teacher mentoring by pairing new teachers with seasoned master educators within the same content. By providing this connection, our new teachers can get quick and specific advice concerning the content they are focusing on. We also pair these teachers together during planning to ensure they have specific time to collaborate with each other throughout the first year. Finally, Jason Dent meets with new teachers regularly to provide mini professional developments and answer questions.

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

Fort Meade Middle Senior works to ensure our materials and instructional programs are aligned with Florida Standards through a rigorous review process conducted by the district. During this process content specific teachers review all materials from publishers and discuss its alignments to the standards. The teachers then make recommendations to district content specialist to ensure the instructional materials meet the content and rigor of the standards. After a public comment period, the superintendent makes a recommendation to the board for purchase.

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

Data provides the road map to ensure our students stay on track for meeting the standards. Data is collected from state assessments, progress monitoring tools and teacher developed tests. Based on this data, teachers provide appropriate differentiation within the classroom. For students who need additional support to reach proficient and advanced mastery we offer extended or blocked classes, push in and pull out instruction and after school tutoring services.

For students who need additional remediation or acceleration, teachers provide additional support to supplement their instruction. This occurs through grouping, small group instruction and rotation. For students with greater needs, a support facilitator teacher monitors grades and progress to ensure students are receiving the appropriate instruction. The teacher works with the content teacher to break down the barriers of the curriculum and provide remediation as necessary. Students who need

even more support are provided with pull out instruction in a separate class with small sizes and paraprofessional support. These classes are structured to meet the individual needs of students while ensuring they meet the goals of the standards.

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: Extended School Day

Minutes added to school year: 1,200

Students are provided content instruction through content area teachers in reading and math to ensure success on the state assessments.

Strategy Rationale

This instruction provides students with remediation and instruction to meet the demands of the state assessment. This occurs in small groups on Saturdays in the areas of reading and math. These areas of need are reflected in our school wide data.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Blankenship, Matt, matthew.blankenship@polk-fl.net

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

Attendance data is tracked and matched with state wide assessment data.

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

Fort Meade Middle Senior works with each cohort to ensure they are successful based on the state established criteria and student needs. This is done through work with our guidance department. Our school size allows us to have one guidance counselor per school level, middle and high. Our middle school counselor works with students in the 6, 7, and 8 grades to ensure they understand the expectations they must meet to be successful. This includes a meeting at the beginning of the year, interim meetings with students as they arise, and an end of year meeting to prepare for the next grade level. The interim meetings occur based on data available including attendance, grades and discipline. Our high school counselor completes the same process to ensure students are successful throughout high school and earning the credits required for high school graduation and university enrollment.

Our administrative team also utilizes grade wide data to monitor trends and correct issues with instruction as needed. In addition, our administration regularly meets with students who are having difficulty with the transitions and often matches them to an appropriate mentor.

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

College and career awareness is developed through our English courses and meetings with the high school counselor. Our English classes utilize writing assignments to allow students to explore career options including education requirements and salary ranges. Students are then offered the opportunity for shadowing different careers through our partnerships with businesses and industries. Students come away knowing the requirements for the careers in which they show interest. In addition, we hold parent meetings to discuss the requirements and expectations for students planning to attend college along with meetings that focus on the steps to apply for admission, secure financial aid and register for classes. Finally, we hold College Saturdays for Juniors and Seniors who are working through the admissions process.

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

Our school offers five industry aligned education programs across our campus that allows students to earn certifications that will make them marketable in the workplace.

1. Pharmacy - students take a series of 8 courses leading to certification as a certified pharmacy technician.
2. Intermodal - students take a series of 4 courses leading to certification in work place safety and fork lift operation..
3. Business - students take a series of 4 courses leading to certifications in Microsoft office and adobe photoshop.
4. TV Production - students take a series of 4 courses leading to certifications in Microsoft office, adobe photoshop and Final Cut Pro.
5. Agriculture - students take a series of 4 courses leading to certifications in turf management.

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

Fort Meade Middle Senior works to integrate technical education in academic courses. Through science we offer anatomy and physiology as an elective course that prepares students for success in medical fields. Through English we offer journalism that allows students to create, write and produce a community delivered newspaper on a regular basis. In addition, our English teachers develop lesson plans that allow students to read and write in technical manners to ensure they are prepared for writing to different audiences.

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

Fort Meade Middle Senior meets or exceeds the district averages in most categories. However, we are working to improve these numbers through the following strategies:

1. Performance on college ready indicators (ACT/SAT/PERT): Our content area teachers are embedding the skills assessed on these assessments within regular instruction.
2. Enrollment in post secondary institutions: To increase our student enrollment in technical centers, community colleges and universities, we are placing an emphasis on applying to these institutions and completing the financial aid paperwork. This includes hosting parent nights focused on these topics, guidance counselors visiting junior and senior classes to discuss the process and preparation and inviting recruiters to our campus to meet with students on a regular basis.
3. Participation in College Level Courses: To increase our enrollment in college level courses we are offering more opportunities on campus. This includes increased options for dual enrollment and advanced placement.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Utilize common planning time within content areas to improve student achievement.
- G2.** Continuous school improvement monitoring for student achievement.
- G3.** Utilize coaching model to increase student achievement and engagement.

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. Utilize common planning time within content areas to improve student achievement. 1a

G074721

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	70.0
ELA Achievement District Assessment	52.0
Bio I EOC Pass	52.0
U.S. History EOC Pass	57.0

Resources Available to Support the Goal 2

- Create content planning time within master schedule for content areas.
- Alleviate duties for specific teachers who serve substantial teacher leader roles.

Targeted Barriers to Achieving the Goal 3

- Content area common planning for math, science, social studies (6 - 12) and ELA middle and ELA high groups.

Plan to Monitor Progress Toward G1. 8

Review student achievement data for improvement.

Person Responsible

Matt Blankenship

Schedule

Weekly, from 8/24/2015 to 4/15/2016

Evidence of Completion

Progress monitoring data.

G2. Continuous school improvement monitoring for student achievement. 1a

G074722

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	70.0
ELA Achievement District Assessment	52.0
Bio I EOC Pass	52.0
U.S. History EOC Pass	52.0

Resources Available to Support the Goal 2

- Peer and administrative support.
- Utilize electronic communication.
- Create a first week schedule that gives support and time for classroom procedures.

Targeted Barriers to Achieving the Goal 3

- Teacher reluctance to change.

Plan to Monitor Progress Toward G2. 8

Student data (homework, samples, IBPT data, Benchmark assessments)

Person Responsible

Amy Hardee

Schedule

Daily, from 8/24/2015 to 4/15/2016

Evidence of Completion

Progress monitoring data, student samples, benchmark assessments

G3. Utilize coaching model to increase student achievement and engagement. 1a

G074723

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	70.0
ELA Achievement District Assessment	52.0
Bio I EOC Pass	49.0
U.S. History EOC Pass	57.0

Resources Available to Support the Goal 2

- Create an environment that fosters openness to coaching.
- Create time within reading coach and administrator schedules to allow for coaching. ADD REGIONAL COACHES / DISTRICT
- Create time within department chair / Academic Leadership Team schedule to support peers.
- Allocate Title 1 monies to support TDAs for observing other teachers.
-

Targeted Barriers to Achieving the Goal 3

- Create process for coaching model that fits our school.

Plan to Monitor Progress Toward G3. 8

Review student achievement data.

Person Responsible

Amy Hardee

Schedule

Daily, from 8/24/2015 to 4/15/2016

Evidence of Completion

Progress monitoring data.

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. Utilize common planning time within content areas to improve student achievement. **1**

 G074721

G1.B1 Content area common planning for math, science, social studies (6 - 12) and ELA middle and ELA high groups. **2**

 B195114

G1.B1.S1 Increase collaborative planning time through common planning allowing for at least 90 minutes per week. **4**

 S206736

Strategy Rationale

By increasing collaborative planning time for content area teachers to allow for vertical planning for student success.

Action Step 1 **5**

Introduce collaborative planning expectations during planning week.

Person Responsible

Amy Hardee

Schedule

Daily, from 8/17/2015 to 8/21/2015

Evidence of Completion

Agenda, meetings.

Action Step 2 5

Teachers will meet weekly within common planning time to vertically plan. They will keep minutes.

Person Responsible

Matt Blankenship

Schedule

Weekly, from 8/24/2015 to 4/15/2016

Evidence of Completion

Common planning minutes.

Action Step 3 5

Administrative team will redirect nonperforming teachers.

Person Responsible

Amy Hardee

Schedule

Daily, from 8/24/2015 to 4/15/2016

Evidence of Completion

Communication, agenda, minutes.

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

Review common planning minutes.

Person Responsible

Matt Blankenship

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Teacher leaders will keep common planning minutes in a common electronic box.

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

Administration will participate in common planning meetings.

Person Responsible

Amy Hardee

Schedule

Daily, from 8/24/2015 to 4/15/2016

Evidence of Completion

Common planning minutes.

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

Walk through observations; IBTP data; Standards Based Grade book; Progress Monitoring

Person Responsible

Matt Blankenship

Schedule

Weekly, from 8/21/2015 to 4/15/2016

Evidence of Completion

Qualitative and Quantitative data

G2. Continuous school improvement monitoring for student achievement. 1

G074722

G2.B1 Teacher reluctance to change. 2

B195116

G2.B1.S1 Reluctance to change. 4

S206737

Strategy Rationale

Teachers are unfamiliar or uncomfortable with little information. This can lead to reluctance to embrace change.

Action Step 1 5

Introduce changes in initial meeting.

Person Responsible

Amy Hardee

Schedule

On 8/21/2015

Evidence of Completion

Agenda, minutes

Action Step 2 5

Provide or identify individual support and coaching based on observations.

Person Responsible

Amy Hardee

Schedule

Daily, from 8/24/2015 to 4/15/2016

Evidence of Completion

Email communication, district support, modeling.

Action Step 3 5

Revisit teachers who received support and restart process.

Person Responsible

Amy Hardee

Schedule

Daily, from 8/24/2015 to 4/15/2016

Evidence of Completion

Email communication, meeting minutes

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

Documentation and feedback.

Person Responsible

Amy Hardee

Schedule

Daily, from 8/17/2015 to 4/15/2016

Evidence of Completion

Observation and feedback notes.

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

Through walk through observations for improvement.

Person Responsible

Amy Hardee

Schedule

Daily, from 8/24/2015 to 4/15/2016

Evidence of Completion

Observations, journey data, distributed leadership meetings.

G3. Utilize coaching model to increase student achievement and engagement. 1

G074723

G3.B4 Create process for coaching model that fits our school. 2

B195122

G3.B4.S1 Present coaching process at beginning of the year. 4

S206738

Strategy Rationale

It will allow teachers to grow comfortable with process if it is presented as a natural part of the process versus put upon someone with identified issue.

Action Step 1 5

Present coaching model to staff at the beginning of the year through professional development.

Person Responsible

Amy Hardee

Schedule

Daily, from 8/17/2015 to 8/21/2015

Evidence of Completion

Meeting agenda and minutes.

Action Step 2 5

Identify areas of need for coaching.

Person Responsible

Amy Hardee

Schedule

Daily, from 8/24/2015 to 4/15/2016

Evidence of Completion

Administrator walk through data, Academic Leadership Team data, progress monitoring, module/ unit assessments.

Action Step 3 5

Hold data chats with students and teachers to identify areas for growth.

Person Responsible

Matt Blankenship

Schedule

Daily, from 8/24/2015 to 4/15/2016

Evidence of Completion

Action Step 4 5

Identify supporting resources.

Person Responsible

Matt Blankenship

Schedule

Daily, from 8/24/2015 to 4/15/2016

Evidence of Completion

Email communication, meeting documentation.

Action Step 5 5

Develop schedule of coaching.

Person Responsible

Amy Hardee

Schedule

Daily, from 8/24/2015 to 4/15/2016

Evidence of Completion

Email communication, written documentation of coaching schedule

Action Step 6 5

Reassess areas of need and repeat coaching process.

Person Responsible

Amy Hardee

Schedule

Daily, from 8/24/2015 to 4/15/2016

Evidence of Completion

Administrator walk through, written documentation, IBTP data, progress monitoring

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Administrator walk through, Academic Leadership Team data chats,

Person Responsible

Amy Hardee

Schedule

Weekly, from 8/24/2015 to 4/15/2016

Evidence of Completion

IBTP data, gradebook data, progress monitoring, walk through data, ADDITIONAL DATA PIECES

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Utilize data to see growth and needs for improvement.

Person Responsible

Matt Blankenship

Schedule

Weekly, from 8/24/2015 to 4/15/2016

Evidence of Completion

Progress monitoring, Pinnacle information.

Appendix 1: Implementation Timeline

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

Polk - 0791 - Ft. Meade Middle/Sr. High Schl - 2015-16 SIP
Fort Meade Middle/Senior High School

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	Introduce collaborative planning expectations during planning week.	Hardee, Amy	8/17/2015	Agenda, meetings.	8/21/2015 daily
G2.B1.S1.A1	Introduce changes in initial meeting.	Hardee, Amy	8/17/2015	Agenda, minutes	8/21/2015 one-time
G3.B4.S1.A1	Present coaching model to staff at the beginning of the year through professional development.	Hardee, Amy	8/17/2015	Meeting agenda and minutes.	8/21/2015 daily
G1.B1.S1.A2	Teachers will meet weekly within common planning time to vertically plan. They will keep minutes.	Blankenship, Matt	8/24/2015	Common planning minutes.	4/15/2016 weekly
G2.B1.S1.A2	Provide or identify individual support and coaching based on observations.	Hardee, Amy	8/24/2015	Email communication, district support, modeling.	4/15/2016 daily
G3.B4.S1.A2	Identify areas of need for coaching.	Hardee, Amy	8/24/2015	Administrator walk through data, Academic Leadership Team data, progress monitoring, module/ unit assessments.	4/15/2016 daily
G1.B1.S1.A3	Administrative team will redirect nonperforming teachers.	Hardee, Amy	8/24/2015	Communication, agenda, minutes.	4/15/2016 daily
G2.B1.S1.A3	Revisit teachers who received support and restart process.	Hardee, Amy	8/24/2015	Email communication, meeting minutes	4/15/2016 daily
G3.B4.S1.A3	Hold data chats with students and teachers to identify areas for growth.	Blankenship, Matt	8/24/2015		4/15/2016 daily
G3.B4.S1.A4	Identify supporting resources.	Blankenship, Matt	8/24/2015	Email communication, meeting documentation.	4/15/2016 daily
G3.B4.S1.A5	Develop schedule of coaching.	Hardee, Amy	8/24/2015	Email communication, written documentation of coaching schedule	4/15/2016 daily
G3.B4.S1.A6	Reassess areas of need and repeat coaching process.	Hardee, Amy	8/24/2015	Administrator walk through, written documentation, IBTP data, progress monitoring	4/15/2016 daily
G1.MA1	Review student achievement data for improvement.	Blankenship, Matt	8/24/2015	Progress monitoring data.	4/15/2016 weekly
G1.B1.S1.MA1	Walk through observations; IBTP data; Standards Based Grade book; Progress Monitoring	Blankenship, Matt	8/21/2015	Qualitative and Quantitative data	4/15/2016 weekly
G1.B1.S1.MA1	Review common planning minutes.	Blankenship, Matt	8/24/2015	Teacher leaders will keep common planning minutes in a common electronic box.	5/27/2016 weekly
G1.B1.S1.MA3	Administration will participate in common planning meetings.	Hardee, Amy	8/24/2015	Common planning minutes.	4/15/2016 daily
G2.MA1	Student data (homework, samples, IBTP data, Benchmark assessments)	Hardee, Amy	8/24/2015	Progress monitoring data, student samples, benchmark assessments	4/15/2016 daily
G2.B1.S1.MA1	Through walk through observations for improvement.	Hardee, Amy	8/24/2015	Observations, journey data, distributed leadership meetings.	4/15/2016 daily
G2.B1.S1.MA1	Documentation and feedback.	Hardee, Amy	8/17/2015	Observation and feedback notes.	4/15/2016 daily
G3.MA1	Review student achievement data.	Hardee, Amy	8/24/2015	Progress monitoring data.	4/15/2016 daily
G3.B4.S1.MA1	Utilize data to see growth and needs for improvement.	Blankenship, Matt	8/24/2015	Progress monitoring, Pinnacle information.	4/15/2016 weekly
G3.B4.S1.MA1	Administrator walk through, Academic Leadership Team data chats,	Hardee, Amy	8/24/2015	IBTP data, gradebook data, progress monitoring, walk through data, ADDITIONAL DATA PIECES	4/15/2016 weekly

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. Utilize common planning time within content areas to improve student achievement.

G1.B1 Content area common planning for math, science, social studies (6 - 12) and ELA middle and ELA high groups.

G1.B1.S1 Increase collaborative planning time through common planning allowing for at least 90 minutes per week.

PD Opportunity 1

Introduce collaborative planning expectations during planning week.

Facilitator

Amy Hardee

Participants

Teachers

Schedule

Daily, from 8/17/2015 to 8/21/2015

G2. Continuous school improvement monitoring for student achievement.

G2.B1 Teacher reluctance to change.

G2.B1.S1 Reluctance to change.

PD Opportunity 1

Introduce changes in initial meeting.

Facilitator

Amy Hardee

Participants

Teachers

Schedule

On 8/21/2015

PD Opportunity 2

Provide or identify individual support and coaching based on observations.

Facilitator

Various

Participants

Identified teachers

Schedule

Daily, from 8/24/2015 to 4/15/2016

G3. Utilize coaching model to increase student achievement and engagement.

G3.B4 Create process for coaching model that fits our school.

G3.B4.S1 Present coaching process at beginning of the year.

PD Opportunity 1

Present coaching model to staff at the beginning of the year through professional development.

Facilitator

Amy Hardee

Participants

Teachers, administrators, and support.

Schedule

Daily, from 8/17/2015 to 8/21/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Introduce collaborative planning expectations during planning week.	\$0.00
2	G1.B1.S1.A2	Teachers will meet weekly within common planning time to vertically plan. They will keep minutes.	\$0.00
3	G1.B1.S1.A3	Administrative team will redirect nonperforming teachers.	\$0.00
4	G2.B1.S1.A1	Introduce changes in initial meeting.	\$0.00
5	G2.B1.S1.A2	Provide or identify individual support and coaching based on observations.	\$0.00
6	G2.B1.S1.A3	Revisit teachers who received support and restart process.	\$0.00
7	G3.B4.S1.A1	Present coaching model to staff at the beginning of the year through professional development.	\$0.00
8	G3.B4.S1.A2	Identify areas of need for coaching.	\$0.00
9	G3.B4.S1.A3	Hold data chats with students and teachers to identify areas for growth.	\$0.00
10	G3.B4.S1.A4	Identify supporting resources.	\$0.00
11	G3.B4.S1.A5	Develop schedule of coaching.	\$0.00
12	G3.B4.S1.A6	Reassess areas of need and repeat coaching process.	\$0.00
Total:			\$0.00