Mowat Middle School

2016-17 Schoolwide Improvement Plan

Mowat Middle School

1903 W HIGHWAY 390, Lynn Haven, FL 32444

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	55%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	

*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 Bay 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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Mowat Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mowat Middle School's mission is to create an engaging learning environment that inspires all students to reach their full academic potential and become socially responsible citizens and life-long learners.

b. Provide the school's vision statement.

Our vision is to educate the students of today for the demands of tomorrow.

2. School Environment

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

Mowat invites all parents and families to be involved in the school through an open orientation, open house, PTO, SAC, sporting events, band, boosters, and various school functions. Mowat encourages parents to volunteer. All administrators have an open door policy for teachers, parents, and students.

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

Mowat has placed a number of teachers around campus early in the morning to ensure the safety of students who arrive early due to our late start time (9:00). Additionally, we have our cafeteria and media center open and staffed. Students are allowed to use school computers to complete assignments or play educational games in the media center. The school's administrators are also out on campus before and after school and during class changes. Teachers are encouraged to greet students at the classroom door. All of our administrators and counselors have an open door policy that applies to parents, teachers, and students. We have provided tutoring before and after school. Our full-time school resource deputy is involved in campus activities, is always accessible to our students, and is visible in our lunchroom.

c. 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.

Mowat is a Positive Behavior Supports (PBS) school. As such, we have an established behavioral flow chart with specific options for teachers and staff based upon student behaviors. We have rewards every week for students who have exhibited behaviors based upon our PBS motto of "Mustangs RACE" (Respect, Act responsibly, Care for others, Engaged). Teachers are encouraged to fill out RACE forms (PBS tracking sheet), conference with students, and contact parents prior to involving administration in routine discipline. The administrators and the PBS team work with teachers regarding setting expectations and teaching expected behaviors. The team monitors discipline data on a monthly basis to determine areas in need of additional behavioral supports. Discipline data is also included in the MTSS data chat process.

d. 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.

Mowat has two school counselors who divide the student population and have an open door policy. Additionally, for the third year Mowat has a Military and Family Life counselor who has been provided to us through a joint project with the military. She works with our military population. She also assists us with placing mentors with students who have a military connection. Our counselors and administrators work hand-in-hand with district and community liaisons and counselors to ensure the well-being of our students. In addition, we have a peer counseling class where 7th and 8th grade students are trained to assist their peers with bullying, drama, and other difficulties of "middle school life." Mowat has multiple avenues to assure students are safe from bullying, including anonymous reporting on the school app and FriendWatch on the school website.

3. 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).

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

The district has provided a report through our attendance/grading portal called FOCUS. This report enables us to pull the Early Warning System data. We also track these students to some extent through our MTSS process.In addition to both of the above, we have a spreadsheet that we share between administrators and counselors to track the students and supports and interventions that they have been provided. [current data as of 9/22/15]

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	55	51	51	0	0	0	0	157
One or more suspensions	0	0	0	0	0	0	45	27	36	0	0	0	0	108
Course failure in ELA or Math	0	0	0	0	0	0	20	11	5	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	0	0	0	88	83	64	0	0	0	0	235

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	48	36	26	0	0	0	0	110

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

Students with a level one on the statewide assessment(s) are placed in either the ASPIRE program or in an intensive reading/math course. Additional assistance for these students is provided through the MTSS process. Our administrative assistants and our guidance counselors, with the assistance of our attendance clerk, monitor attendance and hold child study team meetings with parents and students, as required for those students with poor attendance. We have Read 180 and math 180 for our struggling level one students in 6th (both programs) and 7th grades (Read 180 only). Additionally, we offer before and after school tutoring for all students. Our PBS program provides support for students with behavioral issues, including behavior plans created with parent, student, teacher and counselor input. In addition, our PBS system reinforces and supports positive behavior by providing

reward days and through weekly drawings. Beginning this current school year, we have an enrichment/remediation period for 30 minutes each day. Students who need credit recovery work on Edgenuity (computer program) during this time. We also use the time to remediate or to make up or retake tests.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

We have a core of parents who are actively involved in the school. We also hope to increase the number of parents who complete our school climate survey. We hope to increase parental involvement at our school through our parent involvement goal and the use of technology. To further our goal, we will create a parent technology survey to determine the technology capability of our families. We hope to provide more positive opportunities for involvement of parents in all of our AMO target areas.

2. 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.

We have partnerships with various organizations/businesses who provide us with resources for our sports teams and school organizations, such as our pre-AP program. They provide us with rewards for our PBS program and for teacher rewards. We share our facilities with various local organizations and other local schools.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Sheffield, Ed	Principal
Walker, Cyndee	Assistant Principal
Clark, Melissa	Teacher, K-12
Hicks, David	Teacher, K-12
DeMoss, Maegan	Teacher, K-12
Lashley, Brad	Teacher, K-12
Moore, Catherine	Teacher, K-12
Smith, Mandeville	Teacher, K-12
Kirkpatrick, Kristen	Teacher, ESE
Swedlund, Elizabeth	Other
Balmer, Betsy	Instructional Media
Guthrie, Mike	Teacher, K-12
McCutcheon, Julianne	Teacher, K-12
Miller, Nicole	Teacher, K-12
Mullins, Karen	Teacher, K-12
Page, Kristi	Other

b. Duties

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

The members of the school leadership team are members of grade/department professional learning communities (PLCs). The PLCs create norms and common goals for each of the core disciplines and grade levels. Each PLC is responsible for the creation of common assessments and exemplars, calibration of grading practices and rubrics, and the sharing of best practices in their respective grade levels and disciplines. Each PLC has an administrator who works to assist them.

2. 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 grade level/department chairs will meet monthly with their respective PLCs to look at core instruction and to assist each other in meeting both student and teacher needs. The PLCs are meeting to develop common assessments, discuss and share best teaching practices, and to calibrate grading practices within disciplines and grade levels. MTSS leadership team and SLT will also be monitoring core instruction, placement into the MTSS process, progress monitoring, and the implementation of SIP goals.

Our counselors actively work with our district homeless student liaison to ensure our students are getting the assistance and services they need. They also spearhead an anti-bullying program delivered via our physical education classes. Our administrative assistants, school resource deputy, teachers and peer counselors work with students to avoid bullying and cyberbullying.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Ed Sheffield	Principal
Nicole Weaver	Parent
Tina Corbin	Parent
Maryam Stukey	Education Support Employee
Sherry Whitlock	Parent
Julie Shepherd	Parent
Betsy Balmer	Teacher
Jean West	Teacher
Jennifer Appleman	Teacher
Layfette Brown	Parent
John Webster	Parent
Joanie Campbell	Parent
John Webster	Parent
Camilla Hudson	Parent
Cheryl Flint	Parent
Kristian Chapman	Business/Community
Monique Doward	Parent
Kenyona Myers	Parent
Leann Day	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC reviewed the plan and approved it during its October meeting.

b. Development of this school improvement plan

The SAC reviewed the plan, discussed the goals and strategies, and will vote to approve the plan in its October meeting.

c. Preparation of the school's annual budget and plan

The SAC reviews the budget, but they do not assist in the preparation of the budget as there are very little discretionary funds.

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

Pending availability of funds, members of the Mowat staff will be able to apply for grants based upon advancing the goals in our school improvement plan.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Walker, Cyndee	Assistant Principal
DeMoss, Maegan	Teacher, K-12
Balmer, Betsy	Instructional Media
Sheffield, Ed	Principal
McCutcheon, Julianne	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

We continue to have all ELA teachers use the Scholastic Reading Counts program to monitor student independent reading. Students who meet their literacy goal are rewarded with a field trip opportunity. Our media specialist hold a monthly "Books and Brownies" meeting where students who read a selected book eat lunch (and a brownie) in the media center to discuss a book. We also have a "Guys Read" program which focuses on stories more geared to male interests. We also have a student-initiated book club. We also open up our media center during lunch time for quiet reading. Each summer, we have a summer reading initiative for all grade levels. Our media center has two book fairs per year, and all students are encouraged to attend. One is held during our annual Open House so that parents can attend as well. Our library is open early in the morning so that students can check out materials or can read. Our library is also open several days in the summer to encourage participation in our summer reading program.

We continue to encourage the use of the scheduled DEAR (Drop Everything And Read) time. We will do this by providing a schedule of times and classroom resources for reading. This year, we will have the ELA teachers work with their students to create a reading goal for their independent reading. The purpose is to assist non-ELA teachers in encouraging students to read during DEAR time.

The school also participates in Celebrate Literacy week.

We will encourage parents to assist their student with information and strategies given via Facebook, our news letter, and our school-wide app.

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

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

The district schedule provides a common planning time for all teachers at our school. We utilize this time to hold our PLC meetings for collaborative planning, assessments and instruction. Additionally, PLC days have been set aside by our district for PLC work.

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

The principal and other administrators regularly meet with new teachers. We use the district provided personnel system to look at credentials of potential new hires to ensure we are interviewing the best possible candidates. Our new teachers participate in the district's new teacher induction program or the program for alternatively certified teachers. These teachers have district provided staff training specialists who work with them. Additionally, district staff specialists and the MTSS coach will work with any new teachers in the areas of need or MTSS. New teachers are all a part of a department/grade level professional learning community.

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

New teachers are paired with effective/highly effective teachers within their department and grade level. Whenever possible, the pairings will be with teachers in close physical proximity on campus, making it easier for teachers to visit each other's classrooms during planning, before and after school. Additionally, new teachers receive assistance from instructional specialists from the district office. This is done either through the district's program for new teachers or their program for alternatively certified teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school utilizes a professional learning community for each core subject area. Teachers work collaboratively, with assistance from the district office in the form of in-service and training, to align their instruction and assessments to Florida's standards. As a part of the district teacher evaluation system, administrators conduct walk-through evaluations, formal observations, and assess lesson plans to ensure alignment with the Florida standards. Additionally, every teacher is provided with course descriptions, which include the standards and the accompanying Webb's Depth of Knowledge levels for each standard. Teachers have access to and are encouraged to use the state cpalms/icpalms standards resource/lesson plan platform, and district created curriculum guides with learning goals and progression scales.

b. Instructional Strategies

1. 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.

The school uses FCAT/state assessment data, classroom grades, and teacher feedback to determine student placement in advanced, regular, or intensive classes. Based upon level of need, students struggling in both math and reading may be placed in the ASPIRE program, which includes additional time in math and ELA and the use of the Read 180 and Math 180 programs. Teachers of intensive classes or of struggling students meet monthly (or more often if needed) with our MTSS coach to discuss tiers of interventions for those students.

2. 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: 300

We have several clubs/organizations that meet before or after school to increase student engagement in school. We have an after-school Drama Club. We have a SWAT (Students Working Against Tobacco) program, and Fellowship of Christian Students. We also have a Girls on the Run program (Junior Service League). All of these are open to any interested student. These organizations provide non-academic outlets for students with the hopes of engaging them further in their education. We also have a BETA club to reward academic excellence and encourage community service.

Strategy Rationale

Research has shown that extracurricular activities will assist students in being more interest in school. This leads to more success in academics.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Moore, Catherine, moorecs@bay.k12.fl.us

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

Data is collect by the teachers/facilitators as to the number of students involved. We look at student participation to determine effectiveness.

Strategy: Extended School Day

Minutes added to school year: 300

We have a BETA Club for students with a 3.0 GPA or above. This is by invitation only based upon grade point average. We also have a Student Government Organization (SGA). Any student can join the SGA; however, officers are voted on.

Strategy Rationale

This program offers enrichment opportunities through community involvement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hicks, David, hicksds@bay.k12.fl.us

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

The data is collected by the SGA and Beta Club sponsors (teachers on staff). We look at student participation to determine effectiveness.

| **Strategy:** Extended School Day |
| **Minutes added to school year:** 500 |

Several of our teachers are offering tutoring both before and after school to assist students who are struggling.

Strategy Rationale

Struggling students need additional academic supports to achieve proficiency. Our students often arrive early due to bus schedules and many are able to stay later.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sheffield, Ed, sheffet1@bay.k12.fl.us

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

Data is collected by the participating teachers. Teachers will track students who attend through a parent sign up sheet.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

Our administrators and guidance counselors set up visits for incoming 6th graders. They also coordinate with high school guidance counselors and coaches for informational meetings for transitioning into high school for Mowat eighth graders. We have a pre-school orientation for all students. We have several informational nights in the second half of the year for parents and prospective students.

b. College and Career Readiness

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

Our school promotes career planning through the 8th grade U.S. history courses and the use of the CHOICES computer-based program. Additionally, our counselors each year invite counselors from all of the high schools in our district to come and discuss their programs with students here on our campus. We also invite elementary students to come and visit our middle school campus. Students meet with their individual counselors to discuss course selection. Pre-AP students also will meet with the pre-AP chairperson and will fill out an application that also addresses personal interest.

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

Through an "exploratory wheel" class, our students are exposed to multiple facets of art and computer usage. They learn about computers from a business-usage standpoint, as well as educational and personal usage. All of our courses use similar literacy strategies to enable students

to see the connections between subjects. Additionally, our school has a pre-Advanced Placement program for academically advanced students who are looking to apply for our district's high schools' advanced programs such as AICE, IB, or Advanced Placement coursework.

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

We have done several things to ensure students are ready for high school and for post-secondary education. We make sure that all of our 6th graders are enrolled in a reading class, regardless of reading proficiency. Additionally, we have decided to make sure that all of our 8th graders who are unsuccessful in mathematics receive an additional intensive math class, which is contiguous to their grade level class. We also have accelerated math programs for advanced students, offering both Algebra 1 honors and geometry honors on our campus for high school credit. Our pre-AP language arts classes uses the College Board Springboard curriculum to assist students in preparation for the rigors of high school and college.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. Increase student test scores in all areas through the use of research-based strategies to assist students in the writing process and in the use of writing as a critical thinking skill in all disciplines and through common formative assessments.

Strategic Goals Detail

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

G1. Increase student test scores in all areas through the use of research-based strategies to assist students in the writing process and in the use of writing as a critical thinking skill in all disciplines and through common formative assessments. 1a

🔑 G084099

Targets Supported 1b

Indicator	Annual Target
Math Gains	73.0
Math Lowest 25% Gains	68.0
ELA/Reading Gains	64.0
ELA/Reading Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	57.0
Civics EOC Pass	79.0

Targeted Barriers to Achieving the Goal 3

- Students often do not have the vocabulary necessary to write in the disciplines.

- Students don't have the tools necessary to be able to correctly cite resources or textual references.

- Teachers and the PLCs are often not utilizing the data from formative assessments to change what is happening in the classroom. This is reflected in the scores.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use Scholastic Scope magazine (available to ELA, science, and civics teachers), as well as the internet to find a wide variety of prompts for students.

- ELA teachers who are specifically trained in teaching writing are a resource.

- We have repurposed meetings during our common planning time to give teachers time to work collaboratively in PLCs. We are also using substitute teachers to allow ELA teachers time for calibration on writing exemplars.

- Use specific research-based vocabulary strategies, such as those found in Project CRISS or Inside Words, to assist in broadening students' vocabulary in the disciplines. We will use Larry Bell's 12 Powerful Words school-wide.

- We will invite district personnel to assist in differentiation and in the creation of formative assessments.

- Common assessment data and 30 minute enrichment/remediation period.

Plan to Monitor Progress Toward G1. `8`

In-service training, PLC meetings

> **Person Responsible**
> Ed Sheffield
>
> **Schedule**
> Monthly, from 8/18/2016 to 5/31/2017
>
> ***Evidence of Completion***
> Individual teacher and commonly created assessments, interim district writing assessments, lesson plans, walk-throughs, PLUS2 meetings/Learning Walks

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. Increase student test scores in all areas through the use of research-based strategies to assist students in the writing process and in the use of writing as a critical thinking skill in all disciplines and through common formative assessments. [1]

🔑 G084099

G1.B6 Students often do not have the vocabulary necessary to write in the disciplines. [2]

🔑 B223460

G1.B6.S1 The SLT will introduce the school-wide use of Larry Bell's 12 Powerful words. They will provide assistance in various vocabulary strategies for student vocabulary acquisition. The grade-level PLCs will collaborate for the creation of discipline specific vocabulary words to be explicitly taught to all students in that grade level. [4]

🔑 S235768

Strategy Rationale

Students need repeated exposure to vocabulary words to be able to use them correctly and to add them to their working vocabulary.

Action Step 1 [5]

SLT will introduce and share the 12 Powerful words with the faculty. The PLCs will share the content area words with their grade levels.

Person Responsible

Cyndee Walker

Schedule

On 5/31/2017

Evidence of Completion

Use of vocabulary strategies in weekly lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Administrators will check PLC minutes and individual teachers' lesson plans.

Person Responsible

Ed Sheffield

Schedule

Weekly, from 8/18/2016 to 5/31/2017

Evidence of Completion

PLC minutes, lesson plans, individual student samples of vocabulary strategies.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Administrators and SLT will monitor usage of vocabulary words in lessons and writing.

Person Responsible

Ed Sheffield

Schedule

Weekly, from 8/18/2016 to 5/31/2017

Evidence of Completion

Classroom grades, MAP scores, common formative assessments, lesson plans

G1.B7 Students don't have the tools necessary to be able to correctly cite resources or textual references.
2

🔍 B223461

G1.B7.S1 Teachers will assist students in using the "accountable talk" protocol in both discussion and writing. 4

🔍 S235769

Strategy Rationale

Accountable talk requires students to stick to the facts, either from text or what has been learned. It gives a definite structure for both spoken and written work.

Action Step 1 5

Teachers will document the use of accountable talk in their weekly lesson plans.

Person Responsible

Ed Sheffield

Schedule

Monthly, from 8/18/2016 to 5/31/2017

Evidence of Completion

The administration team, using a form, will monitor the visible evidence of accountable talk. They will also monitor the lesson plans for the use of accountable talk.

Action Step 2 5

Teachers will model and students will use the accountable talk protocol for classroom discussions, partner discussions, and writing assignments requiring textual evidence.

Person Responsible

Cyndee Walker

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

The administration team, using a form, will monitor the use of accountable talk in the classroom.

Action Step 3 `5`

The SLT will work to create videos of the use of accountable talk for assisting students and teachers.

Person Responsible

Mike Guthrie

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Videos of students and teachers using accountable talk.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Administrators will monitor lesson plans and classroom activities through walk-throughs and observations.

Person Responsible

Ed Sheffield

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Lesson plans, PLC minutes, and classroom walk-through forms.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Administrators will monitor lesson plans and classroom activities through walk-throughs and observations.

Person Responsible

Ed Sheffield

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Lesson plans, PLC minutes, and classroom walk-through forms.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Administrators will monitor lesson plans and classroom activities through walk-throughs and observations.

> **Person Responsible**
>
> Ed Sheffield
>
> **Schedule**
>
> Weekly, from 9/6/2016 to 5/31/2017
>
> *Evidence of Completion*
>
> Lesson plans, PLC minutes, and classroom walk-through forms.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Administrators will monitor lesson plans and classroom activities through walk-throughs and observations.

> **Person Responsible**
>
> Ed Sheffield
>
> **Schedule**
>
> Weekly, from 9/6/2016 to 5/31/2017
>
> *Evidence of Completion*
>
> Lesson plans, PLC minutes, and classroom walk-through forms.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Administrators will monitor lesson plans and classroom activities through walk-throughs and observations.

> **Person Responsible**
>
> Ed Sheffield
>
> **Schedule**
>
> Weekly, from 9/6/2016 to 5/31/2017
>
> *Evidence of Completion*
>
> Lesson plans, PLC minutes, and classroom walk-through forms.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Administrators will monitor lesson plans and classroom activities through walk-throughs and observations.

Person Responsible

Ed Sheffield

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Lesson plans, PLC minutes, and classroom walk-through forms.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Administrators will monitor lesson plans and classroom activities through walk-throughs and observations.

Person Responsible

Ed Sheffield

Schedule

Weekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

Lesson plans, PLC minutes, and classroom walk-through forms.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Continue to provide teachers and PLCs support for the implementation of Accountable Talk while monitoring lesson plans and PLC minutes.

Person Responsible

Cyndee Walker

Schedule

Weekly, from 8/18/2016 to 5/31/2017

Evidence of Completion

Common Formative test scores, D/F report, MAP scores.

G1.B8 Teachers and the PLCs are often not utilizing the data from formative assessments to change what is happening in the classroom. This is reflected in the scores. 2

🔑 B223462

G1.B8.S1 Continue to develop, implement and analyze common formative assessments and the resulting data in PLCs and develop individual student plans for enrichment or remediation. 4

🔑 S235770

Strategy Rationale

We realize that many students are struggling, but have not "drilled down" and developed a specific plan to assist those students. We also do not have plans to take proficient students farther.

Action Step 1 5

Provide more assistance for teachers in what constitutes and how to utilize effective formative assessment.

Person Responsible

Cyndee Walker

Schedule

Monthly, from 8/18/2016 to 5/31/2017

Evidence of Completion

We will look at data collected, change of instruction, D/F report, lesson plans and PLC minutes.

Action Step 2 5

Utilize the data from formative assessments to determine placement of students during 30 minute enrichment period.

Person Responsible

Ed Sheffield

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Number of students in remediation (class lists), and number going to daily tutoring/ remediation (remediation forms).

Plan to Monitor Fidelity of Implementation of G1.B8.S1 `6`

Administration and PLC members will monitor PLC minutes and data and students sent for remediation and enrichment.

Person Responsible

Ed Sheffield

Schedule

Monthly, from 8/18/2016 to 5/31/2017

Evidence of Completion

Data collection and PLC minutes.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

Administration will monitor number of students going into remediation and their resultant grades, common assessment scores, and MAP scores.

Person Responsible

Ed Sheffield

Schedule

Monthly, from 8/18/2016 to 5/31/2017

Evidence of Completion

Administration will monitor individual student plans, PLC data, and remediation numbers.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M309474	In-service training, PLC meetings	Sheffield, Ed	8/18/2016	Individual teacher and commonly created assessments, interim district writing assessments, lesson plans, walk-throughs, PLUS2 meetings/ Learning Walks	5/31/2017 monthly
G1.B6.S1.MA1 🔍 M309462	Administrators and SLT will monitor usage of vocabulary words in lessons and writing.	Sheffield, Ed	8/18/2016	Classroom grades, MAP scores, common formative assessments, lesson plans	5/31/2017 weekly
G1.B6.S1.MA1 🔍 M309463	Administrators will check PLC minutes and individual teachers' lesson plans.	Sheffield, Ed	8/18/2016	PLC minutes, lesson plans, individual student samples of vocabulary strategies.	5/31/2017 weekly
G1.B6.S1.A1 🔍 A304069	SLT will introduce and share the 12 Powerful words with the faculty. The PLCs will share the...	Walker, Cyndee	8/29/2016	Use of vocabulary strategies in weekly lesson plans.	5/31/2017 one-time
G1.B7.S1.MA1 🔍 M309464	Continue to provide teachers and PLCs support for the implementation of Accountable Talk while...	Walker, Cyndee	8/18/2016	Common Formative test scores, D/F report, MAP scores.	5/31/2017 weekly
G1.B7.S1.MA1 🔍 M309465	Administrators will monitor lesson plans and classroom activities through walk-throughs and...	Sheffield, Ed	9/6/2016	Lesson plans, PLC minutes, and classroom walk-through forms.	5/31/2017 weekly
G1.B7.S1.MA1 🔍 M309466	Administrators will monitor lesson plans and classroom activities through walk-throughs and...	Sheffield, Ed	9/6/2016	Lesson plans, PLC minutes, and classroom walk-through forms.	5/31/2017 weekly
G1.B7.S1.MA1 🔍 M309467	Administrators will monitor lesson plans and classroom activities through walk-throughs and...	Sheffield, Ed	9/6/2016	Lesson plans, PLC minutes, and classroom walk-through forms.	5/31/2017 weekly
G1.B7.S1.MA1 🔍 M309468	Administrators will monitor lesson plans and classroom activities through walk-throughs and...	Sheffield, Ed	9/6/2016	Lesson plans, PLC minutes, and classroom walk-through forms.	5/31/2017 weekly
G1.B7.S1.MA1 🔍 M309469	Administrators will monitor lesson plans and classroom activities through walk-throughs and...	Sheffield, Ed	9/6/2016	Lesson plans, PLC minutes, and classroom walk-through forms.	5/31/2017 weekly
G1.B7.S1.MA1 🔍 M309470	Administrators will monitor lesson plans and classroom activities through walk-throughs and...	Sheffield, Ed	9/6/2016	Lesson plans, PLC minutes, and classroom walk-through forms.	5/31/2017 weekly
G1.B7.S1.MA1 🔍 M309471	Administrators will monitor lesson plans and classroom activities through walk-throughs and...	Sheffield, Ed	9/6/2016	Lesson plans, PLC minutes, and classroom walk-through forms.	5/31/2017 weekly
G1.B7.S1.A1 🔍 A304070	Teachers will document the use of accountable talk in their weekly lesson plans.	Sheffield, Ed	8/18/2016	The administration team, using a form, will monitor the visible evidence of accountable talk. They will also monitor the lesson plans for the use of accountable talk.	5/31/2017 monthly
G1.B7.S1.A2 🔍 A304071	Teachers will model and students will use the accountable talk protocol for classroom discussions,...	Walker, Cyndee	9/1/2016	The administration team, using a form, will monitor the use of accountable talk in the classroom.	5/31/2017 monthly
G1.B7.S1.A3 🔍 A304072	The SLT will work to create videos of the use of accountable talk for assisting students and...	Guthrie, Mike	10/3/2016	Videos of students and teachers using accountable talk.	5/31/2017 monthly
G1.B8.S1.MA1 🔍 M309472	Administration will monitor number of students going into remediation and their resultant grades,...	Sheffield, Ed	8/18/2016	Administration will monitor individual student plans, PLC data, and remediation numbers.	5/31/2017 monthly
G1.B8.S1.MA1 🔍 M309473	Administration and PLC members will monitor PLC minutes and data and students sent for remediation...	Sheffield, Ed	8/18/2016	Data collection and PLC minutes.	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S1.A1 🔑 A304073	Provide more assistance for teachers in what constitutes and how to utilize effective formative...	Walker, Cyndee	8/18/2016	We will look at data collected, change of instruction, D/F report, lesson plans and PLC minutes.	5/31/2017 monthly
G1.B8.S1.A2 🔑 A304074	Utilize the data from formative assessments to determine placement of students during 30 minute...	Sheffield, Ed	8/31/2016	Number of students in remediation (class lists), and number going to daily tutoring/remediation (remediation forms).	5/31/2017 weekly

V. Professional Development Opportunities

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

G1. Increase student test scores in all areas through the use of research-based strategies to assist students in the writing process and in the use of writing as a critical thinking skill in all disciplines and through common formative assessments.

G1.B6 Students often do not have the vocabulary necessary to write in the disciplines.

G1.B6.S1 The SLT will introduce the school-wide use of Larry Bell's 12 Powerful words. They will provide assistance in various vocabulary strategies for student vocabulary acquisition. The grade-level PLCs will collaborate for the creation of discipline specific vocabulary words to be explicitly taught to all students in that grade level.

PD Opportunity 1

SLT will introduce and share the 12 Powerful words with the faculty. The PLCs will share the content area words with their grade levels.

Facilitator

Cynthia Walker

Participants

Julieanne McCutcheon, Cynthia Walker, Catherine Moore, Ed Sheffield, Elizabeth Swedlund, Maegan DeMoss

Schedule

On 5/31/2017

G1.B7 Students don't have the tools necessary to be able to correctly cite resources or textual references.

G1.B7.S1 Teachers will assist students in using the "accountable talk" protocol in both discussion and writing.

PD Opportunity 1

Teachers will model and students will use the accountable talk protocol for classroom discussions, partner discussions, and writing assignments requiring textual evidence.

Facilitator

Cyndee Walker/Cinda Trexler

Participants

Any teacher with difficulty incorporating accountable talk.

Schedule

Monthly, from 9/1/2016 to 5/31/2017

G1.B8 Teachers and the PLCs are often not utilizing the data from formative assessments to change what is happening in the classroom. This is reflected in the scores.

G1.B8.S1 Continue to develop, implement and analyze common formative assessments and the resulting data in PLCs and develop individual student plans for enrichment or remediation.

PD Opportunity 1

Provide more assistance for teachers in what constitutes and how to utilize effective formative assessment.

Facilitator

Cinda Trexler

Participants

PLCs

Schedule

Monthly, from 8/18/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B6.S1.A1	SLT will introduce and share the 12 Powerful words with the faculty. The PLCs will share the content area words with their grade levels.	$0.00
2	G1.B7.S1.A1	Teachers will document the use of accountable talk in their weekly lesson plans.	$0.00
3	G1.B7.S1.A2	Teachers will model and students will use the accountable talk protocol for classroom discussions, partner discussions, and writing assignments requiring textual evidence.	$0.00
4	G1.B7.S1.A3	The SLT will work to create videos of the use of accountable talk for assisting students and teachers.	$0.00
5	G1.B8.S1.A1	Provide more assistance for teachers in what constitutes and how to utilize effective formative assessment.	$0.00
6	G1.B8.S1.A2	Utilize the data from formative assessments to determine placement of students during 30 minute enrichment period.	$0.00
		Total:	$0.00