

# Fox Chapel Middle School



# 2016-17 Schoolwide Improvement Plan

## Fox Chapel Middle School

9412 FOX CHAPEL LN, Spring Hill, FL 34606

<https://www.hernandoschools.org/fcms>

### 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	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	D

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the Hernando County School Board on 10/18/2016.

### 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>.

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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 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 Fox Chapel Middle School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	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.

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

##### b. Provide the school's vision statement.

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

#### 2. School Environment

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

Fox Chapel Middle School current population is predominately from the 34606 zip code. Correlating zip code data detailing demographics and census information regarding family dynamics, crime index and socio-economics are reviewed yearly to review changes. Beginning 2016-2017 school year, the Hernando County School District implemented the redistricting of the county. Fox Chapel increased their student population by According to the Hernando County Food and Nutrition Department, FCMS has an 88% poverty rate as evidenced by the number of students receiving free or reduced lunch. This information is shared during grade level, SBLT and faculty meetings. Further discussion of student focused information is shared during Rtl A/B meetings as deemed necessary. FCMS provides students with clothes, school supplies, backpack foods, activity fee(s) scholarships through private donations and business partners as well as free-tutoring with Title 1 dollars. Staff generously sponsor families during Thanksgiving and Christmas holidays, providing for meals and gifts to identified needy students. FCMS has adopted Steven Covey's "7 Habits of Highly Effective Teens" to help facilitate relationships through leadership development activities and connections. Students are given various opportunities to demonstrate leadership skills in the classroom, school and community events. Teachers serve (volunteer) as mentors for students in need of addition guidance for academics and behaviors. Teachers also volunteer their time to help foster student leadership engagement on various related leadership teams to bridge levels of trust, acceptance and empowerment.

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

FCMS provides students a safe and respectful environment before, during, and after regular school hours. At 9:00 a.m., students who are not eating breakfast are dismissed to report to their 1ST period class. All teachers with a first-period class are stationed in their classrooms beginning at 9:00 a.m., where they welcome and supervise their students until the opening bell at 9:10 a.m. Additional staff are assigned duty around the outside areas of the campus, where they greet students and ensure that they're moving quickly along to their first period class. Throughout the day, classroom teachers step out into the hallways during transition times to supervise students and keep them moving along to their next assigned class. Other areas are monitored by staff member to ensure that students are walking with a purpose and displaying appropriate behaviors. All unstructured times (lunch, assemblies, breakfast and school functions) are supervised by several assigned staff members. At the conclusion of the school day, students are released at staggered dismissal times to insure student safety as they leave the campus. Staff members are stationed around the outside areas of our

campus, particularly along the route to our bus and car rider pick-up areas, to assist students as they leave. The facility has secure gates during school hours that keep intruders out as well as allow our students to move around our campus as needed without fear. A safe environment is maintained by requiring all visitors to sign in at the front office.

FCMS has partnered with the Boys and Girls Club to provide before and after school programs which promote appropriate social-behavioral relationships, strengthen bonds between the school and the students, assistance with homework, structured activities as well as adult supervision during non-school hours.

The school has an assigned School Resource Officer who is on campus daily, routinely makes rounds throughout the campus, is visible during breakfast, lunches and extra-curricular activities, assists and provides presentations regarding "Know the Law" and differences in school consequences versus law enforcement/law consequences. All students are given "due process" in any disciplinary process - this gives students the opportunity to know what they are being accused of, tell their side of the story, given opportunities to "right a wrong" and discuss which of the 7 Habits they may have failed to implement.

**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.**

Within the classroom, teachers use various methods of classroom management techniques while incorporating the school-wide Positive Behavioral Support System and the 7 Habits. As an effective behavioral team management strategy, teachers utilize the buddy system to encourage the continuity of instruction. Teachers promote student positive behavior through a "points" system created by our PBS Committee. During each 9 weeks, students earn PBS points which provide them opportunities to attend special events during school hours. To further provide students with leadership development, the last Wednesday of each month students participate in their Leader in Me Action Teams. The Action Teams are sponsored by a teacher or group of teachers and students voluntarily choose which Action Team they want to be a part of. Action Teams facilitate an ongoing commitment between the students, school and community.

Teachers can use a "Time Out" for only a class period for Level I incidents per week. Our ISS monitor tracks "Time Outs" and after four "Time Outs" a discipline is initiated based on the repeated behavior exhibited. Students are required to deepen their understanding of the 7 Habits. Students are required to complete all assigned work while in ISS. Failure to complete work assigned will result in additional suspension days.

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

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

**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.**

Prevention and intervention programs are in place to address bullying and harassment throughout the district. Fox Chapel Middle School staff regularly participate in district professional development programs on violence and substance abuse prevention. The district's Student Services Dept. initiate additional instructional programs for issues such as anger management, conflict resolution and sexual harassment. Student Services staff and Fox Chapel Middle School guidance counselors provide substance abuse prevention and intervention initiatives for students and families. These



initiatives and activities consist of substance abuse evaluations and assessments, grief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services.

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

Fox Chapel has identified the following as their Early Warning Indicators:  
Previous year 2015-2016 (A student can only receive 1 point for each indicator)  
>20 absences - excused, unexcused  
Received suspension ISS or OSS =>1 or more days  
Failure in ELA or Math (missing middle school full credit 1 or more) 7th and 8th only

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

#### 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	32	39	28	0	0	0	0	99
One or more suspensions	0	0	0	0	0	0	59	77	35	0	0	0	0	171
Course failure in ELA or Math	0	0	0	0	0	0	0	11	11	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	45	57	93	0	0	0	0	195

##### 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	0	22	25	0	0	0	0	47	

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

Truancy Case Staffings  
Parent-Teacher Conferences  
Tiger Tag - Check-in / Check-out  
Remediation classes - supplemental programs assigned  
Re-teaching the 7 Habits  
Contracting during In-School Suspension  
Grade-level Rtl A / B meetings  
Positive Behavioral Support Systems - Tiger Growl, Tiger Palooza  
Mentoring  
Lighthouse Team (7 Habits) - student leadership involvement



Student Led Conference - Leadership Binder  
Student led data chats  
Leader in Me designated classes  
Leader in Me Action Teams  
Title 1 before school tutoring - EWS identified

Student EWS will be monitored and updated every 9 weeks to determine effectiveness of strategies being implemented. As EWS is a new initiative systems of supports will change as needed.

## 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?

Yes

#### 1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/316392>.

#### 2. Description

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

**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.**

FCMS involves community partners through multiple venues. We maintain a group email of all of our active partners, and invite them to every school/community event, as well as every SAC meeting. Business Partners contribute to our school's resources by providing incentives to our honor roll students. We supply our honor roll recipients with many coupons for free or reduced items. All due to our partnerships.

Additionally, our Christmas Angel program is a huge success, because of our business partners. Year after year, our business partners support our Food Drive as well as our Angel drive by donating incredible amounts of gifts and food. They "adopt" our angels and have made it possible for our needy students and their families to celebrate Thanksgiving and Christmas.

Our Christmas Angle/Thanksgiving Drive Kickoff is also a Business Partner Breakfast. This allows us to thank our partners while continuing to build relationships.

Schedule Pick Up is another event that allows us to give back to our partners. They are encouraged to set up a table and advertise, at no expense. This is also done at our Title I Annual Meeting/Back to School Night and at other events throughout the year.

Business partners are listed on our website, with a live link to their web page. We continue to encourage and recruit community involvement to support student achievement.

## 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
Pinder, Ray	Principal
Sweeney, Vivian	Assistant Principal
Barash, Michelle	Other
Lavore, Shalene	Dean
Messenger, Jane	Teacher, K-12
Kiley, Rachel	Instructional Coach
Wilcox, Vanessa	Instructional Coach
Schlechter, Magen	Teacher, K-12
Hall, Gina	Teacher, K-12
Nichols, Carly	Teacher, K-12
Valure, Tiffany	Teacher, K-12
Corona, Marisa	Teacher, K-12
Lukowiak, Maria	Teacher, ESE
Weems, Martha Ann	Instructional Coach

### b. Duties

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

Mr. Pinder - Principal/Administration

Mrs. Sweeney - Assistant Principal/SAC/ Administration

Ms. Lavore - 6th & 7th grade Team/School Improvement/Administration

Mrs. Barash - 8th grade team leader/Assessment Coordinator/Summative data/PD

Mr. Diaz - Reading Coach/resource/PD

Mrs. Wilcox - Science Coach/resource/Science Data

Ms. Weems - Instructional Practices Coach - Literacy Focus

Mrs. Messenger - Reading Chair/resource/Reading Data/Literacy Leadership Team

Mrs. Nichols - Language Arts Chair/resource/Language Arts Data

Mrs. Schletcher - Social Studies Chair/resource/Social Studies Data

Mrs. Corona - 7th grade team leader

Mr. Sede - Math Chair/Math Data

Mrs. Kiley - 7th & 8th grade Team/Administration

Mrs. Harp - Title I Facilitator/Extended Learning Facilitator

Ms. Hall - 6th grade team leader

Ms. Thornton- Guidance/resource

Mrs. Graham - Guidance/Elective Team Leader/resource

Ms. Lukowiak - ESE Chair/resource

**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.***

Multi-Tiered System of Support (MTSS)-School Based Leadership Team(SBLT) meets weekly to evaluate school-wide data. Assessment data is reviewed by each Department Chair from a school-wide perspective identifying areas of strengths and weaknesses, trends, needs and concerns. The MTSS-SBLT provides guidance in addressing identified areas. Members of this team disseminate data back to their respective departments. A calendar is developed for the full school year identifying the dates of SBLT meetings and the specific area/data to be discussed at each meeting, as well as the person responsible for preparing and bringing the graphically represented data. A structured agenda is used to keep the meeting focused.

The SBLT organizes and coordinates MTSS efforts by working closely with grade-level teams, the Literacy Leadership Team, the PBS team, and others on campus. All teams have a representative serving on the SBLT to ensure communication is fluid and implementation of strategies identified in the SIP are implemented with fidelity. Department Chairs and Coaches serve as liaisons between the MTSS-SBLT and their Department members in a reciprocal fashion. The SBLT facilitates the overall infrastructure development and supports implementation of learning strategies for all students/core (Tier I strategies), as well as supplemental instructional strategies (Tier II) and intensive intervention (Tier III), through scheduling and allocation of resources. The SBLT analyzes and dis-aggregates data at the core and supplemental levels. When individual student data analysis and problem solving is necessary, a separate student problem-solving team (e.g., parent-teacher conference, subcommittee of the SBLT, specialized team, IEP team, PS/Rtl team, etc.) is convened.

Information is recycled throughout the Multi-Tiered System of Support (MTSS) teams within the school:

Grade level departments meet weekly to collaborate and revise lesson plans, review formative assessments and identify students with supplemental and/or intensive needs. Department Chairs and correlating Coaches meet with their department members weekly/bi-weekly to review ongoing progress monitoring data, develop FCIM mini-lessons and assessments and problem-solve identified areas. Each department meets weekly to review SWAP protocols.

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

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

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

Teacher/ESOL contact according to the State and School Board approved District ELL Plan.

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

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

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

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

The Hernando County School District uses Carl D. Perkins annual entitlement funds: to support (3) high school Career/Technical Education (CTE) Specialists; to fund the purchase of equipment, digital and print instructional resources for CTE programs at 5 high schools; to promote the marketing of traditional and nontraditional career academies and technical programs; to provide professional development for Career/Technical Education (CTE) teachers; and to pay CTE students' testing and certification fees

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Catherine Harp	Teacher
Ray Pinder (Principal)	Principal
Vivian Sweeney (Asst. Principal)	Principal
Jamie Piringier	Parent
DiAnna Carrasquillo	Business/Community
Andrew Elting	Business/Community
Amanda Ricketts	Parent
Beth Anne Walcezweski	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**

SAC reviewed Fox Chapel's School Improvement Plan at its September 19th meeting. School Improvement Plan Goals from 2015-2106 were shared, as well as the Strategic Goal Summary from 2015-2016. 5E Goals were reviewed and input from SAC members was solicited.

#### **b. Development of this school improvement plan**

SAC is involved in the development and monitoring of the School Improvement Plan through review and input. SAC is also responsible for the allocation and dissemination of School Improvement Funds. SAC conducted its initial meeting on September 19, 2016. Fox Chapel's draft School Improvement Plan was reviewed and input for its development, implementation and monitoring was solicited. SAC approved the draft SIP and decided to review and monitor the Plan at every meeting. Suggestions and input will be solicited at those meetings, if applicable, and the results will be presented to Mr. Pinder, Principal, for consideration.

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

The SAC budget will be reviewed at every meeting. During the review Mr. Pinder, Principal, will update the Committee on the school's annual budget and solicit input.

SAC's budget was reviewed at its initial meeting on September 19, 2016, and input was solicited. The committee reviewed and approved the SAC fund approval process. There were no requests for SAC funds, therefore no expenditure determination was made. The budget will be reviewed at every SAC meeting and input will be solicited from the Committee.

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

In 2015-2016 SAC's budget began with \$3,785.21. SAC approved a \$400 expenditure for Florida Association of School Resource Officers (\*below), which was deducted. SAC was then refunded \$239.66 for a voided FTCSAP check. The adjusted beginning balance was then reflected as \$3,624.87.

SAC approved expenditures for \$2,783.84, which left a remaining balance of \$841.03. SAC's current budget, for 2016-2017 is \$841.03.

The following projects were approved and budgeted in 2015-2016:

Planners – Students Planners for each quarter, were budgeted and approved. SAC allocated \$1,881.00 for Student Planners in 2015-2016. SAC also recommended Advertising in Student Planners, which was adopted. The result was an asset increase in proceeds in the amount of \$290.00, which was donated to FCMS' General Fund.

\*Florida Association of School Resource Officers – SAC approved and budgeted \$400 for Fox Chapel's School Resource Officer to Attend this training. Through training, our School Resource Officer will be able to focus on "School policing for our next generation, generation Z," directly impacting his interactions with students at FCMS.

End of Year Paper Order – SAC approved for funds to be expended to supplement FCMS' paper supply, in the amount of \$902.84.

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

No

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

Non-Compliance was determined at SAC's first annual meeting on September 19, 2016, due to membership. SAC's Bylaws state that "The Council shall be comprised, at a minimum, of the following: Teacher (2), Administrator (1), Support employees (1), Parents (2), and business/community members (1), student (1)."

Compliance was reached in the membership areas of administrators, support employees, parents, and business/community members. Compliance was not met in the areas of teacher and student membership.

- SAC is working with teachers to encourage participation.
  - o Announcements via intercom system
  - o Email reminders
  - o Website Information
- SAC is working to solicit student members
  - o Announcements via intercom system
  - o Website
  - o Incentives
- SAC and Title I are partnering to encourage participation.

### 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
Weems, Martha Ann	Instructional Coach
Corona, Marisa	Teacher, K-12
Keller, Nicole	Instructional Media
Hicks, Gretchen	Teacher, K-12
Kiley, Rachel	Instructional Coach
Albanese, Carol	Teacher, K-12
Lariviere, Nicole	Teacher, K-12
Grefe, Alecia	Teacher, K-12
Messenger, Jane	Teacher, K-12

#### b. Duties

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

The Literacy Leadership Team will meet monthly to analyze the effectiveness of strategies being supported by the LLT. Specific areas of focus will be to incorporate ELA standards that integrate knowledge and ideas using informational text.

Student Literacy Leaders will join the adult LLT. The LLT will support Literacy Week and activities will be planned with our Student Literacy Leaders. All Reading classes rotate through the Media Center at least once a month providing opportunities for students to deepen their knowledge through small groups, centers, standard specific lessons, exposure to varying media formats and guided on-level text complexity reading material



## 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.

Teachers have common planning based on subject. This was done at the request of teachers so they could collaborate more effectively during the school day.

We have a SBLT that meets weekly. This team reports back to the school through department heads and team leaders. The minutes are also posted in the News icon available to all employees of our school.

We have weekly PLC's. These PLC's address a multitude of issues including: technology, lesson planning, collaborative structures, SIP, as well as school-wide initiatives and strategies.

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

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

Fox Chapel is a Title I school, therefore all teachers MUST be highly-qualified in order to obtain employment. All new teachers are provided mentoring through the HCSD RISE program.

Efforts to recruit highly qualified and of certified-in-field effective teachers are made through the District Employment advertisement and Teacher-Teacher website.

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

As per Hernando County School District policy, first years teachers are mentored through a District designed program. The HCSD new teacher/induction/mentoring program was overhauled based on the new redesigned CET from the state. It is called RISE Hernando: Refining, Inspiring, and Supporting our Educators.

The school level does not have lead mentors or mentors at their site. Schools are no longer required to provide monthly training's. New teacher groups are encouraged at school sites to help build relationships with other staff.

Due to the rigor of the new program, this first year, HCSD is using a district level cadre to mentor all teachers and will go through the observation/coaching cycle once per month. This shift was designed to improve teacher practice in the classroom and provide ongoing support for our new 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.

Hernando County School District has a designated process for the purchasing and integration of instructional programs and materials which align to the Florida Standards. Each content area has an



assigned Supervisor who meets with content leaders throughout the school district to determine District/School needs.

FCMS uses instructional materials that are aligned with the Florida Standards as designated by the HCSD. Teachers use HCSD developed curriculum maps that are aligned with standards for each subject area.

CPALMS is utilized as a supplementary resource by teachers and other instructional staff. The FSA website is used as a resource for test item specifications, content complexity levels, reporting categories, and specific task demands of the Florida Standards

## **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.***

For the school:

Teachers utilize Performance Matters to view lagging and leading performance data of their students to make instructional decisions in the classroom. Student work and achievement data is disaggregated at the small group PLC level utilizing the Student Work Analysis Protocol (SWAP). The data is used to guide teachers in the differentiation of their instructional practices to best meet the needs of a diverse group of learners in each content-area, at each grade-level.

Coaches are providing ongoing professional development in Gradual Release, Collaborative Learning, Kagan Structures and SWAP. In addition, teachers are required to present SWAP protocols to ensure standards-aligned instruction is being differentiated. Review of SBLT walk-through data provides further information to assist in determining fidelity of school wide expectations, procedures and strategies.

Strategies:

Remediation and Enrichment classes

School Tutoring

Regularly scheduled progress monitoring

SBLT/Targeted student data chats

Kagan professional development

STEM Scopes - all Science

SCOPE magazines - ELA, ART and Science

***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: Before School Program**

**Minutes added to school year: 0**

To increase instructional time for targeted EWS students, bottom quartile ELA & Math, 1st 9 weeks civics <80% and 8th grade Science 1st 9 weeks <80%.

**Strategy Rationale**

Tutoring is projected to begin in November 2016. Many of our students begin the school year lacking foundation skills in core content areas, as evidenced by state assessment scores. Providing students with 3 nine weeks of side-by-side core instruction with remediation, should increase student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Harp, Catherine, harp\_c@hcsb.k12.fl.us

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

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

**Strategy: After School Program**

**Minutes added to school year:**

ELA & Reading teachers will be provide 2 additional hours per week to collaborate, plan & further develop lesson plans to integrate iReady data as well as other supplemental programs.

**Strategy Rationale**

Seasoned and new teachers need time to familiarize with new initiatives and programs to effectively implement with their students.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Pinder, Ray, pinder\_r@hcsb.k12.fl.us

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

Administration will determine effectiveness of this strategy via walk-through's and data assessment results.

**Strategy: Before School Program**

**Minutes added to school year:**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Sweeney, Vivian, sweeney\_v@hcsb.k12.fl.us

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

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

**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.**

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

**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.**

N/A

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

N/A

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

N/A

**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.**

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we cultivate an academic environment that provides students with rigorous, differentiated and standards-aligned instruction, then all students will achieve learning gains.
- G2.** If all teachers share a strong sense of responsibility for student development, school improvement and professional development then classroom instructional practices will be more student centered and focused.

## 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.** If we cultivate an academic environment that provides students with rigorous, differentiated and standards-aligned instruction, then all students will achieve learning gains. 1a

G084310

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	41.0
ELA/Reading Lowest 25% Gains	37.0
Math Gains	53.0
Math Lowest 25% Gains	55.0
Statewide Science Assessment Achievement	42.0
Civics EOC Pass	62.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of differentiated, rigorous and standard-based instruction, collaborative structures not being utilized.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Leader in Me School Leader in Me elective classes Action Teams Designated Action Team days PBS program Integrated rewards system Additional Support Staff: 2 Teachers on Administrative Assignment - each assigned to a specific grade level Science Coach Instructional Practices Coach - Literacy Focused Title 1 designated school Additional funding Title 1 Facilitator Supplemental Academic Programs/materials: iReady iCivics Successmaker Scope magazine STEM Scope Boys & Girls Club - before and after school care Horizontal and vertical designated planning BayCare behavioral Groups Core based initiatives with ongoing PLC's Classroom Essentials Kagan Strategies Gradual Release Enrichment & Remedial core content area classes Reading classes Intensive Math Pre-Algebra class blocked with Algebra 1 Literature class CTE courses e-School

**Plan to Monitor Progress Toward G1.** 8

SBLT will analyze department summative data for progress towards overall goal.

**Person Responsible**

Shalene Lavore

**Schedule**

Quarterly, from 10/19/2016 to 5/31/2017

**Evidence of Completion**

Summative data for all content areas will reflect increased mastery of standards taught as aligned with curriculum maps.

**G2.** If all teachers share a strong sense of responsibility for student development, school improvement and professional development then classroom instructional practices will be more student centered and focused.

1a

G084311

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	35.0
5Es Score: Teacher-Teacher Trust	35.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding of expectations individually versus collectively

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Professional Development
- Coaches
- 5E Survey Results
- Leader in Me
- Positive Behavioral Supports
- Teengagement

**Plan to Monitor Progress Toward G2.** 8

Student focused and centered engagement.

**Person Responsible**

Shalene Lavore

**Schedule**

Quarterly, from 10/14/2016 to 5/31/2017

**Evidence of Completion**

School wide assessment data and 5 E results



Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal                      B = Barrier                      S = Strategy

1 = Problem Solving Step      S123456 = Quick Key

**G1.** If we cultivate an academic environment that provides students with rigorous, differentiated and standards-aligned instruction, then all students will achieve learning gains. 1

 G084310

**G1.B1** Lack of differentiated, rigorous and standard-based instruction, collaborative structures not being utilized. 2

 B224007

**G1.B1.S1** Effectively utilize backwards-design common collaborative planning. 4

 S236392

### Strategy Rationale

Common planning provides teachers the time needed to develop and revise/review lesson plans based on differentiated instruction. Teachers design lessons plans based on the outcome of the product - Know Understand Do (KUD) and utilizing the gradual release model.

### Action Step 1 5

Core content departments will meet to analyze formative assessment data, evaluate lesson plans and discuss best practices utilizing the Student Work Analysis Protocol.

#### Person Responsible

Vanessa Wilcox

#### Schedule

Biweekly, from 9/7/2016 to 5/31/2017

#### Evidence of Completion

Meeting minutes and SWAP (start date should be the next dept meeting date after assessment)

### Action Step 2 5

Department leaders will be trained to implement SWAP protocols with their departments

#### Person Responsible

Vivian Sweeney

#### Schedule

On 8/30/2016

#### Evidence of Completion

PD sign in sheets and follow-up PD from Department Leaders to their respective departments

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

Coaches will attend department team meetings after each formative assessment.

**Person Responsible**

Vanessa Wilcox

**Schedule**

Biweekly, from 9/5/2016 to 5/31/2017

***Evidence of Completion***

Departments will provide their "Plan of Action" by grade level to their Coach or designee.

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

SBLT will conduct walk-thru's

**Person Responsible**

Ray Pinder

**Schedule**

Biweekly, from 8/24/2016 to 4/26/2017

***Evidence of Completion***

FCMS data form - see attached

**G1.B1.S2** Implement text-based writing across all content areas. 4

 S236393

**Strategy Rationale**

Research supports the need for students to read more in order to increase in levels of complexity. By incorporating writing across all content areas ensures students will be provided with increased exposure to varied forms of text.

**Action Step 1** 5

Scope magazines will be utilized in Art, Science, ELA and Civics as a supplemental resource.

**Person Responsible**

Catherine Harp

**Schedule**

Weekly, from 9/12/2016 to 4/26/2017

***Evidence of Completion***

Student journals and lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

During walk-thru's a 'Look-for' for student work reflective of Scope

**Person Responsible**

**Schedule**

On 4/26/2017

***Evidence of Completion***

Student work will specifically reflect use of Scope magazines and have constructive feedback.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

ELA department will review DELAW data and collaborate with teachers utilizing Scope.

**Person Responsible**

Carly Nichols

**Schedule**

Monthly, from 9/19/2016 to 4/26/2017

**Evidence of Completion**

Student D ELA W scores will reflect growth from each formative assessment.

**G1.B1.S4** Teachers will analyze and evaluate student data through common core content planning and grade level meetings. 4

 S236395

**Strategy Rationale**

Data analysis and problem-solving equates to instruction that is differentiated and rigorous for all students.

**Action Step 1** 5

Teachers will differentiate instruction utilizing collaborative structures based on formative assessments and Performance Matters data.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Professional development sign in.

## Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administrative and SBLT walk through's will assess for indicators of differentiated instruction.

### Person Responsible

### Schedule

On 5/31/2017

### Evidence of Completion

Data from SBLT walk through forms

**G2.** If all teachers share a strong sense of responsibility for student development, school improvement and professional development then classroom instructional practices will be more student centered and focused.

1

G084311

**G2.B2** Lack of understanding of expectations individually versus collectively 2

B224012

**G2.B2.S1** Teachers will be provided with professional development regarding the 5 Essentials 4

S236397

### Strategy Rationale

In order to facilitate a culture change or shift in paradigm we must first understand the conditions of which we are in - what is the pulse of the school culture, and then move into the problem-solving continuum.

## Action Step 1 5

5 Essentials professional development

### Person Responsible

Ray Pinder

### Schedule

### Evidence of Completion

Sign in sheets and problem-solving activity

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Team meetings will provide for additional time for teachers to plan collectively and problem-solve more efficiently and effectively.

**Person Responsible**

Martha Ann Weems

**Schedule**

Weekly, from 10/5/2016 to 5/31/2017

***Evidence of Completion***

Lesson plans, team meeting notes walk through data

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Standards aligned differentiated instruction.

**Person Responsible**

Ray Pinder

**Schedule**

Monthly, from 10/12/2016 to 5/31/2017

***Evidence of Completion***

Walk through data from administration and SBLT



## 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					
G2.B2.S1.A1 A304920	5 Essentials professional development	Pinder, Ray	10/19/2016	Sign in sheets and problem-solving activity	No End Date one-time
G1.B1.S4.A1 A304919	Teachers will differentiate instruction utilizing collaborative structures based on formative...		8/31/2016	Professional development sign in.	No End Date daily
G1.B1.S1.A2 A304917	Department leaders will be trained to implement SWAP protocols with their departments	Sweeney, Vivian	8/30/2016	PD sign in sheets and follow-up PD from Department Leaders to their respective departments	8/30/2016 one-time
G1.B1.S1.MA1 M310830	SBLT will conduct walk-thru's	Pinder, Ray	8/24/2016	FCMS data form - see attached	4/26/2017 biweekly
G1.B1.S2.MA1 M310832	ELA department will review DELAW data and collaborate with teachers utilizing Scope.	Nichols, Carly	9/19/2016	Student D ELA W scores will reflect growth from each formative assessment.	4/26/2017 monthly
G1.B1.S2.MA1 M310833	During walk-thru's a 'Look-for' for student work reflective of Scope		9/12/2016	Student work will specifically reflect use of Scope magazines and have constructive feedback.	4/26/2017 one-time
G1.B1.S2.A1 A304918	Scope magazines will be utilized in Art, Science, ELA and Civics as a supplemental resource.	Harp, Catherine	9/12/2016	Student journals and lesson plans	4/26/2017 weekly
G1.MA1 M310835	SBLT will analyze department summative data for progress towards overall goal.	Lavore, Shalene	10/19/2016	Summative data for all content areas will reflect increased mastery of standards taught as aligned with curriculum maps.	5/31/2017 quarterly
G2.MA1 M310838	Student focused and centered engagement.	Lavore, Shalene	10/14/2016	School wide assessment data and 5 E results	5/31/2017 quarterly
G1.B1.S1.MA1 M310831	Coaches will attend department team meetings after each formative assessment.	Wilcox, Vanessa	9/5/2016	Departments will provide their "Plan of Action" by grade level to their Coach or designee.	5/31/2017 biweekly
G1.B1.S1.A1 A304916	Core content departments will meet to analyze formative assessment data, evaluate lesson plans and...	Wilcox, Vanessa	9/7/2016	Meeting minutes and SWAP (start date should be the next dept meeting date after assessment)	5/31/2017 biweekly
G2.B2.S1.MA1 M310836	Standards aligned differentiated instruction.	Pinder, Ray	10/12/2016	Walk through data from administration and SBLT	5/31/2017 monthly
G2.B2.S1.MA1 M310837	Team meetings will provide for additional time for teachers to plan collectively and problem-solve...	Weems, Martha Ann	10/5/2016	Lesson plans, team meeting notes walk through data	5/31/2017 weekly
G1.B1.S4.MA1 M310834	Administrative and SBLT walk through's will assess for indicators of differentiated instruction.		9/21/2016	Data from SBLT walk through forms	5/31/2017 one-time

## V. Professional Development Opportunities

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

**G1.** If we cultivate an academic environment that provides students with rigorous, differentiated and standards-aligned instruction, then all students will achieve learning gains.

**G1.B1** Lack of differentiated, rigorous and standard-based instruction, collaborative structures not being utilized.

**G1.B1.S1** Effectively utilize backwards-design common collaborative planning.

### PD Opportunity 1

Core content departments will meet to analyze formative assessment data, evaluate lesson plans and discuss best practices utilizing the Student Work Analysis Protocol.

#### Facilitator

District Coaches

#### Participants

All core content areas

#### Schedule

Biweekly, from 9/7/2016 to 5/31/2017

### PD Opportunity 2

Department leaders will be trained to implement SWAP protocols with their departments

#### Facilitator

District liason

#### Participants

Coaches and Department Leaders

#### Schedule

On 8/30/2016

**G1.B1.S4** Teachers will analyze and evaluate student data through common core content planning and grade level meetings.

**PD Opportunity 1**

Teachers will differentiate instruction utilizing collaborative structures based on formative assessments and Performance Matters data.

**Facilitator**

Coaches

**Participants**

All core content areas

**Schedule**

**G2.** If all teachers share a strong sense of responsibility for student development, school improvement and professional development then classroom instructional practices will be more student centered and focused.

**G2.B2** Lack of understanding of expectations individually versus collectively

**G2.B2.S1** Teachers will be provided with professional development regarding the 5 Essentials

**PD Opportunity 1**

5 Essentials professional development

**Facilitator**

Pinder

**Participants**

All teachers and support staff

**Schedule**

**VII. Budget**

1	G1.B1.S1.A1	Core content departments will meet to analyze formative assessment data, evaluate lesson plans and discuss best practices utilizing the Student Work Analysis Protocol.	\$0.00
2	G1.B1.S1.A2	Department leaders will be trained to implement SWAP protocols with their departments	\$0.00
3	G1.B1.S2.A1	Scope magazines will be utilized in Art, Science, ELA and Civics as a supplemental resource.	\$0.00
4	G1.B1.S4.A1	Teachers will differentiate instruction utilizing collaborative structures based on formative assessments and Performance Matters data.	\$0.00

5	G2.B2.S1.A1	5 Essentials professional development	\$0.00
Total:			\$0.00