

Hernando County School District

Powell Middle School



2016-17 Schoolwide Improvement Plan

Powell Middle School

4100 BARCLAY AVE, Brooksville, FL 34609

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

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	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

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

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	24
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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 Powell Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

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

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.

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

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.

Powell Middle School is tracking students who are at risk for either retention and/or drop-out. Powell reviews attendance every week. Any student missing more that 7 days is required to have a doctor's note for each absence after that. Any student with 10 or more absences in a 9 week block will be scheduled for a Child Study Team Meeting and interventions will be put in place.

Administration will take advantage of the reports provided in RtIB to track disciplines and interventions. Students with chronic disciplines will be referred to guidance and/or Baycare for skills groups. Behavior and interventions will be monitored using the RtIB program.

Every 4.5 weeks, teachers will provide administration with reflective data analysis based on grades and trends per teaching period. Administration will provide Professional Development on reflective data analysis and have monthly data chats with each department and grade level. Trends will be

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

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

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	47	66	77	0	0	0	0	190
One or more suspensions	0	0	0	0	0	0	39	47	54	0	0	0	0	140
Course failure in ELA or Math	0	0	0	0	0	0	16	37	18	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	0	0	0	46	30	65	0	0	0	0	141
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	12	25	52	0	0	0	0	89

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

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

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

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

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.

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

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
Buse, Jessica	Teacher, K-12
Rufa, Laura	Teacher, K-12
Edgecomb, Sarah	School Counselor
Gousse, Joanne	Assistant Principal
Maner, Josandra	Assistant Principal
Dye, Tom	Principal

b. Duties

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

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

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

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

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.

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

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

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

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

b. Development of this school improvement plan

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

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

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

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

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

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
Dye, Tom	Principal
Gousse, Joanne	Assistant Principal
Blackwell, Ron	Teacher, K-12
Dumas, Maria	Teacher, K-12
Edgecomb, Sarah	Teacher, K-12
Rufa, Laura	Teacher, K-12
Sola, Anita	Teacher, K-12
Young, Serena	Teacher, K-12
Hearn, Tammy	Teacher, K-12
Maner, Josandra	Assistant Principal

b. Duties

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

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

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

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

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

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

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

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

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.

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

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.

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

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

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

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

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

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: 2,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Tutoring attendance logs and student grade tracking.

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.

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

Our outgoing 8th grade students are able to attend high school informational meetings during school time and meet with high school guidance counselors. These guidance counselors assist the students with class and elective selections.

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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" 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.** If all teachers increase the use of multiple forms of student performance data to develop and implement rigorous, standards-driven, instructional opportunities, then differentiated instructional approaches and student achievement will increase.

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 all teachers increase the use of multiple forms of student performance data to develop and implement rigorous, standards-driven, instructional opportunities, then differentiated instructional approaches and student achievement will increase. 1a

G084333

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0
Civics EOC Pass	80.0
Statewide Science Assessment Achievement	56.0

Targeted Barriers to Achieving the Goal 3

- Misconception/misunderstanding among teachers on how to effectively differentiate activities to show mastery of standards.
- Limited opportunities to observe successful "Active Engagement" within a classroom environment.
- Lack of teacher buy-in and low moral due to misunderstanding of expectations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration, district coaches, teachers, curriculum catalog, Edviate, walk-through and assessment data, PLC, School Improvement Network, and professional development.

Plan to Monitor Progress Toward G1. 8

Walk-through data will be used to monitor progress towards goal along with various assessment data.

Person Responsible

Tom Dye

Schedule

Weekly, from 9/1/2016 to 5/22/2017

Evidence of Completion

Summary report of walk-through data focused on domains 1 and 3, weekly SBLT data presentations, and formative assessment data to be reviewed by teachers and administration.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers increase the use of multiple forms of student performance data to develop and implement rigorous, standards-driven, instructional opportunities, then differentiated instructional approaches and student achievement will increase. **1**

 G084333

G1.B1 Misconception/misunderstanding among teachers on how to effectively differentiate activities to show mastery of standards. **2**

 B224075

G1.B1.S1 Teachers will receive targeted feedback from administration and coaches on effective differentiation strategies. **4**

 S236462

Strategy Rationale

Teachers have varying understandings of what effective differentiation is within respective classrooms. Using a more streamlined approach when providing feedback will clear up misconceptions and clarify expectations.

Action Step 1 **5**

Teachers will be given several opportunities to visit model classrooms that exhibit exemplary differentiation strategies, attend PLCs, engage in common planning, and have access to videos on Edviate focused on differentiation.

Person Responsible

Joanne Gousse

Schedule

Biweekly, from 9/1/2016 to 5/22/2017

Evidence of Completion

Edviate follow up data and the submission of the Student Work Analysis Protocol (SWAP) data to determine the need for and implementation of differentiated activities.

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

Use walk-through to follow up on observed practices from classroom visits and SWAP action steps.

Person Responsible

Joanne Gousse

Schedule

Biweekly, from 9/1/2016 to 5/22/2017

Evidence of Completion

PLC and PD sign-in sheets, SWAP next steps, walk-through and Edivate data, and model classroom visit feedback form.

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

Increase the number of walk throughs per teacher in order to increase meaningful reflective feedback.

Person Responsible

Tom Dye

Schedule

Biweekly, from 8/10/2016 to 5/22/2017

Evidence of Completion

We will use walk through tracking board, Edivate scripting tool and PD/PLC topics determined by Edivate data.

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

2

B224076

G1.B2.S1 There will be several learning opportunities available for teachers on "Active Student Engagement" such as peer to peer coaching, School Improvement Network training and cross curricular planning, to help identify what active engagement actually looks like in the classroom setting. 4

S236463

Strategy Rationale

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

Action Step 1 5

Teachers will collectively observe classrooms with highly effective active student engagement either in person or using Edivate videos. Teachers will watch modeled lessons from SIN representative and teachers will participate in ongoing PD provided by the School Improvement Network.

Person Responsible

Joanne Gousse

Schedule

Monthly, from 8/10/2015 to 5/22/2017

Evidence of Completion

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

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

Increase walk throughs with a targeted focus of active/authentic student engagement.

Person Responsible

Tom Dye

Schedule

Biweekly, from 8/10/2016 to 5/22/2017

Evidence of Completion

Student work and Edivate walk through data.

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

Ongoing PD as well as teacher reflection and walk through feedback.

Person Responsible

Tom Dye

Schedule

Biweekly, from 8/10/2016 to 5/22/2017

Evidence of Completion

Walk through data and walk through frequency charts.

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 M310991	Walk-through data will be used to monitor progress towards goal along with various assessment data.	Dye, Tom	9/1/2016	Summary report of walk-through data focused on domains 1 and 3, weekly SBLT data presentations, and formative assessment data to be reviewed by teachers and administration.	5/22/2017 weekly
G1.B1.S1.MA1 M310987	Increase the number of walk throughs per teacher in order to increase meaningful reflective...	Dye, Tom	8/10/2016	We will use walk through tracking board, Edivate scripting tool and PD/ PLC topics determined by Edivate data.	5/22/2017 biweekly
G1.B1.S1.MA1 M310988	Use walk-throughs to follow up on observed practices form classroom visits and SWAP action steps.	Gousse, Joanne	9/1/2016	PLC and PD sign-in sheets, SWAP next steps, walk-through and Edivate data, and model classroom visit feedback form.	5/22/2017 biweekly
G1.B1.S1.A1 A305021	Teachers will be given several opportunities to visit model classrooms that exhibit exemplary...	Gousse, Joanne	9/1/2016	Edivate follow up data and the submission of the Student Work Analysis Protocol (SWAP) data to determine the need for and implementation of differentiated activities.	5/22/2017 biweekly
G1.B2.S1.MA1 M310989	Ongoing PD as well as teacher reflection and walk through feedback.	Dye, Tom	8/10/2016	Walk through data and walk through frequency charts.	5/22/2017 biweekly
G1.B2.S1.MA1 M310990	Increase walk throughs with a targeted focus of active/authentic student engagement.	Dye, Tom	8/10/2016	Student work and Edivate walk through data.	5/22/2017 biweekly
G1.B2.S1.A1 A305022	Teachers will collectively observe classrooms with highly effective active student engagement...	Gousse, Joanne	8/10/2015	Sign in logs, report summary of videos watched on Edivate and field trips to model classrooms with high student engagement.	5/22/2017 monthly

V. Professional Development Opportunities

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

G1. If all teachers increase the use of multiple forms of student performance data to develop and implement rigorous, standards-driven, instructional opportunities, then differentiated instructional approaches and student achievement will increase.

G1.B1 Misconception/misunderstanding among teachers on how to effectively differentiate activities to show mastery of standards.

G1.B1.S1 Teachers will receive targeted feedback from administration and coaches on effective differentiation strategies.

PD Opportunity 1

Teachers will be given several opportunities to visit model classrooms that exhibit exemplary differentiation strategies, attend PLCs, engage in common planning, and have access to videos on Edvivate focused on differentiation.

Facilitator

J. Gousse, J. Maner

Participants

All instructional Staff

Schedule

Biweekly, from 9/1/2016 to 5/22/2017

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

G1.B2.S1 There will be several learning opportunities available for teachers on "Active Student Engagement" such as peer to peer coaching, School Improvement Network training and cross curricular planning, to help identify what active engagement actually looks like in the classroom setting.

PD Opportunity 1

Teachers will collectively observe classrooms with highly effective active student engagement either in person or using Edviate videos. Teachers will watch modeled lessons from SIN representative and teachers will participate in ongoing PD provided by the School Improvement Network.

Facilitator

Joanne Gousse, JoSandra Maner

Participants

All Instructional Staff

Schedule

Monthly, from 8/10/2015 to 5/22/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will be given several opportunities to visit model classrooms that exhibit exemplary differentiation strategies, attend PLCs, engage in common planning, and have access to videos on Edivate focused on differentiation.	\$0.00
2	G1.B2.S1.A1	Teachers will collectively observe classrooms with highly effective active student engagement either in person or using Edivate videos. Teachers will watch modeled lessons from SIN representative and teachers will participate in ongoing PD provided by the School Improvement Network.	\$0.00
Total:			\$0.00