

Shelley S. Boone Middle School

225 22ND ST S, Haines City, FL 33844

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

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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	F	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 is pending approval by the Polk County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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 Shelley S. Boone Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

Boone Middle School believes learning is for all and all students can learn. We are responsible for doing whatever it takes to learn the social and academic skills needed to succeed in our ever-changing society.

b. Provide the school's vision statement.

The Boone Middle School team joins the parents and community in delivering rigorous and relevant curriculum and assisting all students regardless of background to achieve success in middle school, high school, post-secondary options and throughout their life.

2. School Environment

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

Each year we have an Open House Event, Fall Festival, Smile Pack Program, PBS Program, School Clubs, Concert Events and Intermural Sports Program that help build relationships with teachers and students. We also encourage teachers to make positive phone calls home to let parents know how their students are doing on our campus. Additionally we make calls home to parents to let them know of events taking place on school. This year we have developed an advisory period and tutoring program for our students to help them be successful in the classroom as well.

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

At the beginning of the school year we have a student orientation on our PBIS Program. Our PBIS Program includes two important pieces. The first piece focus on the reward aspect of the program. We call this our PBS Caught Being Good Cards for positive reinforcement. The second aspect deals with behavior improvement and classroom management. This part includes a flow chart that divides classroom managed behaviors and office managed behaviors. Each side of the chart has specific instructions on how to handle classroom and office behaviors. Our school has five core expectations that are taught and reinforced throughout the school year by the use of our CHAMPS program. We also have student assemblies that focus on student expectations in regards to the Student Code of Conduct, School Expectations, and Responsibilities. We discuss our zero tolerance for bullying and explain to students the procedures to report bullying if they feel this is occurring.

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.

At the beginning of the school year we have a staff orientation on our PBIS Program. Our PBIS Program includes two important pieces. The first piece focus on the reward aspect of the program. We call this our PBS Caught Being Good Cards for positive reinforcement. The second aspect deals with behavior improvement and classroom management. This part includes a flow chart that divides classroom managed behaviors and office managed behaviors. Each side of the chart has specific

instructions on how to handle classroom and office behaviors. Our school has three core expectations that are taught and reinforced throughout the school year by the use of this program.

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 have included several Critical Thinking classes that focus on the creating leaders in our students. This allows an opportunity for a teacher to get to know their students and create goals and expectations for success for the school year. Counseling is provide through the Mindful Schools Liaison for most students.

We also have two guidance counselors on campus that meet with our students that need help dealing with personal and social issues. We have a school social worker that meets with students as well to discuss attendance and other issues that arise. This year we have also developed an additional mentoring opportunity for students to meet once a week when we discover that they are having difficulties in some area on campus.

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.

Our early Warning System is housed through the District Office. The system identifies students that are absent 10% or more of the days enrolled, are over-age 2 or more years for the grade level, are tardy 20% or more in one period, and have received 3 or more days in ISS/OSS. The system also identifies those students failing English Language Arts or Mathematics. We also have data for those students that scored a Level 1 on the state assessment.

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	58	72	61	0	0	0	0	191
One or more suspensions	0	0	0	0	0	0	16	18	4	0	0	0	0	38
Course failure in ELA or Math	0	0	0	0	0	0	4	51	32	0	0	0	0	87
Level 1 on statewide assessment	0	0	0	0	0	0	149	198	173	0	0	0	0	520

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	7	6	2	0	0	0	0	15

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

Our guidance counselors with meet with students that are listed on the Early Warning System to discuss the issues that they may be having in these different areas. We offer Anger Management

Groups for those students that are having difficulty getting along with others that eventually leads to disciplinary problems. Our school social worker meets with all students that have attendance problems. We also offer tutoring for students that are failing in all content areas.

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

This year's parental involvement activities include: Orientation, Open House, Annual Title One meeting, All Pro Dads (meets monthly), IMoms (meets monthly), Science Night, Technology Night, Writing/Reading Night, Math Night, and Lunch with a Loved One.

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 school reaches out to community businesses to attend school functions and to be a part of our School Advisory Council through emails, personal visits, letters, and Holiday cards. This is an area that Boone Middle School still has difficulty getting the support of the local businesses. We continue to invite these people in to develop partnerships with.

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
Chipman, Sharon	Principal
liames, Kenneth	Assistant Principal
Lane, Brandon	Teacher, K-12
Pascoa, Hugo	Teacher, K-12
Adams, Sandra	Assistant Principal
Floyd, Rufus	Assistant Principal

b. Duties

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

Sharon Chipman (Principal), Sandy Adams (Assistant Principal), Rufus Floyd (Assistant Principal), and Kenneth Iames (Assistant Principal) are responsible for monitoring the fidelity of the MTSS/PBIS/CHAMPS process and implementation of strategies listed on our SIP. They also allocate resources and determine what additional supports are needed for our teachers. Academic Coaches will conduct PLCs and provide professional development to teachers within their subject area. Lead Teachers will communicate what strategies are being used in the classroom and report any updates within their subject areas. Kayreen Neely (Behavior Interventionist and Lateria Montgomery (Dean) will provide feedback about discipline concerns on our campus. Cheryl Malczyk is our Title One Interventionist that works with our level 1 students in reading and helps facilitate activities within the Title One Guidelines. Mary Boggs is our LEA Facilitator and ensures that we meet the needs of our ESE students. Hugo Pascoa is our technology manager that assists in the data gathering of our school's progress.

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

The School Based Leadership Team meets on a weekly basis to monitor the effectiveness of our core instruction and to allocate appropriate resources needed to improve our students' achievement. We utilize a rotating schedule to ensure that all areas are able to be addressed at least monthly. The SBLT identifies any areas of concern by analyzing our trend data in the areas of reading, math, science, writing, behavior and attendance. We then identify what our barriers are and what strategies to put in place to address these barriers. During our weekly meetings we monitor the effectiveness of our strategies by looking at progress monitoring data and determining if the rate of progress is sufficient to close the current achievement gap. If the rate of progress is insufficient we go back through the problem-solving process to determine what adjustments need to be made.

Title I, Part A, funds school-wide services to Boone Middle School. The Title 1 funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title 1, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II- Professional development resources are available to Title I schools through Title II funds. In addition,, School Technology Services provide technical support, technology training, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Boone Middle provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds.

Title III- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless- The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the

Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)- SAI funds will be coordinated with the Title I funds to provide after school math and reading support for all level 1 students who are able to participate. The summer Credit Retrieval program makes it possible for students to succeed and gain credit when it may not have been achieved in their regular classes during the school year. SES (Supplemental Educational Services) provides additional academic instruction for economically disadvantaged students for enhancement in Reading, Math, and Science.

Violence Prevention Programs- Boone Middle provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness. Many speakers are scheduled throughout the year to support making the right choices in life for our students. School safety is a major concern.

Nutrition Programs-Boone Middle is a location for a summer feeding program for the community.

Housing Programs- N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Principal
Ruby McCray	Education Support Employee
Derrick Whiteman	Business/Community
Micheline Okraska	Parent
Sandra Adams	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC Committee was in full agreement of our goals for last year that were listed in our SIP and agreed that we need to continue to focus on the standards based instruction in the classroom. Once this goal is met in the classroom than it will lead to students being more successful in all academic areas. Our SAC also agreed that this year they will help support Boone and work with the community to help involve them more in the activities on campus.

b. Development of this school improvement plan

One of the major duties of the SAC is to play an active part in contributing to and monitoring the School Improvement process. Throughout the school year, elements of the SIP are presented, reviewed, discussed and monitored for overall effectiveness.

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

The Title One Budget is shared with the SAC members. All agree that budgeted funds should be used toward student achievement and the discretion to spend these funds be left to the principal.

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

Student Incentives- 100% of the School Improvement Funds

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
Chipman, Sharon	Teacher, K-12
Painter, Rebecca	Instructional Media

b. Duties

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

The major initiatives of the LLT will be to ensure the implementation of extended reading passages across all content areas, implementation of distributive summarizing, HOT questions, and appropriate vocabulary instruction .

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.

One hour of collaborative planning is scheduled daily with content are academic teams. This is a time when plans are developed and ideas shared to increase the standards based and rigorous instruction in the classroom. In addition, an additional hour is provided to teachers daily to allow for individual collaboration amongst themselves or as a team.

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

All teachers will participate in: PEC, New Teacher training, AIF facilitators coaching, Learning Focused Professional Development, PBS/Rtl training, Weekly PLCs and planning meetings. Coaches will observe and model instruction for new teachers and provide opportunities for continuous professional development through PLCs.

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

All beginning teachers will be paired with an experienced teacher within their department to help with planning and learning the standards necessary to plan effective instruction. All beginning teachers also work with an Instructional Coach for continued guidance in the classroom focusing on standards based instruction that is engaging for our students.

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.

Daily planning sessions occur on campus that is facilitated by the administrations and instructional coaches to help teachers understand the new Florida standards and to plan lessons that appropriately teach these standards. Resources such as our District Learning Maps, Test Item Specs, and Florida Standards are used when planning these lessons on a regular basis.

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.

We monitor student progress through ongoing progress monitoring, pre and post assessments in content areas, and classroom observations to provide additional support for our students. The type of support offered include but are not limited to small group instruction, individual assistance, assigned to intensive classes, before and after school tutoring.

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: After School Program

Minutes added to school year: 6,720

Teachers are utilizing Rosetta Stone and homework help. Students are working in all academic areas to be successful. All students that have requested to be part of this program are participating and transportation is provided if needed.

Strategy Rationale

To help our ESOL students be successful in their academic areas and to help overcome the language barrier some students encounter.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected throughout the year through classroom grades and Rosetta Stone reports to monitor the effectiveness of the program.

Strategy: After School Program

Minutes added to school year: 5,160

Teachers are working with students in all academic areas to be successful in the classroom. Students are identified by their advisory teachers to attend after school tutoring to improve their classroom grades and have a better understanding of the material presented.

Strategy Rationale

To help all of our students be successful in their academics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Carson, Anita, anita.carson@polk-fl.net

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

Data is collected throughout the year through classroom grades and interims.

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.

NA

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.

We currently have the school guidance counselors meet with students to discuss the courses offered and what offerings best fit the needs and interests of each student. Students are placed in classes based on these discussions.

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

Each year our 8th grade students attend the WE3 EXPO to learn about college and career planning and to be exposed to all of the career academies offered at our local High Schools.

We currently offer four technology courses that are career readiness classes.

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

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.

NA

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.** Promote a school environment that supports students social and emotional well being. Boone Middle School students will thrive in a strong and healthy school culture that promotes a sense of participation, wellness, safety, and security. As a result, students will develop the social, emotional, and wellness competencies that will enable them to be self-aware, have interpersonal skills to self manage, and to make responsible decisions.
- G2.** Teachers will receive coaching and professional development and collaboratively plan to implement rigorous standards-based lesson that authentically engage all students. Continuous monitoring of instructional time, procedures, and expectations with fidelity will ensure that students are progressing academically.

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. Promote a school environment that supports students social and emotional well being. Boone Middle School students will thrive in a strong and healthy school culture that promotes a sense of participation, wellness, safety, and security. As a result, students will develop the social, emotional, and wellness competencies that will enable them to be self-aware, have interpersonal skills to self manage, and to make responsible decisions. **1a**

 G085077

Targets Supported **1b**

Indicator	Annual Target
5Es Score: Student-Teacher Trust	750.0

Targeted Barriers to Achieving the Goal **3**

- Large number of teacher turnover at the end of each year. Lack of parent support and attendance during parent meetings and open house.

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

- CHAMPS Behavior Management Program, Positive Behavior Support, Parent Home Link, Communication Materials

G2. Teachers will receive coaching and professional development and collaboratively plan to implement rigorous standards-based lesson that authentically engage all students. Continuous monitoring of instructional time, procedures, and expectations with fidelity will ensure that students are progressing academically. 1a

G085078

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	56.0
AMO Reading - All Students	62.0
FCAT 2.0 Science Proficiency	38.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge of the Standards and how to teach them appropriately
- Teachers do not understand how to analyze data to drive instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Core Standards and Next Generation State Standards
- Exemplary teachers to provide an opportunity for others to complete classroom observations
- Coaching Cycle
- Instructional coaches support during planning

Plan to Monitor Progress Toward G2. 8

Monitor classroom walkthrough data and student data with a focus on standards based lessons and instructional strategies.

Person Responsible

Sharon Chipman

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Student Work Samples, Classroom Walkthroughs, Benchmark Assessments, and Ongoing Progress Monitoring Assessments

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. Promote a school environment that supports students social and emotional well being. Boone Middle School students will thrive in a strong and healthy school culture that promotes a sense of participation, wellness, safety, and security. As a result, students will develop the social, emotional, and wellness competencies that will enable them to be self-aware, have interpersonal skills to self manage, and to make responsible decisions. **1**

 G085077

G1.B1 Large number of teacher turnover at the end of each year. Lack of parent support and attendance during parent meetings and open house. **2**

 B226306

G1.B1.S1 All students will be enrolled in a critical thinking course where school wide expectations will be reviewed weekly. All students will be introduced to the CHAMPS behavior management program in every classes. **4**

 S238737

Strategy Rationale

Students will be reminded constantly about the importance of making positive choices at all time while interacting with their peers and and teachers.

Action Step 1 **5**

The staff of Boone Middle School will implement a new behavior management program and the mindful schools program. Students will be provided before and after school enrichment programs.

Person Responsible

Cheryl Malczyk

Schedule

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

Evidence of Completion

G2. Teachers will receive coaching and professional development and collaboratively plan to implement rigorous standards-based lesson that authentically engage all students. Continuous monitoring of instructional time, procedures, and expectations with fidelity will ensure that students are progressing academically. 1

G085078

G2.B1 Lack of teacher knowledge of the Standards and how to teach them appropriately 2

B226307

G2.B1.S1 Develop a system of supporting the teachers in understanding the standards in order to plan and deliver effective lessons. 4

S238738

Strategy Rationale

Action Step 1 5

Develop and implement a structure for common planning including deliverables facilitated by instructional coach, teacher leader or administrator.

Person Responsible

Sharon Chipman

Schedule

Daily, from 8/8/2016 to 6/2/2017

Evidence of Completion

Teacher Lesson Plans, Student Work Samples, Classroom Walkthroughs, Agenda with sign in and notes, Preplanning sheet

Action Step 2 5

Teachers will have differentiated coaching support to include peer observation, modeling and formalized coaching cycle.

Person Responsible

Sandra Adams

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Classroom walkthroughs, coaches logs, coaching notes in the calendar

Action Step 3 5

Provide professional development on gradual release, collaborative structures, and pacing with time for implementation, follow up and feedback.

Person Responsible

Rufus Floyd

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

PD Calendarr

Action Step 4 5

Implement a monitoring system to provide feedback to teachers and to strategically direct coaching support.

Person Responsible

Sharon Chipman

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Walkthrough data and coaches calendars with notes

Action Step 5 5

Develop a system to facilitate planning for all content teachers.

Person Responsible

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Planning sheet/conversations in the One Note Program

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

Administration will be present in the planning meetings and professional development activities.

Person Responsible

Sharon Chipman

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agendas, notes, sign in sheets, notes from planning meetings

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

Administration will discuss the data collected from the monitoring tool in leadership meeting and coaches meetings.

Person Responsible

Sharon Chipman

Schedule

Weekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Excel spreadsheet, coaching calendars with notes, and notes from meetings.

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

Review of lesson plans created during planning process in comparison to classroom instruction and assessment.

Person Responsible

Sharon Chipman

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Student Work Samples, Classroom Walkthroughs, Benchmark Assessment Data, Progress Monitoring Data, and EOC Data

G2.B2 Teachers do not understand how to analyze data to drive instruction. 2

B226308

G2.B2.S1 Support teachers in understanding how to analyze data to drive instruction. 4

S238741

Strategy Rationale

Action Step 1 5

Create common assessments within the different departments aligned to the Florida Standards and NGSS.

Person Responsible

Brandon Lane

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Assessments

Action Step 2 5

Support teachers in analyzing and using the data to drive instruction.

Person Responsible

Brandon Lane

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

assessments, data collected, lesson plans

Action Step 3 5

Implement opportunities for reteaching and enrichment in the instructional day.

Person Responsible

Sandra Adams

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

lesson plans and classroom walkthroughs

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

Collect and review common assessments that are created.

Person Responsible

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Common assessments, data, lesson plans

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

Flexible grouping tied to data evident in the classroom with remediation and enrichment.

Person Responsible

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

groups shown in lesson plans, classroom walkthroughs

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

Review of student data focusing on the remediation or retention of skills.

Person Responsible

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student data

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.MA1 M315979	Monitor classroom walkthrough data and student data with a focus on standards based lessons and...	Chipman, Sharon	8/15/2016	Lesson Plans, Student Work Samples, Classroom Walkthroughs, Benchmark Assessments, and Ongoing Progress Monitoring Assessments	6/2/2017 weekly
G2.B1.S1.MA1 M315969	Review of lesson plans created during planning process in comparison to classroom instruction and...	Chipman, Sharon	8/15/2016	Lesson Plans, Student Work Samples, Classroom Walkthroughs, Benchmark Assessment Data, Progress Monitoring Data, and EOC Data	6/2/2017 daily
G2.B1.S1.MA1 M315970	Administration will be present in the planning meetings and professional development activities.	Chipman, Sharon	8/15/2016	Agendas, notes, sign in sheets, notes from planning meetings	6/2/2017 daily
G2.B1.S1.MA3 M315971	Administration will discuss the data collected from the monitoring tool in leadership meeting and...	Chipman, Sharon	8/18/2016	Excel spreadsheet, coaching calendars with notes, and notes from meetings.	6/2/2017 weekly
G2.B1.S1.A1 A309156	Develop and implement a structure for common planning including deliverables facilitated by...	Chipman, Sharon	8/8/2016	Teacher Lesson Plans, Student Work Samples, Classroom Walkthroughs, Agenda with sign in and notes, Preplanning sheet	6/2/2017 daily
G2.B1.S1.A2 A309157	Teachers will have differentiated coaching support to include peer observation, modeling and...	Adams, Sandra	8/22/2016	Classroom walkthroughs, coaches logs, coaching notes in the calendar	6/2/2017 daily
G2.B1.S1.A3 A309158	Provide professional development on gradual release, collaborative structures, and pacing with time...	Floyd, Rufus	8/22/2016	PD Calendarr	6/2/2017 monthly
G2.B1.S1.A4 A309159	Implement a monitoring system to provide feedback to teachers and to strategically direct coaching...	Chipman, Sharon	8/15/2016	Walkthrough data and coaches calendars with notes	6/2/2017 daily
G2.B1.S1.A5 A309160	Develop a system to facilitate planning for all content teachers.		8/15/2016	Planning sheet/conversations in the One Note Program	6/2/2017 daily
G2.B2.S1.MA1 M315976	Review of student data focusing on the remediation or retention of skills.		8/15/2016	Student data	6/2/2017 biweekly
G2.B2.S1.MA1 M315977	Collect and review common assessments that are created.		8/15/2016	Common assessments, data, lesson plans	6/2/2017 quarterly
G2.B2.S1.MA2 M315978	Flexible grouping tied to data evident in the classroom with remediation and enrichment.		8/15/2016	groups shown in lesson plans, classroom walkthroughs	6/2/2017 biweekly
G2.B2.S1.A1 A309163	Create common assessments within the different departments aligned to the Florida Standards and...	Lane, Brandon	8/15/2016	Assessments	6/2/2017 quarterly
G2.B2.S1.A2 A309164	Support teachers in analyzing and using the data to drive instruction.	Lane, Brandon	8/15/2016	assessments, data collected, lesson plans	6/2/2017 quarterly
G2.B2.S1.A3 A309165	Implement opportunities for reteaching and enrichment in the instructional day.	Adams, Sandra	8/15/2016	lesson plans and classroom walkthroughs	6/2/2017 biweekly
G1.B1.S1.A1 A309155	The staff of Boone Middle School will implement a new behavior management program and the mindful...	Malczyk, Cheryl	9/6/2016		6/9/2017 weekly

V. Professional Development Opportunities

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

G2. Teachers will receive coaching and professional development and collaboratively plan to implement rigorous standards-based lesson that authentically engage all students. Continuous monitoring of instructional time, procedures, and expectations with fidelity will ensure that students are progressing academically.

G2.B1 Lack of teacher knowledge of the Standards and how to teach them appropriately

G2.B1.S1 Develop a system of supporting the teachers in understanding the standards in order to plan and deliver effective lessons.

PD Opportunity 1

Develop and implement a structure for common planning including deliverables facilitated by instructional coach, teacher leader or administrator.

Facilitator

Instructional Coaches and Administration

Participants

Teachers, Instructional Coaches, and Administration

Schedule

Daily, from 8/8/2016 to 6/2/2017

PD Opportunity 2

Provide professional development on gradual release, collaborative structures, and pacing with time for implementation, follow up and feedback.

Facilitator

Academic Coaches and Administration

Participants

Teachers, Instructional Coaches, Administration

Schedule

Monthly, from 8/22/2016 to 6/2/2017

PD Opportunity 3

Develop a system to facilitate planning for all content teachers.

Facilitator

Academic Coaches and Administration

Participants

Teachers, Instructional Coaches, Administration

Schedule

Daily, from 8/15/2016 to 6/2/2017

G2.B2 Teachers do not understand how to analyze data to drive instruction.

G2.B2.S1 Support teachers in understanding how to analyze data to drive instruction.

PD Opportunity 1

Support teachers in analyzing and using the data to drive instruction.

Facilitator

Instructional Coaches and Administration

Participants

Instructional Coaches, teachers, and administration

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Implement opportunities for reteaching and enrichment in the instructional day.

Facilitator

Instructional Coaches

Participants

All academic teachers

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

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	The staff of Boone Middle School will implement a new behavior management program and the mindful schools program. Students will be provided before and after school enrichment programs.	\$0.00
2	G2.B1.S1.A1	Develop and implement a structure for common planning including deliverables facilitated by instructional coach, teacher leader or administrator.	\$0.00
3	G2.B1.S1.A2	Teachers will have differentiated coaching support to include peer observation, modeling and formalized coaching cycle.	\$0.00
4	G2.B1.S1.A3	Provide professional development on gradual release, collaborative structures, and pacing with time for implementation, follow up and feedback.	\$0.00
5	G2.B1.S1.A4	Implement a monitoring system to provide feedback to teachers and to strategically direct coaching support.	\$0.00
6	G2.B1.S1.A5	Develop a system to facilitate planning for all content teachers.	\$0.00
7	G2.B2.S1.A1	Create common assessments within the different departments aligned to the Florida Standards and NGSS.	\$0.00
8	G2.B2.S1.A2	Support teachers in analyzing and using the data to drive instruction.	\$0.00
9	G2.B2.S1.A3	Implement opportunities for reteaching and enrichment in the instructional day.	\$0.00
Total:			\$0.00