

Howard Middle School



2016-17 Schoolwide Improvement Plan

Howard Middle School

1655 NW 10TH ST, Ocala, FL 34475

[no web address on file]

School Demographics

School Type and Grades Served
(per MSID File)

Middle School
6-8

2015-16 Title I School

No

**2015-16 Economically
Disadvantaged (FRL) Rate**
(as reported on Survey 3)

64%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white
on Survey 2)

62%

School Grades History

Year
Grade

2015-16
C

2014-15
A*

2013-14
D

2012-13
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 Marion County School Board on 1/24/2017.

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	7
Effective Leadership	8
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	25
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 Howard Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Howard Middle School staff facilitates maximum academic achievement, promotes trust and compassion, and challenges students to gain and apply knowledge in the pursuit of lifelong learning.

b. Provide the school's vision statement.

The faculty and staff of Howard Middle School are committed to providing our students with quality educational experiences, integrating curriculum content with real world experiences. All students are provided opportunities to achieve and reach their full potential through rigorous instruction, relevant curriculum, and relationships with staff.

2. School Environment

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

HMS's IB curriculum allows for this exchange between students and teachers. Everyone learns about other cultures and how someone in that environment would respond to a given situation. Also part of the International Baccalaureate - Middle Years Programme (IB-MYP), all students are reminded to keep their IB Journals up-to-date. This may be a spiral notebook, composition book, electronic documents, or papers stapled together labeled IB Journal. Students should use it to write down their reflections or feelings after completing an IB lesson, activity, or community service event.

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

HMS is totally secured behind gates. Everyone is locked in. While inside our walls, students follow the 3 R's- Be Respectful, Be Responsible, & Be Ready which are posted throughout the campus. At the start of the school year this expectation is emphasized through student grade level assemblies. This is then reinforced and modeled by teachers in the classroom. Students are then given the opportunity to demonstrate what the expectations look like in different school locations and are rewarded for exhibiting the responsibility, respect, and being ready to work.

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.

As mentioned above, the 3 R's are in place. HMS is also a PBS school which uses Bull Bucks to reward students for meeting the school wide expectations. Students have the opportunity to use Bull Bucks to purchase tangible items as well as attend school events. Teachers have been trained in the MTSS processes, PBS, quality referral writing, and appropriate intervention strategies. Prior to a referral being written for minor offenses, teachers must contact parent and attempt intervention strategies to correct a student's behavior.

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.

HMS has a school psychologist, a behavior specialist, and 2 guidance counselors in order to meet our students' emotional needs. They all attend our leadership team meetings where we discuss needy students on a weekly basis. Utilizing Unify, the need gets filtered by academics, behavior, attendance, mobility, and retention, as early warning indicators for student that needs support. HMS also has Child Study Team meetings that include the guidance counselors, social worker, the assistant principal, the parent, and child, in order to provide assistance to for the given student and their parent.

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.

The leadership team pulls data from Unify that filters at risk students by attendance, course failure, and discipline referrals. More specific data is filtered for discipline through the discipline center to pinpoint locations, time, high frequency of behaviors, and repeat students involved.

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	34	33	51	0	0	0	0	118	
One or more suspensions	0	0	0	0	0	0	86	158	81	0	0	0	0	325	
Course failure in ELA or Math	0	0	0	0	0	0	54	94	96	0	0	0	0	244	
Level 1 on statewide assessment	0	0	0	0	0	0	70	54	54	0	0	0	0	178	

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	138	135	149	0	0	0	0	422

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

Students that indicate 2 or more early warning indicators get placed on a list. The leadership team meets to discuss these students and decide which resource would most benefit that particular student to get him/her on academic track. Students with attendance and behavioral concerns are placed on Tier II check in/ check out, giving them an opportunity to earn positive incentives. Some students meet with the local YMCA employees, guidance counselors, or deans for mentorship.

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

Parent teacher conferences

School orientation

School open house

Parent portal sign up and help

SAC meetings

School website updated regularly

Flyers sent home with lower quartile students about how parents can help (frequently checking the portal, utilizing the email link to contact teachers, checking their planner, enrolling their child in available tutoring sessions)

Newsletters

21st Century Learning Communities

All of these avenues are used to build relationships with families to increase their involvement with and knowledge about the school.

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.

HMS has partnered with the local YMCA. Ms. Narvella and Mr. Brandon, employees of YMCA, help mentor students who are on our early warning indicator list. They monitor these students' progress, behaviors, and report back any concerns to the leadership team. HMS has also partnered with Kona Ice. They provide funding for our PBS and student incentive programs.

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
Hensel, Rob	Principal
Posth, Elias	Assistant Principal
Daubenmire, Matthew	Dean
Jones, Heather	School Counselor
Oliver, Natasha	School Counselor
Hawkins, Emma	Teacher, ESE
Reed, Paul	Teacher, ESE
Glover, Coleen	Instructional Coach
Boyd, Krista	Other
Shaheed, Aisha	Dean
Hottenstein, Steven	Other
Jones, Ronald	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.

Principal Hensel: curriculum, training, evaluation

Assistant Principal of Curriculum Elias Posth: curriculum, training, evaluation

Assistant Principal of Discipline Ronald Jones: discipline, school safety, training, evaluation

Deans Aisha Shaheed & Matthew Daubenmire: mentoring and behavior MTSS

Testing Coordinator: Krista Boyd

Guidance Counselors Heather Jones and Natasha Oliver: mentoring & MTSS

ESE /support facilitators Emma Hawkins and Paul Reed: mentoring and support

Reading coach, behavior specialist and the school Psychologist: mentoring and support

Other staff that support MTSS include math teacher Gregory Holman, ESE Teachers and Reading teachers.

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.

Florida defines a Multi-Tiered System of Supports (MTSS) as an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.

Within the MTSS, resources are allocated in direct proportion to student needs. To ensure efficient use of resources, we begin with the identification of trends and patterns using schoolwide and grade-level data.

The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels.

Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

These levels, or tiers, are used to describe the intensity of the instruction and interventions provided, not categories of students. The three tiers are:

- Tier 1 is the core universal instruction and supports designed and differentiated for all students in all settings.
 - Tier 2 is the targeted supplemental interventions and supports some students receive in addition to and aligned with the core academic and behavior curriculum and instruction.
 - Tier 3 is the intensive individualized interventions and supports few students receive in addition to and aligned with the core academic and behavior curriculum and instruction.
- The data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. More information and helpful resources can be found on Florida's MTSS website located at <http://www.florida-rti.org/index.htm>.

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI):

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for

regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: Pre-Kindergarten program offered at selected feeder school sites.

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, DARE Program (piloting for HMS 7th graders this year), Walk your Child to School...

Other agencies that may be collaborated with for various programs:

Marion County Children's Alliance

Marion County Public Education Foundation

Early Learning Coalition of Marion County

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Education Support Employee
Robert A. Hensel	Principal
Elias Posth	Education Support Employee
Steven Hottenstein	Teacher
Marie Schoup	Parent
Nancy Rosky	Teacher
Laura Merritt	Parent
Brandi Sherman	Parent
Karen Moats	Education Support Employee
Nancy Gallery	Parent
Ronald Jones	Education Support Employee
Bill Bondank	Teacher
Bill Talbert	Teacher
Jennifer Hargrove	Teacher
Amber Rosa	Teacher
Michelle Provost	Parent
Scott Provost	Parent
Julia Egan	Parent
Katrina Waters	Parent
Melanie Slaughter	Parent
Tracy Phipps	Parent
Cordell Moats	Business/Community

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

Mrs. Gallery and Mr. Hensel will speak about SAC's accomplishments for SY 2016. They will also discuss HMS's current school state and testing data. The agenda will also address areas at HMS that continue to have needs as well as the additional changes necessary to be better prepared for FSA testing, both academically and logistically. At the first meeting they will also discuss how teachers can write SAC grants in order to improve student performance for this school year.

b. Development of this school improvement plan

The CIMS will be on the agenda for its first SAC meeting. Member will share ideas for various sections of the CIMS where applicable.

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

HMS's main budget consumed with copy machine costs and teacher supplies. SAC will receive its funding and teachers will be able to write grants in order to improve their students' academic performance. The other parts of the budget are designated to music, CTE, and technology.

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

Teachers will submit a proposal that specifies the project, how it will benefit students, how the benefit will be tracked (data), and the cost as well as possible continued cost to implement the project (classroom novels, science lab/experiment, etc.): \$250 max per request.

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
Posth, Elias	Assistant Principal
Hensel, Rob	Principal
Jones, Heather	School Counselor
Oliver, Natasha	School Counselor
Glover, Coleen	Instructional Coach

b. Duties

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

To increase literacy throughout our entire campus by promoting and supporting the following literacy campaigns:

*21st Century Learning Community has elements of literacy within the program for students and families (ex. family literacy night)

*School wide (6th & 7th grade only) book study on "A Long Walk to Water."

*Reading PLC is supervised by the PDS, Mrs. Glover, but implemented and facilitated by the reading teachers. Topic is determined by the need in the content area.

*AR student incentives- school wide as well as by individual language arts/reading teachers. Magnet students had a Summer Reading requirement.

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.

HMS has open collaborative planning time available to teachers in the mornings from 8:10-9:10 a.m. when there are no meetings, conferences, etc. HMS meets by grade level and by department once per month in order to collaborate on how to increase student performance. There are also monthly early release days in which teachers meet by PLC for two hours and in addition to once a month for 35 minutes in order to improve their craft, share ideas, and improve student performance.

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

1. District On-Line Website and Application -- obtain broad spectrum of applicants, easier screening. (School admin)
2. "New to Howard" teacher orientation pre-school (School Admin)
3. Pair new Howard teachers with veterans (Assistant Principal Posth)
4. Teacher Recognitions for Achievements (Principal Hensel)
5. School supplies, Pre-School Planning, Holidays, Teacher Appreciation (Principal Hensel and admin)
6. Special Training Opportunities (IB off-site, ESE off-site, and others) (School admin and IB Coordinator)
7. Administration attends the recruitment fair in March to find highly qualified teachers

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

Teacher mentoring is an effective method of developing and retaining high quality classroom teachers. Both the mentor and mentee benefit from relationships that encourage reflection on the practice of teaching. A comprehensive district mentoring program implemented at the school, involves both beginning teachers and experienced teachers who are new to the school or grade level and/or identified as being in need of improvement.

It is important that administrators provide resources such as substitute teachers so peer teachers can observe each other modeling best practices. Time must also be provided for mentoring teams to meet, discuss improvements to classroom and instructional practices. We provide the following activities for new teacher success at Howard Middle:

1. New teachers are paired with established teachers in their subject areas.
2. New teachers will have access to their mentor teacher before and after school and by way of email during the day.
3. New teachers will receive help such as setting up grade books in Skyward, looking up test scores for classes in Unify, and overall school information.
4. Classroom management and procedures are also areas our mentor teachers are instructed to help new teachers with.
5. Mentor teachers will help to keep new teachers abreast of department and data meeting dates/times.
6. New teachers participate in the county Professional Education Competence Program (PEC).

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.

MCPS core teachers have developed curriculum maps that are aligned to Florida's standards. These maps were given out during pre-planning and are continuously used in the teacher's Professional Learning Community (PLC) meetings to create unit and lesson plans. Instructional materials line up with the Florida standards as they have been adopted and approved by the district textbook committees. Textbooks indicate which standard and strands are taught within specific sections. Those materials are provided in both hard copy as well as online versions which includes supplementary resources. Administrators ensure the standards are being followed by reviewing teacher unit/lesson plans and while conducting classroom observations.

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.

Non-proficient students are placed into intensive reading and/or intensive math classes based on their prior year's FSA scores as well as current reading assessments (Aimsweb). Reading placements can change as they are Aimsweb assessed multiple times throughout the year to establish progress and needs. For math, many of HMS's incoming 6th graders lack math skills needed to complete 6th grade math curriculum. We have double blocked these students in 2 math classes throughout their school day. They now receive intensive math instruction through Success Maker where their instructor reviews basic multiplication, division, fraction, and word problem computations with them. They have this class for almost 100 minutes a day in an effort to improve their math skills on this year's FSA math assessment. The instructor is constantly looking at data and changing instruction based on the needs of students. For those students where a intensive math class would conflict with their reading needs, their math teacher provides the Success Maker instruction and data collection.

All teachers use formative data to drive their instruction. Assessments like DBQs, CRLs, Learning Checks, FCAT Science, FSA, and EOCs are used to make instructional decisions based deficiencies. Teachers then reteach, regroup, differentiate, etc... based on the data that comes back from these assessments. ESE students are also placed into appropriate courses and support systems based on their Individual Education Plans (IEP). Students who require Support Facilitation in specific core classes work with a support facilitator during their classes. Support facilitators collaborate with the classroom teacher to assists with the student's education and collection of academic/behavioral data. In addition, paraprofessionals have been placed in classes with ESE students on days where the support facilitator is not in that class to provide additional assistance.

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: 4,500

Math Counts and Academic Teams meet to practice/ review curriculum and prepare for county competitions.

Strategy Rationale

These supplemental activities encourage higher level thinking so students may apply it under pressure in a fun, competitive setting.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Posth, Elias, elias.posth@marion.k12.fl.us

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

End of year FSA assessment data will be analyzed by the administ

Strategy: After School Program

Minutes added to school year: 26,000

21st Century Learning Communities: Academic enrichment/ remediation along with personal development.

Strategy Rationale

If students are engaged in project based learning and physical activity, then they should improve academically and physically.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Boyd, Krista, krista.boyd@marion.k12.fl.us

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

Pre/Post tests for each enrichment area. This data will be reviewed by the grant coordinator and teachers in order to evaluate each program's effectiveness and goals.

Strategy: Before School Program

Minutes added to school year: 2,500

Students who are behind in credits are invited to morning computer lab time in order to retake/ make up their credits in order to complete middle school requirements.

Strategy Rationale

If students attend and complete their middle school requirements through credit recovery (PLATO), then they will not have to attend summer school and can be promoted to the next grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jones, Heather, heather.jones@marion.k12.fl.us

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

Counselors and administration collect and evaluate students' continued progress in the PLATO program quarterly/annually until courses are completed.

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.

ESE students receive articulation meetings between elementary (incoming 6th graders) and high schools (outgoing 8th graders). Elementary schools are invited to send over incoming 6th grade students to our school for a tour as well as scheduling information. High schools are invited to present their magnet programs at SAC meetings. They also come over in the spring to meet with our 8th grade students and speak about scheduling.

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.

MCPS implements standards provided by the state which prepare students for success and make them competitive in the global workplace. Each Florida standard provides clear expectations for the knowledge and skills students need to master in each grade, K-12, and subject so they will be prepared to succeed in college, careers, and life. Sixty 8th graders will receive an opportunity to go to local college for the College and Career Expo in January.

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

The school incorporates applied and integrated courses to help students see the relationship between subjects and relevance to their future. As a magnet school, Howard has a program that is called AAIT (advanced academics in technology). To that end, students in our magnet program have Advanced/ Honors courses and technology courses which require them to learn about current trends in technology. As an International Baccalaureate school, our teachers and students are supported in making the connection between the relevance of a subject and a student's future. We make an effort to ensure students make the connection with what they are learning and how it will be useful to their future in all courses and grade levels. We encourage our students to be inquisitive and knowledgeable members of their school, local, national, and international communities.

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

Career and technical education teachers are part of the Professional Learning Communities (PLC). Each career and technical education teacher is on a team, and they will integrate technology into their interdisciplinary unit plans. These career/technical courses offer project based learning that correlates with the core curriculum and enhances student achievement in both areas because the students are applying knowledge and concepts.

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.

Sixty 8th graders will receive an opportunity to go to local college for the College and Career Expo in January.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If the administrative team coaches teachers to create a learning culture that is student led and teacher facilitated, then students will be more engaged and student academic achievement will increase as evidenced by state exams (FSA, EOC, FCAT Science).

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 the administrative team coaches teachers to create a learning culture that is student led and teacher facilitated, then students will be more engaged and student academic achievement will increase as evidenced by state exams (FSA, EOC, FCAT Science). 1a

G087369

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0
Discipline incidents	500.0

Targeted Barriers to Achieving the Goal 3

- Lack of teachers' willingness to give students control over their own learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Book: Never Work Harder Than Your Students
- Professional Learning Communities (PLC)
- Parent Climate Survey
- Faculty Survey

Plan to Monitor Progress Toward G1. 8

Walk throughs and formal observations will indicate if teachers are using High Effective, Effective, or N/U in teachers leading students to own their learning.

Person Responsible

Rob Hensel

Schedule

Monthly, from 8/29/2016 to 4/3/2017

Evidence of Completion

Through the MCIES rubric, teacher evaluation will indicate progress or lack of towards student lead instruction/ learning.

Plan to Monitor Progress Toward G1. 8

Administration will analyze previous survey data and compare those results with current surveys

Person Responsible

Rob Hensel

Schedule

On 6/1/2017

Evidence of Completion

The survey ratings in all categories relating to curriculum, learning culture, and student achievement will show improvement from the prior year's data.

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. If the administrative team coaches teachers to create a learning culture that is student led and teacher facilitated, then students will be more engaged and student academic achievement will increase as evidenced by state exams (FSA, EOC, FCAT Science). 1

G087369

G1.B1 Lack of teachers' willingness to give students control over their own learning. 2

B232183

G1.B1.S1 Continue implementation of professional learning that discusses how teachers can use curriculum elements to engage student-led instruction. 4

S245040

Strategy Rationale

If peer teachers discussion high effective strategies then they will encourage newer methods of teaching engaging lessons.

Action Step 1 5

Continue PLC meetings led by teacher teams.

Person Responsible

Elias Posth

Schedule

Weekly, from 8/31/2016 to 5/20/2017

Evidence of Completion

Administrators are assigned to PLC teams where they will oversee implementation and documentation of each team's success.

Action Step 2 5

Continue with Book Study Never Work Harder Than Your Students

Person Responsible

Elias Posth

Schedule

Monthly, from 9/16/2016 to 3/3/2017

Evidence of Completion

Administrators will be able to observe through walk throughs and formal observations that instruction is student-led.

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

Quarterly observations by the administrative team

Person Responsible

Elias Posth

Schedule

Quarterly, from 8/29/2016 to 4/3/2017

Evidence of Completion

Direct observations, lesson plans, and reflections that indicate that the PLC is being utilized.

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

Teachers implementing strategies of student owned learning in the classroom

Person Responsible

Elias Posth

Schedule

Quarterly, from 8/29/2016 to 4/3/2017

Evidence of Completion

Observations and formative assessments will show student growth and application of content.

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

Principal and APs will meet weekly to discuss trends.

Person Responsible

Rob Hensel








Schedule

Weekly, from 9/2/2016 to 4/7/2017

Evidence of Completion

MCIES evaluation results will be analyzed and discussed in order to find trends and improve student led learning.

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.B1.S1.A2  A317249	Continue with Book Study Never Work Harder Than Your Students	Posth, Elias	9/16/2016	Administrators will be able to observe through walk throughs and formal observations that instruction is student-led.	3/3/2017 monthly
G1.MA1  M329969	Walk throughs and formal observations will indicate if teachers are using High Effective,...	Hensel, Rob	8/29/2016	Through the MCIES rubric, teacher evaluation will indicate progress or lack of towards student lead instruction/ learning.	4/3/2017 monthly
G1.B1.S1.MA1  M329966	Teachers implementing strategies of student owned learning in the classroom	Posth, Elias	8/29/2016	Observations and formative assessments will show student growth and application of content.	4/3/2017 quarterly
G1.B1.S1.MA1  M329968	Quarterly observations by the administrative team	Posth, Elias	8/29/2016	Direct observations, lesson plans, and reflections that indicate that the PLC is being utilized.	4/3/2017 quarterly
G1.B1.S1.MA3  M329967	Principal and APs will meet weekly to discuss trends.	Hensel, Rob	9/2/2016	MCIES evaluation results will be analyzed and discussed in order to find trends and improve student led learning.	4/7/2017 weekly
G1.B1.S1.A1  A317248	Continue PLC meetings led by teacher teams.	Posth, Elias	8/31/2016	Administrators are assigned to PLC teams where they will oversee implementation and documentation of each team's success.	5/20/2017 weekly
G1.MA2  M329970	Administration will analyze previous survey data and compare those results with current surveys	Hensel, Rob	5/1/2017	The survey ratings in all categories relating to curriculum, learning culture, and student achievement will show improvement from the prior year's data.	6/1/2017 one-time

V. Professional Development Opportunities

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

G1. If the administrative team coaches teachers to create a learning culture that is student led and teacher facilitated, then students will be more engaged and student academic achievement will increase as evidenced by state exams (FSA, EOC, FCAT Science).

G1.B1 Lack of teachers' willingness to give students control over their own learning.

G1.B1.S1 Continue implementation of professional learning that discusses how teachers can use curriculum elements to engage student-led instruction.

PD Opportunity 1

Continue PLC meetings led by teacher teams.

Facilitator

All instructional staff members

Participants

All instructional staff members

Schedule

Weekly, from 8/31/2016 to 5/20/2017

PD Opportunity 2

Continue with Book Study Never Work Harder Than Your Students

Facilitator

Elias Posth

Participants

All instructional staff

Schedule

Monthly, from 9/16/2016 to 3/3/2017

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	Continue PLC meetings led by teacher teams.	\$0.00
2	G1.B1.S1.A2	Continue with Book Study Never Work Harder Than Your Students	\$0.00
Total:			\$0.00