

Orange County Public Schools

# Howard Middle

8-Step problem solving step zero school improvement strategic goals college and career mission vision public and collaborative teaching family and community involvement planning building relationships increased achievement and supportive environment instruction effective leadership strategies resources assessment needs ambitious



# students

## 2017-18 Schoolwide Improvement Plan

## Howard Middle

800 E ROBINSON ST, Orlando, FL 32801

<https://howardms.ocps.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

\*Informational Baseline School Grade

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

### School Board Approval

This plan is pending approval by the Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- **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.

### 2017-18 DA Category and Statuses for Howard Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community.

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

To be the top producer of successful students in the nation.

#### 2. School Environment

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

Informally:

Teachers work with students in small group setting within each class allowing for them to know students at a more personal level. In addition, it is very important to Howard teachers to understand more than just the student data but other factors that may drive them. Several teachers have a "lunch bunch" in their rooms during the school day that maybe for academic help but also are created for the purpose of allowing students to have a safe space. Magnet teachers work with these students to better understand student backgrounds through a variety of surveys and conversations in order to cater to student needs not only in the classroom but outside as well.

Formally:

- All teachers are required to take a 60hr training by OCPS for English Language Learner (ELL) strategies. In addition to the 60hr prerequisite training, ELA and Reading teachers need to complete an additional 300 hrs of ELL training to help them be more culturally sensitive to our students. This has helped our other teachers with additional strategies to increase an environment of safety and respect at Howard Middle School.
- Because the majority of our student body comes to Howard from all parts of the Orange County , the magnet program provides a student and parent orientation during post-planning for the upcoming year in order to facilitate student and parent introduction and ease the transition into an unfamiliar environment. This allows students to not only meet other Howard students from their area of the county but students they would have never met at their home school.
- The magnet program also allows students to explore a variety of interests with a minimum requirement of two electives following within the magnet program. Teachers work with these students to help them better understand if this is the path they wish to pursue.
- Through reading and class discussions, students are asked to examine their own cultures, beliefs, and experiences and compare them to others and write down their response to certain situations.

- Teachers, administrators, counselors, coaches, and SAFE regularly share information about specific students and their needs, as well as possible cultural issues that have manifested.
- Guest speakers at faculty meetings/workshops talk about their specific culture and give teachers strategies on how to relate better to students of different cultures and their parents (Challenge Day, Cultural Response Training, and Restorative Justice). These have included a two day professional development on Cultural Response that allows Faculty and Staff to understand not only the differing cultures of staff but those of the students they teach and how that may affect the classroom. Another workshop that was conducted was Challenge day which allowed students of differing socioeconomic backgrounds and cultures to come together and work together.
- All teachers correspond with students after school hours through classroom webpages, by email, through Remind 101 (one-way texting), Google Classroom, Canvas, and/or Edmodo (communication is open to teachers, students and parents).

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

Howard Middle School has put procedural safeguards in place to ensure that students are safe on campus before, during, and after school. These safeguards include adult supervision in all common areas, as well as adult supervised programs and classes. The City of Orlando All-Stars program offers care for the students of Howard Middle School before and after school. This program gives students a safe environment to enhance their academics via tutoring, exposure to extracurricular activities such as sports, STEM (science, technology, engineering, and math), creative expression through dance and step, and the arts.

The staff at Howard Middle School emphasizes our HEART philosophy, which encourages students to Have a positive attitude, Expect success, Accept responsibility, Respect everyone, and have Thoughtful actions. Our HEART philosophy is made visible in common areas and classrooms. We are a SAFE Space school and students are encouraged to use our SAFE program to speak out about their own problems, as well as report any issues such as bullying. Howard Middle School takes a very strong stance against any acts of behavior that can cause a student to feel unsafe or disrespected, therefore creating an environment that encourages open and respectful communication among the staff, students, and parents.

Magnet students sign a Terms of Agreement where they commit to a list of academic and behavioral expectations as a student. This gives them confidence that the school will be a safe place and an environment where the focus is on learning.

**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.**

Howard Middle School has a staff of teachers who are eager to teach. As a result, they work closely together to develop and share various strategies for engaging and re-engaging students behaviorally during class time. These strategies consist of verbal and non-verbal cues. When teachers notice that students are not fully engaged and that a potential disruption is on the rise, they are adept in reengaging

students to lessen the disruptions. The most commonly used of these strategies is the open raised hand signal to gain the students' attention. It has become the school-wide common attention signal. Teachers are encouraged to use CHAMPS behavior management strategies.

All teachers are expected to teach classroom and school-wide procedures, and to make sure that the

students can display them with competence. Howard Middle School has a school-wide "step plan" in place for consequences given due to lack of adherence to classroom and school-wide procedures. These steps increase with the re-occurrence of the behaviors. Students and parents are made aware of classroom and school-wide procedures, as well as the potential consequences that a student may face. Teachers have a code of conduct review every 9 weeks to reinforce behavior expectations.

Also in place are administrative-led, grade-level assemblies that are designed to teach and reinforce common area procedures and behavior expectations. Teachers will implement interventions that reinforce and address student behavior prior to discipline referrals. Teachers are encouraged to seek out additional support from instructional coaches and administrators for strategies, techniques, interventions, and positive behavior reinforcement. Instructional coaches and administrators are committed to supporting teachers in developing classroom management systems.

All magnet students sign a Terms of Agreement which includes behavioral and academic expectations. Violating the Terms can lead to program probation and dismissal.

**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.**

Howard Middle School has two full time Guidance Counselors, a full time SAFE Coordinator, and a Mentor Coordinator to help meet the social-emotional needs of every student. In addition to the Guidance Counselors and SAFE Coordinator meeting directly with students with social emotional needs, our SAFE Coordinator is able to link students and their families with licensed mental health therapists and case managers through an agreement with SEDNET and OCPS. (SAFE, which stands for "The Student Assistance and Family Empowerment Program," provides a comprehensive range of prevention and intervention services for students and their families).

Students have access to guidance counselors for academic and social emotional support. Students can use a self referral process to identify their individual needs to get more specific support from a guidance counselor or from our SAFE coordinator in crisis situations. Teachers have access to the SAFE referral process to identify the needs of students who may need counseling and social emotional support.

ESE students with social emotional goals in their Individual Education Plans are provided services by qualified ESE teachers through the support facilitation model, pushing into general education classrooms. ESE teachers provide training for teachers to implement Behavior Intervention Plans.

### **3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Our early warning list of intervention strategies include:

\* Students scoring a level 1 on the 2017 Reading FSA are enrolled in a doubled-block intensive reading course. The intensive reading teachers utilize a research based intervention program that helps to provide students with a solid reading foundation.

\* Level 1 and 2 Math students receiving intervention in an intensive math class focusing on intensive math skills

\* Level 2 Reading students receiving intervention in a one period reading class

- \*Students scoring a level 1 or level 2 on the 2017 FSA Reading or Math are invited to Saturday School where they will receive instructional support in a small group setting by highly qualified teachers.
- \* Referral to social worker, SAFE, ESE teachers (if applicable), and guidance immediately for issues regarding attendance and repeated behavior concerns.
- \*Student attendance is monitored by the attendance clerk and social worker. When a student's attendance falls below 90 percent parent contact is made and a plan is developed.
- \* School-wide positive behavior support systems in place - Positive Phone Call Home / Rangerific Ranger / Student of the Month / HEART ticket raffle.
- \* Instructionally driven lesson planning based on formative assessments to target needs.
- \*Students who received one or more suspensions are identified and monitored by the MTSS Coach, Deans, and the Assistant Principal over Discipline.
- \*The Magnet Assistant Coordinator is notified when a Magnet student receives a Level 2 or higher referral. The student is then placed on behavioral probation with the program and monitored.
- \*The Magnet Assistant Coordinator is notified when a Magnet student's GPA fall below a 2.5. The student is then placed on academic probation with the program and monitored.
- \*Students with a course failure are given the opportunity to attend Saturday school, before school tutoring, and/or After-school tutoring. Saturday school will be offered every other Saturday from 9 a.m. to 12 p.m. with transportation and food provided.
- \*Students scoring in the bottom quartile of the 2017 FSA will also be given the opportunity to attend Saturday school, before school tutoring, and/or After-school tutoring.

**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	60	70	92	0	0	0	0	222
One or more suspensions	0	0	0	0	0	0	42	35	60	0	0	0	0	137
Course failure in ELA or Math	0	0	0	0	0	0	85	113	121	0	0	0	0	319
Level 1 on statewide assessment	0	0	0	0	0	0	109	84	92	0	0	0	0	285

**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	75	81	109	0	0	0	0	265

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

Students identified by the early warning system are monitored for academic performance by their teachers, guidance department, and the Assistant Principal of Instruction. Students earning failing grades are enrolled into Edgeunity in order to recover a course. Tutoring is offered to all students before and after school, during lunch, and through Saturday School, as needed. In addition, Americorps volunteers are assigned to high-needs classrooms to support students on a more individualized basis.

Academically struggling students and students scoring in the bottom quartile of the 2017 FSA are tracked and monitored by teachers, the Magnet Coordinator, the Instructional Coach, and the Administrative team. Teachers plan with the intent to meet the needs to those that may not be meeting mastery during PLC meetings with the help of the Leadership Team.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

**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 Partners in Education coordinator reaches out to community organizations (local businesses, local faith-based organizations, and community arts organizations) to create partnerships for monetary and school supply donations, positive behavior support, mentoring/tutoring, teacher/student appreciation, and arts-related in-class and off campus field trip activities. Multiple Visual and Performing Arts Partnerships have been developed through the Partner in Education program. These include the Orlando Philharmonic Orchestra (Band Masters Classes and Technicians), Florida Alliance for Arts in Education (Careers in the Arts Seminar), and UCF CREATE (Animation Camp), and Full Sail University (Digital Arts Tutoring program). The Howard Foundation and PTSA also work with businesses who are current partners and reach out to potential businesses to partner with us for further support. At the beginning of each academic year, Howard sets goals based on our school improvement plan, and each partner chooses which opportunities they want to participate in throughout the school year; whether it be for mentoring/tutoring, donations, student/staff appreciation, positive behavior support and/or arts field trips. It is monitored through the OCPS Partners in Education online system. In return, we give those partners and organizations recognition through our newsletter, Facebook pages, marquee, and performances/concerts throughout the year.

## C. Effective Leadership

**1. School Leadership Team**

### a. Membership

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

Name	Title
Huff, Danial	Principal
Davis-LaRue, April	Assistant Principal
Trimble, Jill	Assistant Principal
Craig, Nicole	Instructional Coach
Cullen, Sarita	School Counselor
St Louis, Patrick	Other
McCracken, Clinton	Teacher, K-12
Coley, Altamont	Dean
Roberson, Christopher	Dean
Gandi-Capio, Yidaa	School Counselor
King, Melissa	Teacher, K-12
Thrailkill Andino, Ashley	Teacher, K-12
Seger, Michael	Teacher, K-12
Furnari, Kathleen	Teacher, K-12
Buckley, Deanna	Teacher, K-12

### b. Duties

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

Mr. Danial Huff, Principal: provides a common vision for the use of data-based decision-making, ensures implementation of intervention support and documentation through the MTSS process, ensures adequate professional development occurs for faculty to ensure all students succeed, works with the technology team to create a plan to benefit student achievement, identifies teacher leaders to continue the school's mission and vision, and engages parents and community members regarding school-based plans and activities.

Mrs. April Davis-Larue, Assistant Principal of Instruction: provides a common vision for the use of data-based decision-making, works with implementation of testing through district, state, and national protocols, ensures implementation of intervention support and documentation through the MTSS process, ensures adequate professional development occurs for faculty to ensure all students succeed, works with the technology team to create a plan to benefit student achievement, identifies teacher leaders to continue the school's mission and vision, and engages parents and community members regarding school-based plans and activities.

Mrs. Jill Trimble, Assistant Principal: provides a common vision for the use of data-based decision-making, ensures implementation of intervention support and documentation through the MTSS process, ensures adequate professional development occurs for faculty to ensure all students succeed, works with the technology team to create a plan to benefit student achievement, identifies teacher leaders to continue the school's mission and vision, and engages parents and community members regarding school-based plans and activities.

Ms. Nicole Hernandez Craig, Instructional/Reading coach: provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional

development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier I, Tier II, and Tier III intervention plans, participate in the design and delivery of professional development, works with implementation of testing through district, state, and national protocols, and supports faculty through the coaching cycle.

Ms. Sarita Cullen, Lead Guidance Counselor: develop student schedules, works on FTE protocols to insure the school is in compliance, create a safe space for students and parents who have concerns that need to be addressed in a timely manner.

Mr. Patrick St Louis, Technology Specialist: develops or brokers technology necessary to manage and display data; provides technical support to teachers and staff regarding data management and display, works to create systems that support a learning environment for all students that can be maintained by faculty and staff.

Mr. Clinton McCracken, Magnet Coordinator: manages School Choice Magnet Program Annual Review, updates Magnet Handbook, manages magnet marketing, applies for annual awards with ASN and MSA, completes MSA Certification Requirements, manages magnet probation and dismissal process, coordinates Magnet Fair and Magnet Open House, assists with Arts Integration Coaching as needed.

Mr. Altamont Coley, 6th Grade Dean: administers appropriate discipline to all students as outlined by OCPS Code of Student Conduct, coordinates lunch detention hall and P.A.S.S., administers discipline to students with referrals, conducts Restorative Justice sessions with students and staff, communicates daily with students, parents, and teachers regarding discipline matters, assists staff with behavior management plans for students with chronic discipline problems, works with implementation of testing through district, state, and national protocols.

Mr. Christopher Roberson, 7th Grade Dean: administers appropriate discipline to all students as outlined by OCPS Code of Student Conduct, coordinates lunch detention hall and P.A.S.S., administers discipline to students with referrals, conducts Restorative Justice sessions with students and staff, communicates daily with students, parents, and teachers regarding discipline matters, assists staff with behavior management plans for students with chronic discipline problems.

Ms. Yidaa Gandi-Capio, Staffing Specialist: develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on research-based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; and provide support for assessment and implementation monitoring.

Ms. Melissa King, Visual and Performing Arts Teacher/Department Chair: develop, lead, and evaluate school core content standards/ programs as it pertains to the Visual and Performing Arts; guide the Visual and Performing Arts department in lesson planning, assessment creation, and data review, assist in the review and creation of school-wide policies.

Mrs. Ashley Thraikill, Curriculum Compliance Teacher/ELA Teacher/Department Chair: develop, lead, and evaluate school core content standards/ programs as it pertains to ELA/ELL, guide the ELA department in lesson planning, assessment creation, and data review, assist in the review and creation of school-wide policies, identify and analyze existing literature on research-based curriculum/ behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be

considered LY, assist in the design and implementation for progress monitoring, data collection, and data analysis, identify when students are no longer in need of ELL services; and provide support for assessment and implementation monitoring.

Mr. Michael Seger, Social Studies Teacher/Department Chair: develop, lead, and evaluate school core content standards/ programs as it pertains to Social Studies; guide the Social Studies department in lesson planning, assessment creation, and data review, assist in the review and creation of school-wide policies.

Ms. Kathleen Furnari, Math Teacher/Department Chair: develop, lead, and evaluate school core content standards/ programs as it pertains to Math; guide the Math department in lesson planning, assessment creation, and data review, assist in the review and creation of school-wide policies.

Ms. Deanna Buckley, Science Teacher/Department Chair: develop, lead, and evaluate school core content standards/ programs as it pertains to Science; guide the Science department in lesson planning, assessment creation, and data review, assist in the review and creation of school-wide policies.

***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 MTSS Team will focus meetings around these questions: How do we develop and maintain a problem-solving system that positively supports and rewards our students and staff; as individuals, groups and school-wide? In what ways can we assess individual student needs as well as “at risk” groups of students and encourage them to achieve higher levels of performance and excellence? What levels of support are we currently implementing to reinforce our students' abilities to attain higher standards, what levels of support do we need to add or modify to address our goals?

The team meets on a monthly basis to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate, problem-solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of developing and implementing positive behavior support systems, building consensus, increasing infrastructure, and making decisions about implementation.

### Title III:

\* Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

### Title X- Homeless:

\* The Howard Middle School SAFE Coordinator in conjunction with the District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

\* The school offers to students a non-violence and anti-drug program that incorporates field trips, onsite assistance through community-based providers, and counseling.

Other:

\* Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, SAFE Program, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, and drugs and foster a safe, drug free learning environment supporting student achievement.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Danial Huff	Principal
Crystal Rich	Teacher
Katherine Barnes	Education Support Employee
Clinton McCracken	Teacher
Dorian Williams	Business/Community
Latisha Lee	Teacher
Nicole Hernandez Craig	Teacher
Agatha Galan	Teacher
Altamont Coley	Teacher
Warren Washington	Parent
Carol Washington	Parent
Cindy Swaim	Parent
Natalie Storch	Parent
Sofia Stewart	Parent
Emel Patridge	Parent
Lisa Meyers	Parent
Jennifer McDaniel	Parent
John Jago-Ford	Parent
Dan Ginader	Parent
Tanya DePalmo	Parent
Daisy Cruz	Parent
Keila Correra	Parent

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The Howard Middle School 2016-2017 SIP as well as the results were shared with the current SAC. It was reviewed as well as the goals for the current 2017-2018 SIP. Input from SAC was encouraged. The SAC approved the SIP plan.

*b. Development of this school improvement plan*

The SAC reviewed last year's data as well as parent, student, and teacher survey results and projected goals. Meetings were held to discuss finalizing specifics of this year's plan such as budgetary needs. Through each stage of the SIP creation process, the SAC gave feedback and reviewed the "current" SIP.

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

The SAC will review the budget as it pertains to professional development and resources as allocated in the School Improvement Plan.

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

A portion of the money will be used for implementing the school improvement plan. The improvement plan shall include measurable performance indicators. Funding for use by the School Advisory Council should be allocated directly to the School Advisory Council, should be clearly earmarked for their use and is not subject to override by the Principal or interim approvals by school district staff. These moneys may be expended only on programs or projects selected by the school advisory council. Last year SAC allocated funds to renovate the gymnasium, affecting a third of the student population at Howard with the upgrade to the Fitness elective class. In addition, they allocated funds to the creation of a S.T.E.A.M. class allowing Howard students to experience not just Arts classes but Engineering as well.

**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
Huff, Danial	Principal
Craig, Nicole	Instructional Coach
Yelensky, Sarah	Teacher, ESE
Gregory, Chelsea	Teacher, K-12
Buckley, Deanna	Teacher, K-12
Pummer, Kristen	Teacher, K-12
Livingston, Vicki	Teacher, K-12
Yuhasz, Eric	Teacher, K-12

**b. Duties**

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

- \* To ensure literacy (reading) is integrated into all core and elective content areas.
- \* To ensure that teaching reading is the responsibility of every teacher at Howard Middle School.
- \* To ensure that every Level 1 and Level 2 reader is supported in all core-content areas. In addition, each will receive Tier I and Tier II support through the intensive reading classes (Tier 1) and tutoring (Tier 2).
- \* To ensure that professional development incorporates a literacy component that supports the initiatives of the school improvement plan (which is supported by data).
- \* To participate in District Professional Leadership Committee (DPLC) as part of a district literacy for all initiative.
- \* To disseminate information from the DPLC to the school and help to implement literacy strategies with fidelity from the DPLC.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Howard Middle School encourages positive working relationships between teachers in a variety of ways. The majority of teachers enjoy a common planning period, allowing regular collaboration via Professional Learning Communities (PLCs).

Most PLCs meet at least once a week, some more frequently. PLC members discuss and review data, create common lesson plans, create common assessments, and utilize CRMs to plan for rigorous instruction. Teachers also meet on Wednesday afternoons for Department PLCs, professional development and faculty meetings. These meetings are facilitated by instructional staff, each sharing their expertise with colleagues in a safe and encouraging environment.

HMS has a long-established culture of coaching, and teachers are very open not only to welcoming coaches into their rooms, but oftentimes inviting them in. There is a strong sense of trust and feedback is always positive, yet relevant as our teachers continuously strive to improve their practice.

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

Howard has a long-standing history of teacher retention. We foster a community of collegiality, we have a strong mentoring program in place for new staff, as well as instructional coaches to support each teacher in the classroom.

To add strength our school community, Howard plans on working towards "family" atmosphere in which faculty feels safe to have courageous conversations within Professional Learning Communities regarding academic strategies that align to the rigor of the standard.

Professional Development will be provided all school year to help enhance the faculty's content and pedagogical knowledge. This will be done in an effort to give them options when they are working to meet the differing needs of the classroom. Professional Development will also be differentiated to help

the differing levels of knowledge teachers may come to the table with and allow them to grow as professionals.

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

Howard Middle School provides support for all teachers in multiple ways.

\* During preplanning, school administrators and coaches met with all teachers new to Howard Middle School for a welcome and orientation. In addition, the Instructional/Reading coach offered small group and individual tutorials to assist all teachers with procedures, curriculum, and school-wide initiatives. A second session to help new teachers with commonly used technology within Orange County Public Schools occurred later in the week. A formal mentor was assigned to all teachers new to teaching (within 0-1 year). Mentors were assigned based on their knowledge of the curriculum, classroom management effectiveness, positive interactions with staff and students, as well as proximity to the new teacher.

\* During the first month of school, the Instructional Coach maintains frequent contact with all teachers new to Howard Middle School, both in person and electronically, to monitor their needs and assist with any concerns. The Instructional Coach also meets every Friday morning with the new teachers to "check in" with them as well as with mentors. The Instructional Coach visits the classrooms of all teachers new to Howard Middle School, to observe and offer positive feedback as well as engage in conversations with new teachers so they may discuss any issues they are having.

\* Beginning in September, new teachers and mentors will meet at least monthly with the Instructional Coach to share concerns and celebrate successes.

\* The Instructional Coach will continue to visit classrooms throughout the year to assist and mentor teachers.

\*Teachers and Mentors will participate in district Safari Montage Live Professional Development, starting during preplanning and continuing throughout the school year.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction in addition to following Orange County Public Schools Scope and Sequence.

#### 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.**

Data monitoring is as follows:

- \* Utilization of instructional focus calendars to teach, assess, reteach, and re-assess as needed.
- \* Implementation of data chats for grade level PLCs to analyze state and local assessment data to see how to differentiate, modify, or supplement instruction to meet the needs of all students.
- \* Weekly grade-level PLC meetings to analyze common assessments and how to differentiate instruction to meet the needs of all students.

Examples of modifications, supplements, differentiation:

- \* Grouping of students in classes according to the needs of each student.
- \* ESE/ESOL accommodations/modifications employed to meet the needs of all ESE/ESOL students and ESE/ESOL teachers available to coach teachers and to individualize instruction for high needs students.
- \* Teachers and leadership team members use state and local assessment data to conduct data chats to see how to differentiate, modify, or supplement instruction in order to meet the needs of students.
- \* Through MTSS process, small group intervention strategies are used to students exhibiting Early Warning Signs.

**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:** 32,400

Students will receive after school tutoring to support them in area(s) of need. The area(s) of need will be determined based on individual student performance on teacher made assessments as well computer based assessments. These assessments will be used a diagnostic tool in order to provide personalized student learning geared towards mastery. Tutoring will focus on students scoring in the bottom quartile of the 2017 FSA as well as failure rate in core subject areas.

**Strategy Rationale**

The rationale behind the strategy is to ensure that all students are able to reach mastery of content as we look to increase student achievement as well as decrease the learning gap between subgroups.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Huff, Danial, danial.huff@ocps.net

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

The assessment/diagnostic data collected will be analyzed and shared with all appropriate team members. This data will be used to personalize the support for each child. We will continue to use the FCIM process as we work towards student mastery of content. In addition, we will use this information to assist with our planning of staff and professional development.

**Strategy:** Before School Program

**Minutes added to school year:** 15,000

Students will receive after school tutoring to support them in area(s) of need. The area(s) of need will be determined based on individual student performance on teacher made assessments as well computer based assessments. These assessments will be used a diagnostic tool in order to provide personalized student learning geared towards mastery. Tutoring will focus on students scoring in the bottom quartile of the 2017 FSA as well as failure rate in core subject areas.

**Strategy Rationale**

The rationale behind the strategy is to ensure that all students are able to reach mastery of content as we look to increase student achievement as well as decrease the learning gap between subgroups.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Huff, Danial, danial.huff@ocps.net

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

The assessment/diagnostic data collected will be analyzed and shared with all appropriate team members. This data will be used to personalize the support for each child. We will continue to use the FCIM process as we work towards student mastery of content. In addition, we will use this information to assist with our planning of staff and professional development.

**Strategy:** Weekend Program

**Minutes added to school year:** 3,600

Students will receive after school tutoring to support them in area(s) of need. The area(s) of need will be determined based on individual student performance on teacher made assessments as well computer based assessments. These assessments will be used a diagnostic tool in order to provide personalized student learning geared towards mastery. Tutoring will focus on students scoring in the bottom quartile of the 2017 FSA as well as failure rate in core subject areas.

**Strategy Rationale**

The rationale behind the strategy is to ensure that all students are able to reach mastery of content as we look to increase student achievement as well as decrease the learning gap between subgroups.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Huff, Danial, danial.huff@ocps.net

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

The assessment/diagnostic data collected will be analyzed and shared with all appropriate team members. This data will be used to personalize the support for each child. We will continue to use the FCIM process as we work towards student mastery of content. In addition, we will use this information to assist with our planning of staff and professional development.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Howard Middle School collaborates with our feeder elementary and high schools to ensure a smooth transition to middle and high school. Guidance counselors visit elementary schools in the Spring for orientations and registrations. In addition to that students interested in the magnet program tour the campus and visit classrooms. The leadership team and guidance department collaborate with the high school guidance counselors to ensure that 8th grade students are prepared to meet the demands of the high school curriculum. The high school guidance counselors visit the middle school to meet with students and register them for High School courses.

### 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.**

Magnet program partners with Florida Alliance for Arts in Education and Full Sail University each year to provide an optional Careers in the Arts Workshop at Full Sail. All magnet students also complete a

careers in the arts research project through each arts course. Howard guidance counselors advance college and career awareness through the implementation of Naviance. This program links students interests to career opportunities through self-assessments, planning, and goal-setting. In addition, Howard offers Career and Technical Education Certification in Adobe Illustrator and Microsoft Office Suite as well as other opportunities for career exploration through Project Lead the Way.

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

Howard Middle School provides students with opportunities to receive industry certifications in Adobe Illustrator and Microsoft Office Suite.Upon scoring at the proficient level students will become certified in these respective programs.

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

Howard Middle School offers Project Lead the Way curriculum. In this pre-engineering program, students are afforded the opportunity to explore automation, robotics, flight and space, magic, electrons,design and modeling. This course prepares students for high school level classes in the STEM program. Howard Middle School also provides students with opportunities to receive industry certifications in Adobe Illustrator and Micrsoft Office Suite. Upon scoring at the proficient level students will become certified in these respective programs.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.** Teachers, with the guidance of the leadership team, will use strategies that provide more student-centered activities aligned to the rigor of the Florida Standards. This will result in increasing student achievement on standards-based learning in order to effectively narrow the achievement gap. (Division Priority #3: Narrow Achievement Gaps; Division Priority #6: Provide Empowering Environments.)
- G2.** Howard Middle School staff will provide a rigorous curriculum facilitated in collaborative planning, through content specific complex texts and standards-aligned tasks, and measured through formative assessments (Division Priority #2: Accelerate Student Performance)

## 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.** Teachers, with the guidance of the leadership team, will use strategies that provide more student-centered activities aligned to the rigor of the Florida Standards. This will result in increasing student achievement on standards-based learning in order to effectively narrow the achievement gap. (Division Priority #3: Narrow Achievement Gaps; Division Priority #6: Provide Empowering Environments.) **1a**

 G095181

### Targets Supported **1b**

Indicator	Annual Target
AMO Reading - ELL	
AMO Reading - ED	
AMO Reading - SWD	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - Hispanic	
AMO Math - African American	

### Targeted Barriers to Achieving the Goal **3**

- Teachers struggle with the development of student-centered groups based on student achievement data.
- Teachers struggle with the development of student-centered group activities that demonstrate comprehension of the Florida Standards.

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

- Professional development on how to create student-centered activities and groups
- Hold bi-weekly common planning meetings.
- Marzano resources
- Observational feedback
- Common Assessment data

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

The principal will monitor the subgroup performance data on teacher-made common assessments and state-required assessments. This will be done by meeting with PLC's regularly to ensure analysis of data is taking place and to ensure instructional delivery of student-centered activities is leading to an increase in student achievement. This will also be done by implementing nine-week data chats to analyze nine-week exam data focusing particularly on individual subgroups.

#### **Person Responsible**

Danial Huff

#### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

#### **Evidence of Completion**

Three and nine week common assessments, PLC minutes, SMART goal documentation, data chat documentation, performance data reflecting growth

**G2.** Howard Middle School staff will provide a rigorous curriculum facilitated in collaborative planning, through content specific complex texts and standards-aligned tasks, and measured through formative assessments (Division Priority #2: Accelerate Student Performance) 1a



### Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	78.0
Effective+ Administrators	75.0
FCAT 2.0 Science Proficiency	60.0

### Targeted Barriers to Achieving the Goal 3

- New teachers are unfamiliar with effectively implementing the common planning process created by the Howard Middle School leadership team.
- Some teachers do not understand how to effectively implement the common planning process to provide a rigorous curriculum through content specific complex texts and standards-aligned tasks, and measured through formative assessments.

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

- Hold biweekly Professional Learning Communities (PLCs) meetings.
- Continue meeting with the leadership team.
- Continue to increase site-based professional development opportunities.

### Plan to Monitor Progress Toward G2. 8

The leadership team will attend common planning meetings and monitor student performance data to see if the meetings are effectively translating into instructional delivery resulting in increased student achievement.

#### Person Responsible

Danial Huff

#### Schedule

Biweekly, from 8/7/2017 to 5/30/2018

#### Evidence of Completion

PLC meeting agendas and minutes, three and nine week common assessment data, classroom observation 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

**1** = Problem Solving Step     S123456 = Quick Key

**G1.** Teachers, with the guidance of the leadership team, will use strategies that provide more student-centered activities aligned to the rigor of the Florida Standards. This will result in increasing student achievement on standards-based learning in order to effectively narrow the achievement gap. (Division Priority #3: Narrow Achievement Gaps; Division Priority #6: Provide Empowering Environments.) 1

 G095181

**G1.B1** Teachers struggle with the development of student-centered groups based on student achievement data. 2

 B256168

**G1.B1.S1** Teams of teachers will actively participate in facilitated professional development on the common planning structure for Howard Middle School. 4

 S270782

### **Strategy Rationale**

Teachers need to know the expectations, the process, the product and how they will be monitored during common planning meetings.

### **Action Step 1** 5

The leadership team will facilitate professional development to guide teachers through the process of effective common planning structures.

#### **Person Responsible**

Nicole Craig

#### **Schedule**

On 5/30/2018

#### **Evidence of Completion**

Lesson plans, meeting agendas, sign-in sheets

### **Action Step 2** 5

The department chairs will facilitate team members in reflection on how the common planning process is affecting student achievement.

#### **Person Responsible**

Nicole Craig

#### **Schedule**

Quarterly, from 8/7/2017 to 5/30/2018

#### **Evidence of Completion**

Lesson plans, agendas, sign-in sheets, meeting minutes, common assessments

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

The leadership team will monitor attendance at trainings, review lesson plans, and review meeting materials to ensure teachers successfully implement the common planning structure for Howard Middle School.

### **Person Responsible**

April Davis-LaRue

### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

### **Evidence of Completion**

Training agendas and meeting minutes, artifacts from trainings, and lesson plans completed to include all components of the common planning structure.

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

The leadership team will participate in common planning meetings to monitor that teachers are implementing the common planning structure with fidelity.

### **Person Responsible**

April Davis-LaRue

### **Schedule**

Biweekly, from 8/7/2017 to 5/30/2018

### **Evidence of Completion**

The principal will use data generated from iObservation to monitor success of the common planning structure and its transference to the classroom.

**G1.B1.S2** The leadership team will model and facilitate the common planning process during individual grade-level meetings. 4

 S270783

### Strategy Rationale

Effective modeling will increase teacher capacity in the common planning process.

### Action Step 1 5

The supervising administrator for each grade-level PLC will participate in the common planning meetings to model and facilitate the process effectively.

#### Person Responsible

Danial Huff

#### Schedule

Biweekly, from 8/7/2017 to 5/30/2018

#### Evidence of Completion

Agendas, PLC meeting minutes, sign-in sheets, teacher reflection, common planning protocol

### Action Step 2 5

The leadership team will monitor through actionable feedback to all grade-level PLC's.

#### Person Responsible

Danial Huff

#### Schedule

Biweekly, from 8/7/2017 to 5/30/2018

#### Evidence of Completion

iObservation data, teacher reflection, lesson plans

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

The principal will monitor iObservation data for actionable feedback to all PLC team members.

### **Person Responsible**

Danial Huff

### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

### ***Evidence of Completion***

The principal will use data generated from iObservation to monitor that teachers are receiving actionable feedback from their supervising administrators.

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

The principal will monitor student achievement data for effectiveness of the implementation of common planning process.

### **Person Responsible**

Danial Huff

### **Schedule**

Monthly, from 7/31/2017 to 5/30/2018

### ***Evidence of Completion***

The principal will use data generated from teacher-made common assessments to monitor that the activities used by teachers in the classroom are effectively reaching all students.

**G1.B2** Teachers struggle with the development of student-centered group activities that demonstrate comprehension of the Florida Standards. 2

 B256169

**G1.B2.S1** The leadership team will use the gradual release model to guide teachers through the process of creating student-centered activities that align with the standards. 4

 S270784

### **Strategy Rationale**

Effective student-centered activities will allow for more time on task and deeper comprehension of the content-area standards.

### **Action Step 1** 5

The leadership team will provide professional development designed to support teachers with utilizing student-centered activities.

#### **Person Responsible**

Nicole Craig

#### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

#### **Evidence of Completion**

Meeting minutes, teacher take-aways that are used or applied to classroom instruction, assessments or lesson planning, agendas

### **Action Step 2** 5

The leadership team will implement instructional rounds to focus on high-yield strategies that increase student achievement during grouping activities.

#### **Person Responsible**

April Davis-LaRue

#### **Schedule**

Biweekly, from 8/7/2017 to 5/30/2018

#### **Evidence of Completion**

Unit lesson plans, observation notes

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

The principal will conduct informal and formal classroom observations for the purpose identifying student grouping strategies in the classroom.

### **Person Responsible**

Danial Huff

### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

### ***Evidence of Completion***

The principal will use data generated from iObservation to monitor that the student-centered activities used by teachers in their classrooms to effectively engage all students. The principal will engage teachers in conversation pre- and post- observation in the effectiveness of the activities to help grow the culture of student grouping activities.

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

The Leadership Team will review lesson plans in conjunction with formative and summative data to track student growth and success.

### **Person Responsible**

April Davis-LaRue

### **Schedule**

On 5/30/2018

### ***Evidence of Completion***

PLC/teacher lesson plans, teacher formative/summative data

**G1.B2.S2** The leadership team will facilitate teams of teachers through the reflection process of the effectiveness of the student-centered activities created. 4

 S270785

### **Strategy Rationale**

Reflecting on data from student-centered activities will allow teachers to assess the effectiveness of the activities.

### **Action Step 1** 5

The Leadership Team will incorporate differentiation strategies into our professional development plan in order to model effective strategies.

#### **Person Responsible**

Nicole Craig

#### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

#### ***Evidence of Completion***

Sign in sheets; exit slips; Google Documents and files, PowerPoints and Google Slides

### **Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

The Instructional Coach will monitor professional learning levels of staff to determine what level of Professional Development should occur, for whom, and when. Teacher experts will be "tapped" to be the leaders and help lead Professional Development for their peers.

#### **Person Responsible**

Nicole Craig

#### **Schedule**

Biweekly, from 8/7/2017 to 5/30/2018

#### ***Evidence of Completion***

Professional Development attendance records, Google Form pretests and interest forms, iObservation

## Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

The Leadership team will engage teachers in the reflective process through PLC discussions.

### **Person Responsible**

Danial Huff

### **Schedule**

Biweekly, from 8/7/2017 to 5/30/2018

### ***Evidence of Completion***

PLC notes, collaborative Google Docs, iObservation

**G2.** Howard Middle School staff will provide a rigorous curriculum facilitated in collaborative planning, through content specific complex texts and standards-aligned tasks, and measured through formative assessments (Division Priority #2: Accelerate Student Performance) 1

 G095182

**G2.B1** New teachers are unfamiliar with effectively implementing the common planning process created by the Howard Middle School leadership team. 2

 B256170

**G2.B1.S1** Teams of teachers will actively participate in facilitated professional development on the common planning structure for Howard Middle School. 4

 S270786

### **Strategy Rationale**

Teachers need to know the expectations, the process, the product and how they will be monitored during common planning meetings.

### **Action Step 1** 5

The leadership team will facilitate professional development to guide new teachers through the process of effective common planning structures.

#### **Person Responsible**

Nicole Craig

#### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

#### **Evidence of Completion**

Meeting minutes, agendas, teacher take-aways that are used or applied to classroom instruction, sign in sheets

### **Action Step 2** 5

The department chairs will facilitate new team members in reflection on how the common planning process is used to increase student achievement.

#### **Person Responsible**

Danial Huff

#### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

#### **Evidence of Completion**

Meeting minutes, agendas, teacher take-aways that are used or applied to classroom instruction, sign in sheets, teacher reflections

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

The leadership team will monitor attendance at training's, review lesson plans, and review meeting materials to ensure new teachers successfully implement the common planning structure for Howard Middle School.

### **Person Responsible**

Nicole Craig

### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

### **Evidence of Completion**

Training agendas and meeting minutes, artifacts from trainings, and lesson plans completed to include all components of the common planning structure.

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

The leadership team will participate in common planning meetings to monitor that new teachers are participating and implementing the common planning structure with fidelity.

### **Person Responsible**

April Davis-LaRue

### **Schedule**

Biweekly, from 8/7/2017 to 5/30/2018

### **Evidence of Completion**

The Leadership Team will use data generated from iObservation to monitor success of the common planning structure and its transference to the classroom.

**G2.B1.S2** New teachers will receive guidance and support from mentor teachers and have opportunities to observe designated content-specific effective PLCs. 4



### Strategy Rationale

This will allow the new teachers to view the effective PLC cycle and process as they become active participants in the PLC.

### Action Step 1 5

New teachers will all be assigned a veteran mentor teacher specific to their content area.

#### Person Responsible

Nicole Craig

#### Schedule

On 5/30/2018

#### Evidence of Completion

Mentors and new teachers will submit checklists to the Instructional Coach.

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Instructional Coach will meet with Mentors and New Teachers monthly.

#### Person Responsible

Nicole Craig

#### Schedule

Monthly, from 8/7/2017 to 5/30/2018

#### Evidence of Completion

Checklists

## Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The Instructional Coach will meet with New Teachers monthly as well as one-on-one to give guidance and support/

### **Person Responsible**

Nicole Craig

### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

### ***Evidence of Completion***

Meeting Notes, Checklists, Sign in sheets, Google Sheet

**G2.B2** Some teachers do not understand how to effectively implement the common planning process to provide a rigorous curriculum through content specific complex texts and standards-aligned tasks, and measured through formative assessments. 2

 B256171

**G2.B2.S1** Professional Development will be provided to teachers in order to allow them to deconstruct standards for developing standards-aligned tasks. 4

 S270788

### **Strategy Rationale**

Instruction should be aligned to standards.

### **Action Step 1 5**

The Instruction Coach, with help, will plan for and design appropriate professional development designed based on deconstructing standards for developing standards-aligned tasks.

### **Person Responsible**

Nicole Craig

### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

### ***Evidence of Completion***

Leadership team agendas and minutes

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

A Professional Development calendar will be maintained and seek teacher feedback.

### **Person Responsible**

Nicole Craig

### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

### ***Evidence of Completion***

Meeting agendas, minutes, surveys, PD calendar

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

The Leadership Team will review iObservation data to ensure implementation of professional development.

### **Person Responsible**

Danial Huff

### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

### ***Evidence of Completion***

iObservation

**G2.B2.S2** Teachers will participate in the Marzano Coaching cycle and will receive actionable feedback.

4



### Strategy Rationale

This will allow teachers to reflect on their own practices and make adjustments.

### Action Step 1 5

The Leadership Team will review and implement the Marzano coaching process with all teachers.

#### Person Responsible

Jill Trimble

#### Schedule

Weekly, from 8/7/2017 to 5/30/2018

#### Evidence of Completion

iObservation data

### Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

The Leadership Team will review iObservation data monthly.

#### Person Responsible

Jill Trimble

#### Schedule

Monthly, from 8/7/2017 to 5/30/2018

#### Evidence of Completion

iObservation data

## Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

The Leadership Team will review achievement data through Performance Matters, iReady, and other achievement indicators.

### **Person Responsible**

Danial Huff

### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

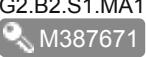
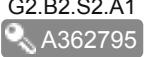
### ***Evidence of Completion***

Performance Matters, iReady, Google Forms, Teacher created assessments

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.MA1  M387665	The principal will monitor the subgroup performance data on teacher-made common assessments and...	Huff, Danial	8/7/2017	Three and nine week common assessments, PLC minutes, SMART goal documentation, data chat documentation, performance data reflecting growth	5/30/2018 monthly
G2.MA1  M387674	The leadership team will attend common planning meetings and monitor student performance data to...	Huff, Danial	8/7/2017	PLC meeting agendas and minutes, three and nine week common assessment data, classroom observation data	5/30/2018 biweekly
G1.B1.S1.MA1  M387657	The leadership team will participate in common planning meetings to monitor that teachers are...	Davis-LaRue, April	8/7/2017	The principal will use data generated from iObservation to monitor success of the common planning structure and its transference to the classroom.	5/30/2018 biweekly
G1.B1.S1.MA1  M387658	The leadership team will monitor attendance at trainings, review lesson plans, and review meeting...	Davis-LaRue, April	8/7/2017	Training agendas and meeting minutes, artifacts from trainings, and lesson plans completed to include all components of the common planning structure.	5/30/2018 monthly
G1.B1.S1.A1  A362784	The leadership team will facilitate professional development to guide teachers through the process...	Craig, Nicole	8/7/2017	Lesson plans, meeting agendas, sign-in sheets	5/30/2018 one-time
G1.B1.S1.A2  A362785	The department chairs will facilitate team members in reflection on how the common planning process...	Craig, Nicole	8/7/2017	Lesson plans, agendas, sign-in sheets, meeting minutes, common assessments	5/30/2018 quarterly
G1.B2.S1.MA1  M387661	The Leadership Team will review lesson plans in conjunction with formative and summative data to...	Davis-LaRue, April	8/7/2017	PLC/teacher lesson plans, teacher formative/summative data	5/30/2018 one-time
G1.B2.S1.MA1  M387662	The principal will conduct informal and formal classroom observations for the purpose identifying...	Huff, Danial	8/7/2017	The principal will use data generated from iObservation to monitor that the student-centered activities used by teachers in their classrooms to effectively engage all students. The principal will engage teachers in conversation pre- and post- observation in the effectiveness of the activities to help grow the culture of student grouping activities.	5/30/2018 monthly
G1.B2.S1.A1  A362788	The leadership team will provide professional development designed to support teachers with...	Craig, Nicole	8/7/2017	Meeting minutes, teacher take-aways that are used or applied to classroom instruction, assessments or lesson planning, agendas	5/30/2018 monthly
G1.B2.S1.A2  A362789	The leadership team will implement instructional rounds to focus on high-yield strategies that...	Davis-LaRue, April	8/7/2017	Unit lesson plans, observation notes	5/30/2018 biweekly
G2.B1.S1.MA1  M387666	The leadership team will participate in common planning meetings to monitor that new teachers are...	Davis-LaRue, April	8/7/2017	The Leadership Team will use data generated from iObservation to monitor success of the common planning structure and its transference to the classroom.	5/30/2018 biweekly
G2.B1.S1.MA1  M387667	The leadership team will monitor attendance at training's, review lesson plans, and review meeting...	Craig, Nicole	8/7/2017	Training agendas and meeting minutes, artifacts from trainings, and lesson plans completed to include all components of the common planning structure.	5/30/2018 monthly
G2.B1.S1.A1  A362791	The leadership team will facilitate professional development to guide new teachers through the...	Craig, Nicole	8/7/2017	Meeting minutes, agendas, teacher take-aways that are used or applied to classroom instruction, sign in sheets	5/30/2018 monthly

**Orange - 0131 - Howard Middle - 2017-18 SIP**  
**Howard Middle**

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2  A362792	The department chairs will facilitate new team members in reflection on how the common planning...	Huff, Danial	8/7/2017	Meeting minutes, agendas, teacher take-aways that are used or applied to classroom instruction, sign in sheets, teacher reflections	5/30/2018 monthly
G2.B2.S1.MA1  M387670	The Leadership Team will review iObservation data to ensure implementation of professional...	Huff, Danial	8/7/2017	iObservation	5/30/2018 monthly
G2.B2.S1.MA1  M387671	A Professional Development calendar will be maintained and seek teacher feedback.	Craig, Nicole	8/7/2017	Meeting agendas, minutes, surveys, PD calendar	5/30/2018 monthly
G2.B2.S1.A1  A362794	The Instruction Coach, with help, will plan for and design appropriate professional development...	Craig, Nicole	8/7/2017	Leadership team agendas and minutes	5/30/2018 monthly
G1.B1.S2.MA1  M387659	The principal will monitor student achievement data for effectiveness of the implementation of...	Huff, Danial	7/31/2017	The principal will use data generated from teacher-made common assessments to monitor that the activities used by teachers in the classroom are effectively reaching all students.	5/30/2018 monthly
G1.B1.S2.MA1  M387660	The principal will monitor iObservation data for actionable feedback to all PLC team members.	Huff, Danial	8/7/2017	The principal will use data generated from iObservation to monitor that teachers are receiving actionable feedback from their supervising administrators.	5/30/2018 monthly
G1.B1.S2.A1  A362786	The supervising administrator for each grade-level PLC will participate in the common planning...	Huff, Danial	8/7/2017	Agendas, PLC meeting minutes, sign-in sheets, teacher reflection, common planning protocol	5/30/2018 biweekly
G1.B1.S2.A2  A362787	The leadership team will monitor through actionable feedback to all grade-level PLC's.	Huff, Danial	8/7/2017	iObservation data, teacher reflection, lesson plans	5/30/2018 biweekly
G1.B2.S2.MA1  M387663	The Leadership team will engage teachers in the reflective process through PLC discussions.	Huff, Danial	8/7/2017	PLC notes, collaborative Google Docs, iObservation	5/30/2018 biweekly
G1.B2.S2.MA1  M387664	The Instructional Coach will monitor professional learning levels of staff to determine what level...	Craig, Nicole	8/7/2017	Professional Development attendance records, Google Form pretests and interest forms, iObservation	5/30/2018 biweekly
G1.B2.S2.A1  A362790	The Leadership Team will incorporate differentiation strategies into our professional development...	Craig, Nicole	8/7/2017	Sign in sheets; exit slips; Google Documents and files, PowerPoints and Google Slides	5/30/2018 monthly
G2.B1.S2.MA1  M387668	The Instructional Coach will meet with New Teachers monthly as well as one-on-one to give guidance...	Craig, Nicole	8/7/2017	Meeting Notes, Checklists, Sign in sheets, Google Sheet	5/30/2018 monthly
G2.B1.S2.MA1  M387669	Instructional Coach will meet with Mentors and New Teachers monthly.	Craig, Nicole	8/7/2017	Checklists	5/30/2018 monthly
G2.B1.S2.A1  A362793	New teachers will all be assigned a veteran mentor teacher specific to their content area.	Craig, Nicole	8/7/2017	Mentors and new teachers will submit checklists to the Instructional Coach.	5/30/2018 one-time
G2.B2.S2.MA1  M387672	The Leadership Team will review achievement data through Performance Matters, iReady, and other...	Huff, Danial	8/7/2017	Performance Matters, iReady, Google Forms, Teacher created assessments	5/30/2018 monthly
G2.B2.S2.MA1  M387673	The Leadership Team will review iObservation data monthly.	Trimble, Jill	8/7/2017	iObservation data	5/30/2018 monthly
G2.B2.S2.A1  A362795	The Leadership Team will review and implement the Marzano coaching process with all teachers.	Trimble, Jill	8/7/2017	iObservation data	5/30/2018 weekly

## V. Professional Development Opportunities

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

**G1.** Teachers, with the guidance of the leadership team, will use strategies that provide more student-centered activities aligned to the rigor of the Florida Standards. This will result in increasing student achievement on standards-based learning in order to effectively narrow the achievement gap. (Division Priority #3: Narrow Achievement Gaps; Division Priority #6: Provide Empowering Environments.)

**G1.B1** Teachers struggle with the development of student-centered groups based on student achievement data.

**G1.B1.S1** Teams of teachers will actively participate in facilitated professional development on the common planning structure for Howard Middle School.

### **PD Opportunity 1**

The leadership team will facilitate professional development to guide teachers through the process of effective common planning structures.

#### **Facilitator**

Nicole Craig, Danial Huff, April Davis-LaRue, Jill Trimble

#### **Participants**

Instructional Staff

#### **Schedule**

On 5/30/2018

### **PD Opportunity 2**

The department chairs will facilitate team members in reflection on how the common planning process is affecting student achievement.

#### **Facilitator**

Nicole Craig, Danial Huff, April Davis-LaRue, Jill Trimble

#### **Participants**

Instructional Staff

#### **Schedule**

Quarterly, from 8/7/2017 to 5/30/2018

**G1.B1.S2** The leadership team will model and facilitate the common planning process during individual grade-level meetings.

### **PD Opportunity 1**

The supervising administrator for each grade-level PLC will participate in the common planning meetings to model and facilitate the process effectively.

#### **Facilitator**

Danial Huff, Jill Trimble, April Davis-LaRue

#### **Participants**

Instructional Staff

#### **Schedule**

Biweekly, from 8/7/2017 to 5/30/2018

### **PD Opportunity 2**

The leadership team will monitor through actionable feedback to all grade-level PLC's.

#### **Facilitator**

Danial Huff, Jill Trimble, April Davis-LaRue

#### **Participants**

Instructional Staff

#### **Schedule**

Biweekly, from 8/7/2017 to 5/30/2018

**G1.B2** Teachers struggle with the development of student-centered group activities that demonstrate comprehension of the Florida Standards.

**G1.B2.S1** The leadership team will use the gradual release model to guide teachers through the process of creating student-centered activities that align with the standards.

### **PD Opportunity 1**

The leadership team will provide professional development designed to support teachers with utilizing student-centered activities.

#### **Facilitator**

Danial Huff

#### **Participants**

Instructional Staff

#### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

### **PD Opportunity 2**

The leadership team will implement instructional rounds to focus on high-yield strategies that increase student achievement during grouping activities.

#### **Facilitator**

April Davis-LaRue

#### **Participants**

Instructional Staff

#### **Schedule**

Biweekly, from 8/7/2017 to 5/30/2018

**G2.** Howard Middle School staff will provide a rigorous curriculum facilitated in collaborative planning, through content specific complex texts and standards-aligned tasks, and measured through formative assessments (Division Priority #2: Accelerate Student Performance)

**G2.B1** New teachers are unfamiliar with effectively implementing the common planning process created by the Howard Middle School leadership team.

**G2.B1.S1** Teams of teachers will actively participate in facilitated professional development on the common planning structure for Howard Middle School.

### **PD Opportunity 1**

The leadership team will facilitate professional development to guide new teachers through the process of effective common planning structures.

#### **Facilitator**

Leadership Team

#### **Participants**

New Teachers

#### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

### **PD Opportunity 2**

The department chairs will facilitate new team members in reflection on how the common planning process is used to increase student achievement.

#### **Facilitator**

Leadership Team

#### **Participants**

Department Chairs, New Teachers

#### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

**G2.B2** Some teachers do not understand how to effectively implement the common planning process to provide a rigorous curriculum through content specific complex texts and standards-aligned tasks, and measured through formative assessments.

**G2.B2.S1** Professional Development will be provided to teachers in order to allow them to deconstruct standards for developing standards-aligned tasks.

### **PD Opportunity 1**

The Instruction Coach, with help, will plan for and design appropriate professional development designed based on deconstructing standards for developing standards-aligned tasks.

#### **Facilitator**

Nicole Craig

#### **Participants**

Instructional Staff

#### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

## 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 leadership team will facilitate professional development to guide teachers through the process of effective common planning structures.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0131 - Howard Middle			\$2,000.00
		<i>Notes: Substitutes and supplies</i>				
2	G1.B1.S1.A2	The department chairs will facilitate team members in reflection on how the common planning process is affecting student achievement.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0131 - Howard Middle			\$1,000.00
		<i>Notes: Substitutes</i>				
3	G1.B1.S2.A1	The supervising administrator for each grade-level PLC will participate in the common planning meetings to model and facilitate the process effectively.				\$0.00
4	G1.B1.S2.A2	The leadership team will monitor through actionable feedback to all grade-level PLC's.				\$0.00
5	G1.B2.S1.A1	The leadership team will provide professional development designed to support teachers with utilizing student-centered activities.				\$0.00
6	G1.B2.S1.A2	The leadership team will implement instructional rounds to focus on high-yield strategies that increase student achievement during grouping activities.				\$0.00
7	G1.B2.S2.A1	The Leadership Team will incorporate differentiation strategies into our professional development plan in order to model effective strategies.				\$0.00
8	G2.B1.S1.A1	The leadership team will facilitate professional development to guide new teachers through the process of effective common planning structures.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0131 - Howard Middle	General Fund		\$2,000.00
		<i>Notes: This funding will be used for professional development and substitutes.</i>				
9	G2.B1.S1.A2	The department chairs will facilitate new team members in reflection on how the common planning process is used to increase student achievement.				\$0.00
10	G2.B1.S2.A1	New teachers will all be assigned a veteran mentor teacher specific to their content area.				\$0.00
11	G2.B2.S1.A1	The Instruction Coach, with help, will plan for and design appropriate professional development designed based on deconstructing standards for developing standards-aligned tasks.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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		0131 - Howard Middle	General Fund	\$0.00
12	G2.B2.S2.A1	The Leadership Team will review and implement the Marzano coaching process with all teachers.		\$0.00
Total:				\$5,000.00