

Everitt Middle School



2017-18 Schoolwide Improvement Plan

Everitt Middle School

608 SCHOOL AVE, Panama City, FL 32401

[no web address on file]

School Demographics

School Type and Grades Served
(per MSID File)

Middle School
6-8

2016-17 Title I School

Yes

2016-17 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

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

57%

School Grades History

Year
Grade

2016-17
C

2015-16
D

2014-15
C*

2013-14
F

**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 Bay 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	35
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	37

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 Everitt Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Mission of Everitt Middle School is to provide multiple opportunities for all students to reach their full academic potential, regardless of previous performance, family background, socioeconomic status, race or gender.

Our purpose is to develop challenging programs that connect students to the community and beyond through compassionate understanding of others and their differences.

We are committed to finding a way to meet the needs of each student by providing a caring, risk-free learning environment in which our students act with honesty and integrity while developing a natural curiosity for the world around them.

b. Provide the school's vision statement.

Our vision at Everitt is that all learners should believe in their power to embrace learning, to excel, and to own their future.

2. School Environment

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

In all classes we will teach and reinforce school routines, procedures, and expectations using CHAMPS, restorative circles, learning styles inventory, data chats and other activities to allow the students and the teachers to learn more about each other. Information and bonds established during this time are used to enhance instruction and for progress checks.

In addition to efforts to establish relationships, our school will continue "accountable talk" strategies to promote a positive, productive, and respectful environment in the classroom.

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

The Everitt PBIS Team is utilizing CHAMPS and Restorative Practices to help create a safe and civil school. The goal is to focus on student-centered strategies that teach students how to communicate effectively and behave appropriately within a school setting. Changes include a new leader and Staff Training Specialist who works in conjunction with the team and students to develop systems and processes identified by students as key elements of a safe and supportive environment. The PBIS expectations include all school settings (e.g. before school, classroom, hallways, restrooms, lunchroom, bus ramp). The current plan is to address behavioral expectations including anti-bullying efforts through lessons taught school-wide. Teachers were trained on implementing interventions and will receive booster lessons to reinforce expectations and additional training to address areas identified as deficient. Discipline data will be monitored monthly to identify issues in need of timely, targeted, intervention. All staff members will adhere to school-wide expectations.

A structured-intake plan is used in the morning before school. Grade levels report to designated areas until the bell rings. In addition, paras are used in the morning for bus duty to monitor hot spot areas. During student transitions, all staff members will be in designated areas to ensure successful student transition and safety. At the end of the school day, students are escorted by their teachers to

school exits where students are monitored by staff members until their departure.

Out of respect for all students, the BDS Discipline Matrix is used to address inappropriate behaviors and to ensure a fair and equitable system within our school. Parents are a crucial part of the checks and balances of our efforts as they provide feedback, critiques, and/or support of actions taken that relates to their child.

We also encourage the use of restorative circles in the classroom to help students feel respected. Teachers are trained in facilitating this practice. In addition, when appropriate, Administration utilizes restorative practices as a part of the re-entry process for students who receive out of school suspensions.

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.

In addition to PBIS, Everitt instituted a Freeze Time that stipulates that teachers will not issue student passes during the first and last fifteen minutes of each class period. In addition, teachers will utilize intervention strategies in the classrooms to teach behavioral expectations to students. We implemented CHAMPS school wide for teachers to communicate expectations for each class activity. Teachers will communicate behavioral concerns to parents in a timely manner. To minimize distractions, students may be removed for a brief period of time to a designated "time out" room. For repeated incidents of distractions, teachers can refer students to the office for further disciplinary action based on the BDS Matrix.

Ensuring students are appropriately placed in the academic setting with the necessary supports, also plays an important role in our school-wide system. Students who are struggling within Tier 1, core instruction, are moved to Tier 2 where they are given additional support within the Aspire program. Research based interventions such as Achieve 3000 and Math 180 are utilized within a smaller setting with the intention of maximizing learning and improving student outcomes. Even with these supports in place, some students still struggle and need a more intensive intervention. When students are stagnant or regressing, and interventions have been changed or modified, but students are not making gains, then students are moved to Tier 3. Tier 2 interventions are continued with an added layer of Achieve Pathways, and Dream Box. We engage in Data Driven Dialogue to be certain that all options have been exhausted before considering placement within other programs. Utilization of the EWS aids in our ability to continuously monitor students in all aspects of learning to ensure the system is fairly and consistently enforced and students are free to learn with less distractions.

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.

Everitt identifies students in need of social-emotional supports via several avenues:

- Teacher referral to the guidance department for students experiencing an immediate crisis.
- Teacher referral to the MTSS team for students experiencing prolonged behavioral issues that are impacting academic success.
- The MTSS team may assign students to a teacher mentor or outside mentor depending on the level of needed intervention.
- The MTSS team may assign Tier 3 students to a counselor for weekly counseling sessions.
- Military dependent students may also receive counselling from our Military Family Life Counselor.
- Florida Therapy provides counselling and connected resources to students in crisis.
- Our social worker is also available to assist in providing community resources for our students and families.

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.

Each month the following data are reviewed to identify students who are in need of timely interventions. The MTSS team will review the school discipline data for the number of referrals and suspensions by grade level. The team also monitors the above data along with academic early warning indicators to include progress monitoring data, attendance, and grades. Our attendance team meets weekly to monitor attendance data along with creating interventions for students. The attendance team reports to the MTSS team monthly.

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	70	70	55	0	0	0	0	195
One or more suspensions	0	0	0	0	0	0	53	70	42	0	0	0	0	165
Course failure in ELA or Math	0	0	0	0	0	0	12	8	11	1	0	0	0	32
Level 1 on statewide assessment	0	0	0	0	0	0	99	116	83	0	0	0	0	298

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	65	74	48	0	0	0	0	187

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

The MTSS team monitors our behavioral early warning indicators. Each month the team reviews the school discipline data for the number of referrals and suspensions by grade level. The data is compiled into charts and broken down by grade level with a comparison to the previous year's data for the same time period. Then team representatives present the data to grade levels to identify trends and areas that need immediate attention. Any students exhibiting escalating trends will receive interventions.

The MTSS team monitors our academic early warning indicators. At the beginning of the year, the data from previous assessments in reading and/or math are used to schedule students into tier II interventions. Students are provided Tier 2 interventions in the classroom with curriculum approved by our school district. Students are progress monitored to meet 3 mastery levels of 70% or higher on these interventions. Students that need additional support, Tier 3, are provided support not only with their classroom teacher and additional approved district curriculum, but also by our Reading or Math Intervention Teachers. The Intervention Teachers assist the classroom teacher with additional support, strategies, and monitoring to help students become successful.

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/437227>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Everitt has established partnerships with the Tyndall Air Force Base organization, LEAD Coalition, 21st Century Learning Community, Gulf Coast State College, Midway Baptist and Family of God Churches, along with Springfield United Methodist church located just across the street from the school. Partnerships provided mentors, volunteers, and monetary resources for various school activities. In addition, we work closely with the feeder elementary and high school that are located on the same street as Everitt.

Our parent liaison works with our local community to secure resources to support our school. Our liaison uses contacts connected with our stakeholders and also reaches out to others in the community for additional resources.

Everitt participates in a CTE program joint partnership with Rutherford High School. The goal is to build a cohort of students that will continue in this program at Rutherford.

In cooperation with a grant from the state, LEAD coalition partners with our school through 21st Century to offer an after school STEAM program for our students.

In a partnership with Tyndall, mentors and volunteers are provided for our students. The mentor program provides our students with an opportunity to establish and build relationships with individuals outside our school with hopes to provide motivation for goal setting. Volunteers provide a resource for various initiatives around our school campus.

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
Mullins, Phillip	Principal
Henry, Teressa	Teacher, K-12
Watson-Raines, Hope	Teacher, K-12
Phillips, Dra	Assistant Principal
Petro, Jennifer	Teacher, K-12
Rodriguez, Judy	Instructional Media
Threatt, Jasmine	Teacher, K-12
Allen, Jayce	Other
Meachum, Molly	Teacher, K-12
Thomas, Jennifer	Teacher, K-12
Brantley, Jessica	Teacher, K-12
Meyer, Kim	Teacher, K-12
Harvey, Kimberley	Teacher, K-12
Wickham, Christinia	Teacher, K-12
Trexler, Cinda	Instructional Coach
Carter, Lisa	Instructional Coach
Davey, Aubrey	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.

The School Leadership Team is comprised of teacher leaders who serve as facilitators for our PLCs (departments, grade levels, PBIS, and MTSS). Their role is to facilitate analysis of common assessments, discipline, and other data to identify areas of concern and facilitate problem solving discussions. Note that the school leadership team and the literacy leadership team are the same team at Everitt. All members on the team work collaboratively on allocation of resources, people, and materials for school improvement.

Principal-Shares vision of academic success, creates a positive climate, cultivates leadership in others, and monitors and manages people, data, resources, and process; communicate school needs to the assistant principal, and ensures overall school success.

Assistant Principal-Facilitates PLCs, shares research based instructional strategies, monitors instructional practices, ensure resources are aligned with policies, assigns para professionals and resources based on the recommendation of the team; as well as assists with PBIS and MTSS.

Instructional Coaches-Provide interventions and strategies, modeling, and coaching for assigned department; as well as, provide insight to teacher needs as it relates to instructional practices and professional development.

Teachers-Monitor and analyze School Data, look for trends in data, establish school based policies, share department data within PLCs, share concerns and input from PLCs with LT, implement MTSS and PBIS with fidelity, and discuss strategies to achieve the best academic outcomes for students.

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.

Our School Leadership Team works with administration to identify all possible instructional resources that may be available for meeting student needs. Teacher instructional resource requests were based on school improvement strategies to further student achievement. Our leadership team meets monthly to discuss student needs and the best allocation of Title I funding. This plan is shared with our SAC Committee for input and feedback. Our funding plan is based on our School Improvement Strategies. Sections of Title I funding can be found in following paragraphs:

Title I, Part A

Title I, Part A funds are coordinated with federal, state, and local funds and services to provide high quality supplemental instruction and support services for educationally disadvantaged students at schools with 66% or more students qualifying for the Free/Reduced Lunch Program. The purpose of Title I funding is to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I, Part A funds and various other funds are coordinated and integrated to provide services for private schools, local neglected and delinquent institutions, and Homeless Programs.

Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of two and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

- Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition and social services.
- Support for schools serving migrant students
- Family literacy programs, including such programs that use models developed under Even Start
- The integration of information technology into educational and related programs and
- Programs to facilitate the transition of secondary school students to post secondary education or employment

Title I, Part D

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youth that are enrolled in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs, which focus primarily on the transition and academic needs of students returning from correctional facilities, and involve collaboration with locally operated correctional facilities.

Title II

Funds from Title II, Title I Part A, Title III, and various state and local allocations are used for the following activities:

- Providing professional development activities
- Carrying out programs and activities that are designed to improve the quality of the teacher force
- Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
- Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

- Carrying out programs and activities related to exemplary teachers using demonstration classrooms.

Title III

The Title III/ESOL program provides assistance to students, parents and teachers for students whose first language is not English. Title III provides additional funding to support teacher training, English language learning software, translation/interpretation services for parents, district Parent Involvement Nights/Parent Leadership Council, supplemental classroom resources, summer tutorial materials/assistance, acculturation field trips, and registration/travel for workshops and professional development.

Title X

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. Title X, Title I Part A and various community and faith based organizations provide funding and services to identify homeless students and meet their individual needs.

In addition, the MTSS team also meets monthly to provide input to the leadership team from progress monitoring of our students. Tiered interventions are based on identified students with a D and/or F. Students will receive remediation/enrichment 30 minutes each day in areas based on common assessments and student needs which will be documented in lesson plans. The MTSS team also makes recommendations to the Leadership Team on the best use of resources based on student need. The team monitors student progress in relation to goals, then makes recommendations for individual students, teachers and resource evaluation.

PLCs meet weekly to address students' strengths and weaknesses and discuss instructional strategies.

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. Our district has 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 make sure students are not 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

Violence Prevention Programs

The District provides "Bully-Proofing Your School" curriculum to all schools. Administrators are provided initial training. Selected Middle Schools participate in the Prevention Partnership Grant, "Life Skills." Each school has submitted a School-wide Violence and Bullying Prevention Plan. There is a Safe Schools website with links to additional training modules. There is also a District webpage that addresses safe schools, anonymous reporting of bullying, and other resources. Additional programs such as, but not limited to, Freedom 180 are provided by Community agencies and must be scheduled through the District Public Relations Director.

Nutrition Programs

The University of Florida's Extension office in Panama City provides nutrition programs for schools throughout the district.

Housing Programs

The Bay County Housing Rehabilitation Program is designed to restore single family, homeowner occupied, year-round residential property to meet state and local building code standards. Homes must be located in Bay County, but outside the city limits. A family's total household income determines which program can assist. All applications received are considered on a first come, first served basis. Work to be done is also based on funding limitations and the amount of funds available. The Bay Area Housing, Inc., under the Bay County Housing Rehabilitation section, administers the program for Bay County. The mission of the Housing Rehabilitation Program is to conserve and improve the housing stocks in Bay County for moderate- to low-income home owners. With funds provided by the Michigan State Housing Development Authority (MSHDA), an applicant, depending on their income level, can obtain a 3-percent monthly repayment loan or a 0-percent deferred loan that is repaid at the time of ownership or occupancy change.

The Housing Rehabilitation Program uses H.U.D., Section 8 Guidelines for total code enforcement on existing homes. Housing repair loans are available upon approval from the Bay County Housing Rehabilitation Program. Loan interest rates are from 0% to 3%. The maximum loan amount is \$25,000, which is used for the elimination of Section 8, local, and state building code violations, and other necessary repairs or improvements.

Head Start

Head Start provides children with activities that help them grow mentally, socially, emotionally, and physically. Head Start recognizes that parents are the first and most important teachers of their children. Parent involvement is welcomed in Head Start activities, and we will work with parents as partners to help children progress.

Children who are 3 to 5 years old are eligible for Head Start services. Pregnant women and children from birth to 3 years of age are eligible for Early Head Start services. Children and families who are homeless, in foster care, or receive TANF or SSI are also eligible for services. Eligibility is determined by Head Start program staff and some families may be eligible for services if they are determined to be at or below the federal poverty level. Some grantees enroll a percentage of children from families with incomes above the poverty guidelines as well.

Adult Education

Haney Technical Center's Adult Basic Education (ABE) includes courses designed to improve the employability of the State's workforce through instruction in language, mathematics, reading, and workforce readiness skills at grade level equivalency 0.0-8.9. ABE involves non-credit courses designed to develop basic skills necessary for successful employment and citizenship. This is an open entry/open exit program of study. The ABE program prepares students to enroll in General Educational Development (GED) preparation. Literacy Completion Points (LCPs) are awarded when a student demonstrates mastery as measured by approved standardized tests and/or documentation

of mastery of competencies.

Career and Technical Education

Haney Technical Center provides career and technical education in the following employment areas: accounting operations; administrative office specialist; air conditioning, refrigeration and heating; applied welding technology; automotive collision repair and refinishing; automotive service technology; computer systems and information technology; digital design; electrician; electricity; marine service technology; and medical administrative specialist.

Job Training

Haney Technical Center offers the following licensure programs: Aviation Academy; Cosmetology; Massage Therapy; and Practical Nursing (LPN).

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jeff Munn	Business/Community
Ann Stage	Education Support Employee
Hope Watson-Raines	Teacher
Phillip Mullins	Principal
Charles Boozer	Parent
Teressa Brayboy	Teacher
Kimberly Meyer	Teacher
Jason Davey	Parent
Melissa Mullins	Parent
Kira Nguyen	Student

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

SAC members are provided an opportunity to review last year's school improvement plan along with data from the previous year. Members are then able to provide an evaluation of the plan after an analysis of school data.

b. Development of this school improvement plan

At the first SAC meeting of the year, school data and the draft SIP goals and strategies are reviewed. The Council provides feedback and then the SIP is revised. Once completed the SAC, Chairperson reviews the final draft and signs off.

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

When the current year budget allocation is received, the SAC is informed on the amount. The faculty and staff are then informed on procedures for requesting funding for resources and activities that support school improvement strategies. When a request has been properly submitted and advertised, the voting membership votes to approve or disapprove.

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

Funds earmarked for the SIP have not been allocated for the last two years. Other budgets have supported the School Improvement Plan. These other funds have supported the purchase of reading and math materials, including computers. Funds have been used to support our Rising Eagles program for our incoming 6th grade students. Funds have also been allocated to support professional development outlined in the SIP.

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
Mullins, Phillip	Principal
Henry, Teressa	Teacher, K-12
Phillips, Dra	Assistant Principal
Watson-Raines, Hope	Teacher, K-12
Rodriguez, Judy	Instructional Media
Petro, Jennifer	Teacher, K-12
Allen, Jayce	Other
Brantley, Jessica	Teacher, K-12
Davey, Aubrey	Teacher, K-12
Harvey, Kimberley	Teacher, K-12
Meachum, Molly	Teacher, K-12
Threatt, Jasmine	Teacher, K-12
Wickham, Christinia	Teacher, K-12
Thomas, Jennifer	Teacher, K-12
Trexler, Cinda	Instructional Coach
Carter, Lisa	Instructional Coach

b. Duties

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

Our LLT meets each month to provide leadership for school improvement while also focusing on improving literacy within our school. Our Reading Coach, our Staff Training Specialist, and Language Arts representatives provide data to our team for review. The team first makes recommendations for improving literacy instruction inside our language arts classes. This group also identifies reading strategies which can be used by all teachers. A single strategy is chosen each month by this team for presentation to our staff by our Instructional Coach and/or our Staff Training Specialist. Teachers

receive the training on use of each strategy which can be used in their class. The Instructional Coach and Staff Training Specialist are available to model or assist the use of the strategy for teachers.

We also have a book club that will meet throughout the year. The purpose is to promote interest in reading while improving literacy.

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.

Everitt Middle School has implemented the Professional Learning Community concept as defined by Richard Dufour. PLC norms establish a positive working relationship while working towards purposeful intention of school improvement. All teachers serve on a department team and grade level team. To facilitate a focus on learning, each department uses Bay District's Pacing Guides and common summative assessments. Grade level teams meet weekly to review, create lesson plan, and engage in the work of lesson preparatory. They also review common assessment results when available, to identify instructional strengths and weaknesses while preparing for instruction. They then plan interventions and enrichment activities for our school-wide intervention program.

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

To recruit highly qualified teachers, the principal notifies the human resources director of positions that have been difficult to fill and requests posts be made on Social Media venues. Once teachers are hired, the school has implemented the following initiatives to retain teachers:

1. Provide a New Teacher Orientation (Principal).
2. Provide each new teacher with Mentor Teacher for 'go-to' assistance (Principal).
3. Provide professional development and instructional coaching.
4. New teachers are enrolled in coaching opportunities.

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

To assist beginning and new-to-Everitt teachers, we have instituted a Mentor Teacher Program. New teachers are assigned a Mentor Teacher who either teaches the same subject or teaches on the same team. The mentor's responsibility is to be an informal 'go-to' person for any questions the new teacher may have. Teachers also have an opportunity to engage in a Coaching Cycle with the Staff Training Specialist and/or Instructional Coach.

The Staff Training Specialist assists with professional development of our teachers on an ongoing basis. Staff members participate in surveys which determine topics needed for staff development.

All new teachers will have the additional assistance of an instructional coach provided by Bay District.

In addition, teachers who have been identified as having specific instructional needs may be assigned to a District Classroom Coach. The coach provides support and resources.

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.

Teachers collaborated to develop department instructional focus calendars while using our District's common summative assessments to align with PLC expectations and Florida Standards. Our PLC's will meet weekly to continue monitoring student progress made towards Florida Standards.

6th Grade - Go Math, Achieve 3000, Bay Literacy Cafe, Math 180, STEM scopes

7th Grade - Go Math, Achieve 3000, Bay Literacy Cafe, Math 180, STEM scopes

8th Grade - o Math, Achieve 3000, Bay Literacy Cafe, Dreambox, STEM scopes

Each department uses our District's Pacing guide for reference and guidance related to Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers meet weekly to discuss common formative assessment data, and to identify which strategies were most effective to meet the Florida Standards. Teachers then identify which remediation and enrichment activities to use based on student needs. A 30 minute period of remediation or enrichment based on individual needs will be provided daily.

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: 21,600

21st Century provides opportunities for academic enrichment focusing in the area of STEAM including providing tutorial services to help students.

Strategy Rationale

After school program was implemented to provide a safe academic environment for our students and increase our student's exposure to STEAM activities. .

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mullins, Phillip, mullipd@bay.k12.fl.us

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

We will utilize NWEA MAP data from AP1 to AP3 to determine growth by analyzing the RIT score.

Strategy: Extended School Day

Minutes added to school year: 0

Focused remediation or enrichment opportunity based on individual student needs.

Strategy Rationale

Provide focused learning opportunities for students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Phillips, Dra, phillat@bay.k12.fl.us

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

Common assessments, FSA, and NWEA.

Strategy: Summer Program

Minutes added to school year: 7,200

A summer program for continuation of learning for all students was offered in conjunction with Title 1. Transportation and meals were also provided. Instructional activities were utilized in the areas of Reading, Math, and Science each day.

Strategy Rationale

By providing students the opportunity to extend learning over the summer it is hoped that the level of learning loss that occurs when students are not in school will be decreased.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mullins, Phillip, mullipd@bay.k12.fl.us

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

Student names are recorded and throughout the school year the names are reviewed for grade point average and discipline referrals.

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.

Our summer program in conjunction with Title 1 was offered to all students. A focus was placed on recruiting our rising 6th grade students. This is an opportunity for students to become familiar with the middle school environment before school begins. Students are involved in collaborative activities and are introduced to the expectations at Everitt Middle School. The students were engaged in Math, Reading, and Science activities while becoming familiar with our school. We also visited each of our 5th grade feeder schools to help familiarize students with our school.

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.

Mid-year, Everitt hosts a High School Programs Day inviting representatives from local high school programs. Students then attend self-selected sessions to learn more about academic options at prospective high schools.

At the end of the year, counselors meet with students in social studies classes to review course offerings. Students have the opportunity to select an elective track for the next school year based on their personal interest. 8th graders will complete a career explorations unit identifying their career interests in preparation for selecting a high school program. Students are also provided the opportunity to shadow students at their selected high school.

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

Everitt participates in a district model to incorporate career and technical education to students. Students in 8th grade will receive introductory instruction in 8th grade Social Studies classes. A scheduled CTE class for 7th and 8th graders are provided with the goal of preparing students for skills needed in the 21st century.

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

Our Science department participates in the STEM Scopes program. The program provides students the opportunity to learn about technical education and the opportunities for careers in this area.

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

N/A

II. Needs Assessment

The school's completion of this 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.** All subgroups scored below proficient in the areas of reading, math, and science. In order to increase student proficiency by 15%, Everitt Middle School will utilize the PLC process to ensure rigorous instruction through implementation of lesson preparatory, CHAMPS, and Restorative Practices. PLC's will monitor student outcomes and discipline data to drive instructional decisions while working with Instructional Coaches and Staff Training Specialist to ensure best practices are being utilized..

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. All subgroups scored below proficient in the areas of reading, math, and science. In order to increase student proficiency by 15%, Everitt Middle School will utilize the PLC process to ensure rigorous instruction through implementation of lesson preparatory, CHAMPS, and Restorative Practices. PLC's will monitor student outcomes and discipline data to drive instructional decisions while working with Instructional Coaches and Staff Training Specialist to ensure best practices are being utilized.. 1a

G095246

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	15.0
FSA Mathematics Achievement	15.0
FSA ELA Achievement	15.0

Targeted Barriers to Achieving the Goal 3

- Alignment of assessments and data driven instruction
- Teacher knowledge of programs and strategies
- Student behavior and classroom management interfering with quality instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Science Instructional Specialist
- Instructional Coach
- MTSS Coach
- Title I Budget
- Literacy Leadership Team
- Math Coach
- CTE Instructor
- Staff training Specialist

Plan to Monitor Progress Toward G1. 8

Administrators working with the MTSS and Leadership Team will monitor reports such as D and F, EWS, Discipline Referrals, NWEA, Math 180, Achieve 3000, and district Common Summative Assessments at least monthly. FSA data will be analyzed at the beginning of the school year to adjust instruction to meet the unique needs of our students.

Person Responsible

Phillip Mullins

Schedule

Monthly, from 8/24/2017 to 6/1/2018

Evidence of Completion

Individual teacher data to include District CSA.

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. All subgroups scored below proficient in the areas of reading, math, and science. In order to increase student proficiency by 15%, Everitt Middle School will utilize the PLC process to ensure rigorous instruction through implementation of lesson preparatory, CHAMPS, and Restorative Practices. PLC's will monitor student outcomes and discipline data to drive instructional decisions while working with Instructional Coaches and Staff Training Specialist to ensure best practices are being utilized.. 1

 G095246

G1.B1 Alignment of assessments and data driven instruction 2

 B256366

G1.B1.S1 Utilize PLCs, Instructional Coach, and Staff Training Specialist to ensure alignment of common assessment to standard based instruction. 4

 S271094

Strategy Rationale

Collaboration among PLCs, Instructional Coaches, and Staff Training Specialist will help teachers in the process of lesson preparatory construct and deliver quality lessons based on data.

Action Step 1 5

Provide time for PLCs

Person Responsible

Phillip Mullins

Schedule

Weekly, from 8/24/2017 to 6/1/2018

Evidence of Completion

PLC notes

Action Step 2 5

Create lesson plans and participate in lesson preparatory

Person Responsible

Phillip Mullins

Schedule

Weekly, from 8/24/2017 to 6/1/2018

Evidence of Completion

PD Schedule and Coaching schedule

Action Step 3 5

Sharing of instructional strategies based on data

Person Responsible

Dra Phillips

Schedule

Monthly, from 8/24/2017 to 6/1/2018

Evidence of Completion

PD Schedule and Coaching Schedule

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

Admin in attendance at PLCs, CWTs, and Data Analysis with LT

Person Responsible

Phillip Mullins

Schedule

Monthly, from 8/24/2017 to 6/1/2018

Evidence of Completion

PLC notes and sign in sheets, CWT data sheets, lesson plans, data including NWEA,

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

Analysis of school wide data such as EWS, D and F reports, NWEA, and discipline data

Person Responsible

Phillip Mullins

Schedule

Every 2 Months, from 8/24/2017 to 6/1/2018

Evidence of Completion

District Reports

G1.B2 Teacher knowledge of programs and strategies 2

 B256367

G1.B2.S1 Provide teachers with accurate and timely feedback on instructional practices. 4

 S271095

Strategy Rationale

Timely feedback will provide teachers with valid and/or corrective direction on strategy implementation.

Action Step 1 5

Administrators will conduct random, focused classroom walk-throughs.

Person Responsible

Phillip Mullins

Schedule

Monthly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Data from the walk-throughs will be collected on a Classroom-walkthrough feedback form. The form identifies evidence of school improvement strategies and other instructional expectations. The feedback form charts the occurrences for each item noted during the CWT.

Action Step 2 5

Provide coaching ,modeling, and professional development to assist teachers in implementing new strategies.

Person Responsible

Dra Phillips

Schedule

Monthly, from 8/24/2017 to 6/1/2018

Evidence of Completion

Coaching schedule and PD Sign in

Action Step 3 5

Provide teachers with opportunities for peer observations

Person Responsible

Dra Phillips

Schedule

On 6/1/2018

Evidence of Completion

TDYs or Peer observation logs

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

Evidence of implementation of school improvement strategies will be collected during administrative classroom walk-throughs. As teachers receive timely, accurate feedback on instruction, the fidelity of the implementation of instructional strategies will improve.

Person Responsible

Dra Phillips

Schedule

Monthly, from 8/24/2017 to 6/1/2018

Evidence of Completion

CWT Feedback Chart.

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

Evidence of implementation of school improvement strategies will be collected during CWTs. Fidelity of instruction will be considered on track if at least a 80% of classrooms are observed to be implementing department-appropriate school improvement strategies during the CWTs each month.

If CWT data indicates that a department or teacher is experiencing difficulty with implementing the school improvement strategies with fidelity, expectations will be clarified and any needed resources provided to include support of Instructional Coaches and/or Staff Training Specialist.

Person Responsible

Phillip Mullins

Schedule

Monthly, from 8/24/2017 to 6/1/2018

Evidence of Completion

CWT Feedback Spreadsheet and Instructional Coaches and/or Staff Training Specialist follow up communication notes.

G1.B3 Student behavior and classroom management interfering with quality instruction 2

 B256368

G1.B3.S1 Provide teachers with behavioral support to minimize instructional distractions by implementing a school wide behavioral support system.. Also provide a Staff Training Specialist to support teachers with implementation of CHAMPS and in-class coaching. 4

 S271096

Strategy Rationale

Improve student learning by minimizing distractions and maximizing engagement.

Action Step 1 5

Provide a behavior interventionist for reset time to assist with decreasing classroom interruptions.

Person Responsible

Phillip Mullins

Schedule

Daily, from 8/24/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review sign in sign out sheets

Person Responsible

Phillip Mullins

Schedule

Weekly, from 8/24/2017 to 6/1/2018

Evidence of Completion

Sign in sign out sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrators will monitor school wide discipline data.

Person Responsible

Phillip Mullins


Schedule

Monthly, from 8/24/2017 to 6/1/2018

Evidence of Completion

Discipline data

G1.B3.S2 Increase communication between teachers, parents, and students. 4

 S271097

Strategy Rationale

By providing student planners teachers are able to communicate daily with parents.

Action Step 1 5

Provide assistance to teachers for communication to parents

Person Responsible

Phillip Mullins

Schedule

Daily, from 8/24/2017 to 6/1/2018

Evidence of Completion

Students will have planners in class

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Checking students for planner use

Person Responsible

Phillip Mullins

Schedule

Monthly, from 8/24/2017 to 6/1/2018

Evidence of Completion

Students will provide planner with evidence of teacher and parent notations

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Teachers will randomly check planners in class

Person Responsible

Phillip Mullins

Schedule

Monthly, from 8/24/2016 to 6/1/2018

Evidence of Completion

Notations in student planners

G1.B3.S3 Providing an additional teaching unit in ELA. 4

 S271098

Strategy Rationale

By decreasing the student/teacher ratio teachers will be able to implement more immediate and effective interventions while closing the academic gap.

Action Step 1 5

We will provide additional teaching units in ELA and Math

Person Responsible

Phillip Mullins

Schedule

On 6/1/2018

Evidence of Completion

Unit allocation sheet

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Hire and schedule the teachers

Person Responsible

Phillip Mullins

Schedule

On 8/14/2017

Evidence of Completion

School schedule

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Review discipline and incident reports; as well as, NWEA data.

Person Responsible

Dra Phillips

Schedule

Quarterly, from 8/24/2017 to 6/1/2018

Evidence of Completion



Discipline reports should show a decrease in classroom incidents

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B3.S3.MA1 M388286	Hire and schedule the teachers	Mullins, Phillip	8/7/2017	School schedule	8/14/2017 one-time
G1.MA1 M388287	Administrators working with the MTSS and Leadership Team will monitor reports such as D and F,...	Mullins, Phillip	8/24/2017	Individual teacher data to include District CSA.	6/1/2018 monthly
G1.B1.S1.MA1 M388277	Analysis of school wide data such as EWS, D and F reports, NWEA, and discipline data	Mullins, Phillip	8/24/2017	District Reports	6/1/2018 every-2-months
G1.B1.S1.MA1 M388278	Admin in attendance at PLCs, CWTs, and Data Analysis with LT	Mullins, Phillip	8/24/2017	PLC notes and sign in sheets, CWT data sheets, lesson plans, data including NWEA,	6/1/2018 monthly
G1.B1.S1.A1 A363304	Provide time for PLCs	Mullins, Phillip	8/24/2017	PLC notes	6/1/2018 weekly
G1.B1.S1.A2 A363305	Create lesson plans and participate in lesson preparatory	Mullins, Phillip	8/24/2017	PD Schedule and Coaching schedule	6/1/2018 weekly
G1.B1.S1.A3 A363306	Sharing of instructional strategies based on data	Phillips, Dra	8/24/2017	PD Schedule and Coaching Schedule	6/1/2018 monthly
G1.B2.S1.MA1 M388279	Evidence of implementation of school improvement strategies will be collected during CWTs....	Mullins, Phillip	8/24/2017	CWT Feedback Spreadsheet and Instructional Coaches and/or Staff Training Specialist follow up communication notes.	6/1/2018 monthly
G1.B2.S1.MA1 M388280	Evidence of implementation of school improvement strategies will be collected during administrative...	Phillips, Dra	8/24/2017	CWT Feedback Chart.	6/1/2018 monthly
G1.B2.S1.A1 A363307	Administrators will conduct random, focused classroom walk-throughs.	Mullins, Phillip	9/5/2017	Data from the walk-throughs will be collected on a Classroom-walkthrough feedback form. The form identifies evidence of school improvement strategies and other instructional expectations. The feedback form charts the occurrences for each item noted during the CWT.	6/1/2018 monthly
G1.B2.S1.A2 A363308	Provide coaching ,modeling, and professional development to assist teachers in implementing new...	Phillips, Dra	8/24/2017	Coaching schedule and PD Sign in	6/1/2018 monthly
G1.B2.S1.A3 A363309	Provide teachers with opportunities for peer observations	Phillips, Dra	10/1/2017	TDYs or Peer observation logs	6/1/2018 one-time
G1.B3.S1.MA1 M388281	Administrators will monitor school wide discipline data.	Mullins, Phillip	8/24/2017	Discipline data	6/1/2018 monthly
G1.B3.S1.MA1 M388282	Review sign in sign out sheets	Mullins, Phillip	8/24/2017	Sign in sign out sheets	6/1/2018 weekly
G1.B3.S1.A1 A363310	Provide a behavior interventionist for reset time to assist with decreasing classroom...	Mullins, Phillip	8/24/2017		6/1/2018 daily
G1.B3.S2.MA1 M388283	Teachers will randomly check planners in class	Mullins, Phillip	8/24/2016	Notations in student planners	6/1/2018 monthly
G1.B3.S2.MA1 M388284	Checking students for planner use	Mullins, Phillip	8/24/2017	Students will provide planner with evidence of teacher and parent notations	6/1/2018 monthly
G1.B3.S2.A1 A363311	Provide assistance to teachers for communication to parents	Mullins, Phillip	8/24/2017	Students will have planners in class	6/1/2018 daily

Bay - 0141 - Everitt Middle School - 2017-18 SIP

Everitt Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S3.MA1  M388285	Review discipline and incident reports; as well as, NWEA data.	Phillips, Dra	8/24/2017	Discipline reports should show a decrease in classroom incidents	6/1/2018 quarterly
G1.B3.S3.A1  A363312	We will provide additional teaching units in ELA and Math	Mullins, Phillip	8/24/2017	Unit allocation sheet	6/1/2018 one-time

V. Professional Development Opportunities

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

G1. All subgroups scored below proficient in the areas of reading, math, and science. In order to increase student proficiency by 15%, Everitt Middle School will utilize the PLC process to ensure rigorous instruction through implementation of lesson preparatory, CHAMPS, and Restorative Practices. PLC's will monitor student outcomes and discipline data to drive instructional decisions while working with Instructional Coaches and Staff Training Specialist to ensure best practices are being utilized..

G1.B1 Alignment of assessments and data driven instruction

G1.B1.S1 Utilize PLCs, Instructional Coach, and Staff Training Specialist to ensure alignment of common assessment to standard based instruction.

PD Opportunity 1

Provide time for PLCs

Facilitator

Andra Phillips, Assistant Principal

Participants

Instructional Personnel

Schedule

Weekly, from 8/24/2017 to 6/1/2018

PD Opportunity 2

Create lesson plans and participate in lesson preparatory

Facilitator

Instructional Coaches, Staff Training Specialist, and Department Heads

Participants

Instructional Personnel

Schedule

Weekly, from 8/24/2017 to 6/1/2018

G1.B2 Teacher knowledge of programs and strategies

G1.B2.S1 Provide teachers with accurate and timely feedback on instructional practices.

PD Opportunity 1

Provide coaching ,modeling, and professional development to assist teachers in implementing new strategies.

Facilitator

Administration , Instructional Coaches, and/or Staff Training Specialist

Participants

Content Teachers

Schedule

Monthly, from 8/24/2017 to 6/1/2018

G1.B3 Student behavior and classroom management interfering with quality instruction

G1.B3.S1 Provide teachers with behavioral support to minimize instructional distractions by implementing a school wide behavioral support system.. Also provide a Staff Training Specialist to support teachers with implementation of CHAMPS and in-class coaching.

PD Opportunity 1

Provide a behavior interventionist for reset time to assist with decreasing classroom interruptions.

Facilitator

Andra Phillips

Participants

Teachers and students

Schedule

Daily, from 8/24/2017 to 6/1/2018

VI. Technical Assistance Items

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

G1. All subgroups scored below proficient in the areas of reading, math, and science. In order to increase student proficiency by 15%, Everitt Middle School will utilize the PLC process to ensure rigorous instruction through implementation of lesson preparatory, CHAMPS, and Restorative Practices. PLC's will monitor student outcomes and discipline data to drive instructional decisions while working with Instructional Coaches and Staff Training Specialist to ensure best practices are being utilized..

G1.B1 Alignment of assessments and data driven instruction

G1.B1.S1 Utilize PLCs, Instructional Coach, and Staff Training Specialist to ensure alignment of common assessment to standard based instruction.

TA Opportunity 1

Sharing of instructional strategies based on data

Facilitator

Instructional Coaches and Department heads

Participants

Instructional Personnel

Schedule

Monthly, from 8/24/2017 to 6/1/2018

VII. Budget

1	G1.B1.S1.A1	Provide time for PLCs				\$0.00
2	G1.B1.S1.A2	Create lesson plans and participate in lesson preparatory				\$7,371.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0141 - Everitt Middle School	Title I, Part A		\$3,397.00
	Notes: Stipends for PLC Lesson Prep					
	6400	120-Classroom Teachers	0141 - Everitt Middle School	Title I, Part A		\$3,974.00
	Notes: Stipends for Leadership Team to analyze data and make decisions to improve student achievement and overall academics.					
3	G1.B1.S1.A3	Sharing of instructional strategies based on data				\$167,492.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0141 - Everitt Middle School	Title I, Part A	5.42	\$106,581.00
	Notes: Paraprofessionals to assist with small group instruction.					
	7300	110-Administrators	0141 - Everitt Middle School	Title I, Part A	0.13	\$11,463.00

			Notes: AA summer hours to assist with preparation of instructional materials, resources, and schedule.			
	6120	130-Other Certified Instructional Personnel	0141 - Everitt Middle School	Title I, Part A	0.02	\$11,185.00
			Notes: Guidance summer hours to develop schedules based on current data, teacher recommendations, and student need.			
	6500	150-Aides	0141 - Everitt Middle School	Title I, Part A	0.96	\$19,191.00
			Notes: Computer Lab Manager and .5 Media Para to assist with delivery of computer based interventions and media center.			
	5100	644-Computer Hardware Non-Capitalized	0141 - Everitt Middle School	Title I, Part A		\$1,000.00
			Notes: Technology materials to assist in learning for before school tutorials and classrooms			
	5100	510-Supplies	0141 - Everitt Middle School	Title I, Part A		\$17,052.00
			Notes: Instructional Supplies			
	5100	120-Classroom Teachers	0141 - Everitt Middle School	Title I, Part A	0.03	\$1,020.00
			Notes: Stipends for teacher and para before school to provide additional academic support for struggling students.			
4	G1.B2.S1.A1	Administrators will conduct random, focused classroom walk-throughs.				\$0.00
5	G1.B2.S1.A2	Provide coaching ,modeling, and professional development to assist teachers in implementing new strategies.				\$50,650.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7730	150-Aides	0141 - Everitt Middle School	Title I, Part A		\$703.00
			Notes: Paraprofessional Training			
	6400	330-Travel	0141 - Everitt Middle School	Title I, Part A		\$15,000.00
			Notes: Fees associated with Conference to keep teachers abreast of Best Practices.			
	6400	130-Other Certified Instructional Personnel	0141 - Everitt Middle School	Title, I Part A		\$31,947.00
			Notes: .5 Staff Training Specialist to provide professional development and model of best practices for behavior and implementing of CHAMPS.			
	6400	510-Supplies	0141 - Everitt Middle School	Title, I Part A		\$3,000.00
			Notes: Supplies/Books for PD			
6	G1.B2.S1.A3	Provide teachers with opportunities for peer observations				\$1,699.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0141 - Everitt Middle School	Title I, Part A		\$1,699.00
			Notes: Substitute Teachers for classroom observations			
7	G1.B3.S1.A1	Provide a behavior interventionist for reset time to assist with decreasing classroom interruptions.				\$36,707.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0141 - Everitt Middle School	Title I, Part A	0.96	\$12,911.00

Bay - 0141 - Everitt Middle School - 2017-18 SIP

Everitt Middle School

			<i>Notes: Behavior Intervention Para for Reset Room</i>			
	6110	130-Other Certified Instructional Personnel	0141 - Everitt Middle School	Title, I Part A		\$21,796.00
			<i>Notes: .4 Social Worker to provide social services as needed for parents and students.</i>			
	5100	360-Rentals	0141 - Everitt Middle School	Title, I Part A		\$2,000.00
			<i>Notes: PBIS tracking system and Flocabulary site licenses</i>			
8	G1.B3.S2.A1	Provide assistance to teachers for communication to parents				\$2,722.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	390-Other Purchased Services	0141 - Everitt Middle School	Title I, Part A		\$2,722.00
			<i>Notes: Student Planners</i>			
9	G1.B3.S3.A1	We will provide additional teaching units in ELA and Math				\$50,395.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0141 - Everitt Middle School	Title I, Part A	2.0	\$50,395.00
			<i>Notes: ELA Classroom Teacher</i>			
					Total:	\$317,036.00