

Taylor County School District

Taylor County Middle School



2017-18 Schoolwide Improvement Plan

Taylor County Middle School

601 E LAFAYETTE ST, Perry, FL 32347

https://www.edline.net/pages/taylor_county_middle_school

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	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	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 was approved by the Taylor County School Board on 10/24/2017.

SIP Authority and Template

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

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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 Taylor County Middle School is to provide a safe environment, an educational program that contributes to the development of each student as an individual in order for him or her to successfully function in our continually changing, diverse society.

b. Provide the school's vision statement.

Our vision is for our students to be the primary focus of all educational decisions of the school. We believe that our students need to apply their learning in a meaningful context and need to be instructed in a variety of ways to support their learning process and engage them in the learning process.

2. School Environment

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

We believe that it is important to continue to strengthen the relationship among teachers, students and parents. They provide a vital role in the responsibility for advancing the school's mission and will help students to become confident, self-directed and lifelong learners. Teachers actively participate in professional development that instills relationships between teacher and student.

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

At TCMS, we try to actively involve all students in some form of extracurricular activity that will help define and promote their safety.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our schoolwide behavioral system is a Positive Behavior System. Students are rewarded for positive behavior. Students receive "Dog Bones" for being Safe, Responsible, and Respectful. Students may purchase items with Dog Bones. Examples of items that may be purchased are; Yearbooks, treats from the Dog Bone Store, lining up first for lunch and choosing a friend to eat outside, school auction items, tickets for all Middle School sporting events, pencils, paper, and numerous others. Each team of teachers establishes Routines and Procedures so that the students know what is expected of them. At the beginning of each school year the teachers and students are trained using PBS. A power point is shown explaining the expectations. The school rules are taught and reinforced by the teachers. The Taylor County School Board Discipline Matrix is posted on the district website. In addition, this year we are implementing restorative practices to reduce the number of behavior incidents and ensure that relationships are restored.

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.

>The following Counseling Services are held at TCMS weekly and have assigned students to meet with; Apalachee Mental Health and Capital City Youth on Monday, Healing Transitions and Florida State University on Tuesday, Florida State University on Wednesday, Healing Transitions/DCF and Florida State University on Thursday, Apalachee Mental Health on Friday.

>In each grade level, 6, 7, and 8, we have an assigned teacher to check-in/check-out with identified students who may have social, emotional, and academic needs. These students are met with daily and their needs are addressed.

>The Guidance Counselors at TCMS counsels with students on a daily basis. Some of the students may be counseled long term depending on their needs. Many times students are counseled to help resolve social problems and may be short term counseling. Our Guidance Counselors may recommend students for counseling with the agencies listed above if the need is warranted.

>ESE Students on our Early Warning System as well as General Ed Students on the Early Warning System have been assigned mentors.

>The 6th grade students receive Be Safe Curriculum. This voluntary service is provided by Abbey Tharpe and Lori Wiggins our community 4-H partners.

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.

The Early Warning System (EWS) for Taylor County Middle School is a data-driven tool used to identify students who are “off track” for graduation; “off track” means students exhibiting at least one of the identified EWS indicators. These indicators include: attendance below 90%, discipline resulting in ISS/OSS, failing ELA or math, scoring an Achievement Level of 1 on Florida standardized testing, previous retention, failing any core subject, "off track" status on a previous EWS, and having a GPA less than 2.0. EWS data is collected and assessed at these intervals: 20th day of school, end of 1st nine weeks, 65th day of school, end of 1st semester, 110th day of school, end of 3rd nine weeks, 115th day of school, and a final report at the ending of the school year. Any student who has an “off track” indicator is monitored, and all interventions (tier 1-3) are recorded for these students. Students who are “off track” by 2 or more indicators are then given a Gap analysis, and considered for the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) process.

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	54	44	5	0	0	0	0	103
One or more suspensions	0	0	0	0	0	0	8	19	10	0	0	0	0	37
Course failure in ELA or Math	0	0	0	0	0	0	78	31	30	0	0	0	0	139
Level 1 on statewide assessment	0	0	0	0	0	0	62	58	47	0	0	0	0	167

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	46	26	0	0	0	0	137

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

Taylor County Middle School implements a school-wide intervention plan as part of a standard protocol for students identified as “off track” by the Early Warning System (EWS) indicators. Interventions are implemented daily/weekly through small-group (8 or fewer students), very small-group (3 or fewer students) and individualized (one-to-one) specially designed instruction provided in the General Education Classroom, facilitated instruction in the inclusion setting, and through the use of co-teaching in which ESE certified teachers and general education teachers work together to meet the needs of identified students.

Small-group and individualized instruction is provided by grouping students in their perspective classes based on prior year data. Students that have been identified for the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) process through the EWS receive prescribed and intensive interventions in small-group and/or individualized settings 2 to 4 times (depending on the tier/level of support) a week in intensive and/or subject-area classes, as appropriate, based on student need. Individualized interventions are assigned to specific teachers, who act as interventionists, and all data from these interventions is documented/tracked through the Performance Matters (PM) web portal.

Students identified as having attendance and/or behavioral intervention needs receive support at the school level through the Positive Behavioral Support (PBS) system. PBS is a token system where appropriate behaviors are rewarded through “Dog Bones” which can be spent for rewards in class, at lunch, and at scheduled “Dog Bone Stores.” These students are also addressed through teacher phone calls, letters home, and/or parent conferences. EWS identified students participate in either the Check & Connect or the Check In/Check Out mentoring program; these programs are individualized. Students work with a teacher/mentor to craft a behavioral contract that lists specific interventions that are targeted to facilitate the cessation of obstructive behaviors and encourage positive, appropriate classroom interaction. These interventions are also documented through the PM web portal.

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

Taylor County Middle School sends monthly newsletters to parents titled Working Together for School Success. There are suggestions for parents that range from homework advice to how to handle bullying. There are ideas of how the parent of a Middle School aged student can become and stay actively involved. Homework and the school calendar are published in OnCourse for the parents to view. Student grades and school activities are posted in Focus for parental viewing. TCMS holds Parent Conference Night once per nine weeks grading period for those parents who work and have a difficult time meeting during the work day. Parent/Teacher conferences are held weekly for students who may be having academic / behavioral / attendance issues. The ConnectEd phone system is

utilized to notify parents of student absences as well as important information concerning school and their student. Parents often assist the school's Positive Behavior Support System by helping with rewards for students. All meetings and written notices will be provided in a format that all families can understand.

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 6th Grade holds Parent Teacher meeting at the beginning of the year to inform parents of what they can do with their child at home to enhance learning and provide them with the tools to do so. Additionally meetings are held every 9 weeks at night so that working parents may attend.
- > Parent Conference Night - TCMS holds parent conferences each nine weeks after school hours so that working parents may attend. Parents are scheduled to come in at 30 minute intervals. They are provided information to help their student be successful.
- > We partner with two local Boys and Girls Clubs to tutor our students after school hours. We provide the Clubs with textbooks for the Middle School Students. Several times throughout the year, the Boys and Girls Clubs will send surveys to the student's teachers in order to gain information on how they may better serve the students.

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
Puhl, Kiki	Principal

b. Duties

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

Team members include Principal Kiki Puhl, Asst. Principals Alicia Beshears and Kasey Roberts, Guidance Counselor, William Tripp, Instructional Coach Ann Joiner, Instructional Specialists Yvonne Heartsfield, Dianna Speas, Jesica Mathis, Natalie Fuller, and Niki Fuller. Functions and responsibilities include: supervise implementation of RtI at the school level, aid in the identification of students through the use of grade level Early Warning System (EWS), data (STAR 360, FSA, attendance, discipline, retentions, age, etc.), and teacher recommendations, and select students for participation in Check In/Check Out (CICO) mentorship program.

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 team will meet twice per month, or more often if needed to discuss and review data from students. The team will discuss baseline assessments, weekly assessments, and review student data for those not meeting expectations of benchmark performance. The team will identify resources to be used as interventions for certain students.

Funds from Title II, VI, and X are coordinated and integrated into the budget of Taylor County Middle School. These funds provide professional development to improve the knowledge of administrators and teachers. Professional development includes the following: improving instructional practices, improving student behavior in the classroom, differentiation for students with varied learning needs, AMO Targets, Common Core State Standard implementation, Reading Endorsement, and integrating technology into the classroom.

Other initiatives include: Reading Endorsement incentives, assisting teachers to obtain in field and highly effective status, Instructional Coaches, PD for instructional coaches, web based professional development, PD for administrators and teachers on the Teacher Appraisal System, Parent Outreach, and After School Tutoring.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kiki Puhl	Principal
Sharon Monroe	Education Support Employee
Yvonne Heartsfield	Teacher
Lindsey Calhoun	Parent
Toney Powell	Teacher
Marcia Phillips	Parent
Palvous Fuller	Parent
Kasey Roberts	Principal
Rachel Poppell	Teacher
Bob Wood	Business/Community
Valarie Wiles	Parent
Missy Gray	Parent
Wade Goodman	Parent
Michelle Lorentz	Parent
Kenyana Simmons	Parent
Letty Blanco	Parent
Nicole Meyer	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

The School Improvement Plan was presented to the SAC Team. At that time suggestions and or recommendations were received, discussed, and if any changes were needed, they were made.

b. Development of this school improvement plan

The SAC Team will review, give suggestions, and approve the SIP.

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

The School's annual budget and plan is presented to the SAC Team for recommendations and approval. The SAC funds for the 2017-18 School year are presented to the SAC Team along with suggested use for those monies. The SAC Team votes to approve or edit the expenditures.

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

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
Joiner, Ann	Instructional Coach
Beshears, Alicia	Assistant Principal

b. Duties

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

Other members of the LLT include the media specialist, Dale Thompson, classroom teachers: Yvonne Heartsfield, Dianna Speas, Jessica Mathis, Sally Macneil and support staff, Linda Brannon. Major initiatives for this school year include: expanding reading capacity, activities highlighting reading and literacy "Literacy Changes our World", Accelerated Reading Program goals and incentives, and Celebrate Literacy Activities January 25-29, 2018.

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.

Each grade level (6,7,8) we have two teams of teachers with a team leader each. Each team has the same students in their academic classes. The teams meet every Wednesday and discuss all things pertinent to their students, the academics, and the school in general. Notes are taken at the meeting and shared with the administrative staff. The administrative collaborates and problem solves with the teams on any concerns or needs they have. The teams have planning with their subject area teachers on the other team in their grade level. This provides planning time together so that mirrored instruction can take place in the grade levels. Team building activities are planned throughout the year for staff such as a talent show, teacher/student games such as softball, basketball, volleyball, staff involvement in pep-rallies, and art activities.

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

To Recruit and Retain Highly Qualified teachers, etc., we assist with fees incurred while working toward reading endorsement or core subject endorsement. We also provide incentives for teachers that obtain their reading endorsement. Jan Walker and Sharon Hathcock are responsible for the initial process.

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

Our mentoring process is very simple. We pair Highly Qualified teachers or Team Leaders with struggling or new teachers. They work on addressing effective instructional strategies and methods, differentiated learning, behavior, instructional modeling and continued support for professional development activities.

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.

We only purchase textbooks that adopted by the Department of Education. Each summer and throughout the year our teachers are provided with curriculum development to understand and be able to work with the newly adopted materials.

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.

Baseline, Mid- Year, and End of Year Data will be collected. Disaggregated data reports are available to administrators, coaches, and teachers to use in planning instruction. All data from state, district and school assessments will be warehoused in the performance Matters System and can be accessed by administrators, coaches, and teachers. Reading and Math - STAR 360 will be administered three times per year. Writing - Write Score assessments will be given three times per year.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 6,480

Students in subgroups not meeting proficiency standards in reading and or math will be offered extended day programs to receive intensive, differentiated reading and math instruction from infield effective teachers. TCMS will provide afterschool tutoring for targeted Tier II and Tier III students in reading and math. This activity is a reading and math initiative, and will use infield effective teachers to provide intervention and support. The time that the students receive from these teachers will be in addition to the regular reading and math instruction that is received during the school day. Participation in the reading or math extended day program will be determined by the students' previous year's scores, and performance on progress monitoring assessments such as STAR 360, Write Score, etc.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Puhl, Kiki, kiki.puhl@taylor.k12.fl.us

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

Data is collected for those students from the STAR 360, Write Score, FSA information to determine growth.

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.

>Near the end of each school year the 5th grade students from the Elementary School attend an assembly and orientation of the Middle School. At the beginning of their 6th grade year they attend an orientation to meet their teachers and learn where they are assigned in the school. The parents are invited to an Open House to gather information about the school as well as meet their student's teachers.

>Near the end of each school year the 8th grade students have an assembly at the Middle School with the High School Guidance Counselor to learn of what will be expected of them in 9th grade. They will register at that time for their High School Classes. A parent night is held at the High School to inform the parents of the new expectations. At the beginning of their 9th grade year they will attend an orientation and Open House to meet the teachers and learn their assigned areas.

>ESE students will have a transition meeting with their parents and personnel from the sending and receiving schools. This meeting is in addition to the meetings outlined above.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

We have implemented several career themed courses that may result in students earning industry certifications. These courses use the internet, online curriculum and research based assessments that will assist student in determining educational and career options. It will emphasize the importance of entrepreneurship skills, and can inform students about the different diploma options. It is also recommend that we use the Department of Economic Opportunity report. In addition, we offer several courses that allow students to earn high school credit (Personal Fitness, Band I, Algebra I, Drafting 1 and Digital Design).

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

Architecture and Business Management and Administration are the curriculum frameworks utilized by TCMS. Students who take the courses that fall under these programs of study (Drafting, and Digital Design) may also sit for the industry certification aligned to these courses. Specific certifications include AutoCad and Internet Business Associate. These courses provide instruction in careers designed to be relevant to the career. These courses are designed to promote communications skills, interpersonal skills, decision making skills and work ethic.

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

We are now offering 4 High School Credit courses: Band 1, Introduction to Technology, Drafting I and Algebra I. Each of these classes are teaching our students the importance of academics and the options for Acceleration.

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.

We have an increased number of students achieving High School Credits while in Middle School. Eighth grade students now have the chance to gain up to 3 High School Credits as well as Industry Certifications. Students may achieve and Algebra I Honors credit, Drafting Credit, and Business Education Credit. Students may also receive their Industry Certification in Drafting and Business Education.

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.** The number of students in grades 6-8 who achieve satisfactory (level 3) will increase by 5%.
- G2.** Identify and increase the learning gains of students in the lowest quartile for reading and math by a minimum of 5%.
- G3.** Increase our proficiency level by 5% in Science.
- G4.** Civics EOC scores will increase by 5%.

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. The number of students in grades 6-8 who achieve satisfactory (level 3) will increase by 5%. 1a

G095569

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	46.0
FSA Mathematics Achievement	47.0

Targeted Barriers to Achieving the Goal 3

- Correlation of student performance with instructional goals.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Available resources include resources from LAFS and CPALMS including professional development, use resources from FL Collections, SpringBoard curriculum that utilizes complex text, Professional Development, and school wide reading strategies. Intervention Resources include: small group instruction, STAR 360 grouping
- Marzano learning targets to align teacher instruction with student performance
- Increase use of collaborative learning strategies for secondary students, increase use of technology in reading and content area classes.

Plan to Monitor Progress Toward G1. 8

Marzano's learning targets

Person Responsible

Kiki Puhl

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom walk-throughs, lesson plans and direct observation

G2. Identify and increase the learning gains of students in the lowest quartile for reading and math by a minimum of 5%. 1a

G095570

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	51.0
Math Lowest 25% Gains	52.0

Targeted Barriers to Achieving the Goal 3

- Chronic absenteeism
- Student Motivation
- Time to target interventions

Resources Available to Help Reduce or Eliminate the Barriers 2

- MTSS
- PBS
- STAR 360 reports, strategic grouping, LLT

Plan to Monitor Progress Toward G2. 8

Monitor student performance of Lowest quartile for each grade.

Person Responsible

Ann Joiner

Schedule

Triannually, from 8/21/2017 to 5/25/2018

Evidence of Completion

Progress Monitor students three times per year using STAR 360 Data Chats with instructional coaches follow the progress monitoring cycle.

G3. Increase our proficiency level by 5% in Science. 1a

G095571

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	52.0

Targeted Barriers to Achieving the Goal 3

- Students lack the skills to successfully interact with the design and instruction of the science text.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Target interventions for students not responding to core supplemental instruction. Incorporate Study Island into the curriculum.

Plan to Monitor Progress Toward G3. 8

Data chat and instructional coach support

Person Responsible

Ann Joiner

Schedule

Triannually, from 9/26/2017 to 5/22/2018

Evidence of Completion

Data chat forms

G4. Civics EOC scores will increase by 5%. 1a

G095572

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	58.0

Targeted Barriers to Achieving the Goal 3

- Lack of prior knowledge in content

Resources Available to Help Reduce or Eliminate the Barriers 2

- Standards based core curriculum

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

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. The number of students in grades 6-8 who achieve satisfactory (level 3) will increase by 5%. **1**

 G095569

G1.B2 Correlation of student performance with instructional goals. **2**

 B257314

G1.B2.S1 Professional Development, Data chats, Follow-up with support from Instructional Coaches, Administration, Data Team, MTSS Team. **4**

 S272247

Strategy Rationale

As teachers become more aware of what standards based instruction is and how to monitor for mastery, the higher student achievement will be.

Action Step 1 **5**

Profession Development is ongoing throughout the year, Data Chats after progress monitoring cycle, and follow up support from instructional coaches is ongoing.

Person Responsible

Ann Joiner

Schedule

Triannually, from 9/26/2017 to 5/22/2018

Evidence of Completion

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

Data Chats

Person Responsible

Ann Joiner

Schedule

Triannually, from 9/26/2017 to 5/22/2018

Evidence of Completion

Increased student achievement using progress monitoring tools

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

Person Responsible

Schedule

Evidence of Completion

G2. Identify and increase the learning gains of students in the lowest quartile for reading and math by a minimum of 5%. 1

G095570

G2.B1 Chronic absenteeism 2

B257316

G2.B1.S1 Use of EWS and MTSS to identify and track students so that appropriate interventions/steps may be taken. 4

S272248

Strategy Rationale

Identifying chornically absent students allows more proactive measures to be taken before truancy proceedings. If students don't come to school, we cannot expect them to make learning gains.

Action Step 1 5

Instructional Coaches facilitate data chats with classroom teachers

Person Responsible

Ann Joiner

Schedule

Triannually, from 9/26/2017 to 5/22/2018

Evidence of Completion

Progress Monitoring Data

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

Data Chats

Person Responsible

Ann Joiner

Schedule

Triannually, from 9/24/2016 to 5/24/2017

Evidence of Completion

Progress Monitoring Data

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

Data Chats

Person Responsible

Ann Joiner

Schedule

Triannually, from 9/24/2016 to 5/24/2017

Evidence of Completion

Progress monitoring data will provided evidence of growth.

G3. Increase our proficiency level by 5% in Science. 1

G095571

G3.B1 Students lack the skills to successfully interact with the design and instruction of the science text. 2

B257319

G3.B1.S1 Focus on low performance areas and strengthen the ones that they are proficent in . 4

S272251

Strategy Rationale

Action Step 1 5

Data chat and instructional coach support

Person Responsible

Ann Joiner

Schedule

Triannually, from 9/26/2017 to 5/22/2018

Evidence of Completion

Progress Monitoring Data

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Data chats and instructional coach support

Person Responsible

Schedule

Triannually, from 9/26/2016 to 5/26/2017

Evidence of Completion

Data chat forms

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Data chat and ongoing instructional coach support

Person Responsible

Ann Joiner

Schedule

Triannually, from 9/24/2017 to 5/24/2018

Evidence of Completion

Data chat forms

G4. Civics EOC scores will increase by 5%. 1

G095572

G4.B1 Lack of prior knowledge in content 2

B257320

G4.B1.S1 New social studies curriculum in 6th grade will ensure that students receive basic understandings of American history before they begin Civics education in 7th grade. 4

S272252

Strategy Rationale

More vertically aligned courses will ensure that students receive background knowledge needed in order to be successful in Civics.

Action Step 1 5

Walk-throughs and lesson plan reviews to monitor activity and instruction in class

Person Responsible

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

On-course, Marzano lesson plan templates

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Frequent walk-throughs and lesson reviews

Person Responsible

Alicia Beshears

Schedule

Weekly, from 8/15/2017 to 5/18/2018

Evidence of Completion

Lesson plans, gradebooks

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Civics EOC scores

Person Responsible

Alicia Beshears

Schedule

On 5/18/2018

Evidence of Completion

Civic EOC courses will be used as a summative evaluation of the effectiveness of proposed strategies

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					
G4.MA1  M391054	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1  M391043	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1  M391046	Data Chats	Joiner, Ann	9/24/2016	Progress monitoring data will provided evidence of growth.	5/24/2017 triannually
G2.B1.S1.MA1  M391047	Data Chats	Joiner, Ann	9/24/2016	Progress Monitoring Data	5/24/2017 triannually
G3.B1.S1.MA1  M391050	Data chats and instructional coach support		9/26/2016	Data chat forms	5/26/2017 triannually
G4.B1.S1.MA1  M391052	Civics EOC scores	Beshears, Alicia	5/18/2018	Civic EOC courses will be used as a summative evaluation of the effectiveness of proposed strategies	5/18/2018 one-time
G4.B1.S1.MA1  M391053	Frequent walk-throughs and lesson reviews	Beshears, Alicia	8/15/2017	Lesson plans, gradebooks	5/18/2018 weekly
G4.B1.S1.A1  A365182	Walk-throughs and lesson plan reviews to monitor activity and instruction in class		8/14/2017	On-course, Marzano lesson plan templates	5/18/2018 weekly
G3.MA1  M391051	Data chat and instructional coach support	Joiner, Ann	9/26/2017	Data chat forms	5/22/2018 triannually
G1.B2.S1.MA1  M391044	Data Chats	Joiner, Ann	9/26/2017	Increased student achievement using progress monitoring tools	5/22/2018 triannually
G1.B2.S1.A1  A365179	Profession Development is ongoing throughout the year, Data Chats after progress monitoring cycle,...	Joiner, Ann	9/26/2017		5/22/2018 triannually
G2.B1.S1.A1  A365180	Instructional Coaches facilitate data chats with classroom teachers	Joiner, Ann	9/26/2017	Progress Monitoring Data	5/22/2018 triannually
G3.B1.S1.A1  A365181	Data chat and instructional coach support	Joiner, Ann	9/26/2017	Progress Monitoring Data	5/22/2018 triannually
G3.B1.S1.MA1  M391049	Data chat and ongoing instructional coach support	Joiner, Ann	9/24/2017	Data chat forms	5/24/2018 triannually
G1.MA1  M391045	Marzano's learning targets	Puhl, Kiki	8/14/2017	Classroom walk-throughs, lesson plans and direct observation	5/25/2018 weekly
G2.MA1  M391048	Monitor student performance of Lowest quartile for each grade.	Joiner, Ann	8/21/2017	Progress Monitor students three times per year using STAR 360 Data Chats with instructional coaches follow the progress monitoring cycle.	5/25/2018 triannually

V. Professional Development Opportunities

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

G1. The number of students in grades 6-8 who achieve satisfactory (level 3) will increase by 5%.

G1.B2 Correlation of student performance with instructional goals.

G1.B2.S1 Professional Development, Data chats, Follow-up with support from Instructional Coaches, Administration, Data Team, MTSS Team.

PD Opportunity 1

Profession Development is ongoing throughout the year, Data Chats after progress monitoring cycle, and follow up support from instructional coaches is ongoing.

Facilitator

Ann Joiner, Kiki Puhl, and Kasey Roberts

Participants

All Classroom Teachers

Schedule

Triannually, from 9/26/2017 to 5/22/2018

VI. Technical Assistance Items

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