

Leon County Schools

# R. Frank Nims Middle School



2017-18 Schoolwide Improvement Plan

## R. Frank Nims Middle School

723 W ORANGE AVE, Tallahassee, FL 32310

<https://www.leonschools.net/nims>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	C

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the Leon County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for R. Frank Nims Middle School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	- 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 R. Frank Nims Middle School is to support an academically engaging and safe school environment which allows students to become responsible leaders and self-supporting members of our school, community, and society.

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

R. Frank Nims Middle School will be an engaging and safe learning environment which produces high achievers who appreciate diversity and become conscientious contributors to society.

#### 2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:

- Attend District provided Professional Development on multicultural offerings;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Provide professional development to staff on increasing positive interactions with students;Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;

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

- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resource.
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

##### 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.

- Make references to behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

**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.**

- Operational school based teams meet to discuss students with barriers to academic and social success;
- Connect students to agencies, who have Cooperative Agreements or are on campus (CCYS, Turn About, etc);
- Develop and implement a comprehensive school counseling program with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

**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.**

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to school based or district based teams.
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

**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	0	56	43	0	0	0	0	99
One or more suspensions	0	0	0	0	0	0	0	142	95	0	0	0	0	237
Course failure in ELA or Math	0	0	0	0	0	0	0	58	68	0	0	0	0	126
Level 1 on statewide assessment	0	0	0	0	0	0	94	108	84	0	0	0	0	286

**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	0	0	32	52	0	0	0	84

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Corrective Reading, Math 180, Achieve 3000, Accelerated Reader
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: targeted solution focused counseling (individual and/or group), parent collaboration/ education.
- . Creation of the Nims Trojans Success Academy (NTSA) for students with multiple academic performance and discipline issues.

## 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 available at the school site.

### 2. Description

- Positive working relationship exists between teachers and parents
- Positive, student-centered communication exists between home and school
- Ardent parent involvement is evident through strong community service
- Democratic principles and solid core citizenship beliefs are visible
- The public understands that SAC and PTO meetings are open to all stakeholders

**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.**

The school must first understand the needs of the learning community. An internal needs assessment will occur with site stakeholders. Open communication through phone calls, letters, list serve announcements, back pack communication, newsletters, and community meetings are the next steps to securing the support needed to enhance student achievement.

## 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
Norton, Kelvin	Principal
McQuade, Anthony	Assistant Principal
Parrish, Janele	Assistant Principal

## b. Duties

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

The role of the leadership team is to review data and provide guidance in developing strategies and interventions essential to the success of our learning community. The team will meet bi-weekly to address safety, curriculum, discipline, attendance, and assessment. Specifically, instructional leaders will support teaching and learning through small group instruction as well as content specific professional development.

### **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 leadership team meets as needed to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within the multi-tiered system of student supports (MTSS). These students are often not meeting proficiency as measured through progress monitoring or previous FSA scores. Once specific strategies are determined and identified to be effective, the departments will use these strategies to meet the goals of the School Improvement Plan (SIP).

Funds will be used to support our school wide academic goals and objectives. Title I be used to add additional instructional support in an effort to reduce class size, fund instructional technology, and increase parent involvement. Summer school is offered to extend the learning experience. Additionally, funding will be used to facilitate professional development. Materials to support and supplement college readiness and remediation are purchased using this funding source. Student centered field-experiences in math and science are integral to student growth and enrichment.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Kelvin L. Norton	Principal
Breanna Currie	Teacher
Thomeca Glover	Teacher
Robin Williams	Business/Community
Dana Wiley	Education Support Employee
Mark Wiley	Parent
Connie Jenkins-Pye	Business/Community
Roxxanne Riley	Education Support Employee
Alice Riley	Parent
Conalisa Hall	Parent
Lanisha Williams	Parent
Lee Wagner	Business/Community
Charles Bagwell	Business/Community
	Student
Danny Whitefield	Business/Community

**b. Duties**

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

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 Advisory Council (SAC) reviews and approves the School Improvement Plan. SAC reviewed student performance data to identify interventions that were not effective. Suggestions were provided to assist in making the necessary adjustments so that R. Frank Nims is meeting the needs of all students. During each SAC meeting, updates will be given on progress related to the implementation of the strategies as well as data from student assessments.

*b. Development of this school improvement plan*

The School Advisory Council will review relevant data, identify problem areas, and develop improvement strategies. The Council will also assist in monitoring implementation as well as evaluating progress. The SIP was reviewed and approved by the SAC Committee.

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

Financial expectations are presented to SAC. The committee provides feedback.

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

2015-16 School Improvement funds were spent on events to recognize student academic and behavioral success. Dollars were allocated for monthly student recognition and celebration events for outstanding or improved behavior and academic improvements. \$500 was allocated each semester for recognition events.

**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.

Nims Middle School is in compliance with Section 1001.452, F.S., regarding the establishment requirements and duties of the SAC...

### 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
Butler, Lamonica	Teacher, K-12
Norton, Kelvin	Principal
Parrish, Janele	Assistant Principal
McQuade, Anthony	Assistant Principal

#### b. Duties

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

The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

The team will:

1. Evaluate needs based on Accelerated Readers, Achieve 3000, and other standardized reading data.
2. Support faculty staff in developing a print-rich environment.
3. Support the implementation of school-wide reading strategies and tools such as classroom libraries, novel studies and AVID WICOR Strategies.
4. Work with community partners to provide incentives for successful reading experiences as monitored through Accelerated Reader and Achieve 3000.
5. Work with community partners such as Target Stores to increase the number novels available for selection.
6. Parent Night/Workshop- Provide information to help students effectively read and comprehend at home.

### 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.

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The duty schedule has been designed to provide consistent time for teachers to meet by common content before school. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

The administrative team at Nims Middle School provides continuous support and incentives. On site professional development opportunities are provided monthly. Each beginning teacher is paired with an experienced mentor teacher. All beginning teachers are supported through the Nims Beginning Teacher (to include teachers with less than three years of experience) Cohort or discussion group, which meets monthly.

The school also engages in the following:

- Utilizes the District's Human Resource Department to provide advice on all hiring and placement procedures
- Participates in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitments of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitors and assists all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establishes and maintains relationships with colleges and officials in the field of education to promote the District

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

The administrative team at Nims Middle School provides continuous support for beginning teachers. Each beginning teacher is paired with an experienced mentor teacher, typically within their content area. Teachers are paired based on experience, content, and compatibility. The Leon County School District provides additional support through content area developers (for core areas) who provide variety in supporting teaching and learning .

## **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.***

Nims Middle School students are instructed through instructional programs and materials that are adopted and supported by the District. All programs (HMH- Language Arts, Go Math- Math) are aligned to the Florida Standards. Nims Middle School also implements four major supplemental programs: Achieve 3000, Accelerated Reader, Gizmo and Math 180. Achieve 3000 and Accelerated Reader supports reading comprehension . Gizmo supports science and math curriculums. Math 180 further supports math standards for students who have scored below proficiency as measured by the previous year's standardized test scores.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. PLATO is used as a credit recovery program to help students make up credits that were missed. The LCVS available for students that are taking additional class to accelerate and gain high school credit.

#### **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.**

Nims provides remediation and additional support through reading and intensive math classes, as well as small group tutoring/instruction during the school day. Students failing one or more classes are provided remediation through credit retrieval. This course is also offered during the school day. All core courses implement pacing guides designed to unpack Florida Standards.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in standards
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Providing instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL and remediation
- Providing LLI (Leveled Literacy Intervention) instruction

**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:** Summer Program

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

Students who failed academic courses were given the opportunity for remediation.

**Strategy Rationale**

Many students need a second attempt with support to complete a core course. The summer program offers a smaller setting with intensive support to assist students with their needs.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Norton, Kelvin, nortonk@leonschools.net

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

Course progress data will be collected and analyzed weekly. The classroom teacher will monitor student progress daily and adjust. With the assistance of our lab manager and academic coaches, teachers are able to analyze data and use it to develop instructional plans.

**Strategy: After School Program**

**Minutes added to school year: 21,600**

The 21st Century After-School Program is designed to help students with their academics and provide them with challenging and rewarding enrichment programs.

**Strategy Rationale**

These strategies are designed to help strengthen the students academic skills and help them become well-rounded individuals.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Butler, Lamonica, butlerl2@leonschools.net

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

Academic Grades, Test Performance, Attendance and Behavior data will be collected and monitored on bi-weekly basis in order to determine program effectiveness.

**Strategy: Weekend Program**

**Minutes added to school year: 900**

Students who are identified as needing extra support due to poor performance on progress monitoring in academic courses will be invited to a 5 week weekend support course.

**Strategy Rationale**

Students will be given training on specific strategies that will be useful to help ensure successful performance on the FSA for math and ELA.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Norton, Kelvin, nortonk@leonschools.net

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

A progress monitoring assessment is being developed to be given at the beginning and end of the program.

**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.**

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. Nims implements a Bridge Program through for sixth (6th) grade students through AVID. Students are acclimated to the physical layout of the school, teachers, administrators, and academic expectations. Nims has also implemented a shadow day for transitioning sixth (6th) grade students.

**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.**

Nims offers several advanced and high school credit courses (Earth Space Science, Biology, Algebra I, Geometry, Spanish I, Spanish II, HOPE). Each student completes a course request form at the end of each year. Students are advised throughout the year regarding promotion requirements. Advancement Via Individual Determination (AVID) is implemented in grades 6-8. Students must apply and be approved for this program.

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

Nims offers several advanced and high school credit courses :Earth Space Science, Biology, Algebra I, Geometry, Spanish I, Spanish II and HOPE. Students have the opportunity to earn certifications in ICT Essential Tools.

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

Nims offers several advanced and high school credit courses :Earth Space Science, Biology, Algebra I, Geometry, Spanish I, Spanish II and HOPE. Students are encourage to participate in school and community based service projects. Students failing any class with a grade of D or F are required or encouraged to retake the named course through our onsite Credit Retrieval Program. .

**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.**

Nims has increased the number and variety of high school credit classes offered:

Science- Earth Space Science and Biology

Math- Algebra I and Geometry

Foreign Language- Spanish I and Spanish II

Elective- HOPE

Grades 6-8

- The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies
- The use of the HMH Collections® curriculum to increase rigor in English Language Arts classes in middle and high schools
- The Learning For Life Program which provides mentors to work with high school students who are

potential first generation college goers providing strategies to help them achieve their postsecondary goals

- Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
- Grant assistance is provided to obtain funding for many of these programs and initiatives

## 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.

R. Frank Nims Middle School must raise their level of proficiency in ELA, Math and Science during the 2017-2018 school year in order to show academic growth. It has been determined by the academic team that these areas will be heavily supported by content area specialist and content specific interventions.

### 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.

The root cause of R. Frank Nims Middle Schools low proficiency rates in ELA, Math and Science has been identified as "skill deficiencies" due to the lack of targeted interventions. During the 2017-2018 school R. Frank Nims Middle School will use all available data points to identify where students need the additional help and provide that support through before and after school programs and classroom interventions and computer aided instruction in the core academic areas.

### 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.** Decrease suspension and referral rate by 10% as measured by the 2016-2017 school year data.
- G2.** Our school goal for the 2017 Algebra I exam is to increase our proficiency rate to 80%.
- G3.** Our school goal is to have at least 25% of our students proficient on the 2017 English/Language Arts FSA.
- G4.** Our school goal is to have at least 32% of our students proficient on the 2017 Math FSA

## 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. Decrease suspension and referral rate by 10% as measured by the 2016-2017 school year data. 1a**

G096098

**Targets Supported 1b**

Indicator	Annual Target
One or More Suspensions	167.0

**Targeted Barriers to Achieving the Goal 3**

- Number of new teachers with 1-3 years of experience.

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

- FOCUSS - Fostering Outstanding Choices Using Systematic Strategies (Out of School Suspension program housed on site).
- Mentorship
- Increased mediation- provided through guidance, student affairs, coaches, and administrative team.

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

Beginning Teacher Mentoring

**Person Responsible**

Anthony McQuade

**Schedule**

On 5/31/2018

**Evidence of Completion**

Collegial Conversation, Observations

**G2.** Our school goal for the 2017 Algebra I exam is to increase our proficiency rate to 80%. **1a**

 G096099

**Targets Supported** **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	85.0

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

- Keeping students motivated and enrolled in courses.

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

- Certified instructors: Algebra I, Geometry, Biology

**Plan to Monitor Progress Toward G2.** **8**

Go Math & Math 180 Goals

**Person Responsible**

Anthony McQuade

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Performance Matters- Progress Monitoring Math 180 Lab Manager- Andreka Rittman will assist.

**G3.** Our school goal is to have at least 25% of our students proficient on the 2017 English/Language Arts FSA. **1a**

G096100

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	25.0

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

- Teacher Experience

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

- Strategic curriculum, Junior Great Books- supports critical thinking. Reading Coach Achieve 3000- Progress Monitoring Tools Accelerated Reader- Program supports reading comprehension Rewards- reading program for all level 1 readers HMH Collection- ELA curriculum aligned to Florida Standards

**Plan to Monitor Progress Toward G3.** **8**

Increased reading proficiency and learning gains.

**Person Responsible**

Janele Parrish

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Achieve 3000- biweekly data review AR data- biweekly data review Collegial conversations to include peer and administrative discussions with teachers.

**G4.** Our school goal is to have at least 32% of our students proficient on the 2017 Math FSA 1a

 G096101

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	32.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers are working with relatively new curriculum- Go Math.

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

- Math 180
- Go Math

**Plan to Monitor Progress Toward G4.** 8

Classroom and progress monitoring data including Math 180 and Go Math and district progress monitoring exams that measure math proficiency and learning gains.

**Person Responsible**

Anthony McQuade

**Schedule**

On 5/31/2018

**Evidence of Completion**

Math 180 data Go Math Performance Matters- district progress monitoring tool

## 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.** Decrease suspension and referral rate by 10% as measured by the 2016-2017 school year data. **1**

 G096098

**G1.B1** Number of new teachers with 1-3 years of experience. **2**

 B258708

**G1.B1.S1** Consistently monitor classroom instruction through increased collegial conversations and instructional reviews. **4**

 S273911

### Strategy Rationale

Teachers who are prepared to deal with classroom issues will be able to prevent classroom disruptions.

### Action Step 1 **5**

Administration will consistently monitor classroom instruction through increased collegial conversations and instructional reviews.

#### Person Responsible

Kelvin Norton

#### Schedule

Daily, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Classroom data from observations will be tracked in the Performance Matters system.

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

All administrators will be responsible for completing observations and tracking results.

**Person Responsible**

Kelvin Norton

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Results will be reviewed at Administrative Team meetings.

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

Current suspension data will be reviewed monthly at the Leadership Team Meeting

**Person Responsible**

Janele Parrish

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Suspensions by student, referrals by type and referrals by student

**G1.B1.S2** Develop and implement an onsite beginning teacher mentor program for teachers of 1-3 years. 4

S273912

### Strategy Rationale

Teachers who are prepared to deal with classroom issues will be able to prevent classroom disruptions.

### Action Step 1 5

Beginning Teacher Cohort

#### Person Responsible

Kelvin Norton

#### Schedule

Monthly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Discussion, instructional practices, classroom management

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

Beginning Teacher Mentoring

#### Person Responsible

Anthony McQuade

#### Schedule

Monthly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Deliberate Practice Plan Goals, Instructional Practices, Classroom Management

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

Begininning Teacher Mentoring

**Person Responsible**

Anthony McQuade

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Teacher retention, student performance, teacher implementation of classroom management and instructional practices.

**G2.** Our school goal for the 2017 Algebra I exam is to increase our proficiency rate to 80%. 1

G096099

**G2.B1** Keeping students motivated and enrolled in courses. 2

B258709

**G2.B1.S1** Support students through individual and one-on-one tutor support during class. 4

S273913

**Strategy Rationale**

All students come from different backgrounds and providing as much individualized support as possible will help each student make appropriate gains from their current level.

**Action Step 1** 5

Professional Development

**Person Responsible**

Kelvin Norton

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Teacher attendance, instructional practices

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

Go Math and Math 180 Implementaiton- Professional Development

**Person Responsible**

Anthony McQuade

**Schedule**

On 5/31/2018

***Evidence of Completion***

Observations, Collegial Conversation, Lesson Plans

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

Curriculum Implementation Effectiveness

**Person Responsible**

Kelvin Norton

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Student Performance, Teacher Feedback, Math Coach-Feedback, observation data

**G2.B1.S2** Support teachers through professional development: curriculum implementation, classroom management, Leon LEADs Framework 4

S273914

### Strategy Rationale

Teachers need support.

### Action Step 1 5

Monthly professional Development will be offered based on teacher need.

#### Person Responsible

Anthony McQuade

#### Schedule

Monthly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Correspondence with teachers about instructional and management needs.

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

Administration will follow up with the teachers through classroom observations to see the implementation of the professional development.

#### Person Responsible

Kelvin Norton

#### Schedule

Monthly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Agendas, classroom observations

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

Administration will review classroom observation data

**Person Responsible**

Kelvin Norton

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Student performance, teacher feedback

**G3.** Our school goal is to have at least 25% of our students proficient on the 2017 English/Language Arts FSA.

1

G096100

**G3.B3** Teacher Experience 2

B258712

**G3.B3.S1** Create an onsite learning community for year 1 and 3 teachers. This cohort will meet monthly.

4

S273916

**Strategy Rationale**

4 of the 6 ELA teachers are within their first 3 years of teaching

**Action Step 1 5**

All new teachers will meet biweekly with their new teacher mentors to discuss strategy and go over plans.

**Person Responsible**

Anthony McQuade

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Lesson plans, classroom data, behavior documentation

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

The new teacher mentors will report to the principal any concerns

**Person Responsible**

Kelvin Norton

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Classroom observation data, progress monitoring data

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Classroom and individual student data will be examined monthly at the Leadership Team Meeting.

**Person Responsible**

Anthony McQuade

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Student progress monitoring data, AR scores, Achieve 3000 data, course grades

**G4.** Our school goal is to have at least 32% of our students proficient on the 2017 Math FSA **1**

 G096101

**G4.B1** Teachers are working with relatively new curriculum- Go Math. **2**

 B258713

**G4.B1.S1** Provide professional development specific to Go Math and Math 180. **4**

 S273918

### **Strategy Rationale**

This professional development will help teachers better understand the curriculum for implementation with fidelity.

### **Action Step 1** **5**

Go Math Professional Development

#### **Person Responsible**

Anthony McQuade

#### **Schedule**

On 5/31/2018

#### **Evidence of Completion**

Unit Assessments District Progress Monitoring Assessments Math 180

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

Go Math Implementation

#### **Person Responsible**

Anthony McQuade

#### **Schedule**

On 5/31/2018

#### **Evidence of Completion**

Lesson Plans Standardized Progress Monitoring

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

New Program-Lack of Understanding

**Person Responsible**

Anthony McQuade

**Schedule**

On 5/31/2018

**Evidence of Completion**

Math Coach- feedback, observations, lesson study, collegial dialogue professional development

**G4.B1.S2** District Math Coach will support teachers through classroom observations, planning, and collegial dialogue and lesson studies. 4

 S273919

**Strategy Rationale**

**Action Step 1 5**

Observing other teachers

**Person Responsible**

Anthony McQuade

**Schedule**

On 5/31/2018

**Evidence of Completion**

Math Unit Assessments District Progress Monitoring

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

The district math coach will report to the principal any results of classroom observations

**Person Responsible**

Kelvin Norton

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Behavior charts, classroom observation data

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

classroom observation will be conducted on a weekly basis and professional development will be added as needed

**Person Responsible**

Kelvin Norton

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Classroom observation data, progress monitoring data

**G4.B1.S3** Conduct on-going, in-depth data reviews of students' work to monitor the progress of students being taught using Go Math. 4

 S273920

### Strategy Rationale

#### Action Step 1 5

Data Reviews

**Person Responsible**

Anthony McQuade

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Data Notebook Math Unit Assessments

#### Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Classroom observations will be conducted throughout the year to monitor the implementation and effectiveness of the instructional changes.

**Person Responsible**

Anthony McQuade

**Schedule**

Biweekly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Classroom observation data

**Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7**

Results of classroom data and observation data will be analyzed at the monthly Leadership Team Meeting

**Person Responsible**

Anthony McQuade

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Meeting agendas, observations in the Leon LEADS system

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M394804	Beginning Teacher Mentoring	McQuade, Anthony	8/14/2017	Collegial Conversation, Observations	5/31/2018 one-time
G2.MA1 M394809	Go Math & Math 180 Goals	McQuade, Anthony	8/14/2017	Performance Matters- Progress Monitoring Math 180 Lab Manager- Andreka Rittman will assist.	5/31/2018 biweekly
G3.MA1 M394815	Increased reading proficiency and learning gains.	Parrish, Janele	8/14/2017	Achieve 3000- biweekly data review AR data- biweekly data review Collegial conversations to include peer and administrative discussions with teachers.	5/31/2018 monthly
G4.MA1 M394822	Classroom and progress monitoring data including Math 180 and Go Math and district progress...	McQuade, Anthony	8/14/2017	Math 180 data Go Math Performance Matters- district progress monitoring tool	5/31/2018 one-time
G1.B1.S1.MA1 M394800	Current suspension data will be reviewed monthly at the Leadership Team Meeting	Parrish, Janele	8/14/2017	Suspensions by student, referrals by type and referrals by student	5/31/2018 monthly
G1.B1.S1.MA1 M394801	All administrators will be responsible for completing observations and tracking results.	Norton, Kelvin	8/14/2017	Results will be reviewed at Administrative Team meetings.	5/31/2018 biweekly
G1.B1.S1.A1 A367759	Administration will consistently monitor classroom instruction through increased collegial...	Norton, Kelvin	8/14/2017	Classroom data from observations will be tracked in the Performance Matters system.	5/31/2018 daily
G2.B1.S1.MA1 M394805	Curriculum Implementation Effectiveness	Norton, Kelvin	8/14/2017	Student Performance, Teacher Feedback, Math Coach-Feedback, observation data	5/31/2018 monthly
G2.B1.S1.MA1 M394806	Go Math and Math 180 Implementaiton- Professional Development	McQuade, Anthony	8/14/2017	Observations, Collegial Conversation, Lesson Plans	5/31/2018 one-time
G2.B1.S1.A1 A367761	Professional Development	Norton, Kelvin	8/14/2017	Teacher attendance, instructional practices	5/31/2018 monthly
G3.B3.S1.MA1 M394811	Classroom and individual student data will be examined monthly at the Leadership Team Meeting.	McQuade, Anthony	8/14/2017	Student progress monitoring data, AR scores, Achieve 3000 data, course grades	5/31/2018 monthly
G3.B3.S1.MA1 M394812	The new teacher mentors will report to the principal any concerns	Norton, Kelvin	8/14/2017	Classroom observation data, progress monitoring data	5/31/2018 monthly
G3.B3.S1.A1 A367764	All new teachers will meet biweekly with their new teacher mentors to discuss strategy and go over...	McQuade, Anthony	8/14/2017	Lesson plans, classroom data, behavior documentation	5/31/2018 biweekly
G4.B1.S1.MA1 M394816	New Program-Lack of Understanding	McQuade, Anthony	8/14/2017	Math Coach- feedback, observations, lesson study, collegial dialogue professional development	5/31/2018 one-time
G4.B1.S1.MA1 M394817	Go Math Implementation	McQuade, Anthony	8/14/2017	Lesson Plans Standardized Progress Monitoring	5/31/2018 one-time
G4.B1.S1.A1 A367765	Go Math Professional Development	McQuade, Anthony	8/14/2017	Unit Assessments District Progress Monitoring Assessments Math 180	5/31/2018 one-time
G1.B1.S2.MA1 M394802	Beginning Teacher Mentoring	McQuade, Anthony	8/14/2017	Teacher retention, student performance, teacher implementation of classroom management and instructional practices.	5/31/2018 monthly
G1.B1.S2.MA1 M394803	Beginning Teacher Mentoring	McQuade, Anthony	8/14/2017	Deliberate Practice Plan Goals, Instructional Practices, Classroom Management	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1 A367760	Beginning Teacher Cohort	Norton, Kelvin	8/14/2017	Discussion, instructional practices, classroom management	5/31/2018 monthly
G2.B1.S2.MA1 M394807	Administration will review classroom observation data	Norton, Kelvin	8/14/2017	Student performance, teacher feedback	5/31/2018 monthly
G2.B1.S2.MA1 M394808	Administration will follow up with the teachers through classroom observations to see the...	Norton, Kelvin	8/14/2017	Agendas, classroom observations	5/31/2018 monthly
G2.B1.S2.A1 A367762	Monthly professional Development will be offered based on teacher need.	McQuade, Anthony	8/14/2017	Correspondence with teachers about instructional and management needs.	5/31/2018 monthly
G4.B1.S2.MA1 M394818	classroom observation will be conducted on a weekly basis and professional development will be...	Norton, Kelvin	8/14/2017	Classroom observation data, progress monitoring data	5/31/2018 weekly
G4.B1.S2.MA1 M394819	The district math coach will report to the principal any results of classroom observations	Norton, Kelvin	8/14/2017	Behavior charts, classroom observation data	5/31/2018 monthly
G4.B1.S2.A1 A367766	Observing other teachers	McQuade, Anthony	8/14/2017	Math Unit Assessments District Progress Monitoring	5/31/2018 one-time
G4.B1.S3.MA1 M394820	Results of classroom data and observation data will be analyzed at the monthly Leadership Team...	McQuade, Anthony	8/14/2017	Meeting agendas, observations in the Leon LEADS system	5/31/2018 monthly
G4.B1.S3.MA1 M394821	Classroom observations will be conducted throughout the year to monitor the implementation and...	McQuade, Anthony	8/14/2017	Classroom observation data	5/31/2018 biweekly
G4.B1.S3.A1 A367767	Data Reviews	McQuade, Anthony	8/14/2017	Data Notebook Math Unit Assessments	5/31/2018 weekly

## V. Professional Development Opportunities

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

**G2.** Our school goal for the 2017 Algebra I exam is to increase our proficiency rate to 80%.

**G2.B1** Keeping students motivated and enrolled in courses.

**G2.B1.S2** Support teachers through professional development: curriculum implementation, classroom management, Leon LEADs Framework

### PD Opportunity 1

Monthly professional Development will be offered based on teacher need.

#### Facilitator

Thomeca Glover, Anthony McQuade, Kelvin Norton

#### Participants

All math teachers

#### Schedule

Monthly, from 8/14/2017 to 5/31/2018

**G3.** Our school goal is to have at least 25% of our students proficient on the 2017 English/Language Arts FSA.

**G3.B3** Teacher Experience

**G3.B3.S1** Create an onsite learning community for year 1 and 3 teachers. This cohort will meet monthly.

### PD Opportunity 1

All new teachers will meet biweekly with their new teacher mentors to discuss strategy and go over plans.

#### Facilitator

Anthony McQuade, Kelvin Norton and Janele Parrish

#### Participants

All Reading and English teachers

#### Schedule

Biweekly, from 8/14/2017 to 5/31/2018

**G4.** Our school goal is to have at least 32% of our students proficient on the 2017 Math FSA

**G4.B1** Teachers are working with relatively new curriculum- Go Math.

**G4.B1.S1** Provide professional development specific to Go Math and Math 180.

**PD Opportunity 1**

Go Math Professional Development

**Facilitator**

Go Math

**Participants**

All Math Teachers

**Schedule**

On 5/31/2018

**G4.B1.S3** Conduct on-going, in-depth data reviews of students' work to monitor the progress of students being taught using Go Math.

**PD Opportunity 1**

Data Reviews

**Facilitator**

Thomeca Glover, Math Department Chair/Denise Williams, Instructional Coach

**Participants**

All math teachers

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Administration will consistently monitor classroom instruction through increased collegial conversations and instructional reviews.</b>				<b>\$1,100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - R. Frank Nims Middle School	Title II		\$600.00
<i>Notes: Substitutes for PD</i>						
			0291 - R. Frank Nims Middle School	Title II		\$500.00
<i>Notes: Instructional Materials</i>						
<b>2</b>	<b>G1.B1.S2.A1</b>	<b>Beginning Teacher Cohort</b>				<b>\$600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - R. Frank Nims Middle School	Title II		\$600.00
<i>Notes: Professional Development/Instructional Resources</i>						
<b>3</b>	<b>G2.B1.S1.A1</b>	<b>Professional Development</b>				<b>\$375.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - R. Frank Nims Middle School	Title II		\$375.00
<i>Notes: Substitutes for teacher PD</i>						
<b>4</b>	<b>G2.B1.S2.A1</b>	<b>Monthly professional Development will be offered based on teacher need.</b>				<b>\$600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - R. Frank Nims Middle School	Title II		\$600.00
<i>Notes: Substitutes for professional development time</i>						
<b>5</b>	<b>G3.B3.S1.A1</b>	<b>All new teachers will meet biweekly with their new teacher mentors to discuss strategy and go over plans.</b>				<b>\$0.00</b>
<b>6</b>	<b>G4.B1.S1.A1</b>	<b>Go Math Professional Development</b>				<b>\$4,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - R. Frank Nims Middle School	Other		\$2,500.00
<i>Notes: Professional Development- Substitutes</i>						

**Leon - 0291 - R. Frank Nims Middle School - 2017-18 SIP**  
*R. Frank Nims Middle School*

			0291 - R. Frank Nims Middle School	UniSIG		\$2,000.00
			<i>Notes: Go Math and Math 180 PD</i>			
7	G4.B1.S2.A1	Observing other teachers				\$0.00
8	G4.B1.S3.A1	Data Reviews				\$0.00
					<b>Total:</b>	<b>\$7,175.00</b>