Fox Chapel Middle School

2017-18 Schoolwide Improvement Plan

Fox Chapel Middle School

9412 FOX CHAPEL LN, Spring Hill, FL 34606

https://www.hernandoschools.org/fcms

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	Yes	100%

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*	C

Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Hernando County School Board on 1/9/2018.

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 Fox Chapel Middle School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Learn, Lead, Succeed

b. Provide the school's vision statement.

Tigers Today, Leaders Tomorrow

2. School Environment

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

Fox Chapel Middle School's current population is predominately from the 34606 zip code. Correlating zip code data detailing demographics and census information regarding family dynamics, crime index and socio-economics are reviewed yearly to review changes. This information is shared during grade level, SBLT and faculty meetings. According to the Hernando County Food and Nutrition Department, FCMS has an 83% poverty rate as evidenced by the number of students qualifying for a free or reduced lunch. This year Hernando County elected to participate in the Community Eligibility Provision, a key provision of the Healthy, Hunger-Free Kids Act (HHFKA) of 2010. All of FCMS' students are provided a free breakfast and lunch without the burden of collecting and processing school meal applications. Further discussion of student focused information is shared during RtI A/B meetings as deemed necessary. FCMS provides students with clothes, school supplies, backpack foods, activity fee(s) scholarships through private donations and business partners as well as free-tutoring with Title 1 dollars. Community Members, Faculty and Staff generously sponsor families during Thanksgiving and Christmas holidays, providing for meals and gifts to identified needy students. FCMS has adopted Steven Covey's "7 Habits of Highly Effective Teens" to help facilitate relationships through leadership development activities and connections. Students are given various opportunities to demonstrate leadership skills in the classroom, school and community events. Teachers serve (volunteer) as mentors for students in need of additional guidance for academics and behaviors. Teachers also volunteer their time to help foster student leadership engagement on various related leadership teams to bridge levels of trust, acceptance and empowerment.

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

FCMS provides students a safe and respectful environment before, during, and after regular school hours. At 9:00 a.m., students who are not eating breakfast are dismissed to report to their 1ST period class. All teachers with a first-period class are stationed in their classrooms beginning at 9:00 a.m., where they welcome and supervise their students until the opening bell at 9:10 a.m. Additional staff are assigned duty around the outside areas of the campus, where they greet students and ensure that they're moving quickly along to their first period class. Throughout the day, classroom teachers step out into the hallways during transition times to supervise students and keep them moving along to their next assigned class. Other areas are monitored by staff member to ensure that students are walking with a purpose and displaying appropriate behaviors. A traffic/travel pattern has been adopted to ensure that students are able to get to class efficiently. All nonacademic times (lunch, assemblies, breakfast and school functions) are supervised by several assigned staff members. At the conclusion of the school day, students are released at staggered dismissal times to insure student safety as they leave the campus. Staff members are stationed around the outside areas of our

campus, particularly along the route to our bus and car rider pick-up areas, to assist students as they leave. The facility has secure gates during school hours that keep intruders out as well as allow our students to move around our campus as needed without fear. A safe environment is maintained by requiring all visitors to sign in at the front office.

FCMS has partnered with the Boys and Girls Club to provide before and after school programs which promote appropriate social-behavioral relationships, strengthen bonds between the school and the students, assistance with homework, structured activities as well as adult supervision during non-school hours.

The school has an assigned School Resource Officer who is on campus daily, routinely makes rounds throughout the campus, is visible during breakfast, lunches and extra-curricular activities. Our School Resource Officer also runs the "Be above Bullying Club" for all 3 grade levels. He assists and provides presentations regarding "Know the Law" and differences in school consequences versus law enforcement/law consequences. All students are given "due process" in any disciplinary process - this gives students the opportunity to know what they are being accused of, tell their side of the story, given opportunities to "right a wrong" and discuss which of the 7 Habits they may have failed to implement.

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.

Within the classroom, teachers use various methods of classroom management techniques while incorporating the school-wide Positive Behavioral Support System and the 7 Habits. As an effective behavioral team management strategy, teachers utilize the buddy system to encourage the continuity of instruction. Teachers promote student positive behavior through a classroom rewards system that best suits their classroom dynamic. based of The Leader in Me model, the FCMS Adult Lighthouse and PBS team has enacted a series of reward activities to promote and celebrate positive behavior and improvement based of RtI data and student and faculty input. To further provide students with leadership development, students participate in LEAD time the first twenty-five minutes of school on Mondays and Fridays, and the last Wednesday of each month. LEAD time is an opportunity to review the 7 Habits through standards based lessons. Students will work to set-up and maintain their Leadership Notebooks. Students will be given access to their edline account and taught to monitor their grades. Students and teachers may elect to participate and create community based projects.

Teachers can use a "Time Out" for only a class period for Level I incidents up to one time per week. Our ISS monitor tracks "Time Outs" and after four "Time Outs" a discipline is initiated based on the repeated behavior exhibited. Students are required to deepen their understanding of the 7 Habits. Students are required to complete all assigned work while in ISS. Failure to complete work assigned will result in additional suspension days.

Teachers and students were provided with an overview of the protocols and procedures of ISS. An email has also been shared on our News icon to update everyone on theses procedures.
Training was provided to all teachers to explain our discipline procedure and review Level 1, 2 and 3 infractions from the Student Code of Conduct. Teachers also receive ongoing training on the Multi Tiered System of Supports for student behavior. Tier 1, 2 and 3 behavioral interventions are implemented through school-wide classroom behavior plans, teaching of the 7 Habits, check in/check out and individual mentoring for students.

During grade-level meetings, administrators and the team member share on-going behavioral issues and changes in procedures. This venue also provides for opportunities for the team to problem-solve academic and behavioral issues on a monthly basis.

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.

Prevention and intervention programs are in place to address bullying and harassment throughout the district. Fox Chapel Middle School staff regularly participate in district professional development programs on violence and substance abuse prevention. The district's Student Services Dept. initiate additional instructional programs for issues such as anger management, conflict resolution and sexual harassment. Student Services staff and Fox Chapel Middle School guidance counselors provide substance abuse prevention and intervention initiatives for students and families. These initiatives and activities consist of substance abuse evaluations and assessments, grief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services.

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.

Fox Chapel has identified the following as their Early Warning Indicators:
Previous year 2016-2017 (A student can only receive 1 point for each indicator)
>20 absences - excused, unexcused
Received suspension ISS or OSS =>1 or more days
Failure in ELA or Math (missing middle school full credit 1 or more) 7th and 8th only

In addition to the EWS Indicators, teachers are provided subgroup, student assessment with correlating strands data to further assist with understanding the whole student.

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	88	106	105	0	0	0	0	299
One or more suspensions	0	0	0	0	0	0	90	98	86	0	0	0	0	274
Course failure in ELA or Math	0	0	0	0	0	0	27	27	7	0	0	0	0	61
Level 1 on statewide assessment	0	0	0	0	0	0	119	181	131	0	0	0	0	431
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	79	76	78	0	0	0	0	233

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

Monitoring of student absences weekly by School Social Worker and Certified School Counselors.
Truancy Case Staffings
Grade Level and School-Wide Celebrations for students meeting the District's attendance policy.

Parent-Teacher Conferences
Problem Solving Meetings held by Grade Level Teams and Administration to provide academic and Behavioral Support to students through the MTSS Framework.
Remediation classes - supplemental programs assigned
Intensive Instructional Support through the multi-tiered system of support framework for students who received a Level 1 on the Statewide test.
Re-teaching the 7 Habits to ensure students maintain school-wide behavioral expectations.
Teaching of social skills during In-School Suspension
Tiger Tag - Tier II Intervention, Check in/Check out with a Mentor
Social and Coping Skills groups offered for all students through Baycare
Positive Behavioral Support Systems - Tiger Growl, Tiger Roar, Tiger Palooza
Students who receive 3 or more suspensions will be monitored closely by the administrative team. Behavioral interventions will be put into place.
Lighthouse Team (7 Habits) - student leadership involvement
Student Led Conference - Leadership Binder
Student led data chats
Leader in Me designated classes
Leader in Me Action Teams
Title 1 before school tutoring - EWS identified

Student EWS will be monitored and updated every 9 weeks to determine effectiveness of strategies being implemented. As EWS is a new initiative, systems of supports will change as needed.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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

See Parent Involvement Plan

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.

FCMS involves community partners through multiple venues. We maintain a group email of all of our active partners, and invite them to every school/community event, as well as every SAC meeting. Business Partners contribute to our school's resources by providing incentives to our honor roll students. Thanks to our partnerships we supply our honor roll recipients with many coupons for free or reduced items.

Additionally, our Christmas Angel program is a huge success, because of our business partners. Year after year, our business partners support our Food Drive as well as our Angel drive by donating incredible amounts of gifts and food. They "adopt" our angels and have made it possible for our needy

students and their families to celebrate Thanksgiving and Christmas.

Our Christmas Angel/Thanksgiving Drive Kickoff is also a Business Partner Breakfast. This allows us to thank our partners while continuing to build relationships.

Schedule Pick Up is another event that allows us to give back to our partners. They are encouraged to set up a table and advertise, at no expense. This is also done at our Title I Annual Meeting/Back to School Night and at other events throughout the year.

Business partners are listed on our website, with a live link to their web page. We continue to encourage and recruit community involvement to support 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
Pinder, Ray	Principal
Sweeney, Vivian	Assistant Principal
Schlechter, Magen	Teacher, K-12
Thornton, Kerry	Dean
Kiley, Rachel	Dean
Wilcox, Vanessa	Instructional Coach
Weems, Martha Ann	Instructional Coach
Witt, Roxanne	Administrative Support
Hall, Gina	Teacher, K-12
Hall, Tina	Teacher, ESE
Sede, Joe	Teacher, K-12
Lariviere, Nicole	Teacher, K-12
Corona, Marisa	Teacher, K-12
Graham, Sue	School Counselor

b. Duties

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

Mr. Pinder - Principal/Administration
Mrs. Sweeney - Assistant Principal/Administration
Ms. Witt - Assessment Coordinator/Summative data/PD
Mrs. Wilcox - Science Coach/Resource/Science Data
Ms. Weems - Instructional Practices Coach - Literacy Focus/Reading Chair/Resource/Reading Data/ Literacy Leadership Team
Mrs. LaRiviere - Language Arts Chair/Resource/Language Arts Data
Mrs. Corona - 7th grade team leader
Mr. Sede - Math Chair/Math Data

Mrs. Kiley - 7th & 8th grade Team/Administration
Mrs. Schlechter - Title I Facilitator/Extended Learning Facilitator/Social Studies Chair/Resource/
Social Studies Data/School Improvement
Ms. G. Hall - 6th grade team leader
Ms. Thornton- 6th and 7th grade team/Administration/School Improvement/SAC
Mrs. Graham - Certified School Counselor/Elective Team Leader/Resource
Ms. T. Hall - ESE Chair/resource
Mr. Llovet - 8th grade team leader

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.

Multi-Tiered System of Support (MTSS)-School Based Leadership Team(SBLT) meets bi-weekly to evaluate school-wide data. Assessment data is reviewed by each Department Chair from a school-wide perspective identifying areas of strengths and weaknesses, trends, needs and concerns. The MTSS-SBLT provides guidance in addressing identified areas. Members of this team disseminate data back to their respective departments. A calendar is developed for the full school year identifying the dates of SBLT meetings and the specific area/data to be discussed at each meeting, as well as the person responsible for preparing and bringing the graphically represented data. A structured agenda is used to keep the meeting focused.

The SBLT organizes and coordinates MTSS efforts by working closely with grade-level teams, the Literacy Leadership Team, the Lighthouse/PBS team, and others on campus. All teams have a representative serving on the SBLT to ensure communication is fluid and implementation of strategies identified in the SIP are implemented with fidelity. Department Chairs and Coaches serve as liaisons between the MTSS-SBLT and their Department members in a reciprocal fashion. The SBLT facilitates the overall infrastructure development and supports implementation of learning strategies for all students/core (Tier I strategies), as well as supplemental instructional strategies (Tier II) and intensive intervention (Tier III), through scheduling and allocation of resources. The SBLT analyzes and dis-aggregates data at the core and supplemental levels. When individual student data analysis and problem solving is necessary, a separate student problem-solving team (e.g., parent-teacher conference, subcommittee of the SBLT, specialized team, IEP team, PS/RtI team, etc.) is convened.

Information is recycled throughout the Multi-Tiered System of Support (MTSS) teams within the school:
Grade level departments meet weekly to collaborate and revise lesson plans, review formative assessments and identify students with supplemental and/or intensive needs. Department Chairs and correlating Coaches meet with their department members weekly to review ongoing progress monitoring data, develop assessments and problem-solve identified areas. Each department meets bi-weekly to review SWAP protocols.
.
PS/RtI Teams – grade level teams meet monthly to review behavioral progress monitoring data of Tier 2/supplemental and Tier 3/intensive students, determine and implement Tier 2/supplemental & Tier 3/intensive intervention plans and discuss potential Tier 2/3 students utilizing the problem-solving method. Department level teams meet monthly to review behavioral data as it relates to their department. These teams also design and implement Tier 2/supplemental interventions.

As a school-wide program, Fox Chapel Middle School is dedicated to providing, maintaining, and improving comparable, supplementary Title I education services for all of our students. Our Title I School Improvement Facilitator regularly collaborates with the District's Coordinator of Family

Involvement for Title I to build home support networks that facilitate targeted students' success. Title I (Part A) services at Fox Chapel Middle School are regularly coordinated with other federally-funded programs,use of Title III funds to support additional services for our English Language Learners (ELLs), and use of Title X funds to provide additional services for our homeless students.

The ESOL program and services for English Language Learners (ELLs) will be coordinated and integrated through a Mainstream Inclusion Language Arts instructional model with comprehensible instruction being provided by the ESOL teacher and/or Developmental Language Arts through ESOL teacher. All other core academic instructional services will be provided to ELLs by the content area teacher/ESOL teacher and supported by the ESOL paraprofessional. The monitoring of compliance for programs and services under the Consent Decree and state board rules for ELLs will be coordinated by the ESOL Lead Teacher/ESOL contact according to the State and School Board approved District ELL Plan.

As part of the district's Food & Nutrition Dept., Fox Chapel Middle School's cafeteria staff provides balanced, attractive, well-prepared meals with good variety; give courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. Fox Chapel Middle School's cafeteria staff participates in the Community Eligibility Provisions (CEP), which allows for all of FCMS' students to be provided with a free breakfast and lunch. Fox Chapel Middle School strives to ensure every child receives a well-balanced meal. The CEP has taken away the burden of collecting and processing school meal applications.

Parents are provided with information and resources regarding Hernando County Housing programs as needed (subsidized/low-income) by a District assigned school social worker and/or the Children and Youth in Transition Homeless liaison.

The District's Adult & Community Education Department provides opportunities for Hernando County residents to participate in free classes in GED preparation, Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled classes are located at all five high schools. Other adult education classes (Hernando County Adult Services) are located at four community (non-school) sites. Services for Adults with Disabilities are contracted to ARC of the Nature Coast.

The Hernando County School District uses Carl D. Perkins annual entitlement funds: to support (3) high school Career/Technical Education (CTE) Specialists; to fund the purchase of equipment, digital and print instructional resources for CTE programs at 5 high schools; to promote the marketing of traditional and nontraditional career academies and technical programs; to provide professional development for Career/Technical Education (CTE) teachers; and to pay CTE students' testing and certification fees

Parents are provided information and resources regarding the Hernando County Ready to Work program and services as needed.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Magen Schlechter	Teacher
Ray Pinder (Principal)	Principal
Vivian Sweeney (Asst. Principal)	Principal
Jamie Piringer	Parent
DiAnna Carrasquillo	Business/Community
Beth Anne Walczewski	Parent
David Young	Parent
Jennifer Block	Parent
April Johnson	Parent
Crystal Silverthorn	Parent
Gina Hall	Teacher
Kerry Thornton (Dean)	Education Support Employee
Rachel Kiley (Dean)	Education Support Employee
Christine Morana	Teacher
Tracey Pager	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

School Improvement Plan Goals from 2016-2017 were shared, as well as the Strategic Goal Summary from 2016-2017. SAC reviewed 5E data, and its probable impact on the School Improvement Goals at the August 21, 2017 meeting. Input from SAC members was solicited. SAC reviewed Fox Chapel's School Improvement Plan at its October 17, 2017 meeting.

b. Development of this school improvement plan

SAC is involved in the development and monitoring of the School Improvement Plan through review and input. SAC is also responsible for the allocation and dissemination of School Improvement Funds. SAC conducted its initial meeting on August 21, 2017. Fox Chapel's draft School Improvement Plan was reviewed and input for its development, implementation and monitoring was solicited. SAC approved the draft SIP and decided to review and monitor the Plan at every meeting. Suggestions and input will be solicited at those meetings, if applicable, and the results will be presented to Mr. Pinder, Principal, for consideration.

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

The SAC budget will be reviewed at every meeting. During the review Mr. Pinder, Principal, will update the Committee on the school's annual budget and solicit input.

SAC's budget was reviewed at its initial meeting on August 21, 2017, and input was solicited. The committee reviewed and approved the SAC fund approval process. There were no requests for SAC funds, therefore no expenditure determination was made. The budget will be reviewed at every SAC meeting and input will be solicited from the Committee.

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

In 2016-2017 SAC's budget began with $841.03. $492.34 was rescinded as two teachers did not cash their Teacher Lead Money checks, bringing the overall budget to $1333.37. SAC approved a $695.00 expenditure for quarter one student planners. At the end of the year SAC had a balance of $638.37

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

Non-Compliance was determined at SAC's first annual meeting on September 19, 2016, due to membership. SAC's Bylaws state that "The Council shall be comprised, at a minimum, of the following: Teacher (2), Administrator (1), Support employees (1), Parents (2), and business/ community members (1), student (1)."

Compliance was reached in the membership areas of administrators, support employees, parents, and business/community members. Compliance was not met in the areas of teacher and student membership.

• SAC is working with teachers to encourage participation.
o Announcements via intercom system
o Email reminders
o Website Information

• SAC is working to solicit student members
o Announcements via intercom system
o Website
o Incentives

• SAC and Title I are partnering to encourage participation.

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
Weems, Martha Ann	Instructional Coach
Corona, Marisa	Teacher, K-12
Keller, Nicole	Instructional Media
Kiley, Rachel	Instructional Coach
Lariviere, Nicole	Teacher, K-12
Grefe, Alecia	Teacher, K-12
Witt, Roxanne	Administrative Support
Schlechter, Magen	Other

b. Duties

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

The Literacy Leadership Team will promote the use of writing in all content areas through formative assessments.

The media specialist will work to orientate all students to available resources in the media center. The LLT will encourage all content area teachers to make available content related informational text in their classrooms. Sunshine State Readers will be promoted and students will be encouraged to participate in reading challenges. All ELA teachers will have access to a set of the 2017 Sunshine State Readers.

The media specialist will work to create book baskets that allow for teachers to make connections to available literature and content they're teaching.

Each quarter students will have the opportunity to visit the media center a minimum of two times in order to select literature of their choice..

The LLT and student literacy leaders will make available a poetry day where students read their favorite pieces or pieces they've written themselves (miniature poetry slam during lunches in the media center), a readers theatre day (small plays during lunches in the media center), and American History Connection day (student leaders wish to use music from Hamilton to create presidential songs).

The ELA department, Title I Facilitator, and the Hernando County Parent Academy will work to host a Book Tasting on December 4, for preselected students and their families. They will be invited to "taste" available books from our media center.

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.

Teachers participated in the DiSC assessment in order to have an understanding of their communication and personality traits and to develop a conscientious understanding of the communication traits of their counterparts.

Teachers have common planning based on subject. This was done at the request of teachers so they could collaborate more effectively during the school day. Departments meet each Tuesday, every other week is dedicated to the SWAP process.

We have a SBLT that meets bi-weekly. This team reports back to the school through department heads and team leaders. The minutes are also posted in the SBLT icon available to all employees of our school.

PD is developed monthly, and are put in place based on faculty need.

Teachers will use certain District In-Service days to attend trainings by department to further develop best practices and collaborate with other teachers in our district.

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

Fox Chapel is a Title I school, therefore all teachers MUST be highly-qualified in order to obtain employment. All new teachers are provided mentoring through the HCSD RISE program.

Additional supports are provided on campus with Mrs. Pauline Wilcox, RISE Hernando on campus liaison, who coordinates and facilitates meetings and new teacher specific training.

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

As per Hernando County School District policy, first year teachers are mentored through a District designed program. The HCSD new teacher/induction/mentoring program is called RISE Hernando: Refining, Inspiring, and Supporting our Educators.

The school level does not have lead mentors or mentors at their site. Schools are no longer required to provide monthly trainings. New teacher groups are encouraged at school sites to help build relationships with other staff.

Due to the rigor of the new program, this first year, HCSD is using a district level cadre to mentor all teachers and will go through the observation/coaching cycle once per month. This shift was designed to improve teacher practice in the classroom and provide ongoing support for our new teachers.

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.

Hernando County School District has a designated process for the purchasing and integration of instructional programs and materials which align to the Florida Standards. Each content area has an assigned Supervisor who meets with content leaders throughout the school district to determine District/School needs.

FCMS uses instructional materials that are aligned with the Florida Standards as designated by the HCSD. Teachers use HCSD developed curriculum maps that are aligned with standards for each subject area.

CPALMS is utilized as a supplementary resource by teachers and other instructional staff. The FSA website is used as a resource for test item specifications, content complexity levels, reporting categories, and specific task demands of the Florida Standards

b. Instructional Strategies

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

For the school:
Teachers utilize Performance Matters/Unify to view lagging and leading performance data of their students to make instructional decisions in the classroom. Student work and achievement data is dis-aggregated at the small group PLC level utilizing the Student Work Analysis Protocol (SWAP). The data is used to guide teachers in the differentiation of their instructional practices to best meet the needs of a diverse group of learners in each content-area, at each grade-level.

Coaches are providing ongoing professional development in Gradual Release, Collaborative Learning Structures, Vocabulary Best Practices, Higher Order Thinking Questions, and SWAP. In addition, teachers are required to present SWAP protocols to ensure standards-aligned instruction is being differentiated. Departments conduct bi-weekly SWAP presentations in order to discuss needs,

barriers, and best practices. The SBLT will participate in bi-weekly walk-throughs to observe classroom practices and to collect data trend information. Review of SBLT walk-through data provides further information to assist in determining fidelity of school wide expectations, procedures and strategies.

Strategies:
SWAP - Aligned to Standards
Encourage Writing Across the Content through Formative Assessments
Remediation and Enrichment classes
School Tutoring
Regularly scheduled progress monitoring
SBLT/Targeted student data chats
Accelerate Learning STEM Scope Consumable Kits - Science
2017 Sunshine State Readers and iReady- ELA
Triumph Learning Florida FSA Practice Tests - Math

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: 0

To increase instructional time for targeted EWS students, bottom quartile ELA & Math, 1st 9 weeks Civics <60% and 8th grade Science 1st 9 weeks <60%.

Strategy Rationale

Tutoring is projected to begin in January 2018. Many of our students begin the school year lacking foundation skills in core content areas, as evidenced by state assessment scores. Providing students with 3 nine weeks of side-by-side core instruction with remediation, should increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Schlechter, Magen, schlechter_m@hcsb.k12.fl.us

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

Attendance will be kept daily. A log will be kept daily by each student to monitor their effort. At the end of each nine weeks the student's efforts will be evaluated (to include grades & assessments done during school hours). If the data shows the Extended Learning students are not showing improvement, further action, such as creating custom coursework based on skills/strands, will be taken. At the end of the year, an overall program evaluation will be done using data from FSA and EOC exams.

Strategy: Before School Program
Minutes added to school year:

The Boys and Girls Club will provide two hours of before or after school academic remediation and enrichment activities to increase learning gains and promote positive social/behavioral character qualities.

Strategy Rationale

Students with positive adult relationships are more motivated to learn and do better academically.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sweeney, Vivian, sweeney_v@hcsb.k12.fl.us

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

The Boys and Girls Club will provide a schedule of activities and attendance for each quarter to the school.

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, §
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.

Fox Chapel Middle School places high value on horizontal and vertical support and communication. Understanding transitioning into middle school is sometimes a difficult and stressful stage in a child's life. FCMS has integrated a school-wide Positive Behavioral Support system to provide structure for the students and teach systems of positive reinforcement through school-wide collaboration. Prior to the first day of school, students of all grades and parents/guardians are invited to an open house/ schedule pick-up to help them familiarize themselves with the campus and meet their team of teachers. 6th grade students are given the opportunity to visit a neighboring High School, 7th grade students visit the local state college, Pasco Hernando State College and 8th grade will visit the closest university, Saint Leo University prior to the end of the school year. According to the Institute of Educational Sciences, research suggests students who are exposed to college campuses, are given the opportunity to interact with college professors and experience aspects of campus life are less likely to drop out of High School. FCMS invites our elementary feeder schools to bring their 5th grade students to visit our campus. Common planning time allows teachers to discuss school-wide behavioral and academic trends.

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.

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? 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.   Establishing an academic culture cultivated with rigorous, engaging, standards-aligned and differentiated instruction, will provide students with the necessary tools to achieve learning gains.

G2.   If all teachers share a strong sense of responsibility for student development, school improvement and professional development then classroom instructional practices will be more student centered and focused.

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. Establishing an academic culture cultivated with rigorous, engaging, standards-aligned and differentiated instruction, will provide students with the necessary tools to achieve learning gains. `1a`

🔍 G099144

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	41.0
ELA/Reading Lowest 25% Gains	37.0
Math Gains	53.0
Math Lowest 25% Gains	55.0
Statewide Science Assessment Achievement	42.0
Civics EOC Pass	62.0

Targeted Barriers to Achieving the Goal `3`

- Consistently differentiated, rigorous and standard-based instruction, collaborative structures not being utilized.

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

- Leader in Me School Leader in Me elective classes LEAD Time Designated LEAD Time days PBS program Integrated rewards system Additional Support Staff: 2 Teachers on Administrative Assignment - each assigned to a specific grade level Science Coach Instructional Practices Coach - Literacy Focused Title 1 designated school Additional funding Title 1 Facilitator Supplemental Academic Programs/materials: iReady iCivics Successmaker Scope magazine STEM Scope Boys & Girls Club - before and after school care Horizontal and vertical designated planning BayCare behavioral Groups Core based initiatives with ongoing PLC's Classroom Essentials Kagan Strategies Gradual Release Enrichment & Remedial core content area classes Reading classes Intensive Math Pre-Algebra class blocked with Algebra 1 Literature class CTE courses e-School

Plan to Monitor Progress Toward G1. `8`

SBLT will analyze department summative data for progress towards overall goal.

Person Responsible
Ray Pinder

Schedule
Quarterly, from 11/1/2017 to 6/1/2018

Evidence of Completion
Summative data for all content areas will reflect increased mastery of standards taught as aligned with curriculum maps.

G2. If all teachers share a strong sense of responsibility for student development, school improvement and professional development then classroom instructional practices will be more student centered and focused. 1a

🔑 G099145

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	35.0
5Es Score: Teacher-Teacher Trust	35.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of expectations individually versus collectively

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development

- Coaches

- 5E Survey Results

- Leader in Me

- Positive Behavioral Supports

- Teengagement

Plan to Monitor Progress Toward G2. 8

Department meeting agendas and minutes, SWAP presentations, attendance, RtI- A and B data, and student and faculty Leader in Me goals and celebration events will be discussed and analyzed to determine if culturally faculty, staff and students are demonstrating continuity.

Person Responsible
Magen Schlechter

Schedule
Biweekly, from 11/1/2017 to 6/1/2018

Evidence of Completion
School wide attendance, RtI - A and B data, and the 2017-2018 5E survey

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. Establishing an academic culture cultivated with rigorous, engaging, standards-aligned and differentiated instruction, will provide students with the necessary tools to achieve learning gains. `1`

🔑 G099144

G1.B1 Consistently differentiated, rigorous and standard-based instruction, collaborative structures not being utilized. `2`

🔑 B266906

G1.B1.S1 Effectively utilize backwards-design common collaborative planning. `4`

🔑 S282824

Strategy Rationale

Common planning provides teachers the time needed to develop and revise/review lesson plans based on differentiated instruction. Teachers design lessons plans based on the outcome of the product - Know Understand Do (KUD) and utilizing the gradual release model.

Action Step 1 `5`

Core content departments will meet to analyze formative assessment data, evaluate lesson plans and discuss best practices utilizing the Student Work Analysis Protocol on a weekly basis.

Person Responsible

Vivian Sweeney

Schedule

Weekly, from 9/27/2017 to 6/1/2018

Evidence of Completion

Meeting minutes and SWAP (start date should be the next dept meeting date after assessment)

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

Coaches will attend their prospective department team meetings after each formative assessment.

Person Responsible

Vanessa Wilcox

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Departments will provide their "Plan of Action" by grade level to their Coach or designee.

G1.B1.S2 Implement content-based writing across all content areas. 4

🔧 S282825

Strategy Rationale

Research supports the need for students to read more in order to increase in levels of complexity. Incorporating writing across all content areas ensures students will be provided with increased exposure to varied forms of text.

Action Step 1 5

District initiated formative assessments will be used in all content area classrooms.

Person Responsible

Vanessa Wilcox

Schedule

Biweekly, from 9/27/2017 to 6/1/2018

Evidence of Completion

SWAP data presentations, student work walls with relevant samples and SBLT walk-through data

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

Person Responsible

Schedule

Evidence of Completion

G1.B1.S4 Teachers will analyze and evaluate student data through common core content planning and grade level meetings. `4`

🔑 S282827

Strategy Rationale

Data analysis and problem-solving equates to instruction that is differentiated and rigorous for all students.

Action Step 1 `5`

Teachers will meet weekly to discuss formative assessments and/or Unify data and ways in which to differentiate instruction utilizing collaborative structures, and create rigorous lessons through the gradual release model.

Person Responsible

Vivian Sweeney

Schedule

Weekly, from 9/27/2017 to 6/1/2018

Evidence of Completion

Professional development sign in and bi-weekly SWAP presentations.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administrative and SBLT walk throughs will assess for indicators of Rigor, Engagement, Alignment and Differentiation..

Person Responsible

Ray Pinder

Schedule

On 6/1/2018

Evidence of Completion

Data from SBLT walk through forms Data from Administrative Walk-throughs

G2. If all teachers share a strong sense of responsibility for student development, school improvement and professional development then classroom instructional practices will be more student centered and focused. 1

🔧 G099145

G2.B2 Lack of understanding of expectations individually versus collectively 2

🔧 B266911

G2.B2.S1 Teachers will be participate in discussion analysis regarding the 5 Essentials and will complete the DiSC assessment. 4

🔧 S282829

Strategy Rationale

In order to facilitate a culture change or shift in paradigm we must first understand the conditions of which we are in - what is the pulse of the school culture, and then move into the problem-solving continuum.

Action Step 1 5

5 Essentials discussion analysis

Person Responsible

Ray Pinder

Schedule

Monthly, from 11/1/2017 to 6/1/2018

Evidence of Completion

Sign in sheets and problem-solving activity

Action Step 2 5

Faculty members will complete the DiSC assessment and will participate in professional development.

Person Responsible

Magen Schlechter

Schedule

Evidence of Completion

All faculty members will create an online web profile and a school based culture web will be created.

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

Team meetings will provide for additional time for teachers to plan collectively and problem-solve more efficiently and effectively.

Person Responsible

Martha Ann Weems

Schedule

Weekly, from 9/28/2017 to 6/1/2018

Evidence of Completion

Lesson plans, team meeting notes walk through data

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

Standards aligned differentiated instruction.

Person Responsible

Ray Pinder

Schedule

Monthly, from 9/28/2017 to 6/1/2018

Evidence of Completion

Walk through data from administration and SBLT

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					
G2.B2.S1.A2 A381614	Faculty members will complete the DiSC assessment and will participate in professional development.	Schlechter, Magen	8/7/2017	All faculty members will create an online web profile and a school based culture web will be created.	No End Date one-time
G1.B1.S2.MA1 M414723	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M414725	SBLT will analyze department summative data for progress towards overall goal.	Pinder, Ray	11/1/2017	Summative data for all content areas will reflect increased mastery of standards taught as aligned with curriculum maps.	6/1/2018 quarterly
G2.MA1 M414728	Department meeting agendas and minutes, SWAP presentations, attendance, Rtl- A and B data, and...	Schlechter, Magen	11/1/2017	School wide attendance, Rtl - A and B data, and the 2017-2018 5E survey	6/1/2018 biweekly
G1.B1.S1.MA1 M414722	Coaches will attend their prospective department team meetings after each formative assessment.	Wilcox, Vanessa	8/7/2017	Departments will provide their "Plan of Action" by grade level to their Coach or designee.	6/1/2018 weekly
G1.B1.S1.A1 A381610	Core content departments will meet to analyze formative assessment data, evaluate lesson plans and...	Sweeney, Vivian	9/27/2017	Meeting minutes and SWAP (start date should be the next dept meeting date after assessment)	6/1/2018 weekly
G2.B2.S1.MA1 M414726	Standards aligned differentiated instruction.	Pinder, Ray	9/28/2017	Walk through data from administration and SBLT	6/1/2018 monthly
G2.B2.S1.MA1 M414727	Team meetings will provide for additional time for teachers to plan collectively and problem-solve...	Weems, Martha Ann	9/28/2017	Lesson plans, team meeting notes walk through data	6/1/2018 weekly
G2.B2.S1.A1 A381613	5 Essentials discussion analysis	Pinder, Ray	11/1/2017	Sign in sheets and problem-solving activity	6/1/2018 monthly
G1.B1.S2.A1 A381611	District initiated formative assessments will be used in all content area classrooms.	Wilcox, Vanessa	9/27/2017	SWAP data presentations, student work walls with relevant samples and SBLT walk-through data	6/1/2018 biweekly
G1.B1.S4.MA1 M414724	Administrative and SBLT walk throughs will assess for indicators of Rigor, Engagement, Alignment...	Pinder, Ray	9/28/2017	Data from SBLT walk through forms Data from Administrative Walk-throughs	6/1/2018 one-time
G1.B1.S4.A1 A381612	Teachers will meet weekly to discuss formative assessments and/or Unify data and ways in which to...	Sweeney, Vivian	9/27/2017	Professional development sign in and bi-weekly SWAP presentations.	6/1/2018 weekly

V. Professional Development Opportunities

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

G1. Establishing an academic culture cultivated with rigorous, engaging, standards-aligned and differentiated instruction, will provide students with the necessary tools to achieve learning gains.

G1.B1 Consistently differentiated, rigorous and standard-based instruction, collaborative structures not being utilized.

G1.B1.S1 Effectively utilize backwards-design common collaborative planning.

PD Opportunity 1

Core content departments will meet to analyze formative assessment data, evaluate lesson plans and discuss best practices utilizing the Student Work Analysis Protocol on a weekly basis.

Facilitator

District Coaches

Participants

All core content areas

Schedule

Weekly, from 9/27/2017 to 6/1/2018

G1.B1.S4 Teachers will analyze and evaluate student data through common core content planning and grade level meetings.

PD Opportunity 1

Teachers will meet weekly to discuss formative assessments and/or Unify data and ways in which to differentiate instruction utilizing collaborative structures, and create rigorous lessons through the gradual release model.

Facilitator

Coaches

Participants

All core content areas

Schedule

Weekly, from 9/27/2017 to 6/1/2018

G2. If all teachers share a strong sense of responsibility for student development, school improvement and professional development then classroom instructional practices will be more student centered and focused.

G2.B2 Lack of understanding of expectations individually versus collectively

G2.B2.S1 Teachers will be participate in discussion analysis regarding the 5 Essentials and will complete the DiSC assessment.

PD Opportunity 1

5 Essentials discussion analysis

Facilitator

Pinder

Participants

All teachers and support staff

Schedule

Monthly, from 11/1/2017 to 6/1/2018

PD Opportunity 2

Faculty members will complete the DiSC assessment and will participate in professional development.

Facilitator

Lori Bainum

Participants

FCMS Faculty Members

Schedule

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Core content departments will meet to analyze formative assessment data, evaluate lesson plans and discuss best practices utilizing the Student Work Analysis Protocol on a weekly basis.	$0.00
2	G1.B1.S2.A1	District initiated formative assessments will be used in all content area classrooms.	$0.00
3	G1.B1.S4.A1	Teachers will meet weekly to discuss formative assessments and/or Unify data and ways in which to differentiate instruction utilizing collaborative structures, and create rigorous lessons through the gradual release model.	$0.00
4	G2.B2.S1.A1	5 Essentials discussion analysis	$0.00
5	G2.B2.S1.A2	Faculty members will complete the DiSC assessment and will participate in professional development.	$0.00
		Total:	$0.00