2013-2014 SCHOOL IMPROVEMENT PLAN

Fox Chapel Middle School

9412 FOX CHAPEL LN
Spring Hill, FL 34606
352-797-7025
www.edline.net/pages/hcsb_fcms

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	76%

Alternative/ESE Center	Charter School	Minority Rate
No	No	28%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	D	D	C

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Fox Chapel Middle School

Principal

Ray Pinder

School Advisory Council chair

TBD

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ray Pinder	Principal
Vivian Sweeney	Assistant Principal
Jose Espinosa	Teacher on Administrative Assignment
Shalene Lavore	Teacher on Administrative Assignment
Michelle Barash	Assessment Coordinator
Vicens Ramos	Math Coach
Erica McDowell	Reading Coach
Pauline Wilcox	Science Coach
Jane Messenger	Reading Chair
Dave Schlechter	Social Studies Chair
Gina Hall	Math Chair
Carly Nichols	Language Arts Chair
Melissa Nelson	Science Chair
Deborah Pfenning	District Office Curriculum Supervisor
Maria Lukowiak	ESE Chair
Richard Donnelly	District School Psychologist
Rachel Kiley	Instructional Practices Coach
Angela Coombs	7th Grade Team Leader
Magen Schletcher	8th Grade Team Leader
Brett Wagner	6th Grade Team Leader
Jesse Diaz	Reading Coach
Melanie Googe	Specials/Electives Chair

District-Level Information

District

Hernando

Superintendent

Dr. Lori Romano

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

DiAnna Carrasquillo – President (Community Partner)
Maria Woop – Title I (School Improvement Facilitator)
Missy Wyzykowski – Parent Educator (Secretary)
Ms. Noreen St. Jean – Devereaux Foundation (Community Partner)
Ms. Nicole Henderson – Media Specialist
Mr. Michael Murphy – Parent
Mr. Pinder – Principal
Mrs. Sweeey – Assistant Principal
Magen Schlechter – Teacher
Dave Schlechter – Teacher
Ann O'Loughlin - Teacher

Involvement of the SAC in the development of the SIP

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 will conduct its initial meeting at 3:00 pm on September 12, 2013. At that time, discussions concerning the development, implementation and monitoring of the School Improvement Plan will be initiated. Finalization of the SIP approval process will also be determined at that time.

Activities of the SAC for the upcoming school year

• Assist in the development of the School Improvement Plan
• Assist in the monitoring process of the School Improvement Plan
• School Improvement Fund Allocation (SAC Budget)
• Approve Requests for SAC Funds
• Parent/School Communication
• Leader in Me – Development, workshops, etc.

Projected use of school improvement funds, including the amount allocated to each project

Allocation of School Improvement Funds have not been determined.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

• SAC is working with Community Leaders to drive membership that would comply with Section 1001.452.F.S
• SAC is working with Teachers to encourage parental participation
• SAC and Title I are partnering, and assisting with Title I initiatives
• SAC is working with Boys and Girls Club
• Leader in Me – Implementation is an integral part of parental involvement (School Wide)

- Leader in Me Parental Workshops – Established in conjunction with student rewards
- Workshops are free
- Workshops include dinner for all attendees, as well as other incentives
- Ongoing Action Items to be determined and monitored by SAC

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Ray Pinder		
Principal	Years as Administrator: 11	Years at Current School: 2

Credentials	Bachelor of Science in Social Science Master's in Educational Leadership Certifications: Mathematics Grades 5-9 Social Sciences Principal K-12
Performance Record	Principal - Fox Chapel Middle School 2012-2013 – School Grade: D Reading. Proficiency - 46% Math Proficiency - 38% Writing Proficiency - 51% Science Proficiency - 30% Reading Learning Gains - 57% Math Learning Gains - 60% Reading Improvement of Lowest 25% - 63% Math Improvement of Lowest 25% - 71% Principal - John D. Floyd K-8 2011-2012 - School Grade: B Reading. Proficiency - 59% Math Proficiency - 51% Writing Proficiency - 75% Science Proficiency - 53% Reading Learning Gains - 69% Math Learning Gains - 65% Reading Improvement of Lowest 25% - 71% Math Improvement of Lowest 25% - 65% Principal - John D. Floyd K-8 2010-2011 - School Grade: A - AYP: 79%, Reading. Proficiency - 77% Math Proficiency - 71% Writing Proficiency - 73% Science Proficiency - 60% Reading Learning Gains - 68% Math Learning Gains - 66% Reading Improvement of Lowest 25% - 63% Math Improvement of Lowest 25% - 65%

Vivian Sweeney		
Asst Principal	Years as Administrator: 6	Years at Current School: 4

Credentials	Bachelor of Science in Elementary Education, Master's in Educational Leadership Certifications: Educational Leadership Elementary Education Grades K-6 Middle School Math Grades 6-9
Performance Record	Assistant Principal - Fox Chapel Middle School 2012-2013 – School Grade: D Reading Proficiency - 46% Math Proficiency - 38% Writing Proficiency - 51% Science Proficiency - 30% Reading Learning Gains - 57% Math Learning Gains - 60% Reading Improvement of Lowest 25% - 63% Math Improvement of Lowest 25% - 71% Assistant Principal - Fox Chapel Middle School 2011-2012 - School Grade: D Reading Proficiency - 49% Math Proficiency - 37% Writing Proficiency - 65% Science Proficiency - 31% Reading Learning Gains - 69% Math Learning Gains - 52% Reading Improvement of Lowest 25% - 57% Math Improvement of Lowest 25% - 55% Assistant Principal - Fox Chapel Middle School 2010-2011 - School Grade: C - AYP: 85%, Reading Proficiency - 60% Math Proficiency - 56% Writing Proficiency - 76% Science Proficiency - 35% Reading Learning Gains - 56% Math Learning Gains - 57% Reading Improvement of Lowest 25% - 68% Math Improvement of Lowest 25% - 73%

Instructional Coaches

# of instructional coaches

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Vicens Ramos		
Full-time / School-based	Years as Coach: 3	Years at Current School: 9
Areas	Mathematics	
Credentials	Certifications: Mathematics (grades 5 - 9) Mathematics (grades 6 - 12)	
Performance Record	2012-2013 – School Grade: D Math Proficiency - 38% Math Learning Gains - 60% Math Improvement of Lowest 25% - 71% Math Coach - Fox Chapel Middle School 2011-2012 - School Grade: D Math Proficiency - 37% Math Learning Gains - 52% Math Improvement of Lowest 25% - 55%	

Rachele Kiley		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	RtI/MTSS, Other	
Credentials	Certifications: Elementary Education (grades K-6) Educational Leadership (all levels)	
Performance Record	N/A	

Pauline Wilcox		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Science	
Credentials	Certifications: Elementary Education K-6 ESOL endorsed	
Performance Record	N/A	

Erica McDowell		
Part-time / District-based	Years as Coach: 9	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Certifications: Educational Leadership Reading (K-12)
Performance Record	N/A

Classroom Teachers

# of classroom teachers
49

 # receiving effective rating or higher
45, 92%

 # Highly Qualified Teachers
98%

 # certified in-field
48, 98%

 # ESOL endorsed
8, 16%

 # reading endorsed
12, 24%

 # with advanced degrees
19, 39%

 # National Board Certified
1, 2%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
16, 33%

 # with 6-14 years of experience
19, 39%

 # with 15 or more years of experience
13, 27%

Education Paraprofessionals

# of paraprofessionals
2

Highly Qualified

2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

As per Hernando County School District policy, first year teachers are paired with a mentor who is CET certified. Teachers who are beyond their first year teaching are paired with a CET certified mentor if they are on a PIP. Mentor meetings take place after school the second Tuesday of each month. Mentors meet with their mentees on a weekly and as needed basis.
Teachers with mentors for 2013-2014:
N/A

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Multi-Tiered System of Support (MTSS)-School Based Leadership Team(SBLT) meets 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 on time and on topic.
The SBLT organizes and coordinates MTSS efforts by working closely with grade-level teams, the Literacy Leadership Team, the PBS team, and others on campus. Most 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. While the SBLT may ensure allocation of resources, the other school teams may be asked to engage in detailed problem analysis, intervention development, and intervention implementation when data is not indicative of expected gains or progress toward SIP goals.
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 disaggregates 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.
Department Chairs and Coaches serve as liaisons between the MTSS-SBLT and their Department members in a reciprocal fashion.

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/bi-weekly to review ongoing progress monitoring data, develop FCIM mini-lessons and assessments and problem-solve identified areas. Each Department meets with the Data Assessment Coordinator at least 1 x a month (and/or as necessary) to disaggregate and analyze data.
.
PS/RtI Teams – grade level teams meet bi-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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Mr. Pinder - Principal/Administration
Mrs. Sweeney - Assistant Principal/SAC/ Administration
Ms. Lavore - 7th grade Team/School Improvement/Administration
Mr. Espinosa - 6th grade Team/Discipline Data/Administration
Mrs. Barash - Assessment Coordinator/Summative data//PD
Mr. Ramos - Math Coach/ resource/Math Data/ Meeting minutes
Mrs. McDowell - Reading Coach/resource/PD
Mrs. Wilcox - Science Coach/resource/Science Data
Mrs. Messenger - Reading Chair/resource/Reading Data/Literacy Leadership Team
Mrs. Nichols - Language Arts Chair/resource/Language Arts Data
Mr. Schletcher - Social Studies Chair/resource/Social Studies Data
Mrs. Hall - Math Chair/Math Data
Mrs. Nelson - Science Chair/Science Data
Mrs. Pfenning - District Curriculum Supervisor
Mrs. Kiley -Instructional Practices Coach/PD

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

MTSS-SBLT is the core academic and behavioral leadership team responsible for ensuring the School Improvement Plan is implemented with fidelity through the disaggregation of data and ongoing progress monitoring. In order to implement an effective and meaningful plan, which improves student achievement and behavior, it is imperative to utilize quality data which has been disaggregated collaboratively at a school level.
Each Department Chair reviews, analyzes and compares subject-level data to identify areas of strength and weakness in furthering the development of the SIP. Department members are readily accessible to assist as needed. Department Chairs and the correlating Coaches are responsible for collecting, analyzing and presenting quantitative and qualitative assessment data for MTSS-SBLT meetings. The data is then further analyzed by the MTSS-SBLT.
The MTSS-SBLT meets weekly to evaluate the progress of the School Improvement Plan. During this time, the team utilizes the problem-solving process to review core, supplemental and intensive data, assesses fidelity of implementation, recommends changes and provides on-going guidance to the school as a whole.
SBLT maintains all data and minutes from the meetings in binders for ease of reference.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

TERMS - school attendance, tardies, grades, disciplines
Performance Matters - FCAT assessment, DWAP 8th grade only, Math - midyear and baseline 6th grade, midyear 7th, Science - midyear 6th and 7th grades, Cella - end of year
PMRN - 6th, 7th & 8th grades FAIR
RtI:B - school behavioral/discipline
Compass - 1's & 2's Math remediation
Fast Forward - 1's & 2's Reading remediation
Successmaker/Tracker - supplemental Math
ConnectEd - supplemental/remediation Science
Voyager/Solo - intensive Reading remediation
Number Worlds - intensive Math remediation
Gizmos - Science remediation and enrichment
Big Brainz - supplemetal Math remediation
BrainPOP - core curriculum enrichment
Lab Volt - CTE/STEM enrichment
SAM - Math, Science, Civics

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

In order to assure that the designated tenets of the school MTSS plan are carried out, MTSS-SBLT will solicit feedback from Curriculum Coaches and Department Chairs identifying barriers impeding efforts to carry out assigned responsibilities as directed by the SIP. Bi-monthly, the Principal will lead school-wide data chats during faculty meetings to ensure continuous school-wide collaboration in furthering the development of the SIP. An external district MTSS coach will assist school leadership with MTSS infrastructure and guidance in problem solving on a quarterly basis via participation in District Instructional Support Team visits and follow-up support. MTSS will also be supported through ongoing professional development trainings. New teachers will receive an orientation which incorporates the fundamentals of MTSS, SBLT, RtI-A/B and PBS and its applicability. Parents will be provided ongoing opportunities to be involved in the problem-solving process at various levels including but not limited to: PS/RtI conferences, SAC meetings, Parent Involvement meetings and other school wide functions.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 21,600

To increase instructional time for all students through remediation, tutoring, enrichment and leadership development

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Formative data by teachers, interim data by departments, summative data by Department Chairs and Coaches and qualitative data by Administrative Teams is collected, analyzed and disaggregated by Coaches, Department Chairs and Administrators weekly during SBLT meetings.

Who is responsible for monitoring implementation of this strategy?

Administration
SBLT

Strategy: Before or After School Program

Minutes added to school year: 20,400

The Boys and Girls Club will provide 2 hours of after-school academic remediation and enrichment activities to increase learning gains and promote positive social/behavioral character qualities.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Department Chairs will receive bi-weekly information regarding student attendance, course(s) being used for remediation or enrichment, time spent and activities completed. This information will be disseminated to the students grade level team to further track progress. Teachers and after-school teachers will correspond bi-weekly via e-mail to further problem-solve.

Who is responsible for monitoring implementation of this strategy?

Administration
Boys & Girls Club
Title I

Strategy: Weekend Program

Minutes added to school year: 4,320

As an extension of the After-School Academic Program (ASAP) - provide more flexible opportunities (24 Saturdays during the regular school year 9:00 am - 12:00 pm) for targeted sub-group students to increase academic learning gains.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Department Chairs will receive bi-weekly information regarding student attendance, course(s) being used for remediation or enrichment, time spent and activities completed. This information will be disseminated to the students grade level team to further track progress. Teachers and after-school teachers will correspond bi-weekly via e-mail to further problem-solve.

Who is responsible for monitoring implementation of this strategy?

Administration
SBLT
Title I

Strategy: Before or After School Program

Minutes added to school year: 15,300

After-School Academic Program (ASAP) - provide remedial instructional time (1.5 hrs daily), for targeted sub-group students, to increase academic learning gains.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Department Chairs will receive bi-weekly information regarding student attendance, course(s) being used for remediation or enrichment, time spent and activities completed. This information will be disseminated to the students grade level team to further track progress. Teachers and after-school teachers will correspond bi-weekly via e-mail to further problem-solve.

Who is responsible for monitoring implementation of this strategy?

Administration
SBLT

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jane Messenger	Reading Department Chair
Nicole Hernderson	Media Specialist
Marissa Corona	Reading Teacher
Deborah Pfenning	District Curriculum Supervisor
Erica McDowell	District Reading Coach
Ray Pinder	Principal
Vivian Sweeney	Assistant Principal
Carol Albanese	Reading Teacher
Richard Metheny	Science Resource
Brett Wagner	Language Arts
A.J. Renczkowski	Math/Algebra Teacher
Paul Cueroni	Civics/Social Studies

How the school-based LLT functions

The Literacy Leadership Team (LLT) is made up of teachers from different content areas.The LLT will meet monthly to review school-wide data and to discuss and promote state, district, and school based literacy initiatives.

Major initiatives of the LLT

The team's major focus will be the promotion of student engagement in "complex text" throughout each content area. The team will also support "vocabulary acquisition" through a school-wide "Word of the Week" initiative promoting students' acquisition of new vocabulary terms. In addition, LLT will provide support in developing a "common writing process" and "note-taking strategies" for integration across the curriculum.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Reading instruction will engage students in complex cognitive tasks with a wide variety of different types of texts.Teachers will incorporate texts of varying levels of complexity into their instruction, providing various opportunities for students to read, write, discuss, and listen to text for different specific purposes. Rather than emphasizing isolated strategies and questions, specific questions and tasks will be embedded within the context of text. Recommended reading strategies as well as broader questions and themes will be embedded in the actual reading of the text rather than being taught in isolation. A significant portion of time spent with each text will provide opportunities for student independent work within and outside of class analyzing text. Challenging texts that elicit close reading and rereading will be used. Careful instruction, including effective scaffolding, will enable students to read at the appropriate level of text complexity.

Teaching of reading strategies is the responsibility of every teacher. Therefore, teachers will be given the opportunity to participate in the Next Generation Content Area Reading (NGCAR-PD) academy.Teachers will be meeting by departments every other week to design FCIM mini lessons and assessments. All subject area teachers will focus on vocabulary instruction and using word walls in their classrooms. Media Specialist will work with content area and elective teachers to build text sets and to gather complex text in order to supplement curriculum.Teachers will be encouraged to use leveled texts in order to scaffold students to higher level material. Comprehension strategies will be modeled before, during

and after reading and will include previewing, self questioning, making connections, visualizing, monitoring and evaluating.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	46%	No	63%
American Indian		0%		
Asian		0%		
Black/African American	49%	30%	No	54%
Hispanic	57%	36%	No	61%
White	58%	49%	No	63%
English language learners	32%	19%	No	39%
Students with disabilities	35%	11%	No	42%
Economically disadvantaged	56%	43%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	173	29%	34%
Students scoring at or above Achievement Level 4	99	17%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	306	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	86	58%	63%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	48%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	50%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	103	51%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	38%	No	59%
American Indian		0%		
Asian		0%		
Black/African American	44%	19%	No	50%
Hispanic	47%	29%	No	52%
White	56%	41%	No	60%
English language learners	46%	19%	No	51%
Students with disabilities	34%	13%	No	41%
Economically disadvantaged	50%	34%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	155	26%	31%
Students scoring at or above Achievement Level 4	67	11%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	322	57%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	97	66%	71%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	24	30%	53%
Middle school performance on high school EOC and industry certifications	23	96%	97%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	74%	77%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	17%	22%
Students scoring at or above Achievement Level 4	25	13%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		10
Participation in STEM-related experiences provided for students	420	71%	75%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	5%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	90%
Passing rate (%) for students who take CTE industry certification exams		0%	80%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	230	31%	26%
Students who fail a mathematics course	15	38%	33%
Students who fail an English Language Arts course	11	28%	23%
Students who fail two or more courses in any subject	12	30%	25%
Students who receive two or more behavior referrals	199	64%	59%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	203	66%	61%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   To increase rigor and engagement in all content areas in order to increase student achievement

Goals Detail

G1. To increase rigor and engagement in all content areas in order to increase student achievement

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Social Studies

- Civics EOC

- Science

- Science - Middle School

- STEM

- STEM - All Levels

- CTE

- Parental Involvement

- EWS

- EWS - Middle School

- Additional Targets

Resources Available to Support the Goal

- Reading Coach(s)

- Reading Resource Teacher - Voyager - Flocabulary

- Reading Remediation Lab - Fast Forward - Success Maker

- Math Coach

- Math Enrichment & Remediation Lab - Compass - Success Maker - Big Brains

- Science Coach

- Science Resource Teacher

- Science Enrichment & Remediation Lab - Gizmos - CPalms - FCAT Explorer

- Instructional Practices Coach

- "Leader in Me" dedicated school

- Increased instructional time

- Common planning

- Academic Success & Accelerated Program (ASAP) after-school tutoring M-F 2:30 - 4:15 Transportation available (limited)

- Boys & Girls Club - after school youth program, some tutoring included M-F 2:30 - 5:30 Transportation available (limited)

Targeted Barriers to Achieving the Goal

- Lack of consistent and proficient implementation of best instructional practices with integrity and fidelity.

Plan to Monitor Progress Toward the Goal

Increase student achievement in all content areas

Person or Persons Responsible
SBLT

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Progress monitoring - FCAT 2.0, E.O.C.'s, District Assessments, SAM, FAIR, 9 week and semester Common Assessments

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. To increase rigor and engagement in all content areas in order to increase student achievement

G1.B1 Lack of consistent and proficient implementation of best instructional practices with integrity and fidelity.

G1.B1.S1 Teachers will develop and implement lessons plans which demonstrate increased levels of rigor and cultivate higher order thinking skills.

Action Step 1

Professional Development for Teachers

Person or Persons Responsible

LFS Coaches - Focus on Engagement - 3 hrs Developing effective lessons and assessments; in-service

Target Dates or Schedule

November 14th (Social Studies) November 20th (Math) December 5th (Language Arts) December 12th (Science)

Evidence of Completion

Lesson plans, ERO Sign-in sheets, Walk-through data forms, Observations

Facilitator:

LFS Coaches

Participants:

Core Content Area Staff

Action Step 2

PLC's focus on CIS lessons

Person or Persons Responsible

Coaches

Target Dates or Schedule

November 5th - 7th (Modeling) November 19th (Observations) December 3rd & 10th (Guided Practice)

Evidence of Completion

ERO Sign-in sheets, Lesson Plans, Observations, Walk through data forms

Facilitator:

Instructional Practices Coach and Reading Coach

Participants:

Core Content Area Teachers

Action Step 3

Lesson Study - Science Department

Person or Persons Responsible

Coaches

Target Dates or Schedule

October 17th & 31st November 8th

Evidence of Completion

ERO sign-in sheets, Lesson Plans, Observations, Reflections, Videos, & Student artifacts

Facilitator:

Instructional Practices Coach and Reading Coach

Participants:

Science Teachers

Action Step 4

Coaches will support teachers in developing and implementing rigorous lessons and increasing student engagement through modeling, mentoring, coaching and guided practice.

> **Person or Persons Responsible**
>
> Coaches
>
> **Target Dates or Schedule**
>
> Ongoing
>
> **Evidence of Completion**
>
> Coaching logs, Walk though data forms (admin.) Data

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

Lesson plans are reflective of best practices. Implementation in the classroom demonstrates increase in rigor and opportunities to cultivate higher order thinking skills.

> **Person or Persons Responsible**
>
> Peer-Peer, Coaches, SBLT
>
> **Target Dates or Schedule**
>
> Weekly
>
> **Evidence of Completion**
>
> Lesson Plans, Peer-to-Peer Observations, Walk through Data forms, Coaching logs

Plan to Monitor Effectiveness of G1.B1.S1

Student engagement: cultivation of higher order thinking skills - increased rigor - implementation of best practices

> **Person or Persons Responsible**
>
> Coaches, SBLT
>
> **Target Dates or Schedule**
>
> Monthly
>
> **Evidence of Completion**
>
> Walk through Data forms, Coaching logs, Observations; Progress monitoring data - Success Maker, Fast Forward, Monthly common assessments, Tier 2 data, Student artifacts

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 and Title I Parent Educator regularly collaborate with the District's Coordinator of Family Involvement 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, including use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities, use of Title III funds to support additional services for our English language learners (ELLs), use of Title X funds to provide additional services for our homeless students, and use of IDEA funds to support additional supplementary services for our disabled students (SWDs).

Fox Chapel Middle School will use its 2013-14 differentiated Title II site allocation to support ongoing research-based professional development programs involving Lesson Study, Effective Use of Formative Assessment Data to Differentiate & Drive Instruction, and PS/RtI. Select Fox Chapel Middle School teachers will also participate in district-wide Title II-funded professional development programs involving Next Generation Content Area Reading Professional Development, Creating Independence through Student-Owned Strategies (CRISS), and Charlotte Danielson's Framework for Effective Teaching & Learning. All Title II-funded professional development programs at Fox Chapel Middle School were planned to support the district's strategic plan; 2013-14 District Improvement and Assistance Plan (DIAP) and School Improvement Plan (SIP) student performance goals and objectives; and our annual Title I school-wide services plan.

The ESOL program and services for English Language Learners (ELLs) will be coordinated and integrated through a Mainstream Inclusion Language Arts instructional model and/or Sheltered 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.

District Student Services Dept. staff and Fox Chapel Middle School guidance counselors provide substance abuse prevention and intervention initiatives for our students and families. These initiatives and activities consist of substance abuse evaluations and assessments, brief 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. Furthermore, 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. initiated additional instructional programs for issues such as anger management, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County schools in 2013-14.

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 good, 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 provides free and/or reduced-price lunches for Fox Chapel Middle School students who qualify to participate in the U.S. Dept. of Agriculture's National School Lunch Program. Fox Chapel Middle School strives to ensure every child receives a well-balanced

meal. The school makes provisions to provide many opportunities for families to apply for Free or Reduced lunches i.e. - initial student registration/enrollment, Open House, wed-site link, and on-site assistance with on-line application.

Fox Chapel Middle School houses the School District main Kid's Closet. The closet is part of the District's Children and Youth in Transition initiative. 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.

Parents are provided with information and resources regarding Hernando County School District Head Start and VPK programs as needed.

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 (HEART Literacy) 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To increase rigor and engagement in all content areas in order to increase student achievement

G1.B1 Lack of consistent and proficient implementation of best instructional practices with integrity and fidelity.

G1.B1.S1 Teachers will develop and implement lessons plans which demonstrate increased levels of rigor and cultivate higher order thinking skills.

PD Opportunity 1

Professional Development for Teachers

Facilitator

LFS Coaches

Participants

Core Content Area Staff

Target Dates or Schedule

November 14th (Social Studies) November 20th (Math) December 5th (Language Arts) December 12th (Science)

Evidence of Completion

Lesson plans, ERO Sign-in sheets, Walk-through data forms, Observations

PD Opportunity 2

PLC's focus on CIS lessons

Facilitator

Instructional Practices Coach and Reading Coach

Participants

Core Content Area Teachers

Target Dates or Schedule

November 5th - 7th (Modeling) November 19th (Observations) December 3rd & 10th (Guided Practice)

Evidence of Completion

ERO Sign-in sheets, Lesson Plans, Observations, Walk through data forms

PD Opportunity 3

Lesson Study - Science Department

Facilitator

Instructional Practices Coach and Reading Coach

Participants

Science Teachers

Target Dates or Schedule

October 17th & 31st November 8th

Evidence of Completion

ERO sign-in sheets, Lesson Plans, Observations, Reflections, Videos, & Student artifacts