Mcintosh Middle School

2017-18 Schoolwide Improvement Plan

Mcintosh Middle School

701 MCINTOSH RD, Sarasota, FL 34232

www.sarasotacountyschools.net/mcintosh

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	65%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **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:

- <u>Implementing</u> - 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 Mcintosh Middle School

DA Region and RED	DA Category and Turnaround Status
Central - <u>Lucinda Thompson</u>	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To Ensure That Every Child is College and Career Bound

b. Provide the school's vision statement.

To Set The Standard For Excellence In Education By Empowering Students To Engage In Rigorous Thinking And Preparing Students To Be Collaborative Problem Solvers In the STEM Global Economy

2. School Environment

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

We are excited that we have a culture with a reciprocal focus on feedback between staff and students grounded in the philosophy of collective efficacy. We continue work, and involve a number of community agencies to collaborate with our staff, students and their families. Parents, and students are empowered to actively engage in the education process. Teachers take the time in class to share and learn of the various cultures represented by our student population and students and parents are encouraged to share their experiences as well as their culture, which is celebrated via news, morning announcements, and our website. We also celebrate our ELL families with an annual multicultural celebration in which our students share their traditions, culture, food, and more.

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

Ensuring a safe environment for our students is one of the most vital components of learning on campus. We are committed to providing a safe learning environment for students to support our teachers' ability to teach and our students' ability to learn. This is accomplished through the implementation of our schoolwide behavior system and effective communication with students, parents, and teachers. From the moment students arrive to the moment they leave, they are supervised and kept safe. Our teachers, counselors, as well as our administrative team monitor the halls to ensure the safety of our students in a proactive manner. Even more important is the establishment of respectful relationships with the students on our campus. Our first schoolwide expectation is respect, and is something administration expects of everyone on campus. We aim to avoid embarrassment with students and keep them motivated to learn and participate in their classes. Students are openly rewarded for academic and behavioral accomplishments in the presence of their peers, and via the school media. This builds an environment of trust, safety, and success.

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.

We have established a MTSS/PBS team to focus on student behavior, and achievement. The team consists of an administrator, behavior specialist, guidance counselor, behavior technician, and attendance clerk. They provide professional development for staff, and monitor students considered at-risk, and train staff in the use the level system to teach and correct behavior in the classroom. This process must be used with the intention to positively improve behavior and NOT merely as a

consequence to remove a student from the learning environment. These levels address both academic and behavioral concerns.

Level 1:
Use an appropriate pre-referral intervention if the misbehavior is repeated after one warning or redirection. (Repetitive warnings do not promote improved behavior.)
Re-teach and reward appropriate behavior in the class by others
Begin a Teacher Intervention Record (TIR) for target student

Level 2:
Use an appropriate pre-referral intervention with a personal parent contact
Re-teach expectations class-wide and reinforce compliant students
Notify Admin/Support Staff via email with copy of TIR

Level 3:
Parent Conference with Support Staff participation
Alternate Instructional Environment
School-wide Support Team (SWST) portfolio tasks assigned

Level 4:
Referral
SWST Referral
Appropriate intervention or consequence administratively assigned

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.

Here at McIntosh Middle School we have two school guidance counselors who work with students both on a regular basis and an as-needed basis. We have a Behavior Intervention team that meets with groups of students for instruction in social skills, coping strategies, and behavior intervention steps. In addition, Sarasota County Schools has several interagency agreements which provide additional counseling and or mentoring opportunities for our students, including: Jewish Family & Children's Services (mental health counseling and Safe Alternative to Out of School Suspension), SEDNET (mental health referral service), Family Preservation Services (Family crisis counseling), Coastal Behavioral Healthcare (therapy services), and The Sarasota YMCA (Family counseling). We work closely with the district's staff in pupil support services to assist us with student needs that transcend what we may be able to provide on our campus. Staff is trained and directed by the district staff in terms of the best interventions for students requiring more intense services. Staff are designated as mentors for various students as well. Meeting with them weekly, or bi-weekly to build relationships, and provide support to the students.

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.

Attendance:
At five days unexcused, students are added to an attendance database and we begin tracking their attendance. At this time, a letter is also automatically generated by the school district, signed by the principal, and sent home to parents; a copy is also placed in the cum file. At ten days, excused or unexcused, a letter is sent home from the administration to inform parents of the attendance issues, and their responsibility regarding their child's attendance. Students exhibiting attendance concerns

are then discussed at our School Wide Support Team (SWST) and reviewed with our problem-solving team. At this time, the truancy worker provides options to the team including CINS/FINS referral for counseling, case staffing, and meetings with our in-house attendance group facilitated by our guidance team.

Suspensions:
Our goal is to avoid suspending students out of school, and reduce the number of student referrals. We encourage staff to complete a step-by-step Behavior Intervention Document to show evidence that we are addressing the needs of the student, and identifying the antecedents to any behaviors that could lead to suspension. Information regarding behavior/discipline by staff us uploaded to our sharepoint system to allow all staff to view any/all incidents and interventions in real time. If a referral is written, it is input into the Student Information System (SIS) and tracked through discipline reports run through the system. All decisions related to possible suspensions are made with the previous discipline data in mind. In the event student behavior deemed suspendable appears to increase, we refer the student to our MTSS/RtI Team, guidance and often the Challenge to Change (CTC) program for additional counseling with a licensed mental health counselor, our school psychologist, as well as our School-Wide-Support Team.

Failures in ELA/Math:
McIntosh Middle School employs Progress Monitoring personnel who regularly check student grades and assessment results. Data is compiled and reports are prepared for the principal and the Administrative Support Team in order to make decisions regarding the necessary student assistance and support. The school uses a Targeted Academic Intervention Team in the event that students may require additional math support, as well as a before and after school Instructional Lab.

Level 1 Reading/Math:
The Progress Monitor also develops the master schedule for McIntosh. In addition, McIntosh has a PDAP - Professional Development Assistant Principal, who with their team, focuses on the progress and achievement of the Level 1 students, as well as our Lower Quartile. The iReady Diagnostic, and Standards Mastery assessments are used to determine and monitor student academic growth and progress. Support is provided to teachers as well as students regarding student gaps, and how to effectively teach or re-teach information to ensure student progress and achievement is occurring. This data is monitored weekly, and interventions are implemented for students in a timely manner.

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	46	53	58	0	0	0	0	157
One or more suspensions	0	0	0	0	0	0	37	101	69	0	0	0	0	207
Course failure in ELA or Math	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	51	73	48	0	0	0	0	172
	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	28	43	33	0	0	0	0	104

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

Listed below are the intervention mechanisms in place at MMS.
MTSS/RtI Team
PDAP Team
SWST/CARE
iReady Diagnostic and Standards Mastery Assessments
MMS Pre-Referral Incident Form
IXL
Career Advisory
College and Career Success Program (CCSP)
Student Rewards (PBS)
PLC Meetings to discuss Student Data
Academic Houses with common lunch, and planning time to allow teacher collaborative planning regarding students of concern
Course recovery
TAGG (Targeted Academic Growth Group)
Intensive reading
Inclusion model for ESE
Transition Team
Before/After school tutoring and homework assistance
School-wide Support Team (RtI-Problem Solving Team)
Attendance referrals
504/IEP reviews
Progress monitoring
Challenge to Change Program
Staff/Volunteer Mentors
Focus Friday's for Staff Professional Development

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?
No

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Each year, a student/parent orientation takes place to provide students and their families with pertinent school information regarding the vision, mission, goals, progress and needs of the school to ensure the academic and behavioral success of the students. Parents are encouraged to volunteer

and involve themselves in all aspects of the school. The Parent Teacher Organization (PTO) supports the initiatives and activities of the students and staff. They assist the school in sharing information with families, and the community. The School Advisory Council (SAC) which is comprised of staff, students, parents and business partners work with the principal to make sound decisions regarding finance, policy, and direction of the school. They also share positive information within the community. The increase in our ELL population has served as a catalyst for the implementation of our Parent Resource Center (PRC), which provides assistance for our Limited English Speaking population. This affords opportunities for parents to strengthen their language skills, access community agencies for family support and services, Job training and resume writing, as well as tutoring and more. In addition, we have partnered with the Unidos NOW organization to share college and career information with our ELL students and their families. We constantly communicate with our families via our website, Connect -Ed messages, and Remind systems to keep parents knowledgeable about the events, activities, and needs of our school.

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

The new Career Advisor works with our business partners to develop and sustain relationships which support our students college and career interests, as well as the needs of the school. In addition, the Career Advisor works closely with our PTO, who also coordinate parent volunteers and business partners. Our staff partners with foundations within our community to provide educational experiences for our students outside of the classrooms. This occurs largely through the various community grants to serve the students, including: classroom libraries, educational field trips to planetariums, museums, and environmental locations, arts integration, professional development, and classroom supplies. These applications demonstrate the teachers' commitment to making the real life connections between the community and the classroom. Additionally, through our STEM A2 Magnet Program, we have several business partnerships which have produced a Speakers' Bureau, Field Trips, and additional funding. This year, we have partnered with Florida State University to establish the SSTRIDE Program (Science Teachers Together Reaching Instructional Diversity and Excellence). We are also partnering with the University of Florida's College of Engineering - Innovation Station to support our engineering program here at MMS.

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
Moore, Dr. Harriet D.	Principal
Harris, Jeff	Teacher, ESE
Lester, Helen	Teacher, K-12
Panighetti, Deanne	Other
Schatz, David	School Counselor
Brown, Leta	Teacher, K-12
Wilson, Tracy	Teacher, K-12
Westberry, Jeffi	School Counselor
Proch-Moore, Amy	Teacher, K-12
Csogi, Lindsay	Assistant Principal
Reichman, Michael	Assistant Principal

b. Duties

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

Each school-based leadership team is charged with pupil progression and making sure that each student receives an equal and fair education. They strive to accomplish this by reviewing pertinent data and implementing the support necessary to assist students to achieve their maximum level of proficiency or academic growth. In addition, they provide ongoing Professional Development to staff to enhance their ability to track the academic and behavioral growth of students and identify the areas needed for academic improvement. They develop, and implement systems to monitor student progression and achievement, and with staff, design strategies to positively impact student progression and growth.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Instructional Leadership Team meets monthly to review student data, both academic and behavioral. An important added resource is the i-Ready program with diagnostics and standards mastery assessments and its standards specific deficiency identification components to aid in the prescriptive academic intervention for students. The school based MTSS/RtI processes are the core of our students' progression and academic growth. The MTSS process is the driving force in the development of interventions for student achievement and progress monitoring. Our MTSS processes impact the implementation of our School Improvement Plan. The team assists teachers to guide our students to in achieving academic growth. Information learned through the MTSS processes brings to light areas of need in terms of student achievement, professional development, and program development. In addition, we have the PDAP team. This team monitors the data for our lower quartile students as well as students school-wide. They monitor all of the iReady data and provide support to staff in terms of strategies to assist with closing student learning gaps. They work hand-in-hand with the MTSS/RtI team in providing professional development to staff, and support for students.

School funds, and grants will be used to support the Professional Development of Teachers to enhance their ability to ensure that students reach their maximum level of proficiency on the Florida Standards Assessment (FSA). Professional Development to support school-wide inclusion for

exceptional students, as well as strengthening the ability of teachers to incorporate the iEngage Lesson Design and Visible Learning Strategies with fidelity in the classrooms, and honing their skills to use technology in the classrooms.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
David Schatz	Education Support Employee
Dr. Harriet Moore	Principal
Jackie Weaver	Education Support Employee
Robert Rosenbaum	Business/Community
Helen Lester	Teacher
Cheryl Gay	Parent
Richard Ryan	Parent
Indeah Martin	Teacher
Deanne Panighetti	Education Support Employee
Victoria Bolton	Parent
Lynn Goodfellow	Parent
Chanda Wall	Parent
Carols West	Student
Dominc Delgado	Student
Jairo Hernandez	Student
Marcos Batuista	Student
Ashley Chinchilla	Student
Sukaina Hammani	Student
Ta'Niyah Lester	Student
Shaleice Sumpter	Student
Jade Penn-McCoter	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Our SAC assisted in the preparation and evaluation of last year's school improvement plan. Furthermore, our SAC worked throughout the year to make our school even better with their focus on our school improvement needs.

b. Development of this school improvement plan

The SAC from last year was instrumental in providing feedback and quality input regarding what works at McIntosh Middle School and what areas for improvement. The SAC also approved the

School Improvement Plan and participated in the continuous improvements made throughout the school year.

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

The SAC participates in the budget process by reviewing the budget with the principal. The principal meets with the SAC and discusses the needs of the school and how they can manage funds to service the needs of the students and staff on a monthly basis, and as needed.

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

In the 2016-17 school year, the SAC was instrumental in funding the Eagle Ambassador Program. This program trains senior students on campus (7th & 8th graders), who welcome and mentor incoming 6th graders and other new students throughout the year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Moore, Dr. Harriet D.	Principal
Panighetti, Deanne	Other
Schatz, David	School Counselor
Lester, Helen	Teacher, K-12
Harris, Jeff	Teacher, K-12
Steere, Laura	Teacher, ESE
Cohen, Stephanie	Teacher, ESE
Wilson, Tracy	Teacher, K-12
Proch-Moore, Amy	Teacher, K-12
Csogi, Lindsay	Assistant Principal
Reichman, Michael	Assistant Principal

b. Duties

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

The Instructional Leadership Team (LLT) has developed the following strategic plan for literacy at MMS:
Administration
1. The Principal, PDAP and AP will observe classrooms to ensure that reading strategies are taught and reinforced routinely throughout all academic areas using the PRIDE rubric.
2. The Principal, PDAP and AP will observe classrooms to ensure that vocabulary, as well as purposeful, academic and domain specific language, is being taught and used on a regular basis in

the classroom.

3. The Principal will ensure that time is provided during school hours for teachers to meet weekly and/or bi-weekly for professional development opportunities that include, but are not limited to, department meetings, one-on-one coaching sessions, PLC meetings, and Team meetings.

4. Focus Friday Professional Development will be offered under the direction of the PDAP and Professional Development Teacher Leader. Topics will cover Visible Learning and Best Practices in Education (see Appendix A).

5. Professional development materials to support instruction will be provided to staff.

6. The Principal will provide substitutes for Faculty Learning Walks and Co-planning experiences.

7. The Principal will provide students with "Instructional Labs" opportunities 4x/week (Wednesdays and Thursdays, a.m. and p.m.).

8. The Principal will build a team of school faculty to assess the needs of the students who require intensive reading. This team, consisting of, but not limited to: the assistant principal, guidance counselors, and reading department chair, will use FSA scores, classroom assessment (formative and summative) and teacher surveys to place students in the correct reading classes. Reading classes for Level 1 and low 2 students will be a priority when scheduling classes.

9. The PDAP will build a team to monitor and assess student diagnostics, mastery standards and Reading data from iReady. County liaisons will support this team in understanding the data 10. Word affixes will be used in the form of WOW during lunch and incentives will be provided.

11. The Reading Chairperson will support reading teachers through in-service in all aspects necessary to meet the instructional and assessment goals set forth by the school.

12. Support from the Program Curriculum Director and Program Specialists will include monthly meetings, professional development sessions, meetings with PLC's, as well as one-on-one teacher support, as needed.

Faculty Instruction

1. Teachers will provide authentic, engaging and appropriate iELA and ELA experiences for students.

• Teachers will guide students to select books at their appropriate reading levels.

• Texts that are used in whole-group settings will be accessible to all students.

• Teachers will use quality texts, approved by the county

• Teachers will use non-fiction and informational text, as well as fiction texts, at least 60-80% of the time, depending on grade level.

2. Teachers will use strategies such as read-alouds, shared reading and guided reading to increase oral reading fluency.

3. Teachers will regularly use modeling as a teaching strategy and will follow the iEngage model. Teachers will scaffold instruction to help students become independent learners.

4. Teachers will spend a substantial portion of their instructional time engaging in guided instruction.

5. Teachers will explicitly teach reading strategies based on the Reading strands in the Language Arts Florida Standards, including, but not limited to, summarizing, compare/contrast, theme, inference, evidence to support and analyze text, understanding of the meaning of words and phrases, comprehension of text structure and story elements, central idea and author's purpose.

6. Teachers will incorporate test-taking strategies and study skills in order to move from surface to deep learning to increase transference of learning.

7. Teachers will use Visible Learning strategies to positively impact and promote student understanding so they can become metacognitively aware, student assessment capable learners.

8. Teachers will work collaboratively and engage in reflective practices to improve instruction. This includes data sharing and co-planning with ELA and ILA teachers to ensure student success.

Assessment:

1. Teachers will use regular assessments to set instructional goals and guide instruction. Assessments will include, but will not be limited to:

• iReady diagnostics 3x/ school year, iReady Standards Mastery, and iReady reading data. iReady will be completed during a 25-minute College and Career Period built in to our schedule (based on a county initiative)

• Classroom assessments (formative, summative, pre- and post-tests)
• Data chats regarding student progress weekly with reading teachers.
• iReady goal setting based on data.
2. Teachers will incorporate writing into their activities and assessments.
3. Teachers will have data chats with students so they have feedback and clarity about what they are learning and what they still need to know.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The master schedule was designed with collaboration in mind, both vertically and horizontally. McIntosh Middle School is designed to have a Suncoast Academy Team, STEM Team, Transition Team for Exceptional Students, and Hawks Academy for Gifted and Advanced Studies Team to ensure teachers can meet in PLC's and Departments for effective collaboration.. All teachers on the respective teams have common planning and lunch. This allows for weekly grade-level PLC, and/or team meetings. Departments meet monthly following faculty meetings. Teachers work in a spirit of collective efficacy. They engage in classroom learning walks gaining exposure to different instructional strategies, student collaboration strategies, as well as behavior management techniques. The Department Chairs and Curriculum leaders mentor and provide support to the teachers on their teams and within their departments. They model and provide collective feedback to the professional learning community.

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

Qualified candidates are identified and reviewed by the administrative team. A team of staff members, including administration, review applicant qualifications and are involved in interviews to determine the appropriate candidate for our school. Once selected, the new teacher is assigned an experienced SCIP Mentor. The mentor works with them the entire year to support and assist them with respect to school culture, teaching strategies, policy, and professional support. Administration observes and provides feedback to the new teachers and supports them providing professional development, in areas that will strengthen them in their craft.

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

Retaining teachers and instructional support staff in Sarasota County is a district goal. Sarasota County's way of fostering this is with on-going support and mentorship at the school and district level through Sarasota County Induction Program (SCIP).

The purpose of SCIP is to aide in:
Introducing new hires to the culture of the school and district;
Establishing collegial connections between new hires and staff members;
Learning the curriculum and resources used in best instructional practices;
Acquiring knowledge of technology resources; and
Advancing instructional and professional behaviors that meet the high standards of the Sarasota County School District.

Teachers are paired with new teachers based on their specific content knowledge and experience. Typically, the mentors are those on the Instructional Leadership Team. They understand the vision, mission, and culture of the school and the school district. The mentors must demonstrate mastery and

the ability to work with others. Personalities of the mentors and new teachers are also taken into consideration when assigning mentor support.

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.

Several of our teachers participate on the textbook adoption committee. With respect to Language Arts, the district and teachers chose the textbook series, SpringBoard. It is geared toward the Florida Standards as it requires students to interact with multiple forms of media, including short stories, poetry, songs, articles, news stories, video clips and more. The Hawk Academy for Gifted and Advanced Studies will continue to use the SpringBoard Series at one grade level above their current grade. The Reading teachers use the iReady textbook in small groups and independently, along with the online i-Ready Diagnostic Program. Data reports from the diagnostics, formative, and summative assessments are utilized to gather data and guide instruction.

The Progress Monitoring personnel also develops the master schedule for McIntosh. In addition to providing all level 1 readers with Intensive English Language Arts classes, all students, including level 1 students, are administered the iReady diagnostic in order to better understand their level of proficiency in reading and mathematics. The data collected is used to provide more specific, prescribed interventions for students aimed at making learning gains.

In mathematics, teachers are incorporating additional resources along with the recently adopted textbook which is now aligned with the Florida Standards. This includes Illustrative Math, which provides sample questions written to reflect the current requirements of Common Core and the Florida Standards. In addition, math teachers incorporate the Design To Align math standards literacy guide to aid in designing rigorous mathematics instruction, evaluating resources, and developing aligned assessments. Big Ideas is used as an instructional tool as it provides excellent FSA style problems and assessments which students use to gain mastery in mathematical concepts.

Exceptional Student Transition Team:
Designed to provide a continuum of services to the exceptional and general education students in grades 6-8, who require additional academic, social-emotional and behavioral support prior to their transition into a full inclusion classroom. The team consists of ESE content area teacher, with aides within the classrooms, to support the academic and behavioral success of students.

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.

The FSA scores will be used initially to determine the academic placement and needs of our students. During the weeks of August 21st through September 8th, all students will be assessed using the i-Ready Diagnostic Program. As a result of the baseline data, teachers will begin using the strategies from the i-Ready Teacher Tool Box to develop lessons with a prescriptive approach to address student learning gaps. The instruction will be differentiated for students as indicated by the outcome of their performance on the iReady assessments. In addition, support is provided in the classrooms in the form of co-teachers and aides to continue our efforts in maintaining Inclusion

Classrooms. The Master Schedule provides opportunities for teachers to collaboratively discuss common students both in their grade level PLC's as well as within teams. They review data and strategies, and develop more specific and detailed learning strategies for the students which is evidenced in their lesson plans. This also provides opportunities for professional development and consultation with support staff members (Behavior Intervention Team, Guidance Team, and Community Service Providers). Students who are not showing progress are recommended for the before/after school instructional lab. They are also pulled during encores (P.E., Art, Music) to receive additional support where they show evidence of gaps, based on the data. The student data (iReady, formative/summative assessments, grades, behaviors, referrals, and attendance) are monitored weekly. Teachers receive support in their classrooms (modeling, aides, co-teachers), as well as professional development (lesson refinement, building teacher student relationships, understanding how to use the data to impact student learning); students receive support in the classroom (aides; co-teachers, pull-out, before/after school tutoring; change of teacher).

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: Extended School Day

Minutes added to school year: 9,360

The Instructional Learning Lab - This before- and after-school program is designed to offer tutoring for any student on campus and gives students the opportunity to work in small groups or receive individualized tutoring help.

Strategy Rationale

To increase academic assistance for students who require additional support in all core subject areas. The goal is to see an increase in the learning gains of the lower quartile students.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Panighetti, Deanne, deanne.panighetti@sarasotacountyschools.net

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

Based on participation, students who utilize this service sign-in to record attendance. Student grades and performance using iReady (ELA/Math) teachers use performance data before and after assistance, tracked by teachers, to communicate with stakeholders on who is receiving extra help, what they are struggling with, and identify areas in which the teacher can reinforce to work toward mastery. Further, struggles beyond that, can be reported to MTSS Team, guidance, ESOL liaison, and/or ESE liaison in order to take further measures to support the student in their mastery of the academic concepts/skills.

| **Strategy:** Extended School Day |
| **Minutes added to school year:** 9,360 |

Teacher Assistance: Teachers provide passes to students to receive additional tutoring in specific content.

Strategy Rationale

Students receive additional support from their teacher of record before or afterschool. The teacher provides students with a pass to come to their classroom to work on specific strategies that they did not grasp in the regular classroom. It provides students with one-on-one, or small group engagement with their teachers outside of regular class time. Additional support will assist students with mastery of the academic concepts.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Panighetti, Deanne, deanne.panighetti@sarasotacountyschools.net

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

Student performance within the designated course will be monitored by the teacher and progress monitoring staff to determine if student is showing evidence of mastery and academic growth.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Elementary to Middle & Middle to High Guidance/ESE Liaison transition meetings regarding "students of concern".
Middle school Grade 6 Math and ELA teachers will meet with elementary school content teachers
Middle School Progression Checklist
SWST/CARE notes
Orientation (Parents/Students)
MMS 101 (For incoming 6th grade students)
Transition Student Meetings
Back to School Night
MMS Student Parent Information Night/School Choice (Night of Discovery
Hawk Academy for Gifted and Advanced Studies Night (Spring-School Choice)
Newly Accepted Hawk Academy Parents Night in (Fall)
ESOL Parent nights
Career Planning through Career Advisor
High School SPIN nights
Magnet School visitations
High school shadowing

Challenge to Change (CTC)/Safe Alternative to Out-of-School Suspension (SATOSS)
High School registration process on campus in Spring.
High School Coaches meeting with athletes in the Spring
United Against Bullying/Positive Behavior Support (PBS)
Targeted Academic Growth Group (TAGG)
Renaissance program
SSTRIDE Transition from Middle to High School
Technology Student Association Program
Future Farmers of America Program
IC3 - Industry Certifications
MOS Certifications

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.

The new Career Advisor and PDAP ensure that every student is involved with a Career Advisory period once per week. During this period, students engage in the Naviance Career Exploration Program. The Naviance Platform provides tools to support students in a sequence of interest based opportunities to learn about as they consider and investigate possible career paths. Naviance provides students with career interest inventories to assist with exploration through a variety of career pathways. The Career Advisor establishes relationships with local businesses in order to provide real-life experiences with local businesses and organizations for our students. Those business partners participate in our speakers bureau providing invaluable information with respect to their field of expertise. Students interact with the business partners both at the school site as well as their businesses and/or organizations.

Students also meet with the Career Advisor in the College and Career Success Program (CCSP), formerly Project SUCCESS (Students Using College and Career Explorations to become Self-confident Scholars) to further develop students' college and career readiness. CCSP students receive a comprehensive experience within the school day focused on building students' skills and readiness for career and college choices. Students participating in CCSP enter into an agreement to remain focused on their future in categories such as attendance, grades, behavior, and participation. In this course, tutoring will be student-led in small groups and covers all four core courses (English Language Arts, Math, Social Studies, and Science). Students enjoy a wide range of off campus experiences via field trips to the various professional organizations, businesses, and academic institutions (High Schools, Colleges, and Technical Colleges).

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

All subjects currently integrate the blended Florida Standards and NGSS standards which address the needs of students as they move forward in not only their academic, but career paths from middle to high school, and beyond. The SSTRIDE Program provides students with an interest in the medical field with opportunities to work with physicians, interns, and professors from Florida State University School of Medicine. We offer STEM courses in manufacturing engineering, aerospace engineering, robotics, art 2D and 3D design, agri-science, green architecture, computer coding, biotechnology, and computer applications linked with industry certification (MOS and IC3Spark). Our Engineering program has been sought out by University of Florida's College of Engineering - Innovation Station to provide engineering opportunities for our students. .

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

McIntosh Middle School designed the master schedule, as well as the school, to focus on the integration of all core and encore courses to provide Career Pathway as relates to STEM, Fine Arts, and Agri-science, and medical fields. The school is divided into three teams with career pathways embedded in each: The STEM Magnet Program, The Suncoast Academy, and The Hawk Academy for Gifted and Advanced Studies. These pathways focus on Science, Technology, Engineering, Mathematics, Arts (Performing and 2D/3D), Environmental Science and Agriscience, Biotechnology, and careers in the medical field. Students also participate in the annual Science Fair which provides the opportunity for students to engage in inquiry-based learning and hands-on experimentation in a competitive manner. These experiences assist students in obtaining scholarships, while providing opportunities for knowledge and exposure to various career fields.

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.

Student mastery of their academic content is paramount here at MMS. We want students to be prepared academically, as well as behaviorally and emotionally. Our master schedule was created to allow students to choose from an array of college and career courses during their three years in middle school. This unique design, and the supports in place for students (academically and socially) to ensure their success, are clear indicators of our plan to improve student readiness for the next level of their education. The out-of-classroom experiences allow students real-life experiences in various career fields. The hands on opportunities help students to make informed college and career decisions prior to going to high school. Academically, we closely monitor student progress via grades, iReady Diagnostics and Standards Mastery assessments, benchmark assessments, as well as formative and summative assessments.

Based on our knowledge of students' transition to high school, we focus on core academic instruction, fostered within the iEngage Instructional Model. This includes students' involved in collaborative work, using academic vocabulary, modeling of expert thinking, and the use higher-level questioning to promote deep thinking as required by the Florida Standards. At the end of each school year, staff from McIntosh meet with each high school to ensure an efficient articulation process based on the academic performance and needs of the students.

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. By the year 2018 in ELA there will be a minimum of four percentage point increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.

G2. By the year 2018 in Civics there will be a minimum of four percentage point increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency.

G3. By the year 2018, in Math there will be a minimum of a four percentage point increase for all students when less then 70% are currently demonstrating proficiency (across level 3, 4 & 5). There will be a minimum of a two percentage point increase for student groups where 70% or more are currently demonstrating an annual learning gain.

G4. *By the year 2018, in FCAT 2.0 Science there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (Across levels 3,4, & 5). *There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (Across levels 3,4, & 5)

G5. By the year 2018, in ELA there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency (Across Levels 3, 4, & 5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (Across levels 3,4, & 5).

G6. By the year 2018, there will be a reduction of five percentage points of suspensions from the 2016-17 to the 2017-18 school year. If the current percentage of suspensions if 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49% the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.

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. By the year 2018 in ELA there will be a minimum of four percentage point increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain. 1a

🔍 G099293

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	56.0
ELA/Reading Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal 3

- Implementation of the iEngage Instructional Lesson Design refined with Visible Learning Strategies with fidelity.

- Regular practice and feedback on FSA style questions

- Implementation of the iReady Program with fidelity

- Student engagement with the iReady program outside of school for the required number of instructional minutes

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly PLC/Team Meetings and Monthly Department meetings

- iReady Teacher Tool Box

- Focus Friday Professional Development Opportunities

- iReady Professional Development for teachers and Administrators

- Professional Development by District Program Specialists

- Teacher Walkthroughs with middle school cohorts

- Assistant Principal in charge of Professional Development (PDAP) and Teacher leader to design and implement teacher professional development

- Visible Learning strategies to increase teacher clarity and improve student learning using high effect strategies

G2. By the year 2018 in Civics there will be a minimum of four percentage point increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency. `1a`

🔑 G099294

Targets Supported `1b`

Indicator	Annual Target
	74.0

Targeted Barriers to Achieving the Goal `3`

- *Students consistently working with iReady and Civics Benchmark Assessments.

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

- District Level Program Specialist providing PD for Civics Teachers.

- Students experiencing real life connections with Patriots Plaza visits

- Civics teachers working with ELA teachers to address reading and provide strategies - using iReady and benchmark data.

G3. By the year 2018, in Math there will be a minimum of a four percentage point increase for all students when less then 70% are currently demonstrating proficiency (across level 3, 4 & 5). There will be a minimum of a two percentage point increase for student groups where 70% or more are currently demonstrating an annual learning gain. `1a`

🔍 G099295

Targets Supported `1b`

Indicator	Annual Target
Math Achievement District Assessment	68.0
Math Lowest 25% Gains	53.0
Math Gains	64.0

Targeted Barriers to Achieving the Goal `3`

- Barrier #1 Implementation of the iEngage Instructional Model with fidelity.

- Barrier #2 Students require regular practice and feedback on FSA-style questions.

- Barrier #3 Implementation of the I-Ready program with fidelity

- Barrier #4 Students engaging with the I-Ready program outside of school for the required number of minutes.

- Barrier#5 Teachers using Visible Learning Strategies

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

- I-Ready Teacher Tool Box.

- Focus Friday professional development opportunities.

- I-Ready professional development for teachers and administrators.

- Professional Development and support from District Program Specialists

- Sixth grade teachers participate in County-Wide Professional Development Maximizing Math Mentality Workshops

- Contracted services for accelerated math support

- Student pull-outs for math support

- Targeted Academic Growth Groups

- Big Ideas and IXL for practice and fluency

- (Assistant Principal in charge of Professional Development & Teacher Leader (PDAP Team) - Professional Development for teachers using Visible Learning Strategies for Teacher Clarity and Feedback

Plan to Monitor Progress Toward G3. 8

Progress monitor student performance (progress & achievement)

Person Responsible
Lindsay Csogi

Schedule
Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion
Student performance on content assessments and iReady Diagnostic Assessments.

G4. *By the year 2018, in FCAT 2.0 Science there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (Across levels 3,4, & 5). *There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (Across levels 3,4, & 5) 1a

🔍 G099296

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- FCAT Science 2.0 covers three years of science content, but is only tested in grade 8.
- Hands on engagement with science experiences
- Thirty three percent of the Science department are new, and require professional development
- Use of strategies to move from Surface to Deeper learning to increase transfer of knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Targeted Academic Growth Group
- Science Test Specifications
- Science Benchmark Assessments
- iReady to support reading and vocabulary
- District Professional Development with District Program Specialist
- Assistant Principal in charge of Professional Development (PDAP) to provide professional development
- Visible Learning Strategies

Plan to Monitor Progress Toward G4. 8

Progress monitoring assessments and benchmark testing will be administered to measure students' science proficiency.

Person Responsible
Deanne Panighetti

Schedule
Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion
Evidence of progress will be evident in the data from progress monitoring and benchmark assessments.

G5. By the year 2018, in ELA there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency (Across Levels 3, 4, & 5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (Across levels 3,4, & 5). `1a`

🔍 G099297

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	59.0

Targeted Barriers to Achieving the Goal `3`

- Implementation of the iEngage Instructional Model with fidelity.
- Students require regular practice and feedback on FSA-style questions.
- Implementation of the I-Ready program with fidelity
- Students engaging with the I-Ready program outside of school for the required number of minutes.

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

- Weekly PLC meetings and Monthly department meetings.
- I-Ready Teacher Tool Box.
- Focus Friday professional development opportunities.
- I-Ready professional development for teachers and administrators.
- Assistant Principal in charge of Professional Development and Teacher leader (PDAP Team)

Plan to Monitor Progress Toward G5. `8`

Progress monitoring assessments & Benchmark testing

Person Responsible
Deanne Panighetti

Schedule
Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion
Monitoring I-Ready diagnostic reports: Diagnostic Completion Report; Intervention Screener; and the Instructional Usage Report.

G6. By the year 2018, there will be a reduction of five percentage points of suspensions from the 2016-17 to the 2017-18 school year. If the current percentage of suspensions if 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49% the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%. 1a

🔑 G099298

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	5.0

Targeted Barriers to Achieving the Goal 3

- Implementation of PBS requires training for awareness for students and staff.

- Emphasis on keeping students in classrooms, changing of philosophy on classroom interventions.

- Classroom behavior management trainings offered with low attendance.

- Funding for PBS incentives.

- Inconsistent parent involvement.

- Parent usage of the student information system.

- Students experiencing traumatic, or social emotional issues

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data tracking and progress monitoring for level I & II incidents

- Positive Behavior Support Incentives

- Challenge to Change/Safe Alternative to Out-Of-School Suspension (CTC/SATOSS) Counseling.

- Support staff mentoring program

- Behavior Intervention Team

- Weekly one-on-one meeting with behavior specialists

- Focus Friday Professional Development sessions

- Weekly social skills group meetings

- Data tracking progress monitoring for students listed on "early warning" report

- Restorative practices with students and staff

- United Against Bullying Plan

- MTSS team meetings with Staff (PLC groups and Teams)

- Classroom Observations of students

- School-Wide Support Team Meetings

- CAARS

- Administrative Support Team Meetings

- CINS/FINS

- FBA/BIPs To guide staff on student needs

- SRO Mentoring Program-Sheriff's Activity League for Girls

- Deputy Teach (SRO facilitates prevention talks in classrooms)

- District Pupil Support Services

- ADAP (Adolescent Diversion and Assistance Program)

- SEDNET

- Community Mentoring Programs

Plan to Monitor Progress Toward G6. [8]

Monitor referral and suspension data along with positive reward program participation; Develop social emotional response curriculum with Behavior Tech on Intervention Team. Weekly monitoring of students on Early Warning Report

Person Responsible
Jeff Harris

Schedule
Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion
Referral and suspension data & positive reward program participation.

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

G3. By the year 2018, in Math there will be a minimum of a four percentage point increase for all students when less then 70% are currently demonstrating proficiency (across level 3, 4 & 5). There will be a minimum of a two percentage point increase for student groups where 70% or more are currently demonstrating an annual learning gain. `1`

🔑 G099295

G3.B1 Barrier #1 Implementation of the iEngage Instructional Model with fidelity. `2`

🔑 B267386

G3.B1.S1 Provide regular professional development opportunities for teachers on the components of the iEngage Instructional Model. `4`

🔑 S283248

Strategy Rationale

To coach teachers and support their growth in the implementation of the iEngage Instructional model.

Action Step 1 `5`

Focus Friday Professional Developments

Person Responsible

Lindsay Csogi

Schedule

Biweekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Attendance, Classroom Observations

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

Survey teachers level of proficiency with Visible Learning Strategies

Person Responsible

Lindsay Csogi

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Through the use of observation data and surveys, and teacher feedback, we will monitor the effective implementation of Visible Learning strategies and practices.

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

Classroom walk through observations.

Person Responsible

Lindsay Csogi

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Observation data and student academic progress/achievement iReady assessments, grades, benchmark assessments.

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

Classroom Walkthrough Observations

Person Responsible

Michael Reichman

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Observation data and student academic progress/achievement iReady assessments, grades, benchmark assessments.

G3.B2 Barrier #2 Students require regular practice and feedback on FSA-style questions. `2`

`🔑 B267387`

G3.B2.S1 Provide students examples and exposure to FSA-style questions regularly. `4`

`🔑 S283249`

Strategy Rationale

Students gain familiarity with the questions on the FSA.

Action Step 1 `5`

Provide students examples and exposure to FSA-style questions.

Person Responsible

Amy Proch-Moore

Schedule

Every 6 Weeks, from 8/21/2017 to 5/24/2018

Evidence of Completion

bellwork, classroom work, homework, assessment questions which reflect the rigor and expectations of FSA.

G3.B3 Barrier #3 Implementation of the I-Ready program with fidelity 2

🔑 B267388

G3.B3.S1 Teachers will implement the I-Ready Instructional Model with fidelity. 4

🔑 S283250

Strategy Rationale

Students will master the identified deficiencies.

Action Step 1 5

Implementation of I-Ready Program with Fidelity

Person Responsible

Lindsay Csogi

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

I-Ready reports will be disaggregated

G3.B4 Barrier #4 Students engaging with the I-Ready program outside of school for the required number of minutes. 2

🔍 B267389

G3.B4.S1 Ensuring that students are engaging I-Ready outside of school for the required number of minutes. 4

🔍 S283251

Strategy Rationale

Students continue to work on deficiencies to gain mastery.

Action Step 1 5

Monitor the student usage indicator report

Person Responsible

Amy Proch-Moore

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

The usage minutes indicated within the report

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Review iReady data and Naviance completion data with the Instructional Leadership Team

Person Responsible

Lindsay Csogi

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Based on the implementation of the instructional model, visible learning strategies, and data reviewed from the iReady and Naviance classroom usage indicator reports, diagnostics and standards mastery assessments.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

Progress monitor student achievement

> **Person Responsible**
>
> Deanne Panighetti
>
> **Schedule**
>
> Weekly, from 8/21/2017 to 5/24/2018
>
> *Evidence of Completion*
>
> Student performance on content assessments and iReady Diagnostic Assessments.

G4. *By the year 2018, in FCAT 2.0 Science there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (Across levels 3,4, & 5). *There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (Across levels 3,4, & 5) `1`

🔑 G099296

G4.B1 FCAT Science 2.0 covers three years of science content, but is only tested in grade 8. `2`

🔑 B267391

G4.B1.S1 Provide students with more inquiry based hands-on experiences earth space, life and physical science in order to move students from surface to deeper learning. `4`

🔑 S283252

> **Strategy Rationale**
>
> Students will perform better when they are competent in all areas of science. The review provided during the 8th grade of all science topics will ensure success on the FCAT 2.0.

Action Step 1 `5`

Develop content to incorporate throughout eighth-grade physical science.

> **Person Responsible**
>
> Tracy Wilson
>
> **Schedule**
>
> Weekly, from 8/21/2017 to 5/24/2018
>
> *Evidence of Completion*
>
> Student results on benchmark testing and teacher-generated questioning.

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

Review science data and drive instruction to meet student needs.

Person Responsible

Dr. Harriet D. Moore

Schedule

Every 3 Weeks, from 8/21/2017 to 5/24/2018

Evidence of Completion

Progress monitoring data, benchmark data, Science FCAT 2.0 data, teacher observation.

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

iReady and Naviance Progress monitoring assessments every 3-4 weeks.

Person Responsible

Lindsay Csogi

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Student data from progress monitoring assessments.

G4.B1.S2 Teachers will collaborate with the District Program Specialist to engage in professional development, including modeling, specific strategies to develop rigorous lesson plans, and provide relevant feedback to teachers. 4

🔑 S283253

Strategy Rationale

Teachers will provide more engaging lessons for students which will encourage deeper learning, leading to the transfer of information by students.

Action Step 1 5

District Program Specialist will meet will meet with Science teachers to provide strategies, and professional development to increase student proficiency on FCAT 2.0

Person Responsible

Dr. Harriet D. Moore

Schedule

Biweekly, from 8/24/2017 to 5/4/2018

Evidence of Completion

Student performance on Benchmark Assessments, and Science Test Specifications, ultimately performance the FCAT 2.0 Assessment

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G4.B2 Hands on engagement with science experiences [2]

🔑 B267392

G4.B2.S1 Students will use TI and COT technology to engage in rigorous scientific experiences. [4]

🔑 S283254

Strategy Rationale

Students will engage in authentic learning to move from "surface to deeper learning" to strengthen transference of knowledge to increase proficiency on FCAT 2.0

Action Step 1 [5]

Teachers prepare lessons to include hands on experiences using TI's and COT technology

Person Responsible

Tracy Wilson

Schedule

Biweekly, from 8/28/2017 to 5/4/2018

Evidence of Completion

Student data collection and product from scientific experience.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 [6]

Student engagement and use of scientific materials

Person Responsible

Tracy Wilson

Schedule

Biweekly, from 8/28/2017 to 5/4/2018

Evidence of Completion

Student end product and completion of experimentation as well as data collection.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Department Chair to meet with Grade 8 teachers during PLC to review and discuss data

Person Responsible

Tracy Wilson

Schedule

Weekly, from 8/28/2017 to 5/4/2018

Evidence of Completion

Department chair will collect information submitted from PLC meetings to determine student success with implementation of use of technology and scientific equipment. Performance on Benchmark and classroom assessments.

G5. By the year 2018, in ELA there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency (Across Levels 3, 4, & 5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (Across levels 3,4, & 5). `1`

🔍 G099297

G5.B1 Implementation of the iEngage Instructional Model with fidelity. `2`

🔍 B267395

G5.B1.S1 Provide regular professional development opportunities for teachers on the components of the iEngage Instructional Model. `4`

🔍 S283255

Strategy Rationale

To coach teachers and support their growth in the implementation of the iEngage Instructional model.

Action Step 1 `5`

Focus Friday Professional Development

Person Responsible

Lindsay Csogi

Schedule

Biweekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Attendance, Classroom Observations.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Monitor implementation of iEngage and Visible Learning strategies through classroom observations.

Person Responsible

Dr. Harriet D. Moore

Schedule

Daily, from 8/21/2017 to 5/24/2018

Evidence of Completion

Observation data, student academic success data, iReady data.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Survey teachers' level of proficiency

Person Responsible

Lindsay Csogi

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Through the use of observation data and surveys, we will monitor the effective implementation of iEngage Instructional Model.

G5.B2 Students require regular practice and feedback on FSA-style questions. 2

🔑 B267396

G5.B2.S1 Provide students examples and exposure to FSA-style questions regularly. 4

🔑 S283256

Strategy Rationale

Students gain familiarity with the questions on the FSA.

Action Step 1 5

Provide students examples and exposure to FSA-style questions regularly.

Person Responsible

Helen Lester

Schedule

Daily, from 8/21/2017 to 5/24/2018

Evidence of Completion

bellwork, classroom work, homework, assessment questions which reflect the rigor and expectations of FSA.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Observations of math classrooms.

Person Responsible

Dr. Harriet D. Moore

Schedule

Quarterly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Observation of classroom use of FSA-style questions.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Evidence of academic success/improvement

Person Responsible

Deanne Panighetti

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Collection of progress monitoring data, i-Ready data, classroom observation data.

G5.B3 Implementation of the I-Ready program with fidelity `2`

🔑 B267397

G5.B3.S1 Teachers will implement the I-Ready Instructional Model with fidelity. `4`

🔑 S283257

Strategy Rationale

Students will master the identified deficiencies.

Action Step 1 `5`

Implementation of I-Ready Program with Fidelity

Person Responsible

Lindsay Csogi

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

I-Ready reports will be disaggregated

G5.B4 Students engaging with the I-Ready program outside of school for the required number of minutes. 2

🔍 B267398

G5.B4.S1 Ensuring that students are engaging I-Ready outside of school for the required number of minutes. 4

🔍 S283258

Strategy Rationale

Students continue to work on deficiencies to gain mastery.

Action Step 1 5

Department chair will monitor students by using the iReady Usage Indicator Report

Person Responsible

Helen Lester

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

The usage minutes indicated within the report.

Plan to Monitor Fidelity of Implementation of G5.B4.S1 6

Monitor i-Ready data with the instructional leadership team

Person Responsible

Lindsay Csogi

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Based on the implemention of the instructional model and data reviewed from i-ready classroom usage indicator reports

Plan to Monitor Effectiveness of Implementation of G5.B4.S1 `7`

Progress monitor student achievement

Person Responsible

Deanne Panighetti

Schedule

Every 3 Weeks, from 8/21/2017 to 5/24/2018

Evidence of Completion

Student performance on content assessments and i-Ready diagnostic assessments

G6. By the year 2018, there will be a reduction of five percentage points of suspensions from the 2016-17 to the 2017-18 school year. If the current percentage of suspensions if 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49% the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%. `1`

🔍 G099298

G6.B1 Implementation of PBS requires training for awareness for students and staff. `2`

🔍 B267399

G6.B1.S1 Proactively teach school-wide behavior expectations and highlight the benefits of the positive rewards for students to encourage meeting expectations and positively rewarding students rather than providing negative consequences. `4`

🔍 S283259

Strategy Rationale

Students more aware of expectations and less likely to violate school rules.

Action Step 1 `5`

Continue to meet with PBS team and develop delivery plans for behavior expectations and positve reward plans.

Person Responsible

Michael Reichman

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Referral numbers, suspension percentages, participation in positive reward program.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Track discipline data, reward data, and generate reports to share with PBS Team and Administration

Person Responsible

Michael Reichman

Schedule

Weekly, from 8/24/2017 to 5/24/2018

Evidence of Completion

Discipline data, broken down by subgroups and reward data from PBS.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Implementation of positive reward system-PBS

Person Responsible

Jeff Harris

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Referral/Suspension data & participation in positive reward system.

G6.B2 Emphasis on keeping students in classrooms, changing of philosophy on classroom interventions.
`2`

🔍 B267400

G6.B2.S1 Provide counseling and mentoring programs to develop positive relationships within the school; Recognizing and rewarding students for positive behaviors. `4`

🔍 S283260

Strategy Rationale

Providing students with ongoing support to better understand responses to situations and making positive choices.

Action Step 1 `5`

Provide counseling and mentoring programs to develop positive relationships within the school

Person Responsible

Jeffi Westberry

Schedule

Daily, from 8/21/2017 to 5/24/2018

Evidence of Completion

Attendance, discipline, and academic progress data during mentoring participation.

Plan to Monitor Fidelity of Implementation of G6.B2.S1 `6`

Collaborate with the MTSS Team and gather mentoring and counseling student lists and track grades/attendance/discipline data to determine effectiveness.

Person Responsible

Jeffi Westberry

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Student academic performance and attendance; discipline reports (early warning report);SWST agendas.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 `7`

Gather mentoring and counseling student lists and track grades/attendance/discipline data to determine effectiveness.

Person Responsible

Jeffi Westberry

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Gather mentoring and counseling student lists and track grades/attendance/discipline data to determine effectiveness.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G4.B1.S2.MA1 M415851	[no content entered]		No Start Date		No End Date one-time
G4.B1.S2.MA1 M415852	[no content entered]		No Start Date		No End Date one-time
G4.B2.S1.MA1 M415853	Department Chair to meet with Grade 8 teachers during PLC to review and discuss data	Wilson, Tracy	8/28/2017	Department chair will collect information submitted from PLC meetings to determine student success with implementation of use of technology and scientific equipment. Performance on Benchmark and classroom assessments.	5/4/2018 weekly
G4.B2.S1.MA1 M415854	Student engagement and use of scientific materials	Wilson, Tracy	8/28/2017	Student end product and completion of experimentation as well as data collection.	5/4/2018 biweekly
G4.B2.S1.A1 A382366	Teachers prepare lessons to include hands on experiences using TI's and COT technology	Wilson, Tracy	8/28/2017	Student data collection and product from scientific experience.	5/4/2018 biweekly
G4.B1.S2.A1 A382365	District Program Specialist will meet will meet with Science teachers to provide strategies, and...	Moore, Dr. Harriet D.	8/24/2017	Student performance on Benchmark Assessments, and Science Test Specifications, ultimately performance the FCAT 2.0 Assessment	5/4/2018 biweekly
G3.MA1 M415848	Progress monitor student performance (progress & achievement)	Csogi, Lindsay	8/21/2017	Student performance on content assessments and iReady Diagnostic Assessments.	5/24/2018 weekly
G4.MA1 M415855	Progress monitoring assessments and benchmark testing will be administered to measure students'...	Panighetti, Deanne	8/21/2017	Evidence of progress will be evident in the data from progress monitoring and benchmark assessments.	5/24/2018 weekly
G5.MA1 M415862	Progress monitoring assessments & Benchmark testing	Panighetti, Deanne	8/21/2017	Monitoring I-Ready diagnostic reports: Diagnostic Completion Report; Intervention Screener; and the Instructional Usage Report.	5/24/2018 weekly
G6.MA1 M415867	Monitor referral and suspension data along with positive reward program participation; Develop...	Harris, Jeff	8/21/2017	Referral and suspension data & positive reward program participation.	5/24/2018 weekly
G3.B1.S1.MA1 M415843	Classroom walk through observations.	Csogi, Lindsay	8/21/2017	Observation data and student academic progress/achievement iReady assessments, grades, benchmark assessments.	5/24/2018 weekly
G3.B1.S1.MA3 M415844	Classroom Walkthrough Observations	Reichman, Michael	8/21/2017	Observation data and student academic progress/achievement iReady assessments, grades, benchmark assessments.	5/24/2018 weekly
G3.B1.S1.MA1 M415845	Survey teachers level of proficiency with Visible Learning Strategies	Csogi, Lindsay	8/21/2017	Through the use of observation data and surveys, and teacher feedback, we will monitor the effective implementation of Visible Learning strategies and practices.	5/24/2018 monthly
G3.B1.S1.A1 A382360	Focus Friday Professional Developments	Csogi, Lindsay	8/21/2017	Attendance, Classroom Observations	5/24/2018 biweekly
G3.B2.S1.A1 A382361	Provide students examples and exposure to FSA-style questions.	Proch-Moore, Amy	8/21/2017	bellwork, classroom work, homework, assessment questions which reflect the rigor and expectations of FSA.	5/24/2018 every-6-weeks
G3.B3.S1.A1 A382362	Implementation of I-Ready Program with Fidelity	Csogi, Lindsay	8/21/2017	I-Ready reports will be disaggregated	5/24/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B4.S1.MA1 M415846	Progress monitor student achievement	Panighetti, Deanne	8/21/2017	Student performance on content assessments and iReady Diagnostic Assessments.	5/24/2018 weekly
G3.B4.S1.MA1 M415847	Review iReady data and Naviance completion data with the Instructional Leadership Team	Csogi, Lindsay	8/21/2017	Based on the implementation of the instructional model, visible learning strategies, and data reviewed from the iReady and Naviance classroom usage indicator reports, diagnostics and standards mastery assessments.	5/24/2018 monthly
G3.B4.S1.A1 A382363	Monitor the student usage indicator report	Proch-Moore, Amy	8/21/2017	The usage minutes indicated within the report	5/24/2018 weekly
G4.B1.S1.MA1 M415849	iReady and Naviance Progress monitoring assessments every 3-4 weeks.	Csogi, Lindsay	8/21/2017	Student data from progress monitoring assessments.	5/24/2018 monthly
G4.B1.S1.MA1 M415850	Review science data and drive instruction to meet student needs.	Moore, Dr. Harriet D.	8/21/2017	Progress monitoring data, benchmark data, Science FCAT 2.0 data, teacher observation.	5/24/2018 every-3-weeks
G4.B1.S1.A1 A382364	Develop content to incorporate throughout eighth-grade physical science.	Wilson, Tracy	8/21/2017	Student results on benchmark testing and teacher-generated questioning.	5/24/2018 weekly
G5.B1.S1.MA1 M415856	Survey teachers' level of proficiency	Csogi, Lindsay	8/21/2017	Through the use of observation data and surveys, we will monitor the effective implementation of iEngage Instructional Model.	5/24/2018 monthly
G5.B1.S1.MA1 M415857	Monitor implementation of iEngage and Visible Learning strategies through classroom observations.	Moore, Dr. Harriet D.	8/21/2017	Observation data, student academic success data, iReady data.	5/24/2018 daily
G5.B1.S1.A1 A382367	Focus Friday Professional Development	Csogi, Lindsay	8/21/2017	Attendance, Classroom Observations.	5/24/2018 biweekly
G5.B2.S1.MA1 M415858	Evidence of academic success/ improvement	Panighetti, Deanne	8/21/2017	Collection of progress monitoring data, i-Ready data, classroom observation data.	5/24/2018 monthly
G5.B2.S1.MA1 M415859	Observations of math classrooms.	Moore, Dr. Harriet D.	8/21/2017	Observation of classroom use of FSA-style questions.	5/24/2018 quarterly
G5.B2.S1.A1 A382368	Provide students examples and exposure to FSA-style questions regularly.	Lester, Helen	8/21/2017	bellwork, classroom work, homework, assessment questions which reflect the rigor and expectations of FSA.	5/24/2018 daily
G5.B3.S1.A1 A382369	Implementation of I-Ready Program with Fidelity	Csogi, Lindsay	8/21/2017	I-Ready reports will be disaggregated	5/24/2018 weekly
G5.B4.S1.MA1 M415860	Progress monitor student achievement	Panighetti, Deanne	8/21/2017	Student performance on content assessments and i-Ready diagnostic assessments	5/24/2018 every-3-weeks
G5.B4.S1.MA1 M415861	Monitor i-Ready data with the instructional leadership team	Csogi, Lindsay	8/21/2017	Based on the implemention of the instructional model and data reviewed from i-ready classroom usage indicator reports	5/24/2018 monthly
G5.B4.S1.A1 A382370	Department chair will monitor students by using the iReady Usage Indicator Report	Lester, Helen	8/21/2017	The usage minutes indicated within the report.	5/24/2018 weekly
G6.B1.S1.MA1 M415863	Implementation of positive reward system-PBS	Harris, Jeff	8/21/2017	Referral/Suspension data & participation in positive reward system.	5/24/2018 monthly
G6.B1.S1.MA1 M415864	Track discipline data, reward data, and generate reports to share with PBS Team and Administration	Reichman, Michael	8/24/2017	Discipline data, broken down by subgroups and reward data from PBS.	5/24/2018 weekly
G6.B1.S1.A1 A382371	Continue to meet with PBS team and develop delivery plans for behavior expectations and positve...	Reichman, Michael	8/21/2017	Referral numbers, suspension percentages, participation in positive reward program.	5/24/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B2.S1.MA1 M415865	Gather mentoring and counseling student lists and track grades/ attendance/discipline data to...	Westberry, Jeffi	8/21/2017	Gather mentoring and counseling student lists and track grades/ attendance/discipline data to determine effectiveness.	5/24/2018 weekly
G6.B2.S1.MA1 M415866	Collaborate with the MTSS Team and gather mentoring and counseling student lists and track...	Westberry, Jeffi	8/21/2017	Student academic performance and attendance; discipline reports (early warning report);SWST agendas.	5/24/2018 weekly
G6.B2.S1.A1 A382372	Provide counseling and mentoring programs to develop positive relationships within the school	Westberry, Jeffi	8/21/2017	Attendance, discipline, and academic progress data during mentoring participation.	5/24/2018 daily

V. Professional Development Opportunities

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

G4. *By the year 2018, in FCAT 2.0 Science there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (Across levels 3,4, & 5). *There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency (Across levels 3,4, & 5)

G4.B1 FCAT Science 2.0 covers three years of science content, but is only tested in grade 8.

G4.B1.S2 Teachers will collaborate with the District Program Specialist to engage in professional development, including modeling, specific strategies to develop rigorous lesson plans, and provide relevant feedback to teachers.

PD Opportunity 1

District Program Specialist will meet will meet with Science teachers to provide strategies, and professional development to increase student proficiency on FCAT 2.0

Facilitator

Beverly Stancil

Participants

Grade 8 Science Teachers

Schedule

Biweekly, from 8/24/2017 to 5/4/2018

G5. By the year 2018, in ELA there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency (Across Levels 3, 4, & 5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (Across levels 3,4, & 5).

G5.B1 Implementation of the iEngage Instructional Model with fidelity.

G5.B1.S1 Provide regular professional development opportunities for teachers on the components of the iEngage Instructional Model.

PD Opportunity 1

Focus Friday Professional Development

Facilitator

Paige Driza

Participants

All members of the staff.

Schedule

Biweekly, from 8/21/2017 to 5/24/2018

G5.B3 Implementation of the I-Ready program with fidelity

G5.B3.S1 Teachers will implement the I-Ready Instructional Model with fidelity.

PD Opportunity 1

Implementation of I-Ready Program with Fidelity

Facilitator

District

Participants

Teachers and Administrators

Schedule

Weekly, from 8/21/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G3.B1.S1.A1	Focus Friday Professional Developments				$0.00
2	G3.B2.S1.A1	Provide students examples and exposure to FSA-style questions.				$27,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	239-Other	0141 - Mcintosh Middle School	Other		$27,000.00
			Notes: Algebra Support and math club			

3	G3.B3.S1.A1	Implementation of I-Ready Program with Fidelity				$0.00
4	G3.B4.S1.A1	Monitor the student usage indicator report				$0.00
5	G4.B1.S1.A1	Develop content to incorporate throughout eighth-grade physical science.				$0.00
6	G4.B1.S2.A1	District Program Specialist will meet will meet with Science teachers to provide strategies, and professional development to increase student proficiency on FCAT 2.0				$0.00
7	G4.B2.S1.A1	Teachers prepare lessons to include hands on experiences using TI's and COT technology				$0.00
8	G5.B1.S1.A1	Focus Friday Professional Development				$0.00
9	G5.B2.S1.A1	Provide students examples and exposure to FSA-style questions regularly.				$6,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	239-Other	0141 - Mcintosh Middle School	Other		$6,000.00
			Notes: IXL			

10	G5.B3.S1.A1	Implementation of I-Ready Program with Fidelity				$0.00
11	G5.B4.S1.A1	Department chair will monitor students by using the iReady Usage Indicator Report				$0.00
12	G6.B1.S1.A1	Continue to meet with PBS team and develop delivery plans for behavior expectations and positve reward plans.				$1,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	239-Other	0141 - Mcintosh Middle School	Other		$1,000.00
			Notes: Donations received to purchase lunch room rewards for students who earn reward tickets.			

13	G6.B2.S1.A1	Provide counseling and mentoring programs to develop positive relationships within the school				$0.00
					Total:	$34,000.00