

Hernando County School District

Powell Middle School



2017-18 Schoolwide Improvement Plan

Powell Middle School

4100 BARCLAY AVE, Brooksville, FL 34609

<https://www.hernandoschools.org/pms>

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	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	24
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Powell Middle School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To share the responsibility of preparing our students to become productive citizens through a caring environment with a commitment to excellence.

b. Provide the school's vision statement.

To do our best, to be the best, while dedicating ourselves to provide the best.

2. School Environment

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

Our school offers an opportunity for families to pick up schedules and textbooks during our preschool week. This gives the teachers a chance to learn about cultural backgrounds and family needs. Teachers use ice breakers/interest surveys during the first days of school to get to know students. Parents also attend the Open House later in the year where they meet each of their child's teachers. Teachers review cumulative files several times during the year and hold grade level team parent conferences. The English-Language Learner (ELL) Teacher is also utilized to provide background information on students. The ELL Teacher and Paraprofessional utilize ipads for translation purposes. ELL students have access to bilingual textbook resources in the classroom. Teachers use correspondence in the student's home language when necessary. Teachers use parent phone calls, emails, and the Remind text application to send text reminders for important information such as due dates and meeting times. Powell also utilizes Edline to keep parents up-to-date on school events and student grades.

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

Teachers supervise student movement by standing at classroom doors at the beginning of day and in between classes. Teachers also walk students to the bus and car pickup area at the end of the day. Teachers exhibit classroom management using techniques learned through programs such as our PBS initiatives. Teachers, administration and staff use a positive reward system for students who demonstrate appropriate behavior and make positive choices. Teachers greet students at their classroom doors daily. Our School Resource Officer (SRO) is visible on campus and interacts often with students. The SRO updates staff on new emergency procedures. Counselors and administrators offer additional supervision during passing time. We have a secure campus that is surrounded by a locked fence. All classrooms are expected to be locked at all times. We use the Raptor check-in system for all visitors to the school. There is a program in place for teachers to use during a lock-down to indicate if their classroom is secure. There are monthly emergency drills that all students and staff participate in. Students attend monthly expectation meetings and have an anonymous way to report incidences that they are a part of or witness. 8th grade students also take part in an alcohol and drug awareness program run by the Hernando County Sheriffs Office. Our school promotes tolerance through school-wide activities such as Kindness Week, School Spirit Week and Mix-it-Up Day.

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

Our Positive Behavior Support (PBS) team has implemented a school-wide PBS program for all students and teachers. In 6th grade we have a monthly PBS event that students can attend if they meet predetermined requirements, including being prepared for class, having good attendance and displaying appropriate behavior. We use panther money to reward good behavior and decisions. Students then are provided a variety of options to spend their panther money on such as fast passes at lunch, treats, pencils, etc. There is a PBS behavior plan in place for all teachers to follow when dealing with discipline problems. There is a form available with preset steps that teachers follow in an effort to change behavior before a formal discipline is written. These steps include student/teacher conferences, meeting with the guidance counselor, making contact with the parents, reviewing a child's records and meeting with the discipline committees. Formal disciplines will not be accepted unless the PBS form has been filled out completely and attached to the discipline with the proper steps completed. Our school implemented GROWL, an acronym to help students remember the school's goals. G: Give 100%, R: Respect and Responsibility, O: On Time, W: Winning Attitude, L: Lead by Example. Banners are located around the school, and posters were placed in each classroom. Students have to earn the opportunity to attend Teacher versus Student sporting events and field trips based on meeting behavior expectations. Honor Roll events are held each nine weeks and include attendance rewards and department awards. Staff members nominate and vote upon Turnaround Student of the Year and Most Improved Reading Award for students that meet certain criteria. Students also attend school-wide expectation meetings on a quarterly basis where expectations are taught and PBS data is shared with each grade level.

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.

We offer counseling sessions with the guidance department for students in need as well as with outside agencies within the school. We have a check-in check-out system with guidance counselors, administration and other office staff. BayCare visits our school to provide social skills groups as a preventative measure for students at risk. Students that lack school supplies receive them from programs such as Stuff the Bus and the Hernando County Sheriff's Office. The school staff provides for needy students during the year with food drives and Christmas Angel programs. The McKinney-Vento Homeless Act allows students to attend our school when displaced from their own homes. Outgoing students donate PE uniforms to students in need with the PE Goodwill Program.

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.

Powell Middle School is tracking students who are at risk for either retention and/or drop-out. Powell reviews attendance every week. Any student missing more that 7 days is required to have a doctor's note for each absence after that. Any student with 10 or more absences in a 9 week block will be scheduled for a Truancy Team Meeting and interventions will be put in place. Administration will take advantage of the reports provided in RtIB to track disciplines and interventions. Students with chronic disciplines will be referred to guidance for behavior interventions. Behavior and interventions will be monitored using the RtIB program. Every 4.5 weeks, teachers will provide administration with reflective data analysis based on grades and trends per period. Administration will review reflective data analysis and have bi-monthly data chats with each department and grade level. Trends will be established, problem solving will occur and instruction will be adjusted to maintain our strengths and

limit our weaknesses. Daily walk-throughs from administration will also be used to monitor best teaching practices. All level 1 students are required to be enrolled in intensive math and reading. Administration monitors all classes, including intensive, for the fidelity of curriculum use and standards being taught.

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	49	81	71	0	0	0	0	201
One or more suspensions	0	0	0	0	0	0	39	47	54	0	0	0	0	140
Course failure in ELA or Math	0	0	0	0	0	0	16	37	18	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	0	0	0	111	126	111	0	0	0	0	348
	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	131	124	166	0	0	0	0	421

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

Students who are identified through the early warning system receive services from a variety of sources in an effort to improve their overall performance. Students who are identified as struggling with academic performance are provided intense instruction in their respective classes in addition to being invited to before/after school tutoring. Response to intervention/problem solving meetings are held on a monthly basis, by grade level, to discuss identified students and put interventions in place to improve their performance and attendance. Guidance and administration have a check in and check out strategy used for behavior tracking. MTSS strategies will be used to track academic and behavioral needs. The attendance secretary paraprofessional will call home to check the status of students with 10 or more absences. Students are pulled in by administration and/or guidance to have data chats, develop personal learning goals and plans. Progress monitoring occurs every 4.5 weeks.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Powell Middle School is committed to building positive relationships with our families. During pre-school we invite students and parents to our annual textbook and schedule pick-up where students can get their schedule, walk around campus to find their classes, purchase their PE uniforms, pay their activity fees, and receive their textbooks. This is a great opportunity for teachers and administrators to interact with the students and their family and assist them in any way possible. We provide Open House at night and offer parent-teacher conferences before school each day. Administration has an open door policy and when available, will meet one to one with all parents who request a meeting. Powell's guidance counselors stay with their students for 3 years in order to build strong bonds with both the students and families assigned to them. Powell Middle School has an active Performing Arts component and offers many night time activities for families to come and enjoy the showcasing of student talents. Parents are involved in many fund raising events as well as our SAC committee.

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

Our performing arts program utilizes a discount card fundraiser that involves a variety of local restaurants and businesses. Our PBS team will be participating in "restaurant nights" in order to raise money for the PBS program. We have a partnership with local food vendors who attend school functions and donate a percentage of the proceeds to the school. We are collecting Box Tops for Education in order to raise money for PBS and other student centered events. The 7th Grade Civics team has local professionals come in to speak to students about various jobs in the community, including an attorney, military personnel, and the supervisor of elections. The PE department holds and welcomes the community to attend events such as Hoops for Heart and Stack Up Against Heart Disease. Our Performing Arts department holds numerous community performances. Selected students on our Brain Bowl team compete against other schools district wide. Several grants are being written from local businesses as well as the education foundation to build resources to appreciate our staff.

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
Buse, Jessica	Teacher, K-12
Rufa, Laura	Teacher, K-12
Edgecomb, Sarah	School Counselor
Maner, Josandra	Assistant Principal
Dye, Tom	Principal
Barash, Michelle	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.

Principal & Assistant Principals: Conduct instructional evaluations, provide opportunities for professional development of instructional staff to ensure the use of effective instructional strategies,

complete classroom walk-throughs, meet twice monthly with School Based Leadership Team to discuss data and make school wide instructional decisions as a team.

Department Chairs: Relay information from the School Based Leadership Team to members of their department, schedule and conduct weekly department planning meetings and act as a liaison between department members and department administrator.

Grade Level Team Leaders: Schedule and facilitate parent-teacher conferences and schedule and facilitate grade level activities.

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.

Personnel resources are based on school student enrollment and are placed based on student needs. Instructional and curricular resources are identified and provided through the district office. School leaders work diligently with the human resources department and the department of teaching and learning to ensure that required resources are received and implemented to meet the needs of all our students.

Title II professional development funding is allocated through district office and facilitated at the school level based on teacher need and instructional focus. The Assistant Principal, Joanne Gousse, is responsible for professional development. Our faculty receives professional development minimally once per week during their planning. Additional professional development is provided when needed. In addition to Title II funding, several of our teachers have applied for and received mini-grants through the Education Foundation for funding of specific projects and/or activities within their classroom or department.

Organizing to Lead (OTL) meetings are held to complete issues/challenges that the staff prioritizes as high need concerns. Through OTL, teacher leaders are developed and encouraged to maintain a positive voice within the school. All staff members are encouraged to take part in OTL initiatives and become an active participant in making positive change throughout the campus.

Each grade level holds student problem solving meetings weekly. Resources that are identified through this process are sought through district office and/or at the school site as appropriate.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tom Dye	Principal
Jennifer Anselmo	Parent
Linda Wrinkle	Teacher
Tracy Bonnett	Parent
Ed Carlson	Teacher
Deputy Fremer	Business/Community
JoSandra Maner	Education Support Employee
Kim Whitaker	Parent
Mark Whitaker	Parent
Pam Decius	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council is presented with an update of the SIP goals at mid-year along with any progress monitoring data that is available. At the first SAC meeting of the new school year, administration gives a presentation on statewide assessment data and how it relates back to our school improvement plan goals for not only the previous year but how that data drives the goals for the new school year. The SAC committee responds to a survey, giving input and reflection on the previous year's goals.

b. Development of this school improvement plan

A data presentation on statewide assessment results occurs at the first SAC meeting of the new school year. Members of the committee are given a questionnaire to complete soliciting their feedback on various areas of the school to include classroom environments, school environments, and parent involvement. The data received through the questionnaires are incorporated into the new school improvement plan. The changes are then brought back to the SAC committee and voted on.

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

The School Advisory Council does not participate in the preparation of the annual budget. The SAC does work with school leaders to plan for expenditures from the SAC budget.

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

School improvement funds were mainly utilized to support media center initiatives as well as student achievement and improvement incentives.

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
Dye, Tom	Principal
Dumas, Maria	Teacher, K-12
Edgecomb, Sarah	Teacher, K-12
Rufa, Laura	Teacher, K-12
Sola, Anita	Teacher, K-12
Hearn, Tammy	Teacher, K-12
Maner, Josandra	Assistant Principal
Barash, Michelle	Assistant Principal

b. Duties

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

The library promotes the fifteen Sunshine State Reader books to encourage students to read and students can join a before school SSR book club facilitated by a language arts teacher.

D. Public and Collaborative Teaching

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

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

The school schedule allows for daily common department and/or grade level planning periods so teachers can meet and plan collaboratively for standards based instruction and common rigorous assessments. Teachers are required to attend facilitated planning every Wednesday. Teachers use collaborative planning to discuss data and plan reteaching activities to address students' areas of weaknesses as determined through common formative assessments. Teachers share in lesson planning and support each other through professional development needs. Teacher leaders are encouraged to lead professional development based on their individual instructional strengths.

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

The administration strives to provides a positive working environment for staff members. Professional development is provided to teachers as needed and differentiated for their needs. The Human Resources department works with the school to ensure that all teachers are highly qualified and hold in-field certificates for the subjects they teach. District provided instructional coaches meet with new teachers regularly and provide assistance and support including observation, feedback, lesson planning, and modeling.

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

Our school follows the mentoring program provided by the district for all first year teachers and teachers new to the district. At the beginning of the year, veteran teachers provide additional instruction and support to new teachers to discuss school procedures, Edline, Grade Quick, TERMS, and other issues

that may arise. These teachers also hold several trainings throughout the year as needed to keep teachers informed on technology measures and instructional practices.

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.

Facilitated planning on standards based instruction for all instructional staff occurs weekly. Teachers take part in collaborative lesson planning to create a Standards Based Instructional Tools (SBIT) that incorporate the components of the 8 best practices as well as rigorous instruction aligned to the Florida Standards. Department leaders schedule and facilitate weekly planning meetings and utilize resources such as the new curriculum catalogs, CPALMS and Edviation. Powell utilizes the district reading and math coaches to assist departments and administration in providing effective, relevant and differentiated strategies weekly. Administration will be reviewing walk-through trends monthly and sharing this information with departments. Administration will be reviewing instruction daily to ensure that plans and instruction are aligned.

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.

Statewide assessment data is reviewed and students are placed in Reading remediation, Math remediation, Algebra or Advanced Language Arts classes based on proficiency level, retention, grades and teacher recommendation.

Administration and teachers are reviewing/analyzing data every 4.5 weeks in order to problem solve and change instruction to meet the current needs.

The School Based Leadership Team meets twice monthly to monitor assessment data. Department leaders take information from the School Based Leadership Team to weekly department planning meetings to assist in common planning and differentiation of instruction. Teachers are given reflective feedback from their walkthroughs and will make instructional adjustments as needed.

Students who do not score 70% proficiency on common assessments are retaught standards using different instructional delivery methods and then are reassessed on those standards.

Panther Prep lessons are based on assessment data analysis to target areas students have not reached proficiency in.

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: Before School Program

Minutes added to school year: 2,400

Students are invited to before school tutoring sessions 2-3 times weekly for an average of 30 minutes per day determined by the classroom teacher and based on the needs of the students.

Strategy Rationale

Providing students with additional instructional time in areas they have not demonstrated proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dye, Tom, dye_t@hcsb.k12.fl.us

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

Tutoring attendance logs and student grade tracking.

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.

Incoming 6th graders are invited to the 6th grade open house each spring in order to meet staff members and receive information about our school and the programs we offer. Over the summer they are invited to a 6th grade orientation camp in order to receive a tour of the school, meet their peers and new teachers. Our performing arts department performs for our non-feeder elementary schools in order to promote the arts program and educate parents and students about school choice.

Our outgoing 8th grade students attend informational meetings with high school guidance counselors to discuss high school programs such as CTE, IB, AP, DE, and graduation requirements. The guidance counselors assist the students with class and elective selections.

Transition meetings are held for students with IEPs to ensure continuation of their services.

b. College and Career Readiness

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

N/A

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

Digital Information Technology (DIT) is offered to 8th grade students for industry certification. If completed along with two additional courses offered at the high school level, those students are eligible for the Goal Seal Scholarship.

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers increase the use of student performance data to develop and implement a standards-driven lowest quartile plan, utilizing differentiated instructional approaches, student achievement will increase.

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. If all teachers increase the use of student performance data to develop and implement a standards-driven lowest quartile plan, utilizing differentiated instructional approaches, student achievement will increase. 1a

G099366

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	56.0
ELA/Reading Lowest 25% Gains	50.0
School Grade - Percentage of Points Earned	62.0

Targeted Barriers to Achieving the Goal 3

- Misconception of the importance of identifying and focusing on the LQ gains in ELA and math.
- Misconception/misunderstanding among teachers on how to effectively differentiate activities to show mastery of standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration, district coaches, assessment teacher, Google docs/charts (for plan and data sharing), PLCs, PD

Plan to Monitor Progress Toward G1. 8

Walk-through and student data will be used to monitor progress towards goal.

Person Responsible

Tom Dye

Schedule

Weekly, from 9/1/2016 to 5/22/2017

Evidence of Completion

Summary report of walk-through data focused on domains 1 and 3, PLC data presentations, and formative assessment LQ data to be reviewed by teachers and administration.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers increase the use of student performance data to develop and implement a standards-driven lowest quartile plan, utilizing differentiated instructional approaches, student achievement will increase. 1

G099366

G1.B1 Misconception of the importance of identifying and focusing on the LQ gains in ELA and math. 2

B267607

G1.B1.S1 Administration, assessment teacher, and coaches will facilitate the identification of the ELA and math LQ students and the development of an effective plan with data to be used within individual classrooms to increase student achievement. 4

S283507

Strategy Rationale

Teachers did not previously identify or focus on ELA or math LQ students. Teachers have varying understanding of developing a plan and tracking data to meet the needs of LQ students. Teachers have varying levels of understanding of what effective differentiation is within respective classrooms and/or subject areas.

Action Step 1 5

Assessment teacher will train teachers in how to use Performance Matters to identify and pull ELA and math LQ students.

Person Responsible

Laura Rufa

Schedule

On 8/30/2016

Evidence of Completion

Teachers printed a list identifying their LQ students and brought to their department PLC.

Action Step 2 5

Teachers will develop a plan with data tracking to address the needs of their LQ students.

Person Responsible

Michelle Barash

Schedule

Biweekly, from 8/30/2017 to 5/31/2018

Evidence of Completion

Plan and data is shared with admin on the Google Drive.

Action Step 3 5

During PLCs teachers will share formative data, discuss teaching implications (differentiation of instruction), with tracking of the data for the LQ students.

Person Responsible

Tom Dye

Schedule

Weekly, from 9/6/2017 to 5/30/2018

Evidence of Completion

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

Use walk-throughs to follow up on observed practices from classroom visits, PLCs and SWAP action steps and monitor LQ data in Google Drive.

Person Responsible

Michelle Barash

Schedule

Biweekly, from 9/7/2016 to 5/22/2017

Evidence of Completion

PLC and PD sign-in sheets, SWAP next steps, walk-through and Edivate data, and data in Google Drive.

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

Increase the number of walk throughs per teacher in order to increase meaningful reflective feedback.

Person Responsible

Tom Dye


Schedule

Biweekly, from 8/10/2016 to 5/22/2017


Evidence of Completion

We will use walk through tracking board, Edivate scripting tool and PD/PLC topics determined by Edivate data.

G1.B2 Misconception/misunderstanding among teachers on how to effectively differentiate activities to show mastery of standards. **2**

 B267608

G1.B2.S1 Teachers don't understand the difference between accommodations and differentiated instructional strategies, so PD will be given to teachers on how to differentiate instruction. **4**

 S283508

Strategy Rationale

Professional development in the area of differentiated instruction will help teachers plan lessons and DI activities based on needs as determined by formative assessments to increase learning gains of all students with a data tracking focus on the lowest quartile students.

Action Step 1 **5**

PD in differentiated instruction.

Person Responsible

Kim Black

Schedule

On 10/11/2017

Evidence of Completion

PD sign-in sheet

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

Walk throughs looking for DI, administration attending PLCs

Person Responsible

Tom Dye

Schedule

On 5/30/2018

Evidence of Completion

Walk through data for domain 1 and 3, LQ plan and data, SWAP data

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

Walk throughs looking for DI, administration attending PLCs

Person Responsible

Tom Dye










Schedule

On 5/30/2018

Evidence of Completion

Walk through data for domain 1 and 3, LQ plan and data, SWAP data

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					
G1.B1.S1.A1  A382721	Assessment teacher will train teachers in how to use Performance Matters to identify and pull ELA...	Rufa, Laura	8/16/2016	Teachers printed a list identifying their LQ students and brought to their department PLC.	8/30/2016 one-time
G1.MA1  M416458	Walk-through and student data will be used to monitor progress towards goal.	Dye, Tom	9/1/2016	Summary report of walk-through data focused on domains 1 and 3, PLC data presentations, and formative assessment LQ data to be reviewed by teachers and administration.	5/22/2017 weekly
G1.B1.S1.MA1  M416454	Increase the number of walk throughs per teacher in order to increase meaningful reflective...	Dye, Tom	8/10/2016	We will use walk through tracking board, Edivate scripting tool and PD/ PLC topics determined by Edivate data.	5/22/2017 biweekly
G1.B1.S1.MA1  M416455	Use walk-throughs to follow up on observed practices from classroom visits, PLCs and SWAP action...	Barash, Michelle	9/7/2016	PLC and PD sign-in sheets, SWAP next steps, walk-through and Edivate data, and data in Google Drive.	5/22/2017 biweekly
G1.B2.S1.A1  A382724	PD in differentiated instruction.	Black, Kim	10/4/2017	PD sign-in sheet	10/11/2017 one-time
G1.B1.S1.A3  A382723	During PLCs teachers will share formative data, discuss teaching implications (differentiation of...	Dye, Tom	9/6/2017		5/30/2018 weekly
G1.B2.S1.MA1  M416456	Walk throughs looking for DI, administration attending PLCs	Dye, Tom	10/4/2017	Walk through data for domain 1 and 3, LQ plan and data, SWAP data	5/30/2018 one-time
G1.B2.S1.MA1  M416457	Walk throughs looking for DI, administration attending PLCs	Dye, Tom	10/4/2017	Walk through data for domain 1 and 3, LQ plan and data, SWAP data	5/30/2018 one-time
G1.B1.S1.A2  A382722	Teachers will develop a plan with data tracking to address the needs of their LQ students.	Barash, Michelle	8/30/2017	Plan and data is shared with admin on the Google Drive.	5/31/2018 biweekly

V. Professional Development Opportunities

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

G1. If all teachers increase the use of student performance data to develop and implement a standards-driven lowest quartile plan, utilizing differentiated instructional approaches, student achievement will increase.

G1.B1 Misconception of the importance of identifying and focusing on the LQ gains in ELA and math.

G1.B1.S1 Administration, assessment teacher, and coaches will facilitate the identification of the ELA and math LQ students and the development of an effective plan with data to be used within individual classrooms to increase student achievement.

PD Opportunity 1

Assessment teacher will train teachers in how to use Performance Matters to identify and pull ELA and math LQ students.

Facilitator

L. Rufa

Participants

All instructional Staff

Schedule

On 8/30/2016

PD Opportunity 2

During PLCs teachers will share formative data, discuss teaching implications (differentiation of instruction), with tracking of the data for the LQ students.

Facilitator

T. Dye, M. Barash, J. Maner

Participants

All teachers

Schedule

Weekly, from 9/6/2017 to 5/30/2018

G1.B2 Misconception/misunderstanding among teachers on how to effectively differentiate activities to show mastery of standards.

G1.B2.S1 Teachers don't understand the difference between accommodations and differentiated instructional strategies, so PD will be given to teachers on how to differentiate instruction.

PD Opportunity 1

PD in differentiated instruction.

Facilitator

M. Barash, K. Black

Participants

All teachers

Schedule

On 10/11/2017

VI. Technical Assistance Items

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

G1. If all teachers increase the use of student performance data to develop and implement a standards-driven lowest quartile plan, utilizing differentiated instructional approaches, student achievement will increase.

G1.B1 Misconception of the importance of identifying and focusing on the LQ gains in ELA and math.

G1.B1.S1 Administration, assessment teacher, and coaches will facilitate the identification of the ELA and math LQ students and the development of an effective plan with data to be used within individual classrooms to increase student achievement.

TA Opportunity 1

Teachers will develop a plan with data tracking to address the needs of their LQ students.

Facilitator

T. Dye, M. Barash, J. Maner

Participants

All teachers

Schedule

Biweekly, from 8/30/2017 to 5/31/2018

VII. Budget

1	G1.B1.S1.A1	Assessment teacher will train teachers in how to use Performance Matters to identify and pull ELA and math LQ students.	\$0.00
2	G1.B1.S1.A2	Teachers will develop a plan with data tracking to address the needs of their LQ students.	\$0.00
3	G1.B1.S1.A3	During PLCs teachers will share formative data, discuss teaching implications (differentiation of instruction), with tracking of the data for the LQ students.	\$0.00
4	G1.B2.S1.A1	PD in differentiated instruction.	\$0.00
Total:			\$0.00