# Fox Chapel Middle School

**2018-19 Schoolwide Improvement Plan**

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# Fox Chapel Middle School

9412 FOX CHAPEL LN, Spring Hill, FL 34606

https://www.hernandoschools.org/fcms

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2017-18 Title I School** | **2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Middle School 6-8 | Yes | 100% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 37% |

## School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| Grade | C | C | C | C* |

## School Board Approval

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

## SIP Authority

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.

## 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Learn, Lead, Succeed

**Provide the school's vision statement.**

Tigers Today, Leaders Tomorrow

### School Leadership Team

**Membership**
Identify the name, email address and position title for each member of the school leadership team.**:**

| Name | Title |
| --- | --- |
| Pinder, Ray | Principal |
| Schlechter, Magen | Instructional Coach |
| Thornton, Kerry | Assistant Principal |
| Kiley, Rachel | Dean |
| Wilcox, Vanessa | Instructional Coach |
| Weems, Martha Ann | Instructional Coach |
| Witt, Roxanne | Administrative Support |
| Hall, Tina | Teacher, ESE |
| Sede, Joe | Teacher, K-12 |
| Corona, Marisa | Teacher, K-12 |
| Nichols, Carly | Teacher, K-12 |
| Llovet, Derek | Teacher, K-12 |
| Grefe, Alecia | Teacher, K-12 |
| Miller, Amanda | Teacher, K-12 |
| Walby, Kim | School Counselor |
| Peitzman, Maxine | Teacher, K-12 |
| Valure, Tiffany | Instructional Coach |

**Duties**

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

At bi-weekly leadership team meetings members contribute academic and behavior data from their respective departments as it pertains to formative assessments, iReady (math and reading) data, write score data, district progress monitoring assessment data, and discipline data from the University of South Florida's flrtib database. As the data processes of intervention areas of focus are established; a system of sharing the findings is created, professional development opportunities are created and executed, and progress monitoring steps are established. This allows the team to collectively action plan and problem solve towards differentiated student success. In addition, at bi-

weekly meetings, all faculty members participate in SWAP data presentations based on their department planning time. Each grade level team within the department chooses a standards based formative assessment, scores the assessment together, and looks for trends. The data and trends will help faculty members update their lessons and classroom procedures in a way that differentiates the instruction so all students find success. Teams present this information to administration and coaches for feedback and coaching support.

## Early Warning Systems

### Year 2017-18

**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 | 101 | 116 | 98 | 0 | 0 | 0 | 0 | 315 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 65 | 62 | 70 | 0 | 0 | 0 | 0 | 197 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 25 | 11 | 0 | 0 | 0 | 0 | 50 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 59 | 66 | 103 | 0 | 0 | 0 | 0 | 228 |

**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 | 144 | 149 | 151 | 0 | 0 | 0 | 0 | 444 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 13 | 0 | 0 | 0 | 0 | 16 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 9 | 0 | 0 | 0 | 0 | 10 |

**Date this data was collected**
Monday 8/27/2018

### Year 2016-17 - As Reported

**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 88 | 106 | 105 | 0 | 0 | 0 | 0 | 299 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 90 | 98 | 86 | 0 | 0 | 0 | 0 | 274 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 27 | 7 | 0 | 0 | 0 | 0 | 61 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 119 | 181 | 131 | 0 | 0 | 0 | 0 | 431 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students identified by the system as exhibiting two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 79 | 76 | 78 | 0 | 0 | 0 | 0 | 233 |

**Year 2016-17 - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 88 | 106 | 105 | 0 | 0 | 0 | 0 | 299 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 90 | 98 | 86 | 0 | 0 | 0 | 0 | 274 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 27 | 7 | 0 | 0 | 0 | 0 | 61 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 119 | 181 | 131 | 0 | 0 | 0 | 0 | 431 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students identified by the system as exhibiting two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 79 | 76 | 78 | 0 | 0 | 0 | 0 | 233 |

## Part II: Needs Assessment/Analysis

**Assessment & Analysis**
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

During the 17-18 school year students taking the 8th grade science FCAT performed the lowest in the county. 34% of students scored a level 3 or higher on the FCAT behind a district percentage of 56%, and a state percentage of 50%. This is not a trend; during the 16-17 school year, students scored 38% increase which while low was an increase from the year before.

**Which data component showed the greatest decline from prior year?**

8th grade science, and 6th grade math showed the greatest decline from the previous year, each with a 4% decrease from the previous year.

**Which data component had the biggest gap when compared to the state average?**

42% of 8th graders were proficient on the ELA FSA while the state was at 58% of 8th grade students proficient, creating a 16 point gap.

**Which data component showed the most improvement? Is this a trend?**

7th grade math showed a 13 point increase in the amount of students proficient. This could be considered a trend by grade level as there was also a 12 point increase in 7th grade ELA.

**Describe the actions or changes that led to the improvement in this area.**

Our Literacy Coach Martha Ann Weems, spent time modeling lessons and facilitating lesson planning with the 7th grade reading teachers. Our 7th grade reading teacher, Marisa Corona, worked closely with ELA teacher Alecia Grefe, to provide extended learning and enrichment in a critical thinking class. Our Instructional Practices Coach Vanessa Wilcox, worked with new math teachers to model and facilitate lesson planning in the 7th grade.

**School Data**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 41% | 57% | 53% | 32% | 50% | 52% |
| ELA Learning Gains | 46% | 55% | 54% | 36% | 50% | 53% |
| ELA Lowest 25th Percentile | 40% | 49% | 47% | 32% | 50% | 45% |
| Math Achievement | 52% | 65% | 58% | 46% | 60% | 55% |
| Math Learning Gains | 54% | 62% | 57% | 48% | 60% | 55% |
| Math Lowest 25th Percentile | 59% | 61% | 51% | 50% | 54% | 47% |
| Science Achievement | 35% | 59% | 52% | 37% | 51% | 50% |
| Social Studies Achievement | 74% | 75% | 72% | 57% | 73% | 67% |

| EWS Indicators as Input Earlier in the Survey | | | | |
|---|---|---|---|---|
| Indicator | Grade Level (prior year reported) | | | Total |
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 101 (88) | 116 (106) | 98 (105) | 315 (299) |
| One or more suspensions | 65 (90) | 62 (98) | 70 (86) | 197 (274) |
| Course failure in ELA or Math | 14 (27) | 25 (27) | 11 (7) | 50 (61) |
| Level 1 on statewide assessment | 59 (119) | 66 (181) | 103 (131) | 228 (431) |

**Grade Level Data**
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | 41% | 53% | -12% | 52% | -11% |
| | 2017 | 32% | 52% | -20% | 52% | -20% |
| Same Grade Comparison | | 9% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 40% | 51% | -11% | 51% | -11% |
| | 2017 | 28% | 51% | -23% | 52% | -24% |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Same Grade Comparison | | 12% | | | | |
| Cohort Comparison | | 8% | | | | |
| 08 | 2018 | 42% | 54% | -12% | 58% | -16% |
| | 2017 | 35% | 49% | -14% | 55% | -20% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | 14% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | 49% | 53% | -4% | 52% | -3% |
| | 2017 | 53% | 53% | 0% | 51% | 2% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 56% | 63% | -7% | 54% | 2% |
| | 2017 | 43% | 61% | -18% | 53% | -10% |
| Same Grade Comparison | | 13% | | | | |
| Cohort Comparison | | 3% | | | | |
| 08 | 2018 | 41% | 53% | -12% | 45% | -4% |
| | 2017 | 35% | 53% | -18% | 46% | -11% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | -2% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2018 | 34% | 56% | -22% | 50% | -16% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | 0% | 67% | -67% | 63% | -63% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 71% | 74% | -3% | 71% | 0% |
| 2017 | 66% | 76% | -10% | 69% | -3% |
| Compare | 5% | | | | |

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 90% | 62% | 28% | 62% | 28% |
| 2017 | 72% | 59% | 13% | 60% | 12% |
| Compare | | 18% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 0% | 45% | -45% | 56% | -56% |
| 2017 | 0% | 50% | -50% | 53% | -53% |
| Compare | | 0% | | | |

## Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 10 | 25 | 29 | 18 | 43 | 44 | 22 | 44 | | | |
| ELL | 21 | 43 | | 25 | 42 | | | | | | |
| ASN | 70 | | | 60 | | | | | | | |
| BLK | 25 | 33 | 31 | 30 | 45 | 33 | 32 | 67 | | | |
| HSP | 35 | 43 | 28 | 38 | 43 | 56 | 27 | 66 | 56 | | |
| MUL | 50 | 53 | | 50 | 33 | | 20 | 88 | | | |
| WHT | 44 | 48 | 46 | 59 | 59 | 64 | 39 | 76 | 45 | | |
| FRL | 38 | 44 | 37 | 47 | 52 | 55 | 35 | 72 | 42 | | |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 10 | 28 | 27 | 25 | 43 | 44 | 21 | 31 | | | |
| ELL | 14 | 50 | 50 | 48 | 75 | 92 | 8 | | | | |
| ASN | 55 | | | 73 | | | | | | | |
| BLK | 15 | 24 | 29 | 27 | 53 | 62 | 15 | 63 | | | |
| HSP | 31 | 40 | 40 | 48 | 49 | 66 | 38 | 65 | 33 | | |
| MUL | 35 | 47 | | 58 | 69 | | | 83 | | | |
| WHT | 34 | 40 | 32 | 50 | 47 | 57 | 43 | 68 | 67 | | |
| FRL | 30 | 39 | 35 | 47 | 48 | 60 | 39 | 69 | 58 | | |

## Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

### Areas of Focus:

| Activity #1 | |
|---|---|
| **Title** | Fostering a School Culture of Leadership |
| **Rationale** | The 5Essentials survey shows that FCMS is weak in the area of "Supportive Environment." Students, in their 5E responses stated they didn't always feel connected to the school. |
| **Intended Outcome** | During the 2018-2019 school year parents, students and faculty 5Essentials data will show an increase in the area of "Supportive Environment," and students will feel more connected to the school. |
| **Point Person** | Magen Schlechter (schlechter_m@hcsb.k12.fl.us) |

| Action Step | |
|---|---|
| **Description** | In an effort to create and foster a "supportive environment," all faculty will be provided with the Franklin Covey professional development Leading at the Speed of Trust, and monthly 7-Habits booster training. These professional development opportunities will help teachers to examine behaviors that may prohibit trusting relationships and supportive behaviors in the classroom that in turn effect results in formative and summative assessments.<br>All new faculty will be trained in the two day 7-Habits of Highly Effective People training. This professional development opportunity will help teachers look at highly effective paradigms and practices that will help them in their professional planning, assessing, and collaborating.<br>All families will be invited to participate in the 7-Habits of Highly Effective Families training. This training opportunity will allow for families to examine highly effective paradigms and practices in their role in helping their students find success. |
| **Person Responsible** | Magen Schlechter (schlechter_m@hcsb.k12.fl.us) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | Data from the 2018-2019 5Essentials survey will be assessed to determine if an increase in the area of "Supportive Environment" increased. |
| **Person Responsible** | Magen Schlechter (schlechter_m@hcsb.k12.fl.us) |

| Activity #2 | |
|---|---|
| **Title** | Creating and Implementing Standards Based Rigorous Lesson Plans |
| **Rationale** | Students aren't making the gains in all student sub-categories. Math classes, ELA classes, and iReady math and reading classes will be more meaningful, engaging, and will create higher levels of learning. |
| **Intended Outcome** | Students learning gains will increase, as a whole, by 3% on the ELA and Math FSA during the 2018-2019 school year. The number of students proficient on the science FCAT will increase by 3%. |
| **Point Person** | Ray Pinder (pinder_r@hcsb.k12.fl.us) |
| Action Step | |
| **Description** | In order to effectively differentiate, all math teachers will examine iReady math data, and FSA math data, all ELA, critical thinking, and social studies teachers will examine iReady reading data, FSA ELA data, and Write Score data during SWAP presentations, and all science teachers will examine iReady reading data, and FSA ELA data. All teachers will review nine-week district progress monitoring assessment data. This data analysis will help teachers plan appropriately. Additionally, formative assessment SWAP presentations will require faculty and content specific departments to analysis content specific data more frequently so interventions can happen more often. Standards based lesson plans are required to be up to date two weeks in advance, must be available to administration and coaches digitally, and during walk-throughs. |
| **Person Responsible** | Roxanne Witt (witt_r@hcab.k12.fl.us) |
| Plan to Monitor Effectiveness | |
| **Description** | Teachers will participate in bi-weekly SWAP PLCs with their counterpart teachers and will present their findings and next steps in instruction. Coaches will request digital copies of all lesson plans from their perspective departments. These plans will be reviewed to determine standards alignment and rigor level. As needed, coaches and administration will consult with teachers to address needs. During walk-throughs coaches and administration will work to determine if lesson plans are being followed with fidelity, align with the standards, and include rigorous instruction that is differentiated based on student ability. |
| **Person Responsible** | Ray Pinder (pinder_r@hcsb.k12.fl.us) |

| Activity #3 | |
|---|---|
| **Title** | Increasing Student Engagement |
| **Rationale** | Infusing and promoting academic conversations, collaborative structures, and technology in the classroom will provide students with greater opportunities to be engaged in their learning experience and will translate into learning gains. |
| **Intended Outcome** | Students learning gains will increase, as a whole, by 3% on the ELA and Math FSA during the 2018-2019 school year. The number of students proficient on the science FCAT will increase by 3%. |
| **Point Person** | Ray Pinder (pinder_r@hcsb.k12.fl.us) |

| Action Step | |
|---|---|
| **Description** | Title I funded coaches will work to provide professional development in the areas of academic language and conversations, and collaborative structures. Coaches will assist in lesson plan facilitation, modeling lessons, and co-facilitating lessons that include the use of academic language sentence stems and collaborative learning structures for student-led discussions. <br> Title I funded coaches will support teachers during facilitated lesson planning with strategies and suggestions on how to embed technology into their standards based instruction. The Title I Facilitator and Lab Manager will ensure that technology being requested and being used with fidelity for standards based lessons. |
| **Person Responsible** | Magen Schlechter (schlechter_m@hcsb.k12.fl.us) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | Administration will ensure that PD opportunities are available and attended. Sign-in sheets and artifacts will determine if faculty members are understanding the PD. Lesson plans will be assessed to determine if academic conversations, embedded technology, and places for collaborative discussions are planned for. During School Based Leadership Team walk-throughs, team members will look to see if planned lessons are being used with fidelity and that students are engaged in using content specific academic language to discuss their findings and rationale, and that they're engaged in working with other students collaboratively. |
| **Person Responsible** | Kerry Thornton (thornton_k@hcsb.k12.fl.us) |

## Part IV: Title I Requirements

**Additional Title I Requirements**
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

As part of the leadership initiative, facilitators trained in Dr. Covey's "The 7 Habits of Highly Effective Families" will invite all of Fox Chapel families, and community stakeholders to family workshops

throughout the school year so that they can learn tools to help them effectively engage in their student's learning experience. SAC meetings will be hosted monthly and convenient meeting dates and times will be established and agreed upon. A You and Me Breakfast will be held in order for parents, students, community members and support faculty (coaches, administration, and guidance) to meet and discuss faculty roles in helping move students toward success. It will be an opportunity to introduce plans for student leadership accountability and student leadership portfolios. A Leadership Day will be hosted during the second semester and will act as a leadership summit where students showcase actionable and inspiring leadership to families and community members. Faculty members will work to ensure grades are updated on a weekly basis and that information and updates, as it pertains to their class, are facilitated through Remind at least once a week.

**PFEP Link**

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Prevention and intervention programs are in place to address bullying and harassment throughout the district. Fox Chapel Middle School staff regularly participates in district professional development programs on violence and substance abuse prevention. The district's Student Services Dept. initiate additional instructional programs for issues such as anger management, conflict resolution, and sexual harassment. Student Services staff and Fox Chapel Middle School guidance counselors provide substance abuse prevention and intervention initiatives for students and families. These initiatives and activities consist of substance abuse evaluations and assessments, grief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, and treatment referral services. As a school, students in need of Tier III behavior services are provided with a mentor trained in the Behavior Education Plan model. The mentor, student, deans and/or guidance counselors, and families will work to create meaningful goals appropriate to the individual student needs based on individual academic and behavior data. These goals will be tracked through a daily mentor sheet where teachers rate students on how they are meeting their goals. Every six weeks the mentor and student will meet to examine the student progress. Successful students will work to move away from having a mentor while students not meeting their goals will continue with their mentor, but will work to redefine their goals and meeting needs. Students needing Tier II behavior services will be on a generalized Tiger Tag form used to track behavior and academic success. Growth with be tracked by guidance counselors every quarter. Parents and families are welcomed and encouraged to seek assistance from the teachers, and support faculty through phone and face to face conferences on an as needed basis.

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

Fox Chapel Middle School places high value on horizontal and vertical support and communication. Understanding transitioning into middle school is sometimes a difficult and stressful stage in a child's life. FCMS has integrated a school-wide Positive Behavioral Support system to provide structure for the students and teach systems of positive reinforcement through school-wide collaboration. Prior to the first day of school, students of all grades and parents/guardians are invited to an open house/schedule pick-up to help them familiarize themselves with the campus and meet their team of teachers. FCMS invites our elementary feeder schools to bring their 5th grade students to visit our campus. Common planning time allows teachers to discuss school-wide behavioral and academic trends.

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

Multi-Tiered System of Support (MTSS)-School Based Leadership Team(SBLT) meets bi-weekly to evaluate school-wide data. Assessment data is reviewed by each Department Chair from a school-wide perspective identifying areas of strengths and weaknesses, trends, needs and concerns. The MTSS-SBLT provides guidance in addressing identified areas. Members of this team disseminate data back to their respective departments. A calendar is developed for the full school year identifying the dates of SBLT meetings. The SBLT organizes and coordinates MTSS efforts by working closely with grade-level teams. All teams have a representative serving on the SBLT to ensure communication is fluid and implementation of strategies identified in the SIP are implemented with fidelity. Department Chairs and Coaches serve as liaisons between the MTSS-SBLT and their Department members in a reciprocal fashion. The SBLT analyzes and dis-aggregates data at the core and supplemental levels. When individual student data analysis and problem solving is necessary, a separate student problem-solving team (e.g., parent-teacher conference, subcommittee of the SBLT, specialized team, IEP team, PS/RtI team, etc.) is convened.

Grade level departments meet weekly to collaborate and revise lesson plans, review formative assessments, and identify students with supplemental and/or intensive needs. Department Chairs and correlating Coaches meet with their department members weekly to review ongoing progress monitoring data, develop assessments and problem-solve identified areas. Each department meets bi-weekly to review SWAP protocols.
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PS/RtI Teams – grade level teams meet monthly to review behavioral progress monitoring data of Tier 2/supplemental and Tier 3/intensive students, determine and implement Tier 2/supplemental & Tier 3/intensive intervention plans and discuss potential Tier 2/3 students utilizing the problem-solving method.

As a school-wide program, Fox Chapel Middle School is dedicated to providing, maintaining, and improving comparable, supplementary Title I education services for all of our students. Title I (Part A) services at Fox Chapel Middle School are regularly coordinated with other federally-funded programs,use of Title III funds to support additional services for our English Language Learners (ELLs), and use of Title X funds to provide additional services for our homeless students. The monitoring of compliance for programs and services under the Consent Decree and state board rules for ELLs will be coordinated by the ESOL Lead Teacher/ESOL contact according to the State and School Board approved District ELL Plan. The monitoring of compliance for Title I Funds and Programs will be monitored by administration, Title I Facilitator, and Federal Programs Department.

Title I purchased materials are distributed to teachers based on need and justifiable purpose. The Title I Facilitator and Lab Manager will work to maintain all inventory, where it's housed and/or who has it, in the system Alexandria. During bi-weekly SLT meeting and formative assessment SWAP presentations problem-solving method may lead to suggestion of using Title I materials, or requesting funds for Title I materials.

As part of the district's Food & Nutrition Dept., Fox Chapel Middle School's cafeteria staff participates in the Community Eligibility Provisions (CEP), which allows for all of FCMS' students to be provided with a free breakfast and lunch.

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

6th grade students are given the opportunity to visit a neighboring High School, 7th grade students visit the local state college, Pasco Hernando State College and 8th grade will visit the closest university, Saint Leo University prior to the end of the school year. According to the Institute of Educational Sciences, research suggests students who are exposed to college campuses, are given the opportunity to interact with college professors and experience aspects of campus life are less likely to drop out of High School.

## Part V: Budget

| Total: | $0.00 |
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