

Leon County Schools

# R. Frank Nims Middle School



2018-19 Schoolwide Improvement Plan

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## R. Frank Nims Middle School

723 W ORANGE AVE, Tallahassee, FL 32310

<https://www.leonschools.net/nims>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)  Middle School 6-8	<b>2017-18 Title I School</b>  Yes	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)  100%
<b>Primary Service Type</b> (per MSID File)  K-12 General Education	<b>Charter School</b>  No	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)  95%

### School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	C	C	D	D*

### School Board Approval

This plan is pending approval by the Leon 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.

The mission of R. Frank Nims Middle School is to support an academically engaging and safe school environment which allows students to become responsible leaders and self-supporting members of our school, community, and society.

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

R. Frank Nims Middle School will be an engaging and safe learning environment which produces high achievers who appreciate diversity and become conscientious contributors to society.

### School Leadership Team

#### Membership

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

Name	Title
Norton, Kelvin	Principal
McQuade, Anthony	Assistant Principal
Parrish, Janele	Assistant Principal
Bolden, Benny	Assistant Principal
Butler, Lamonica	Teacher, K-12
Warfel, Breanna	Teacher, K-12
Early, Regina	Teacher, K-12
Glenn, Rodrick	Teacher, K-12
Hatcher, Niah	School Counselor
Sims, Jeffery	Teacher, K-12
Ingram, Yvetta	Teacher, K-12

#### Duties

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

The role of the leadership team is to review data and provide guidance in developing strategies and interventions essential to the success of our learning community. The team will meet bi-weekly to address safety, curriculum, discipline, attendance, and assessment. Specifically, instructional leaders will support teaching and learning through small group instruction as well as content specific professional development.

### 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	61	57	47	0	0	0	0	165
One or more suspensions	0	0	0	0	0	0	58	42	49	0	0	0	0	149
Course failure in ELA or Math	0	0	0	0	0	0	11	14	5	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	0	0	0	92	88	114	0	0	0	0	294
	0	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	0	0	24	41	0	0	0	65

**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	4	3	0	0	0	0	7
Retained Students: Previous Year(s)	0	0	0	0	0	0	22	14	27	0	0	0	0	63

**Date this data was collected**

Thursday 8/23/2018

**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	0	56	43	0	0	0	0	99
One or more suspensions	0	0	0	0	0	0	0	142	95	0	0	0	0	237
Course failure in ELA or Math	0	0	0	0	0	0	0	58	68	0	0	0	0	126
Level 1 on statewide assessment	0	0	0	0	0	0	94	108	84	0	0	0	0	286

**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	0	32	52	0	0	0	0	84

**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	0	56	43	0	0	0	0	99
One or more suspensions	0	0	0	0	0	0	0	142	95	0	0	0	0	237
Course failure in ELA or Math	0	0	0	0	0	0	0	58	68	0	0	0	0	126
Level 1 on statewide assessment	0	0	0	0	0	0	94	108	84	0	0	0	0	286

**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	0	32	52	0	0	0	0	84

## 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?**

Our mathematics scores were low for the 2017-2018 school year in proficiency(30 %), learning gains(39%) and Lowest 25 Percent (39%). This is an anomaly because our students generally does well in the area of mathematics in all grades. The administrative team has devised a plan to address this concern for the 2018-2019 school year and there should be a major change in the scores for the school for all grade levels.

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

Once again our mathematics score in proficiency increased by 4 points but we did not meet our expectation of 32%. Also, our learning gains declined by 5 points and the Lowest 25 percent declined by 10 points from the 2016-2017 assessment cycle.

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

Our Mathematics scores in proficiency and learning gains were each 18 percentage points away from the state average which was our largest gap.

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

Our ELA learning gains for Lowest 25% showed the most improvement overall with a 16 point increase above last year at 58 percent, and was the highest in the district among middle schools. Our ELA learning gains for the Lowest 25% was 11 percentage points above the state average (47%)..

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

Our school utilized Achieve3000 across the curriculum with a Reading Coach being pushed-in the classrooms during the day. We also implemented an in-school tutoring program and Saturday School Program along with our 21st Century After-School Program to effectively concentrate on literacy.

**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	28%	56%	53%	22%	52%	52%
ELA Learning Gains	42%	54%	54%	35%	49%	53%
ELA Lowest 25th Percentile	58%	48%	47%	29%	39%	45%
Math Achievement	30%	59%	58%	31%	58%	55%
Math Learning Gains	39%	59%	57%	43%	56%	55%
Math Lowest 25th Percentile	39%	52%	51%	42%	46%	47%
Science Achievement	32%	53%	52%	39%	54%	50%
Social Studies Achievement	45%	72%	72%	53%	74%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	61 (0)	57 (56)	47 (43)	165 (99)
One or more suspensions	58 (0)	42 (142)	49 (95)	149 (237)
Course failure in ELA or Math	11 (0)	14 (58)	5 (68)	30 (126)
Level 1 on statewide assessment	92 (94)	88 (108)	114 (84)	294 (286)
	0 (0)	0 (0)	0 (0)	0 (0)

**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	26%	57%	-31%	52%	-26%
	2017	16%	54%	-38%	52%	-36%
Same Grade Comparison		10%				
Cohort Comparison						
07	2018	25%	54%	-29%	51%	-26%
	2017	25%	53%	-28%	52%	-27%
Same Grade Comparison		0%				
Cohort Comparison		9%				
08	2018	31%	62%	-31%	58%	-27%
	2017	27%	59%	-32%	55%	-28%
Same Grade Comparison		4%				
Cohort Comparison		6%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2018	23%	59%	-36%	52%	-29%
	2017	14%	53%	-39%	51%	-37%
Same Grade Comparison		9%				
Cohort Comparison						
07	2018	17%	55%	-38%	54%	-37%
	2017	18%	56%	-38%	53%	-35%
Same Grade Comparison		-1%				
Cohort Comparison		3%				
08	2018	37%	44%	-7%	45%	-8%
	2017	36%	48%	-12%	46%	-10%
Same Grade Comparison		1%				
Cohort Comparison		19%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2018	26%	49%	-23%	50%	-24%
	2017					
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	100%	69%	31%	65%	35%
2017	100%	69%	31%	63%	37%
Compare		0%			

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	45%	73%	-28%	71%	-26%
2017	49%	71%	-22%	69%	-20%
Compare		-4%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018					
2017					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	87%	71%	16%	62%	25%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2017	100%	78%	22%	60%	40%
Compare		-13%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	60%	-60%	56%	-56%
2017	0%	60%	-60%	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	12	38	59	15	33	33	12	15			
ELL	23	50		14	44						
BLK	25	40	56	29	39	36	27	42	77		
HSP	37	55		30	32			63			
MUL	56	38		50	59						
WHT	50	57		47	43						
FRL	27	42	61	29	38	39	30	45	72		
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	4	30	33	9	41	49	6	18			
ELL	22	44		35	61						
BLK	17	34	41	23	42	48	29	43	75		
HSP	34	48		39	48						
MUL	58	58		36	80						
WHT	56	64		64	67						
FRL	19	36	41	22	42	46	27	41	71		

### 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:

<b>Activity #1</b>	
<b>Title</b>	Increase the proficiency and learning gains by 3 percentage points in English/Language Arts for the 2018-2019 School Year.
<b>Rationale</b>	This goal was chosen because of R. Frank Nims Middle School ELA/Language Arts proficiency and learning gain scores for the 2017-2018 school year. The data shows that continuous improvement in this area is needed in order to strengthen our ELA/Language Arts performance school-wide.
<b>Intended Outcome</b>	<p>The intended outcomes for the area of focus is to raise the level of proficiency in FSA ELA. R. Frank Nims Middle School will implement an Extended Day Program in the ELA department areas in order to help support the initiative of increasing the proficiency and learning gains by 3 percentage points. R. Frank Nims Middle School will provide remediation and additional support through intensive reading classes, as well as small group tutoring/instruction during the school day.</p> <p>The school ensures every teacher contributes to the literacy improvement of every student by:</p> <ul style="list-style-type: none"> <li>•Holding meetings on a regular basis to make decisions about literacy instruction in the school.</li> </ul> <p>Student data is analyzed and compared to expectations found in standards</p> <ul style="list-style-type: none"> <li>•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one to based on student needs.</li> <li>•Providing instruction aligned with the Language Arts Florida Standards for their grade level</li> <li>•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)</li> </ul>
<b>Point Person</b>	Kelvin Norton (nortonk@leonschools.net)
<b>Action Step</b>	
<b>Description</b>	<p>Teachers will work closely with the APC and their teams in order to provide the most appropriate support for their students. The actions will include, but not be limited to:</p> <ul style="list-style-type: none"> <li>•Administering assessments which measure instructed standards</li> <li>•Monitoring progress at the class and grade level during Learning Team Meetings</li> <li>•Conducting data chats with students</li> <li>•Creating units of study based on current data</li> <li>•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)</li> <li>•Students receiving push-in/pull out services for ESE/ELL and remediation</li> <li>•Providing LLI (Leveled Literacy Intervention) instruction</li> </ul>
<b>Person Responsible</b>	Anthony McQuade (mcquadea@leonschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	R. Frank Nims Middle School students are instructed through instructional programs and materials that are adopted and supported by the District. All programs (HMH- Language Arts, intensive reading curriculum)) are aligned to the Florida Standards. R. Frank Nims Middle School also utilizes the supplemental programs Achieve 3000 and Common Lit, in our Core Subject and Intensive Areas to help

support our students. Achieve 3000 and Common Lit supports reading comprehension.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and standards. PLATO is used as a credit recovery program to help students make up credits that were missed in the area of ELA. The LCVS is also available for students that are taking additional classes to accelerate and gain high school credit.

**Person  
Responsible**

Anthony McQuade (mcquadea@leonschools.net)

<b>Activity #2</b>	
<b>Title</b>	Increase the percentage of students that recover failed courses during the year by 10 percentage points for the 2018-2019 School Year.
<b>Rationale</b>	This goal was selected because students who fail academic courses during the year needed to increase their rate of recovering their courses in a shorter time frame. The data shows that in the past students have not completed their recovery courses within the year of taking the course.
<b>Intended Outcome</b>	The intended outcomes of these programs are to ensure students are provided additional opportunities to succeed academically at R. Frank Nims Middle School. This will be accomplished through placement in the Nims Trojans Success Academy(NTSA) and the 21st Century After-School/Summer Program.
<b>Point Person</b>	Kelvin Norton (nortonk@leonschools.net)
<b>Action Step</b>	
<b>Description</b>	Students are individually identified for participation in the programs based on their academic deficiencies. Once identified for the programs: Students are given a schedule that identifies the course(s) needing to be remediated and are placed in the specified program. Students work at their own pace along with certified instructors to accomplish their goals for remediation. School administration closely monitors students academic and social behavior while in these programs to keep integrity and fidelity at the core of student success. Students are transitioned out of their specified programs once ample completion is identified and the quality points have been earned.
<b>Person Responsible</b>	Anthony McQuade (mcquadea@leonschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Course progress data will be collected and analyzed weekly. The classroom teacher will monitor student progress daily and adjust where necessary. With the assistance of our lab manager and academic coaches, teachers are able to analyze data and use it develop instructional plans. These strategies are designed to help strengthen the students academic skills and help them become well-rounded individuals.
<b>Person Responsible</b>	Benny Bolden (boldenb@leonschools.net)

### Activity #3

**Title** Implement Saturday School Program through 21st Century Grant

**Rationale** The 21st Century After-School Program is designed to help students with their academics and provide them with challenging and rewarding enrichment programs. Students who are identified as needing extra support due to poor performance on progress monitoring in academic courses will be invited to an eight (8) week weekend support course beginning in March of 2019.

**Intended Outcome** The intended outcome of the 21st century Saturday School Program is to strengthen the academic skills of our students for optimum proficiency and learning gains on the FSA and EOC's.

**Point Person** Benny Bolden (boldenb@leonschools.net)

### Action Step

**Description** Students will be identified for participation in the program and parent permission forms will be sent home during the month of March. Students will participate and will be given multiple opportunities to increase their level of knowledge regarding their end of the year test.

**Person Responsible** Benny Bolden (boldenb@leonschools.net)

### Plan to Monitor Effectiveness

**Description** The program will be monitored at the school and district level for effectiveness through program evaluations and student performance in their academic classes, and on the end of the year exams. Continuous program monitoring will occur over the course of the program to ensure all areas of instruction are implemented with fidelity.

**Person Responsible** Kelvin Norton (nortonk@leonschools.net)

**Activity #4**

**Title**

Decrease the number of Office Referrals, Classroom Incidences and Out of School Suspensions by 10 percentage points for the 2018-2019 School Year.

**Rationale**

R. Frank Nims Middle School is an institution of exceptional learning and in order for our charges to succeed academically they must be present at school. It is the intentions pf the entire administrative team to deliberately decrease the number of out-of-school suspensions, office referrals and classroom incidences by implementing a Progressive Classroom Discipline and providing ample human capital resources on the to effectively monitor our students behavior.

**Intended Outcome**

The intended out come of this area of focus is to keep students in a safe learning environment in order to help them succeed both academically and socially. tho that end, students will garner a well- rounded middle school experience and have the tools needed to become successful high school students in line to gradaute.

**Point Person**

Kelvin Norton (nortonk@leonschools.net)

**Action Step**

**Description**

The 2017-2018 Discipline Data will be shared with the faculty and several areas will be discussed in detail regarding the referral writing process.  
The progressive Classroom Disciple Plan will be shared and outline as to what the teacher's responsibilities are prior to getting to an office referral situation.  
Parent phone Logs will be discussed and Student Data Chats Sheets will distributed to encourage teachers to make contact with parents in a positive mode prior to a discipline issue.  
Monthly discipline reports will be generated to establish where our problem areas are as a school and the Safety and Security Team will provided feedback to the faculty.  
R. Frank Nims Middle School has hired a Security Monitor and four (4) para-professionals to help monitor the campus during the day while in transition and work with the teachers and others of the team in the event classroom coverage is needed.

**Person Responsible**

Benny Bolden (boldenb@leonschools.net)

**Plan to Monitor Effectiveness**

**Description**

The APA(s) will continuously monitor all discipline issues on campus and work closely with district office staff in order to secure a safe learning environment for all stakeholders. Adjustments will be made to any schedule or plan that is deemed ineffective in order to maximize human capital and fiscal resources to the best of our abilities.R. Frank Nims Middle School will provide a Response to Intervention (RTI) and Fostering Outstanding Choices Using Systematic Strategies (FOCUSS) an out of school spension program housed on site in order to keep kids in school whenever minor discipline infractions occur on campus or at sporting events.

**Person Responsible**

Janele Parrish (parrishj@leonschools.net)

<b>Activity #5</b>	
<b>Title</b>	Decrease the number of students Truant or Absent by 10 percentage points for the 2018-2019 School Year.
<b>Rationale</b>	School Attendance and Truancy is a major concern with the administration, faculty and staff at R. Frank Nims Middle School. Multiple students have decided that school is not important to them and the parental support has enabled their beliefs. Parental support is paramount at the middle grade level in order for students to experience maximum success.
<b>Intended Outcome</b>	The intended outcome is to increase parental involvement for those students deemed truant and work closely with the families and district office staff to ensure students are coming to school prepared to perform. Phone calls and home visits will be made in order to encourage parents and students to participate in their educational opportunities at R. Frank Nims Middle School.
<b>Point Person</b>	Kelvin Norton (nortonk@leonschools.net)
<b>Action Step</b>	
<b>Description</b>	Proactive steps will be taken by the administrative team, faculty and staff to get students in school and parents actively involved. Several parent and family engagement events will be planned to bring parents and students together in a harmonious manner on campus. Corrective steps will be put in place to guide parents and students in understanding the importance of attending school.
<b>Person Responsible</b>	Janele Parrish (parrishj@leonschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Compulsory School Attendance Policies will be strictly enforced at R. Frank Nims Middle School. Assistant Principal's for Administration(s) will work with families and district office personnel to help motivate students to attend school on a regular basis. Behavior and Attendance Contracts will be used to ensure attendance compliance at all levels (Classroom and Administration). It is the overarching goal at R. Frank Nims Middle School to ensure regular school attendance to enhance student performance in order to set a path trajectory to success. Parents and Students will be kept informed of their attendance and when the opportunity arise attendance conferences and attendance contracts will be implemented in order to gain compulsory attendance compliance.
<b>Person Responsible</b>	Kelvin Norton (nortonk@leonschools.net)

<b>Activity #6</b>	
<b>Title</b>	Increase the proficiency and learning gains by 3 percentage points in Mathematics for the 2018-2019 School Year.
<b>Rationale</b>	This goal was chosen because of R. Frank Nims Middle School Mathematics proficiency and learning gain scores for the 2017-2018 school year. The data shows that continuous improvement in this area is needed to strengthen our Mathematics performance school-wide.
<b>Intended Outcome</b>	<p>The intended outcomes for the area of focus is to raise the level of proficiency in FSA Math. R. Frank Nims Middle School will implement an Extended Day Program in the Math department areas to help support the initiative of increasing the proficiency and learning gains by 3 percentage points. R. Frank Nims Middle School will provide remediation and additional support through intensive math classes, as well as small group tutoring/ instruction during the school day.</p> <p>The school ensures every teacher contributes to mathematics improvement of every student by:</p> <ul style="list-style-type: none"><li>•Holding meetings on a regular basis to make decisions about mathematics instruction in the school.</li></ul> <p>Student data is analyzed and compared to expectations found in standards</p> <ul style="list-style-type: none"><li>•Utilizing a balanced approach that includes whole group, small group, and one-on-one instruction based on student needs.</li><li>•Providing instruction aligned with the Mathematics Florida Standards for their grade level</li></ul>
<b>Point Person</b>	Kelvin Norton (nortonk@leonschools.net)
<b>Action Step</b>	
<b>Description</b>	<p>Teachers will work closely with the APC and their teams to provide the most appropriate support for their students. The actions will include, but not be limited to:</p> <ul style="list-style-type: none"><li>•Administering assessments which measure instructed standards</li><li>•Monitoring progress at the class and grade level during Learning Team Meetings</li><li>•Conducting data chats with students</li><li>•Creating units of study based on current data</li><li>•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)</li><li>•Students receiving push-in/pull out services for ESE/ELL and remediation</li><li>•Providing intensive mathematics instruction</li></ul>
<b>Person Responsible</b>	Anthony McQuade (mcquadea@leonschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<p>R. Frank Nims Middle School students are instructed through instructional programs and materials that are adopted and supported by the District. All mathematics programs are aligned to the Florida Standards. R. Frank Nims Middle School also utilizes supplemental math programs(Math 180, Algebra Nation and Scratch) to help strengthen our students mathematical skills in each course. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss mathematics curriculum that aligns to the standards. This supports a deeper level of understanding and goal setting. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and standards. PLATO is used as a credit recovery program to help students make up credits that were missed in the area</p>

of Mathematics. The LCVS is also available for students that are taking additional classes to accelerate and gain high school credit.

**Person Responsible** Anthony McQuade (mcquadea@leonschools.net)

## 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, Â§ 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.**

- Positive working relationship exists between teachers and parents
- Positive, student-centered communication exists between home and school
- Ardent parent involvement is evident through strong community service
- Democratic principles and solid core citizenship beliefs are visible
- The public understands that SAC and PTO meetings are open to all stakeholders

#### **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.**

- Operational school based teams meet to discuss students with barriers to academic and social success;
- Connect students to agencies, who have Cooperative Agreements or are on campus (CCYS, Turn About, Living Stones, Boys Town, New Horizons,SNAP, etc);
- Develop and implement a comprehensive school counseling program with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. R. Frank NimsNims implements a Bridge Program through for sixth (6th) grade students through AVID. Students are acclimated to the physical layout of the school, teachers, administrators, and academic expectations. R. FNims has also implemented a shadow day for transitioning sixth (6th) grade students.

**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 leadership team meets as needed to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within the multi-tiered system of student supports (MTSS). These students are often not meeting proficiency as measured through progress monitoring or previous FSA scores. Once specific strategies are determined and identified to be effective, the departments will use these strategies to meet the goals of the School Improvement Plan (SIP).

Funds will be used to support our school wide academic goals and objectives. Title I be used to add additional instructional support in an effort to reduce class size (Extended Day Program), fund instructional technology (STEM and Robotics), and increase parent involvement. Summer school is offered to extend the learning experience. Additionally, funding will be used to facilitate professional development. Materials to support and supplement college readiness and remediation are purchased using this funding source. Student centered field-experiences in math and science are integral to student growth and enrichment.

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

R. Frank Nims offers several advanced and high school credit courses (Earth Space Science, Biology, Algebra I, Geometry, Spanish I, Spanish II, HOPE). Each student completes a course request form at the end of each year. Students are advised throughout the year regarding promotion requirements. Advancement Via Individual Determination (AVID) is implemented in grades 6-8. Students must apply and be approved for this program.

### Part V: Budget

<b>Total:</b>	<b>\$5,000.00</b>
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