

Polk County Public Schools

Shelley S. Boone Middle School



2018-19 Schoolwide Improvement Plan

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 3 |
| School Information | 4 |
| Needs Assessment | 6 |
| Planning for Improvement | 9 |
| Title I Requirements | 12 |
| Budget to Support Goals | 14 |

Shelley S. Boone Middle School

225 22ND ST S, Haines City, FL 33844

<http://schools.polk-fl.net/boonemiddle>

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 | 87% |

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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 Shelley S. Boone Middle School is to educate every student with the knowledge and tools necessary to succeed in high school and beyond.

Provide the school's vision statement.

The vision of Shelley S. Boone Middle School is a student body that extends learning beyond our campus into the community, living and giving as responsible and productive citizens.

School Leadership Team

Membership

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

| Name | Title |
|-----------------|---------------------|
| Chipman, Sharon | Principal |
| liames, Kenneth | Assistant Principal |
| Adams, Sandra | Assistant Principal |
| Scott, Lakisha | Assistant Principal |
| Speed, Toyletta | Assistant Principal |
| Cruz, Daffne | Dean |

Duties

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

Sharon Chipman (Principal), Sandy Adams (Assistant Principal), Kenneth liames (Assistant Principal), Lakisha Scott (Assistant Principal) and Toi Speed (Assistant Principal) are all responsible for monitoring the fidelity of the MTSS/PBIS/CHAMPS process and implementation of strategies listed on our SIP. They also allocate resources and determine what additional supports are needed for our teachers. Administration and Academic Coaches will conduct PLCs and provide professional development to teachers within their subject area. Lead Teachers will communicate what strategies are being used in the classroom and report any updates within their subject areas. Kayreen Neely (Behavior Interventionist and Daffne Cruz (Dean) will provide feedback about discipline concerns on our campus. Alyssa Moriarty is our Title One Interventionist that works with our level 1 students in reading to helps to facilitate activities within the Title One Guidelines. Luisa Taveras is our LEA Facilitator and ensures that we meet the needs of all our ESE students. Skylar Duckworth is our technology manager that assists in the data gathering of our school's progress.

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 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 | 0 | 0 | 0 | 0 | 0 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Date this data was collected

Wednesday 7/11/2018

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 | 58 | 72 | 61 | 0 | 0 | 0 | 0 | 191 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 18 | 4 | 0 | 0 | 0 | 0 | 38 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 51 | 32 | 0 | 0 | 0 | 0 | 87 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 149 | 198 | 173 | 0 | 0 | 0 | 0 | 520 |

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 | 7 | 6 | 2 | 0 | 0 | 0 | 15 |

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 | 58 | 72 | 61 | 0 | 0 | 0 | 0 | 191 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 18 | 4 | 0 | 0 | 0 | 0 | 38 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 51 | 32 | 0 | 0 | 0 | 0 | 87 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 149 | 198 | 173 | 0 | 0 | 0 | 0 | 520 | |

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 | 7 | 6 | 2 | 0 | 0 | 0 | 0 | 15 | |

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?

The data component that performed the lowest was Science. This is not a trend.

Which data component showed the greatest decline from prior year?

The component that showed the greatest decline from the prior year was Science.

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

The data component that had the biggest gap when compared to the state average was Science.

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

The data component that showed the most improvement was Civics. This is not a trend for Boone Middle School.

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

We had the same teachers teaching Civics. These experienced teachers know the curriculum and kept the students engaged with projects and technology. These two things led to the significant increase in scores.

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 | 30% | 46% | 53% | 24% | 48% | 52% |
| ELA Learning Gains | 45% | 47% | 54% | 39% | 51% | 53% |

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Lowest 25th Percentile | 42% | 42% | 47% | 40% | 46% | 45% |
| Math Achievement | 34% | 49% | 58% | 26% | 47% | 55% |
| Math Learning Gains | 49% | 51% | 57% | 33% | 49% | 55% |
| Math Lowest 25th Percentile | 54% | 51% | 51% | 33% | 45% | 47% |
| Science Achievement | 22% | 47% | 52% | 26% | 44% | 50% |
| Social Studies Achievement | 74% | 86% | 72% | 40% | 61% | 67% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|---------------------------------|-----------------------------------|---------|---------|---------|
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 0 (58) | 0 (72) | 0 (61) | 0 (191) |
| One or more suspensions | 0 (16) | 0 (18) | 0 (4) | 0 (38) |
| Course failure in ELA or Math | 0 (4) | 0 (51) | 0 (32) | 0 (87) |
| Level 1 on statewide assessment | 0 (149) | 0 (198) | 0 (173) | 0 (520) |

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 | 24% | 41% | -17% | 52% | -28% |
| | 2017 | 33% | 45% | -12% | 52% | -19% |
| Same Grade Comparison | | -9% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 34% | 42% | -8% | 51% | -17% |
| | 2017 | 24% | 45% | -21% | 52% | -28% |
| Same Grade Comparison | | 10% | | | | |
| Cohort Comparison | | 1% | | | | |
| 08 | 2018 | 27% | 49% | -22% | 58% | -31% |
| | 2017 | 30% | 46% | -16% | 55% | -25% |
| Same Grade Comparison | | -3% | | | | |
| Cohort Comparison | | 3% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | 23% | 40% | -17% | 52% | -29% |
| | 2017 | 30% | 39% | -9% | 51% | -21% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 41% | 40% | 1% | 54% | -13% |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2017 | 27% | 40% | -13% | 53% | -26% |
| Same Grade Comparison | | 14% | | | | |
| Cohort Comparison | | 11% | | | | |
| 08 | 2018 | 27% | 34% | -7% | 45% | -18% |
| | 2017 | 10% | 36% | -26% | 46% | -36% |
| Same Grade Comparison | | 17% | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2018 | 19% | 42% | -23% | 50% | -31% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 78% | 84% | -6% | 71% | 7% |
| 2017 | 52% | 62% | -10% | 69% | -17% |
| Compare | | 26% | | | |
| 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 | 51% | 60% | -9% | 62% | -11% |
| 2017 | 56% | 43% | 13% | 60% | -4% |
| Compare | | -5% | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 62% | 41% | 21% | 56% | 6% |
| 2017 | 69% | 34% | 35% | 53% | 16% |
| Compare | | -7% | | | |

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 | 17 | 38 | 36 | 23 | 51 | 51 | 24 | | | | |
| ELL | 20 | 41 | 42 | 27 | 46 | 56 | 10 | 76 | 42 | | |
| BLK | 28 | 40 | 48 | 29 | 50 | 44 | 20 | 64 | 69 | | |
| HSP | 29 | 46 | 42 | 33 | 50 | 60 | 23 | 79 | 46 | | |
| MUL | 55 | | | 60 | | | | | | | |
| WHT | 39 | 45 | 32 | 40 | 46 | 41 | 20 | | | | |
| FRL | 29 | 45 | 42 | 33 | 49 | 53 | 23 | 72 | 47 | | |
| 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 | 5 | 21 | 27 | 11 | 44 | 45 | | 19 | | | |
| ELL | 17 | 43 | 51 | 21 | 43 | 39 | 15 | 49 | 43 | | |
| BLK | 26 | 46 | 30 | 9 | 36 | 55 | 28 | 59 | 40 | | |
| HSP | 31 | 52 | 52 | 31 | 47 | 40 | 30 | 55 | 59 | | |
| MUL | | | | 20 | | | | | | | |
| WHT | 27 | 56 | 36 | 30 | 56 | 68 | 36 | 29 | | | |
| FRL | 27 | 54 | 50 | 26 | 46 | 51 | 26 | 53 | 48 | | |

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 | Attendance |
| Rationale | 43% of our student's attendance was less than 90%. |
| Intended Outcome | Decrease the number of students absent by 8% |
| Point Person | Toyletta Speed (toyletta.speed@polk-fl.net) |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Before the first day of school identify high risk students using Early Warning System. 2. Meet with parents and students, have them sign contracts, and share incentives. 3. Weekly data analysis of high risk students 4. Provide quarterly incentives for students with good attendance by grade levels. 5. Provide training and support for teacher accountability. For example not allowing students to be tardy; take daily attendance; identifying students with attendance issues; documenting interventions. Behavior Interventionist and Success Coach will provide training and support |
| Person Responsible | Toyletta Speed (toyletta.speed@polk-fl.net) |
| Plan to Monitor Effectiveness | |
| Description | <ol style="list-style-type: none"> 1. Pull weekly attendance data. 2. Meet with parents and students and move to next steps, as necessary. |
| Person Responsible | Toyletta Speed (toyletta.speed@polk-fl.net) |

| Activity #2 | |
|-------------------------------|---|
| Title | Science |
| Rationale | The proficiency of our students in Science was 22%, which is a 9% decrease from last school year |
| Intended Outcome | Raise Science proficiency by 5% |
| Point Person | Sandra Adams (sandra.adams@polk-fl.net) |
| Action Step | |
| Description | 1.Targeting ELL students with bilingual resources and cross-content instruction in ESOL developmental language and intensive reading course. 2. Identify weaknesses in task alignment with standards and make improvements. 3. Professional development on remediation and differentiation with Science Coach 4. Increase science lab participation through use of iPads |
| Person Responsible | Sandra Adams (sandra.adams@polk-fl.net) |
| Plan to Monitor Effectiveness | |
| Description | 1. Classroom walk through. 2. Review lesson plans. 3. Analyze student achievement data. For example: weekly formative assessments, quarterly assessments and district gut checks. |
| Person Responsible | Sandra Adams (sandra.adams@polk-fl.net) |

| Activity #3 | |
|--------------------------------------|---|
| Title | ELA |
| Rationale | Our overall proficiency in ELA increased by 1%; however, our learning gains decreased by 6% and our lowest quartile decreased by 3%. |
| Intended Outcome | Raise overall proficiency level, learning gains and lowest quartile by 5% each. |
| Point Person | Lakisha Scott (lakisha.scott@polk-fl.net) |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Increase Achieve 3000 activity completion. 2. Target bottom 25% for interventions with the Reading Interventionist. Will also target these students in Extended Learning. 3. Target ELL students with cross content instruction during developmental language arts class. 4. Professional developments with Literacy Coach with all departments on implementation of effective reading and writing strategies. 5. Professional development on remediation and differentiation. |
| Person Responsible | Lakisha Scott (lakisha.scott@polk-fl.net) |
| Plan to Monitor Effectiveness | |
| Description | <ol style="list-style-type: none"> 1. Classroom walk-through 2. Review lesson plans for standard task alignment 3. Analyze student writing samples 4. Monitor and analyze student data to include: Achieve 3000, STAR Reading data, student writing prompts, formative assessments and quarterly assessments. |
| Person Responsible | Lakisha Scott (lakisha.scott@polk-fl.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.

This year's parental involvement activities include: Orientation, Open House/Annual Title One meeting, Science, Writing/Reading, Math, and Social Studies Nights.

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.

We have a Success Coach and Behavior Interventionist that will be working with our students to ensure that all our students are successful. Each of them will get to know their students and create goals and expectations for success for the school year. Counseling is provided through the Mindful Schools Liaison for most students.

We also have two guidance counselors on campus that meet with our students that need help dealing with personal and social issues. We have a school social worker that meets with students as well to discuss attendance and other issues that arise. This year we have also developed an additional mentoring opportunity for students to meet once a week when we discover that they are having difficulties in some area on campus.

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

Boone Middle School has a 6th grade orientation night in May for incoming students. Our outgoing 8th grade students are provided the opportunity to visit their zoned high school and on-campus transition meetings are held as well.

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 School Based Leadership Team meets on a weekly basis to monitor the effectiveness of our core instruction and to allocate appropriate resources needed to improve our students' achievement. The SBLT identifies any areas of concern by analyzing our trend data in the areas of reading, math, science, writing, behavior and attendance. We then identify what our barriers are and what strategies to put in place to address these barriers. During our weekly meetings we monitor the effectiveness of our strategies by looking at progress monitoring data and determining if the rate of progress is sufficient to close the current achievement gap. If the rate of progress is insufficient we go back through the problem-solving process to determine what adjustments need to be made.

Title I, Part A, funds school-wide services to Boone Middle School. The Title 1 funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title II- Professional development resources are available to Title I schools through Title II funds. In addition,, School Technology Services provide technical support, technology training, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Boone Middle provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds.

Title IX- Homeless- The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

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

We currently have the school guidance counselors meet with students to discuss the courses offered and what offerings best fit the needs and interests of each student. Students are placed in classes based on these discussions and career choices.

Part V: Budget

Total:

\$0.00