Bay District Schools

Everitt Middle School

2018-19 Schoolwide Improvement Plan

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Everitt Middle School

608 SCHOOL AVE, Panama City, FL 32401

[no web address on file]

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	56%

School Grades History

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

School Board Approval

This plan is pending approval by the Bay 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 Everitt Middle School is to provide multiple opportunities for all students to reach their full academic potential, regardless of previous performance, family background, socioeconomic status, race or gender.

Our purpose is to develop challenging programs that connect students to the community and beyond through compassionate understanding of others and their differences.

We are committed to finding a way to meet the needs of each student by providing a caring, risk-free learning environment in which our students act with honesty and integrity while developing a natural curiosity for the world around them.

Provide the school's vision statement.

Our vision at Everitt is that all learners should believe in their power to embrace learning, to excel, and to own their future.

School Leadership Team

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

Name	Title
Mullins, Phillip	Principal
Henry, Teressa	Teacher, K-12
Phillips, Dra	Assistant Principal
Threatt, Jasmine	Teacher, K-12
Allen, Jayce	Other
Meachum, Molly	Teacher, K-12
Meyer, Kim	Teacher, K-12
Wickham, Christinia	Teacher, K-12
Carter, Lisa	Instructional Coach
Davey, Aubrey	Teacher, K-12
Lyons, Morgan	Teacher, K-12
Anderson, Aimee	Teacher, K-12
Gainer, Alicia	Teacher, K-12
Griffin, Jessica	Instructional Coach
Lopanec, Mercedes	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 School Leadership Team is comprised of teacher leaders who serve as facilitators for our PLCs (departments, grade levels, PBIS, and MTSS). Their role is to facilitate analysis of common assessments, discipline, and other data to identify areas of concern and also facilitate problem solving discussions. Note that the school leadership team and the literacy leadership team are the same at Everitt. All members on the team work collaboratively on allocation of resources, people, and materials for school improvement.

Principal - Shares vision of academic success, creates a positive climate, cultivates leadership in others, and monitors and manages people, data, resources, and process; communicate school needs to the assistant principal, and ensures overall school success.

Assistant Principal - Facilitates PLCs, shares research based instructional strategies, monitors instructional practices, ensure resources are aligned with policies, assigns para professionals and resources based on the recommendation of the team, as well as assists with PBIS and MTSS.

Instructional Coaches - Provide interventions and strategies, modeling and coaching for assigned departments as well as provide insight to teacher needs as it relates to instructional practices and professional development.

Teachers - Monitor and analyze School Data, look for trends in data, establish school based policies, share department data within PLCs, share concerns and input from PLCs with Leadership team, implement MTSS and PBIS with fidelity, and discuss strategies to achieve the best academic outcomes for students.

Early Warning Systems

Year 2017-18

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	62	77	83	0	0	0	0	222
One or more suspensions	0	0	0	0	0	0	53	46	45	0	0	0	0	144
Course failure in ELA or Math	0	0	0	0	0	0	10	7	5	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	132	110	91	0	0	0	0	333

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	64	63	59	0	0	0	0	186

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	3	1	1	0	0	0	0	5
Retained Students: Previous Year(s)	0	0	0	0	0	0	17	8	13	0	0	0	0	38

Date this data was collected

Thursday 7/19/2018

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	70	70	55	0	0	0	0	195
One or more suspensions	0	0	0	0	0	0	53	70	42	0	0	0	0	165
Course failure in ELA or Math	0	0	0	0	0	0	12	8	11	1	0	0	0	32
Level 1 on statewide assessment	0	0	0	0	0	0	99	116	83	0	0	0	0	298

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	65	74	48	0	0	0	0	187

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	70	70	55	0	0	0	0	195
One or more suspensions	0	0	0	0	0	0	53	70	42	0	0	0	0	165
Course failure in ELA or Math	0	0	0	0	0	0	12	8	11	1	0	0	0	32
Level 1 on statewide assessment	0	0	0	0	0	0	99	116	83	0	0	0	0	298

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	65	74	48	0	0	0	0	187

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 group that did not perform as well as others was our lowest 25% in both ELA and Math. This has been a trend for several years.

Which data component showed the greatest decline from prior year?

Our Learning Gains in Math were our only declining data component, 47% in 2017 to 46% in 2018.

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

Our largest gap from state average is in math proficiency, the state average is 58%, our math proficiency rate is 39%.

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

Our largest improvement was in Science, proficiency increased by 11%. This is not a trend, we have focused many resources in this area.

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

Our Science teachers worked as a PLC, meeting weekly, using the Science materials and curriculum from our School District to guide instruction.

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	35%	54%	53%	30%	53%	52%
ELA Learning Gains	47%	54%	54%	37%	51%	53%
ELA Lowest 25th Percentile	43%	47%	47%	37%	45%	45%
Math Achievement	39%	61%	58%	30%	60%	55%
Math Learning Gains	47%	61%	57%	45%	60%	55%
Math Lowest 25th Percentile	46%	58%	51%	43%	56%	47%
Science Achievement	37%	51%	52%	28%	49%	50%
Social Studies Achievement	63%	76%	72%	40%	71%	67%

EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**			**Total**
	6	**7**	**8**	
Attendance below 90 percent	62 (70)	77 (70)	83 (55)	222 (195)
One or more suspensions	53 (53)	46 (70)	45 (42)	144 (165)
Course failure in ELA or Math	10 (12)	7 (8)	5 (11)	22 (31)
Level 1 on statewide assessment	132 (99)	110 (116)	91 (83)	333 (298)

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	32%	51%	-19%	52%	-20%
	2017	34%	52%	-18%	52%	-18%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	33%	51%	-18%	51%	-18%
	2017	29%	50%	-21%	52%	-23%
Same Grade Comparison		4%				
Cohort Comparison		-1%				
08	2018	37%	58%	-21%	58%	-21%
	2017	29%	56%	-27%	55%	-26%
Same Grade Comparison		8%				
Cohort Comparison		8%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	23%	52%	-29%	52%	-29%
	2017	33%	49%	-16%	51%	-18%
Same Grade Comparison		-10%				
Cohort Comparison						
07	2018	50%	59%	-9%	54%	-4%
	2017	42%	58%	-16%	53%	-11%
Same Grade Comparison		8%				
Cohort Comparison		17%				
08	2018	20%	48%	-28%	45%	-25%
	2017	19%	46%	-27%	46%	-27%
Same Grade Comparison		1%				
Cohort Comparison		-22%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	33%	49%	-16%	50%	-17%
	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	65%	76%	-11%	71%	-6%
2017	55%	72%	-17%	69%	-14%
Compare		10%			

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	65%	64%	1%	62%	3%
2017	96%	62%	34%	60%	36%
Compare		-31%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	62%	24%	56%	30%
2017					

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	21	41	34	24	42	39	21	47			
ELL	8	59	60	31	53	73					
ASN	59	71		63	50		64		50		
BLK	23	40	40	28	42	44	19	54	55		
HSP	35	57	59	41	68	91	29	78			
MUL	43	57	75	40	55	75	43	70	40		
WHT	43	48	33	45	46	35	49	67	60		
FRL	31	44	41	35	47	46	31	61	51		
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	11	37	38	11	37	38	2	38			
ELL	13	35	23	38	62	55					
ASN	52	50		76	73			73			
BLK	20	39	36	21	41	42	12	40			
HSP	34	33	36	37	51	59	25	45			
MUL	33	45		38	38	50	28	50			

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
WHT	37	45	45	43	48	47	36	65	58		
FRL	28	42	42	30	43	45	18	48	31		

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	Students in the Lower 25% in ELA and Math
Rationale	We identified this group after using our Needs Assessment from the SIP tool. Students in this category in both ELA and Math performed lower tham our expectations.
Intended Outcome	Students identified as having a learning gain in our lower 25% will show will increase by 5% in both ELA and Math on the 2019 FSA.
Point Person	Phillip Mullins (mullipd@bay.k12.fl.us)

Action Step

Description	Continue meeting weekly as a PLC to prepare and plan lessons. Use Achieve 3000 and Math 180 with fidelity in intensive ELA and Math classes. Implement strategies from "The Fundamental Five" to hold students accountable for learning. Teachers will use research based strategies to help student understanding of complex texts in ELA. Use of the 5Es to engage students in Math, Science and Social Studies.
Person Responsible	Dra Phillips (phillat@bay.k12.fl.us)

Plan to Monitor Effectiveness

Description	Administrator will visit each PLC each week, and also monitor PLC notes. Literacy and Intervention Specialist will visit classrooms and review usage reports. Administrators and coaches will check lesson plans and also monitor with classroom walkthrough visits.
Person Responsible	Phillip Mullins (mullipd@bay.k12.fl.us)

Activity #2	
Title	Reduce the percentage of ODRs by 5% from 17-18 to 18-19
Rationale	After reviewing ODRs, EWS data, and Time Out data, we determined that the number of discipline referrals were too high.

Intended Outcome	Improving student learning through limiting disruptions in the classroom setting.
Point Person	Dra Phillips (phillat@bay.k12.fl.us)

Action Step	
Description	We will continue monthly behavior data chats to identify specific students and problem behaviors to decrease the number of disruptions to the learning environment. We will continue to use PBIS to encourage staff and students to reward appropriate behavior. We will utilize the Social Worker and Counselors to address problem behaviors with students. We will use our Remediation/Enrichment Time to teach and reinforce appropriate behaviors to student.
Person Responsible	Dra Phillips (phillat@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Administrator will be present at MTSS meetings to facilitate data chats and suggested interventions. Administration and PBIS Lead will monitor usage of PBIS through the PBIS Reward System. The MTSS Team will continue to use our Counseling tracking system to monitor student's progress. The MTSS Team will monitor referrals and suggest behavior strategies to target during Remediation/Enrichment.
Person Responsible	Dra Phillips (phillat@bay.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.

Parents are invited and encouraged to join the School Advisory Council (SAC) at orientation and Title I Annual Meeting/Open House. The results from the Title I Spring Survey are tallied and shred with faculty and staff before writing the Parent Family Engagement Plan. Input from the SAC members (teachers and parents) is used to plan, update and improve our PFEP. Everitt holds at least 2 parent events during the school year which are base around involving parents in their child's education process. Everitt reaches

out to our community stakeholder to invite participation in our school improvement; such as mentoring, contribution of resources, and volunteering to improve our facility.

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.

Everitt identifies students in need of social-emotional supports via several avenues:
-Teacher referral to the guidance department for students experiencing an immediate crisis.
-Teacher referral to the MTSS team for students experiencing prolonged behavioral issues that are impacting academic success.
-The MTSS team may assign students to a teacher mentor or outside mentor depending on the level of needed intervention.
-The MTSS team may assign Tier 3 students to a counselor for weekly counseling sessions.
-Military dependent students may also receive counselling from our Military Family Life Counselor.
-Florida Therapy provides counselling and connected resources to students in crisis.
-Our social worker is also available to assist in providing community resources for our students and families.

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

Our summer program in conjunction with Title 1 was offed to all students. A focus was placed on recruiting our rising 6th grade students. This is an opportunity for students to become familiar with the middle school environment before school begins. Students are involved in collaborative activities and are introduced to the expectations at Everitt Middle School. The students were engaged in Math, Reading, and Science activities while becoming familiar with our school. We also visited each of our 5th grade feeder schools to help familiarize students with our school. For our outgoing students we arrange opportunities for high schools to present to our students. We then allow and assist our students to visit and "shadow" a student from the high school of their choice. Then, students interested in special programs are given a chance to hear presentations from visiting high schools. We then allow our feeder zoned high school to present to and register all interested students. For those that are not attending our zoned high school we arrange a time to meet on campus with a counselor from the high school of their choice.

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.

Our School Leadership Team works with administration to identify all possible instructional resources that may be available for meeting student needs. Teacher instructional resource requests were based on school improvement strategies to further student achievement. Our leadership team meets monthly to discuss student needs and the best allocation of Title I funding. This plan is shared with our SAC Committee for input and feedback. Our funding plan is based on our School Improvement Strategies. Our Leadership Team meets monthly, the Principal is the person responsible.

In addition, the MTSS team also meets monthly to provide input to the leadership team from progress monitoring of our students. Tiered interventions are based on identified students with a D and/or F. Students will receive remediation/enrichment 30 minutes each day in areas based on common

assessments and student needs which will be documented in lesson plans. The MTSS team also makes recommendations to the Leadership Team on the best use of resources based on student need. The team monitors student progress in relation to goals, then makes recommendations for individual students, teachers and resource evaluation. Our MTSS team meets monthly, our Assistant Principal is the person responsible.

PLCs meet weekly to address students' strengths and weaknesses and discuss instructional strategies. Our PLCs meet weekly, the Principal, and Assistant Principal are the persons responsible.

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

Mid-year, Everitt hosts a High School Programs Day inviting representatives from local high school programs. Students then attend self-selected sessions to learn more about academic options at prospective high schools.

At the end of the year, counselors meet with students in social studies classes to review course offerings. Students have the opportunity to select an elective track for the next school year based on their personal interest. 8th graders will complete a career explorations unit identifying their career interests in preparation for selecting a high school program. Students are also provided the opportunity to shadow students at their selected high school.

Part V: Budget	
Total:	**$394,984.00**