

Marion County Public Schools

Howard Middle School



2019-20 Schoolwide Improvement Plan

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Howard Middle School

1655 NW 10TH ST, Ocala, FL 34475

[no web address on file]

Demographics

Principal: Suzette Parker

Start Date for this Principal: 7/31/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (56%) 2016-17: B (55%) 2015-16: C (53%) 2014-15: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	C

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<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.

Howard Middle School is committed to support all students so they can achieve their greatest academic and personal potential.

Provide the school's vision statement.

The faculty and staff of Howard Middle School are committed to providing our students with quality educational experiences, integrating curriculum content with real world experiences. All students are provided opportunities to achieve and reach their full potential through rigorous instruction, relevant curriculum, and relationships with staff.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Rembert, Bernard	Principal	<p>The Principal is the driving force and instructional leader of the school. She provides a common vision for the use of data-based decision-making, models the Problem Solving Process; supervises the development of a strong infrastructure; conducts assessment of the skills of school staff; ensures implementation of high yield instructional strategies, collaborative learning, intervention support and documentation; provides adequate professional learning opportunities; develops a culture of expectation with the school staff; ensures resources are assigned to those areas of most need; and communicates with parents as necessary.</p>
Daubenmire, Matthew	Dean	<p>The Student Services Manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. He coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. He also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families</p>
Oliver, Natasha	School Counselor	<p>The Guidance Counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.</p>
Shaheed, Aisha	Dean	<p>The Student Services Manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. He coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. He also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families</p>
Leach-Cotton, Jennifer	Assistant Principal	<p>The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.</p>

Name	Title	Job Duties and Responsibilities
Laplante, Allison	Instructional Coach	The Content Area Specialist assists teachers with the interpretation and implementation of the Florida Standards for Language Arts and Writing and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling. She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.
Ponder, Angela	Instructional Coach	The Content Area Specialist assists teachers with the interpretation and implementation of the Florida Standards for Language Arts and Writing and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling. She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.
Manges, Diana	Other	This is secretarial work of considerable variety and complexity. An employee in a position allocated to this class performs duties which involve taking and transcribing dictation for a supervisor who is carrying out a broad program; composing correspondence; typing memoranda, reports and correspondence. Duties include making travel arrangements and keeping the supervisor's calendar regarding minor administrative and/or clerical functions and exercising considerable initiative in carrying out assignments. Work may include taking and transcribing legal documents and records. An employee in a position allocated to this class may perform advanced clerical-accounting work which involves maintaining general books of accounting and related accounting records; assisting in preparing routine accounting reports and statements; and/or pre-auditing and coding the more complex fiscal documents not requiring accounts analysis. An employee in this position reports directly to the assigned administrator.
Watts, Columbus	Assistant Principal	The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.
	Assistant Principal	The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal

Name	Title	Job Duties and Responsibilities
		carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	341	350	351	0	0	0	0	1042
Attendance below 90 percent	0	0	0	0	0	0	40	50	60	0	0	0	0	150
One or more suspensions	0	0	0	0	0	0	67	72	79	0	0	0	0	218
Course failure in ELA or Math	0	0	0	0	0	0	55	35	41	0	0	0	0	131
Level 1 on statewide assessment	0	0	0	0	0	0	118	106	101	0	0	0	0	325

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	189	207	218	0	0	0	0	614

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	20	25	21	0	0	0	0	66
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Wednesday 7/31/2019

Prior Year - 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	111	47	62	0	0	0	0	220
One or more suspensions	0	0	0	0	0	0	70	57	23	0	0	0	0	150
Course failure in ELA or Math	0	0	0	0	0	0	21	54	0	0	0	0	0	75
Level 1 on statewide assessment	0	0	0	0	0	0	98	124	123	0	0	0	0	345

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	169	153	164	0	0	0	0	486	

Prior Year - 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	111	47	62	0	0	0	0	220	
One or more suspensions	0	0	0	0	0	0	70	57	23	0	0	0	0	150	
Course failure in ELA or Math	0	0	0	0	0	0	21	54	0	0	0	0	0	75	
Level 1 on statewide assessment	0	0	0	0	0	0	98	124	123	0	0	0	0	345	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	169	153	164	0	0	0	0	486	

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	49%	54%	56%	45%	52%
ELA Learning Gains	59%	54%	54%	54%	48%	54%
ELA Lowest 25th Percentile	50%	46%	47%	35%	36%	44%
Math Achievement	61%	54%	58%	62%	47%	56%
Math Learning Gains	60%	58%	57%	62%	54%	57%
Math Lowest 25th Percentile	48%	50%	51%	39%	45%	50%
Science Achievement	56%	46%	51%	54%	44%	50%
Social Studies Achievement	70%	70%	72%	69%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	341 (0)	350 (0)	351 (0)	1042 (0)
Attendance below 90 percent	40 (111)	50 (47)	60 (62)	150 (220)
One or more suspensions	67 (70)	72 (57)	79 (23)	218 (150)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Course failure in ELA or Math	55 (21)	35 (54)	41 (0)	131 (75)
Level 1 on statewide assessment	118 (98)	106 (124)	101 (123)	325 (345)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	51%	45%	6%	54%	-3%
	2018	51%	44%	7%	52%	-1%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	58%	46%	12%	52%	6%
	2018	55%	43%	12%	51%	4%
Same Grade Comparison		3%				
Cohort Comparison		7%				
08	2019	60%	50%	10%	56%	4%
	2018	59%	49%	10%	58%	1%
Same Grade Comparison		1%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	52%	46%	6%	55%	-3%
	2018	53%	42%	11%	52%	1%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	55%	49%	6%	54%	1%
	2018	62%	49%	13%	54%	8%
Same Grade Comparison		-7%				
Cohort Comparison		2%				
08	2019	29%	41%	-12%	46%	-17%
	2018	58%	43%	15%	45%	13%
Same Grade Comparison		-29%				
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	55%	44%	11%	48%	7%
	2018	56%	46%	10%	50%	6%
Same Grade Comparison		-1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	65%	4%	71%	-2%
2018	70%	64%	6%	71%	-1%
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	54%	46%	61%	39%
2018	99%	57%	42%	62%	37%
Compare		1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	51%	49%	57%	43%
2018	100%	54%	46%	56%	44%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	10	45	47	7	34	37	11	7			

2019 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 2017-18	C & C Accel 2017-18
ELL	40	61	55	40	53	42	22	35			
ASN	94	80		97	77		100	100	100		
BLK	35	47	40	38	50	42	28	55	62		
HSP	61	67	57	59	59	46	60	63	81		
MUL	71	61		84	70		57	81	64		
WHT	69	64	72	74	65	64	71	82	90		
FRL	42	53	48	45	53	46	37	56	66		
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	18	38	32	20	43	34	18	40			
ELL	11	32	33	16	43	39		30			
ASN	97	71		100	88		92	100	96		
BLK	30	40	37	44	55	43	27	51	36		
HSP	57	53	41	61	60	43	59	70	50		
MUL	67	52	30	78	71		64	78	56		
WHT	69	55	40	77	74	59	73	89	61		
FRL	41	44	37	52	60	45	40	61	43		
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	6	35	32	13	40	36	12	14			
ELL	16	25	24	26	67	50					
ASN	98	82		98	85		96	100	81		
BLK	30	39	29	37	46	35	29	45	26		
HSP	56	49	28	63	66	39	33	69	59		
MUL	70	53		74	64	45	60	85	70		
WHT	72	65	54	76	69	47	74	84	67		
FRL	38	45	33	46	53	38	35	55	43		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	599

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Due to more students having access to Algebra I in 8th grade, the proficiency level in 8th grade Math showed the greatest decline. The proficiency level for 8th grade Math FSA was 29 percent.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Due to more students having access to Algebra I in 8th grade, the proficiency level in 8th grade Math showed the greatest decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our learning gains in Math bottom quartile students is 3 percent below the state average. in 2018 there was a 4 percent gap. Progress is being made and attention to these students will continue to be a focal point.

Which data component showed the most improvement? What new actions did your school take in this area?

The greatest improvement shown was a 12 point increase in learning gains for the students in the bottom quartile. The addition of a Literacy Coach helped provide professional development, collaboration, and coaching to address the needs of these students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Area of Concern: Students scoring Level 1 on state assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Learning Gains
2. ELA Learning Gains for Bottom Quartile
3. Increase learning gains/proficiency for students with disabilities
4. Math Proficiency
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA learning gains for students in the bottom quartile
Rationale	Howard Middle school serves students from schools in our feeder pattern that have low proficiency and learning gain levels for incoming students. Howard Middle will continue to focus on these students in order to support them in making growth as measured on FSA.
State the measurable outcome the school plans to achieve	If we provide teachers with professional development focusing on how to integrate literacy across content areas, active learning, and student collaboration, then ELA learning gains for our bottom quartile students will increase from 50% to 53%.
Person responsible for monitoring outcome	Bernard Rembert (bernard.rembert@marion.k12.fl.us)
Evidence-based Strategy	I-Ready diagnostic assessments will be used 3 times a year to monitor student growth Professional Development on Student Engagement - Critical Thinking, Student Collaboration and Discourse Reading Interventions for students in the bottom quartile - Read 180, Read to Achieve, System 44, and Escalate Training new teachers in Car-PD reading strategies that can be used in History and Science classrooms.
Rationale for Evidence-based Strategy	The reading interventions and Car-PD are evidenced base strategies that are proven to have success in making growth with below level readers. The interventions and strategies were used at Howard Middle School last year and a 12 percent increase was made in learning gains for students in the bottom quartile.
Action Step	
Description	<ol style="list-style-type: none"> 1 .Provide Professional Development on Critical Thinking and engagement 2. Provide coaching by Literacy Coach to ELA teachers on standard based planning and instruction 3. Teacher Observation by administration focused on look fors in critical thinking and engagement 4. Reading intervention Teacher who will support select ELA classrooms as well as Intensive Reading Classrooms 5. Teachers will conduct Instructional Rounds or Lesson Studies as an accountability piece for their professional development 6. Train select teachers in Car-PD reading strategies.
Person Responsible	Angela Ponder (angela.ponder@marion.k12.fl.us)

#2	
Title	Improve Federal Index for Students with Disabilities
Rationale	Last year the Federal Index for Students with Disabilities was 25 percent. This is the second consecutive year that it has fallen below 32 percent.
State the measurable outcome the school plans to achieve	If teachers and students are provided consistent support, are afforded professional development in critical thinking strategies, and lessons are chunked into smaller instructional units, then the federal index for students with a disability will increase from 25 to 32 percent.
Person responsible for monitoring outcome	Bernard Rembert (bernard.rembert@marion.k12.fl.us)
Evidence-based Strategy	<p>Inclusion model with support facilitation as indicated by student's IEP</p> <p>I-Ready diagnostic assessments will be used 3 times a year to monitor student growth</p> <p>Professional Development on Student Engagement - Critical Thinking</p> <p>Reading Interventions for students with disabilities - Read 180, Read to Achieve, System 44, and Escalate</p> <p>Collaboration time with the teacher and support facilitator</p> <p>Having students with disabilities mainstreamed with their disabled peers with support has proven to increase their skill levels</p>
Rationale for Evidence-based Strategy	<p>I-ready diagnostic tools are research based and give measures of student growth</p> <p>All Reading interventions used are backed in research and are evidence based</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide more support to Inclusion classrooms by having 4 support facilitators for students with disabilities in their classrooms. 2. Provide content based professional development for ESE teachers 3. Monitoring the student's progress in reading interventions, I-ready, and classroom data 4. Provide planning time for Support Facilitators and content area teachers to collaborate.
Person Responsible	Bernard Rembert (bernard.rembert@marion.k12.fl.us)

#3	
Title	Increase Math Proficiency across all grade levels
Rationale	Howard Middle school serves students from schools in our feeder pattern that have low proficiency and learning gain levels for incoming students. Howard Middle will continue to focus on all students in order to support them in being deemed proficient as measured on FSA.
State the measurable outcome the school plans to achieve	If we provide teachers with supported collaboration opportunities focusing on data collection and analysis, standards based lesson planning and differentiated instruction then Math proficiency will increase from 60% to 63% as indicated on the FSA.
Person responsible for monitoring outcome	Bernard Rembert (bernard.rembert@marion.k12.fl.us)
Evidence-based Strategy	I-Ready diagnostic assessments will be used 3 times a year to monitor student growth Professional Development on Student Engagement - Critical Thinking, Student Collaboration and Discourse
Rationale for Evidence-based Strategy	Teachers will engage in sustained professional development that is content focused, incorporating active learning, supports collaboration, and uses models of effective practice. Feedback, coaching and support will be a part of this ongoing process as well.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide Professional Development on Critical Thinking and student engagement 2. Provide coaching by Instructional Coach and District Content Area Specialists to all teachers on standard based planning and instruction 3. Teacher Observation by administration focused on look fors in critical thinking and engagement 4. Teachers will conduct Instructional Rounds or Lesson Studies as an accountability piece for their professional development
Person Responsible	Bernard Rembert (bernard.rembert@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Implementing formal and scheduled training for new teachers to promote teacher retention.

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 Schoolwide Improvement Plan 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.

Parent teacher conferences

School orientation

School open house

Parent portal sign up and help

SAC meetings

School website updated regularly

Flyers sent home with lower quartile students about how parents can help (frequently checking the portal, utilizing the email link to contact teachers, checking their planner, enrolling their child in available tutoring sessions)

Newsletters

21st Century Learning Communities

Family Engagement Activities

All of these avenues are used to build relationships with families to increase their involvement with and knowledge about the school.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

HMS has a school psychologist, a behavior specialist, and 2 school counselors in order to meet our students' emotional needs. They all attend our leadership team meetings where we discuss the needs of students on a weekly basis. Utilizing Unify, the need gets filtered by academics, behavior, attendance, mobility, and retention, as early warning indicators for student that needs support. HMS also has Child Study Team meetings that include the guidance counselors, social worker, the assistant principal, the parent, and child, in order to provide assistance to for the given student and their parent.

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

ESE students receive articulation meetings between elementary (incoming 6th graders) and high schools (outgoing 8th graders). Elementary schools are invited to send over incoming 6th grade students to our school for a tour as well as scheduling information. High schools are invited to present their magnet programs at SAC meetings. They also come over in the spring to meet with our 8th grade students and speak about scheduling.

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.

Florida defines a Multi-Tiered System of Supports (MTSS) as an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. Resources are allocated in direct proportion to student needs. To ensure efficient use of resources, we begin with the identification of trends and patterns using schoolwide and grade-level data.

The three tiers are:

- Tier 1 is the core universal instruction and supports designed and differentiated for all students in all settings.
- Tier 2 is the targeted supplemental interventions and supports some students receive in addition to and aligned with the core academic and behavior curriculum and instruction.
- Tier 3 is the intensive individualized interventions and supports few students receive in addition to and aligned with the core academic and behavior curriculum and instruction.

The data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. More information and helpful resources can be found on Florida's MTSS website located at <http://www.florida-rti.org/index.htm>.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

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

MCPS implements standards provided by the state which prepare students for success and make them competitive in the global workplace. Each Florida standard provides clear expectations for the knowledge and skills students need to master in each grade, K-12, and subject so they will be prepared to succeed in college, careers, and life. 8th grade students will receive an opportunity to go to local college for the College and Career Expo. Students can attain certifications in trades while at Howard Middle School.