Moore Haven Middle High School.

2019-20 Schoolwide Improvement Plan

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Moore Haven Middle High School.

700 TERRIER PRIDE DR SW, Moore Haven, FL 33471

www.gladesedu.org

Demographics

Principal: Brickel James

Start Date for this Principal: 8/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
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* Native American Students Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: D (37%) 2016-17: C (42%) 2015-16: C (41%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

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 Glades 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)
Combination School PK, 6-12	No	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

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

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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 Moore Haven Middle High School is to close the achievement gap by preparing all students for college and career readiness in order to be successful in a global society.

Provide the school's vision statement.

The vision of Moore Haven Middle High School is to attain academic excellence through programs that meet the present and future needs of students, while providing a safe and nurturing community that celebrates diversity, practices mutual respect and values parents as learning partners in laying the foundation for life-long learning.

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
Foster, Janice	Principal	
Perez, Rosa	Assistant Principal	
Brown, Jamie	Assistant Principal	
Hare, Tommy	Teacher, K-12	
Hough, Angie	School Counselor	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	84	89	64	94	80	63	77	551
Attendance below 90 percent	0	0	0	0	0	0	25	21	23	38	43	33	45	228
One or more suspensions	0	0	0	0	0	0	21	29	27	33	28	17	24	179
Course failure in ELA or Math	0	0	0	0	0	0	5	6	5	17	21	13	7	74
Level 1 on statewide assessment	0	0	0	0	0	0	21	28	24	31	25	15	12	156

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	11	23	21	33	13	15	11	127

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	4	4	1	3	4	2	1	19
Students retained two or more times	0	0	0	0	0	0	6	5	3	8	4	7	1	34

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

39

Date this data was collected or last updated

Monday 8/26/2019

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	51	31	43	49	50	35	64	323
One or more suspensions	0	0	0	0	0	0	23	25	16	21	27	14	27	153
Course failure in ELA or Math	0	0	0	0	0	0	4	1	2	8	10	5	1	31
Level 1 on statewide assessment	0	0	0	0	0	0	36	32	36	43	32	1	5	185

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	30	28	30	36	33	12	27	196

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	51	31	43	49	50	35	64	323
One or more suspensions	0	0	0	0	0	0	23	25	16	21	27	14	27	153
Course failure in ELA or Math	0	0	0	0	0	0	4	1	2	8	10	5	1	31
Level 1 on statewide assessment	0	0	0	0	0	0	36	32	36	43	32	1	5	185

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	30	28	30	36	33	12	27	196

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	33%	41%	61%	33%	42%	57%
ELA Learning Gains	49%	50%	59%	43%	47%	57%
ELA Lowest 25th Percentile	51%	44%	54%	39%	43%	51%
Math Achievement	38%	48%	62%	33%	47%	58%
Math Learning Gains	52%	51%	59%	40%	45%	56%
Math Lowest 25th Percentile	51%	49%	52%	42%	42%	50%
Science Achievement	35%	40%	56%	16%	34%	53%
Social Studies Achievement	41%	45%	78%	41%	51%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	84 (0)	89 (0)	64 (0)	94 (0)	80 (0)	63 (0)	77 (0)	551 (0)
Attendance below 90 percent	25 (51)	21 (31)	23 (43)	38 (49)	43 (50)	33 (35)	45 (64)	228 (323)
One or more suspensions	21 (23)	29 (25)	27 (16)	33 (21)	28 (27)	17 (14)	24 (27)	179 (153)
Course failure in ELA or Math	5 (4)	6 (1)	5 (2)	17 (8)	21 (10)	13 (5)	7 (1)	74 (31)
Level 1 on statewide assessment	21 (36)	28 (32)	24 (36)	31 (43)	25 (32)	15 (1)	12 (5)	156 (185)

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	34%	38%	-4%	54%	-20%
	2018	28%	45%	-17%	52%	-24%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	26%	40%	-14%	52%	-26%
	2018	24%	37%	-13%	51%	-27%
Same Grade Comparison		2%				
Cohort Comparison		-2%				
08	2019	28%	37%	-9%	56%	-28%
	2018	37%	46%	-9%	58%	-21%
Same Grade Comparison		-9%				
Cohort Comparison		4%				
09	2019	33%	33%	0%	55%	-22%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	28%	28%	0%	53%	-25%
Same Grade Comparison		5%				
Cohort Comparison		-4%				
10	2019	29%	29%	0%	53%	-24%
	2018	37%	36%	1%	53%	-16%
Same Grade Comparison		-8%				
Cohort Comparison		1%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	49%	49%	0%	55%	-6%
	2018	29%	49%	-20%	52%	-23%
Same Grade Comparison		20%				
Cohort Comparison						
07	2019	40%	55%	-15%	54%	-14%
	2018	16%	44%	-28%	54%	-38%
Same Grade Comparison		24%				
Cohort Comparison		11%				
08	2019	44%	48%	-4%	46%	-2%
	2018	6%	34%	-28%	45%	-39%
Same Grade Comparison		38%				
Cohort Comparison		28%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	10%	25%	-15%	48%	-38%
	2018	16%	39%	-23%	50%	-34%
Same Grade Comparison		-6%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	46%	45%	1%	67%	-21%
2018	32%	32%	0%	65%	-33%
Compare		14%			
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	43%	51%	-8%	71%	-28%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	31%	54%	-23%	71%	-40%
Compare		12%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	25%	24%	1%	70%	-45%
2018	38%	38%	0%	68%	-30%
Compare		-13%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	44%	-23%	61%	-40%
2018	25%	48%	-23%	62%	-37%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	32%	-11%	57%	-36%
2018	35%	47%	-12%	56%	-21%
Compare		-14%			

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	26	39	35	23	39	47	43	38			
ELL	22	43	27	48	70						
AMI	39	35		20			73	46			
BLK	22	52	48	21	43	46	15	38		100	9
HSP	30	49	48	41	54	48	35	35		95	35
WHT	43	48	53	46	56	67	45	47		91	60
FRL	28	44	49	35	52	45	26	43	60	94	25
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	30	39	32	25	29	24	12	50			
ELL	8	38		36	42						
AMI	45	56		28	24		25				
BLK	24	41	27	15	16	18	21	22			
HSP	29	40	35	26	24	20	19	39	40	83	33
WHT	44	54	50	39	32	29	33	45	43	86	44

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
FRL	30	44	39	24	21	22	23	34	33	83	32

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	10	32	35	19	30	25		25			
ELL		33			46						
AMI	28	22		22	30					64	
BLK	13	33	25	16	35	43		22		86	25
HSP	30	46	54	34	40	46	16	44		69	
WHT	48	50	33	44	45	33	23	49	58	86	39
FRL	24	40	43	29	40	46	10	39		74	25

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	615
Total Components for the Federal Index	12
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	46
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	43
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	49
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	56
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	46
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.

The data component that showed the lowest performance was our 8th grade Science. The contributing factor to last year's low performance was due to the fact that the Science teacher left mid year. This is the second year in a row in which our 8th grade Science classes have not had a consistent teacher. This school year 2019-2020 a Biology teacher was hired to teach our 8th grade classes. A Science pacing guide is being implemented with fidelity. Progress Monitoring of the standards are being utilized.

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

The data component that showed the greatest decline from the prior year was Geometry with a decrease of 14%. The contributing factor to this decline was due to the fact that there was a lack of implementing a pacing guide and progress monitoring of Geometry skills embedded in the instruction.

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.

The data component that had the greatest gap when compared to the state average was U.S. History. The factor that contributed to this gap was a lack of implementing a pacing guide and progress monitoring of the standards embedded in the instruction.

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

The data component that showed the most improvement was our middle school math. The actions that were taken to show this improvement began with hiring certified math teachers. We added an intensive math teacher that reinforced on-grade level standards and also helped with remediation of skills.The middle school math teachers planned effective level rigorous lessons and implemented progress monitoring of the standards.

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

After reflection on the EWS data, two areas of concern that we would like to see improvement in reducing the number of suspensions and reducing the number of students below 90 percent attendance. Both of these areas are critical factors in student achievement because they deal with the amount of instructional time that the students receive.

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

1. There will be a 2% increase in all State Assessments. (FSA ELA, FSA Math, Algebra, Geometry, Civics, U.S. History, 8th grade Science and Biology)
2. There will be an increase in our Federal Index subgroup of Students with Disabilities from 36% to 42%.
3. There will be an increase in our Federal Index subgroup of African Americans from 39% to 42%.

4. There will be a decrease in the number of students receiving one or more suspensions from 32.5% to 27%.
5. There will be an increase in the number of students who attend school 90% or more from 58.6% to 65%.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase instructional rigor by planning lessons that align to state standards
Rationale	Teacher will ensure that the content they are teaching and their methods of teaching enable students to learn both the skills and concepts defined in the standard for that grade level and to demonstrate evidence of their learning.

State the measurable outcome the school plans to achieve	There will be a 2% increase in all State Assessments (FSA, EOCs).
Person responsible for monitoring outcome	Rosa Perez (rosa.perez@glades-schools.org)
Evidence-based Strategy	Teachers will plan lessons and units that are built on standards and create aligned assessments that measure student progress toward standards is the crucial first steps to help students reach success.
Rationale for Evidence-based Strategy	Teachers will plan lessons and units that are built on standards and creating aligned assessments that measure student progress toward standards is the crucial first steps to help students reach success.
Action Step	
Description	1. The school based administration will meet with the teachers bi-monthly during PLCs to address standards and align lesson plans and instruction to the depth and rigor of the standard. 2. The school based administration will monitor lesson plans, conduct walk-throughs, pull and review data, and meet with instructional staff once a month to discuss collected data. 3. There will be a school wide implementation of Literacy Focus (Reading/Writing) in all content-area, learning strategies, and elective classes. 4. All ELA, Math, and Content Area teachers will implement a curriculum map (pacing guide) of their academic standards with fidelity. 5. All tested areas will implement and utilize progress monitoring assessments to make informed decisions about instruction. 6. ELA, Math, and Science teacher have common planning for horizontal and vertical alignment. 7. ELA (6-12) implementation of Top Score Writing program to help improve students writing abilities. 6. Implementation of AVID strategies (WICOR) school wide. 7.Implementation of iReady (6th-8th) program utilizing 3 diagnostics a year and standards mastery assessments.
Person Responsible	Rosa Perez (rosa.perez@glades-schools.org)

#2	
Title	Increase in our Federal Index subgroup of Students with Disabilities from 36% to 42%
Rationale	Teacher will ensure that the content they are teaching and their methods of teaching enable students with disabilities to learn both the skills and concepts defined in the standard for that grade level and to demonstrate evidence of their learning.
State the measurable outcome the school plans to achieve	There will be an increase in our Federal Index subgroup of Students with Disabilities from 36% to 42%.
Person responsible for monitoring outcome	Rosa Perez (rosa.perez@glades-schools.org)
Evidence-based Strategy	Teachers will plan lessons and units that are built on standards and create aligned assessments that measure student with disabilities progress toward standards is the crucial first steps to help students reach success. Teachers will implement AVID strategies (WICOR) in their classrooms in order to engage students with disabilities.
Rationale for Evidence-based Strategy	Teachers will plan lessons and units that are built on standards and creating aligned assessments that measure student progress toward standards is the crucial first steps to help students reach success. The research indicates that AVID provides comprehensive professional development that increases teacher effectiveness, provides an instructional support model, builds a college- and career-going culture. The effects of AVID raises expectations and improves outcomes for students school-wide, raises involvement in school-level decision-making, and has a positive influence on students' perspectives on learning and the overall school culture of college and career readiness.

Action Step	
Description	1. The school based administration will meet with the teachers bi-monthly during PLCs to address standards and align lesson plans and instruction to the depth and rigor of the standard. 2. The school based administration will monitor lesson plans, conduct walk-throughs, pull and review data, and meet with instructional staff once a month to discuss collected data. 3. The school based administration along with the AVID elective teacher will provide professional development opportunities on AVID strategies (WICOR). 4. There will be a school wide implementation of Literacy Focus (Reading/Writing) in all content-area, learning strategies, and elective classes. 5. All tested areas will implement and utilize progress monitoring assessments to make informed decisions about instruction in order to help our students with disabilities. 6. Address SWDs attendance and suspensions through our PBIS team data analysis meetings. 7. Follow IEPs/504 accommodations with fidelity. 8. Implementation of iReady program for grades 6th-12th with our Students with Disabilities.
Person Responsible	Rosa Perez (rosa.perez@glades-schools.org)

#3	
Title	Increase of our Federal Index subgroup of African American Students from 39% to 42%
Rationale	Teacher will ensure that the content they are teaching and their methods of teaching enable African American students to learn both the skills and concepts defined in the standard for that grade level and to demonstrate evidence of their learning.

State the measurable outcome the school plans to achieve	There will be an increase in our Federal Index subgroup of African American from 39% to 42%.
Person responsible for monitoring outcome	Rosa Perez (rosa.perez@glades-schools.org)
Evidence-based Strategy	Teachers will plan lessons and units that are built on standards and create aligned assessments that measures African American students progress toward standards is the crucial first steps to help students reach success. Teachers will implement AVID strategies (WICOR) in their classrooms in order to engage students with disabilities.
Rationale for Evidence-based Strategy	Teachers will plan lessons and units that are built on standards and creating aligned assessments that measure student progress toward standards is the crucial first steps to help students reach success. The research indicates that AVID provides comprehensive professional development that increases teacher effectiveness, provides an instructional support model, builds a college- and career-going culture. The effects of AVID raises expectations and improves outcomes for students school-wide, raises involvement in school-level decision-making, and has a positive influence on students' perspectives on learning and the overall school culture of college and career readiness.

Action Step	
Description	1. The school based administration will meet with the teachers bi-monthly during PLCs to address standards and align lesson plans and instruction to the depth and rigor of the standard. 2. The school based administration will monitor lesson plans, conduct walk-throughs, pull and review data, and meet with instructional staff once a month to discuss collected data. 3. There will be a school wide implementation of Literacy Focus (Reading/Writing) in all content-area and elective classes. 4. The school based administration along with the AVID elective teacher will provide professional development opportunities on AVID strategies (WICOR). 5. All tested areas will implement and utilize progress monitoring assessments to make informed decisions about instruction in order to help our African American Students. 6. Address African Americans students suspensions and attendance through our PBIS team data analysis meetings. 7. Plan with Culture Relevance. 8. Implementation of Mentoring Program for our African American Students.
Person Responsible	Rosa Perez (rosa.perez@glades-schools.org)

#4	
Title	Decrease the number of students receiving one or more suspensions from 32.5% to 27%.
Rationale	Research shows that in/out of school suspensions do little to change behavior and can push students out of school altogether.

State the measurable outcome the school plans to achieve	There will be a decrease in the number of students receiving one or more suspensions from 32.5% to 27%.
Person responsible for monitoring outcome	Jamie Brown (jamie.brown@gladesschools.org)
Evidence-based Strategy	The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches.
Rationale for Evidence-based Strategy	Research shows that in/out of school suspensions do little to change behavior and can push students out of school altogether. Restorative practices represent a positive step forward in helping all students learn to solve disagreements, take ownership of their behavior, and engage in acts of empathy and forgiveness.

Action Step	
Description	1. Implement PBIS school-wide with an emphasis on Restorative Practices. 2. Implement Ripple Effects social and emotional learning program. 3. Implement a Mentoring Program. 4. Analyzing our school suspension data by subgroups.
Person Responsible	Jamie Brown (jamie.brown@gladesschools.org)

#5	
Title	Increase the number of students who attend school 90% or more from 58.6% to 65%
Rationale	Students who miss more school than their peers consistently score lower on state assessments. Chronic absenteeism affects academic performance.

State the measurable outcome the school plans to achieve	There will be an increase in the number of students who attend school 90% or more from 58.6% to 65%.
Person responsible for monitoring outcome	Jamie Brown (jamie.brown@gladesschools.org)
Evidence-based Strategy	A Mentoring program guarantees young people that there is someone who cares about them, assures them they are not alone in dealing with day-to-day challenges, and makes them feel like they matter. Research confirms that quality mentoring relationships have powerful positive effects on young people in a variety of personal, academic, and professional situations.
Rationale for Evidence-based Strategy	Mentoring programs connect students to personal growth and development, and social and economic opportunity. Research confirms that quality mentoring relationships have powerful positive effects on young people in a variety of personal, academic, and professional situations.

Action Step	
Description	1. Utilize the School Messenger call out phone system calls home for warnings. 2. Letters will be mailed to parents in regard to absences. 3. Increase phone calls and/or conferences with parents by teacher and administration. 4. Implement attendance contracts for students in the mentor program with excessive absences. 5. Implement Ripple Effect program for social and emotional learning. 6. Implement Mentoring program. 7. Analyzing the school attendance data by subgroups.
Person Responsible	Jamie Brown (jamie.brown@gladesschools.org)

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).

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.

Moore Haven Middle-High School uses a variety of ways to build and foster a relationship with the parents and the community.

The District has purchased a new SIS, Skyward, to allow parents to review their student's academic progress and attendance history. The parents and students will also be able to review teacher lessons and access work missed.

The MHMHS School Advisory Council (SAC) meets quarterly to discuss concerns within the school and community. The SAC also provides input on the school improvement plan to ensure that the plan is developed and designed with the community and parental support.

An up-to-date calendar of events located on the school's website is used to inform parents of happenings during the academic school year. Parent links are included on the school website to assist the parents with important resources.

In addition to the school website, ongoing communication with parents and the community happen via School Messenger. The automated calls relay important information to the faculty, parents, and community concerning important school events. Backpack letters home is another way parents are informed of important events.

During the school year, the school hosts multiple open houses to communicate with parents. These events allow parents to have multiple opportunities to speak with their child's teachers. In addition parents and teachers may request in-person parent/teacher conferences to discuss their child's/student's academic progress.

Glades Truancy Program is designed to notify parents of truancy concerns to help improve the attendance of students. This program includes parental notification of absences and meetings with parents and administration to improve attendance.

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.

MHMHS ensures the social and emotional needs of all students by being mentors and positive role models. The students also feel welcomed in the administrative offices and are encouraged to reach out to administration for assistance. The positive relationships built with the students allows the staff to identify when a student is not behaving like himself/herself.

MHMHS offers many extracurricular activities that students can participate in to socialize and fellowship with other students. When a student joins an extracurricular activity, he/she will be a part of a team that works together to develop camaraderie and good sportsmanship.

The school has developed two programs designed to reduce recidivist, inappropriate behavior. Positive Behavior Interventions and Supports (PBIS) provides assistance and encouragement to students to empower them to make positive choices to affect future actions. MHMHS implements a mentoring program for at risk students to develop a supportive relationship with an adult who can discuss opportunities and decisions that may affect their future.

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

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 work to link collaboration to improvement results in instructional practice and student performance.

MHMHS meets with all prospective students about the school. A parent meeting is held during the spring for parents to visit the school, ask questions, and review course offerings.

Moore Haven Elementary School's out going fifth graders and parents, West Glades School's outgoing eighth graders and parents and Pemayetv Emahakv Charter School's outgoing eighth graders and parents are invited to attend guided tours in the spring to familiarize them with the middle-high school. School personnel are available to answer any questions families may have.

Once the school year begins, the administration hosts cohort meetings with the students to answer questions and provide expectations for the school year. The administration and cohorts will meet periodically throughout the school year as needs arise.

MHMHS forwards a post graduate survey to all graduated seniors to inform the staff of their experience while enrolled.

MHMHS hosts quarterly mentoring meetings where at risk students meet with a faculty mentor. The students are introduced to a variety of skills and tools to assist them in making good decisions. Mentoring meetings may include study skills, learning strategies, college success, note taking and academic checks.

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 Leadership Team meets periodically and as-needed to engage in problem-solving activities. On a formal and routine basis, the team identifies personnel and necessary resources to apply to critical student needs based upon continuous review of student data from various sources, including state testing.

The Principal or Assistant Principal(s) is responsible for gathering the group.

Moore Haven Middle High School, a non-Title I school, will be supported by Title V, Part B, Subpart 2: Rural & Low Income Schools Program 2017-18 project activities that will include:
supplemental instructional resources to progress monitor student mastery of Florida Standards in ELA, mathematics, and science; provide individualized student instruction in areas of deficiency; and re-teach/enrich core subject standards.

MHMHS has employed two assistant principals, skilled in data disaggregation to provide ongoing assistance in analyzing assessment data and implementing the Florida Continuous Improvement Model (FCIM) process to aid teachers in differentiating instruction to target struggling students; and high-quality professional development addressing Next Generation Sunshine State Standards, Florida Standards and effective reading and mathematics strategies aligned to MHMHS teachers' individual professional development plans.

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

MHMHS offers the following Advanced Placement courses: Human Geography and Psychology for students to pursue college credit. In a partnership with Florida Southwestern State College the school offers dual-enrollment courses. Local organizations and programs have given students the opportunity to learn about careers and college opportunities that exist after high school. Many students participate in student internships that allow students to work with local businesses to prepare them for the workforce. Students are encouraged to take both the SAT and ACT in order to apply for colleges. PSAT will be given to all 8th, 9th,10th and 11th grade students. SAT/ACT will be given to all 11th and 12th grade students. The guidance department works with schools to inform and support students and parents in graduation and college readiness goals.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase instructional rigor by planning lessons that align to state standards				$65,274.50
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	General Fund		$1,540.50
			Notes: OnCourse Lesson Planner			
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	General Fund		$36,000.00
			Notes: Top Score Writing			
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	Other		$984.00
			Notes: iReady online computer program			
	6400	310-Professional and Technical Services	0021 - Moore Haven Middle High School	Title V, Part B		$3,000.00
			Notes: Professional and Technical Services from Curriculum Associates to implement the iReady program with Fidelity			
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	Title V, Part B		$5,000.00
			Notes: Prepworks online software. This program will allow teachers to progress monitor students in Civics, Biology, US hIstory, Algebra, Geometry and ACT/SAT test prep.			
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	General Fund		$3,000.00
			Notes: Newela software to help with reading and writing.			
	6400	360-Rentals	0021 - Moore Haven Middle High School	General Fund		$750.00
			Notes: iObservation software for School Administration to document classroom walkthrough's and conference with teachers on instruction in the classroom.			
	5100	120-Classroom Teachers	0021 - Moore Haven Middle High School	Other		$15,000.00

			Notes: Classroom teacher salaries for after school tutoring in reading, math and credit recovery courses.			
2	**III.A.**	**Areas of Focus: Increase in our Federal Index subgroup of Students with Disabilities from 36% to 42%**				**$66,599.50**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	General Fund		$9,849.50
			Notes: iReady supplemental instructional software			
	5100	360-Rentals	0021 - Moore Haven Middle High School	General Fund		$36,000.00
			Notes: Top Score Writing			
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	Other		$3,000.00
			Notes: Newsela			
	6400	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	General Fund		$750.00
			Notes: iObservation			
	5100	510-Supplies	0021 - Moore Haven Middle High School	Other		$2,000.00
			Notes: SAC funds to purchase incentives for students			
	5100	120-Classroom Teachers	0021 - Moore Haven Middle High School	Other		$15,000.00
			Notes: GAP Teachers for after school tutoring, summer school, credit recovery, Math Boot camp			
3	**III.A.**	**Areas of Focus: Increase of our Federal Index subgroup of African American Students from 39% to 42%**				**$75,359.50**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	General Fund		$36,000.00
			Notes: TopScore Writing			
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	Other		$9,849.50
			Notes: iReady supplemental software			
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	Title V, Part B		$8,760.00
			Notes: Prepworks software			
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	General Fund		$3,000.00
			Notes: Newsela			
	6400	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	Other		$750.00
			Notes: iObservation			

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0021 - Moore Haven Middle High School	Other		$15,000.00
		Notes: GAP Classroom teachers				
	5100	510-Supplies	0021 - Moore Haven Middle High School	Other		$2,000.00
		Notes: SAC Funds to purchase incentives				
4	**III.A.**	**Areas of Focus: Decrease the number of students receiving one or more suspensions from 32.5% to 27%.**				**$7,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	Title IV		$5,000.00
		Notes: Ripple Effect Software				
	5100	510-Supplies	0021 - Moore Haven Middle High School	Other		$2,000.00
		Notes: SAC funds for incentives				
	5100	360-Rentals	0021 - Moore Haven Middle High School	Other		$0.00
		Notes: Rti-B software				
5	**III.A.**	**Areas of Focus: Increase the number of students who attend school 90% or more from 58.6% to 65%**				**$7,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	360-Rentals	0021 - Moore Haven Middle High School	Title IV		$5,000.00
		Notes: Ripple Effects software				
	5100	510-Supplies	0021 - Moore Haven Middle High School	Other		$2,000.00
		Notes: SAC funds to provide incentives				
					Total:	**$221,233.50**