Fox Chapel Middle School

2019-20 Schoolwide Improvement Plan

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Fox Chapel Middle School

9412 FOX CHAPEL LN, Spring Hill, FL 34606

https://www.hernandoschools.org/fcms

Demographics

Principal: Tom Dye

Start Date for this Principal: 7/1/2019

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)	100%
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: C (44%) 2017-18: C (50%) 2016-17: C (48%) 2015-16: C (42%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hernando 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	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	37%

School Grades History

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

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SIP Authority

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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.

Learn, Lead, Succeed

Provide the school's vision statement.

Tigers Today, Leaders Tomorrow

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
Rufa, Carmine	Principal	Responsible for supervising the School's Educational Program, teachers and staff. Implementing, evaluating and monitoring school curriculum to increase student achievement scores.
Thornton, Kerry	Assistant Principal	Assist the Principal in developing, implementing and monitoring the school's curriculum. Supporting and working with teachers and staff to increase student achievement.
Kiley, Rachel	Dean	Assist with disciplines, monitoring discipline and Multi Systems of Support for Behavior Assist and support teachers
Wilcox, Vanessa	Instructional Coach	Assist and Support Teachers through the Coaching Cycle Assist with and participate Professional Development
Witt, Roxanne	Administrative Support	Assist with Data Assist with Development of School Improvement Plan
Walby, Kim	School Counselor	Developing a school counseling program that identifies and supports the needs of the student population. Advocates for students. Plans and assists students in increasing student achievement, social skill development and providing career awareness. Identifies and addresses the needs of individual students. Communicates with families, school staff and community agencies.
Valure, Tiffany	Instructional Coach	Assist and Support Teachers through the Coaching Cycle Assist with and participate in Professional Development Facilitate Lesson Planning with individual Departments
Enders, Brandy	Dean	Assist with disciplines, monitoring discipline and Multi Systems of Support for Behavior Assist and support teachers
Pastore, Maria	Instructional Coach	Assist and Support Teachers through the Coaching Cycle Facilitate and participate in Professional Development Facilitate Lesson Planning with individual Departments
Renczkowski, AJ	Teacher, K-12	Assist and support math teachers with lesson planning, curriculum and school programs. Assist with schedules, school and grade level activities and events. Increase and maintain staff morale. Assist teachers and staff in supporting the goals and strategies included in the School Improvement Plan.

Name	Title	Job Duties and Responsibilities
Grefe, Alecia	Teacher, K-12	Assist and support ELA teachers with lesson planning, curriculum and school programs. Assist with schedules, school and grade level activities and events. Increase and maintain staff morale. Assist teachers and staff in supporting the goals and strategies included in the School Improvement Plan.
Peitzman, Maxine	Teacher, K-12	Assist and support science teachers with lesson planning, curriculum and school programs. Assist with schedules, school and grade level activities and events. Increase and maintain staff morale. Assist teachers and staff in supporting the goals and strategies included in the School Improvement Plan.
Schlechter, Magen	Teacher, K-12	Assist and support Social Studies teachers with lesson planning, curriculum and school programs. Assist with schedules, school and grade level activities and events. Increase and maintain staff morale. Assist teachers and staff in supporting the goals and strategies included in the School Improvement Plan.
Hall, Tina	Teacher, ESE	Teach and support students with Disabilities. Provide support to classroom teachers. Create IEPS and develop individual goals based on data. Provide individualized and small group instructions based on student needs. Maintain accurate records.

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	246	273	233	0	0	0	0	752
Attendance below 90 percent	0	0	0	0	0	0	22	28	44	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	61	70	88	0	0	0	0	219
Course failure in ELA or Math	0	0	0	0	0	0	3	16	7	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	0	0	0	61	66	66	0	0	0	0	193

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	128	138	128	0	0	0	0	394

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	3	5	4	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
57

Date this data was collected or last updated
Wednesday 7/24/2019

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	101	116	98	0	0	0	0	315
One or more suspensions	0	0	0	0	0	0	65	62	70	0	0	0	0	197
Course failure in ELA or Math	0	0	0	0	0	0	14	25	11	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	0	0	0	59	66	103	0	0	0	0	228

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	144	149	151	0	0	0	0	444

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	101	116	98	0	0	0	0	315
One or more suspensions	0	0	0	0	0	0	65	62	70	0	0	0	0	197
Course failure in ELA or Math	0	0	0	0	0	0	14	25	11	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	0	0	0	59	66	103	0	0	0	0	228

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	144	149	151	0	0	0	0	444

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	40%	56%	54%	32%	54%	52%
ELA Learning Gains	44%	53%	54%	39%	56%	54%
ELA Lowest 25th Percentile	39%	47%	47%	34%	49%	44%
Math Achievement	42%	61%	58%	49%	62%	56%
Math Learning Gains	39%	55%	57%	49%	55%	57%
Math Lowest 25th Percentile	34%	51%	51%	60%	55%	50%
Science Achievement	38%	56%	51%	40%	50%	50%
Social Studies Achievement	73%	72%	72%	68%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	246 (0)	273 (0)	233 (0)	752 (0)
Attendance below 90 percent	22 (101)	28 (116)	44 (98)	94 (315)
One or more suspensions	61 (65)	70 (62)	88 (70)	219 (197)
Course failure in ELA or Math	3 (14)	16 (25)	7 (11)	26 (50)
Level 1 on statewide assessment	61 (59)	66 (66)	66 (103)	193 (228)

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	40%	52%	-12%	54%	-14%
	2018	41%	53%	-12%	52%	-11%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	36%	53%	-17%	52%	-16%
	2018	40%	51%	-11%	51%	-11%
Same Grade Comparison		-4%				
Cohort Comparison		-5%				
08	2019	45%	53%	-8%	56%	-11%
	2018	42%	54%	-12%	58%	-16%
Same Grade Comparison		3%				
Cohort Comparison		5%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	33%	53%	-20%	55%	-22%
	2018	49%	53%	-4%	52%	-3%
Same Grade Comparison		-16%				
Cohort Comparison						
07	2019	46%	62%	-16%	54%	-8%
	2018	56%	63%	-7%	54%	2%
Same Grade Comparison		-10%				
Cohort Comparison		-3%				
08	2019	27%	50%	-23%	46%	-19%
	2018	41%	53%	-12%	45%	-4%
Same Grade Comparison		-14%				
Cohort Comparison		-29%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	39%	54%	-15%	48%	-9%
	2018	34%	56%	-22%	50%	-16%
Same Grade Comparison		5%				
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	70%	75%	-5%	71%	-1%
2018	71%	74%	-3%	71%	0%
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	79%	59%	20%	61%	18%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	90%	62%	28%	62%	28%
Compare		-11%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	55%	-55%	57%	-57%
2018	0%	45%	-45%	56%	-56%
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	17	34	33	17	23	15	19	49			
ELL	32	47	40	26	32	18					
BLK	31	47	40	25	28	37	20	57			
HSP	32	39	30	31	37	40	27	58	33		
MUL	50	48		50	37		57				
WHT	43	45	44	47	42	32	42	79	52		
FRL	38	44	40	39	36	29	33	70	45		
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	10	25	29	18	43	44	22	44			
ELL	21	43		25	42						
ASN	70			60							
BLK	25	33	31	30	45	33	32	67			
HSP	35	43	28	38	43	56	27	66	56		
MUL	50	53		50	33		20	88			
WHT	44	48	46	59	59	64	39	76	45		
FRL	38	44	37	47	52	55	35	72	42		
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	10	28	27	25	43	44	21	31			
ELL	14	50	50	48	75	92	8				
ASN	55			73							
BLK	15	24	29	27	53	62	15	63			
HSP	31	40	40	48	49	66	38	65	33		
MUL	35	47		58	69			83			
WHT	34	40	32	50	47	57	43	68	67		
FRL	30	39	35	47	48	60	39	69	58		

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
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	36
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	47
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	42
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.

Math lowest quartile showed the lowest performance overall based on 2019 FSA data. The most inhibiting factor was a continuous change in Math teachers in grade levels and in both Intensive Math classes. There was a lack of continuity and consistency with teachers throughout the entire school year.

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

Math learning gains showed the greatest decline from 2018 to 2019. Math learning gains dropped from 54% to 39%. There were numerous substitute teachers in the Math and Intensive Math classes that led to the decline in percentage experienced in 2019.

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 greatest gap was in Math learning gains when compared to the state average. The state average was 57%, whereas the school average was 39%. Along with the continuous flux of teachers, the Math classes need to demonstrate to students how what they are learning is relevant to their own lives. Due to late funding, before and after school tutoring was not able to take place last school year as well.

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

8th grade Science showed the most improvement overall when compared to FSA ELA and Math data as well as Civics. The 8th grade Science teachers planned together daily with in depth lessons and hands on labs, Formative data was closely examined to determine mastery or the need to reteach with fidelity. FCMS had a Science coach that assisted the teachers and helped them plan when necessary. There was also a Science Night put on by the Science teachers that welcomed parents in to see what their children have been studying and the importance of what they were learning.

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

1. The number of students that scored a Level 1 on FSA ELA and Math is of great concern. This needs to be an area of focus to close learning gaps and scaffold learning so that students have better opportunity to demonstrate achievement on upcoming FSA assessments. This school year, we have 193 students that demonstrated a level 1 on either FSA ELA or Math or both. That equates to 25% of FCMS population.
2. Attendance is also concerning. Students will not learn from their teachers if they are not at school. 94 students, 12.5%, have shown poor attendance in prior school years.

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

1. Implementation and use of LFS
2. Teacher retention and recruitment
3. Make the best use of Tiger Time (Schoolwide MTSS)
4. Differentiating instruction based on data analysis
5. Adult push in to classes that have a need academically or behaviorally

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Common planning with fidelity
Rationale	FCMS was graded a C after state testing in 2019. Data showed that both ELA and Math dropped significantly. Four subgroups declined to below 41% proficiency. They were Hispanic, African-American, SWD, and ELL students. One strategy, Learning Focused School (LFS) will put a greater emphasis on common lesson planning for teachers, knowing and understanding the standards being taught, and include instructional strategies to allow all students to be successful. Lesson plans will be submitted bi-weekly in advance by teachers to administration for review of standards based activities and collaborative structures. As a part of follow through, administration will check to see that lesson plans are implemented with fidelity in the classroom. LFS uses visual learning maps to provide an additional modality to students. Standards are taught to mastery instead of simply to exposure through the use of lesson planning and delivery with fidelity.
State the measurable outcome the school plans to achieve	Students will be able to explain to any adult who walks in the classroom what they are learning and why. Students will demonstrate learning on formative assessments, which will be discussed during SWAP by teachers. Reteaching and re-assessing will be provided by teachers as deemed necessary based on SWAP data. ELA and Math teachers will hold data chats with students individually quarterly to review formative and iReady data. Goals will be developed by students with teacher assistance based on prior data. Students will also show an increase in learning with increased FSA scores in ELA and Math in the Spring 2020.
Person responsible for monitoring outcome	Carmine Rufa (rufa_c@hcsb.k12.fl.us)
Evidence-based Strategy	Learning focus strategies will provide teachers a platform for planning collaboratively with extension activities and differentiated strategies embedded. This will provide students the opportunity to apply higher order thinking, make learning relevant to their lives, and experience higher engagement through the use of learning maps and student led collaborative groups.
Rationale for Evidence-based Strategy	LFS has successfully been implemented in two Hernando County schools which resulted in an increase in student achievement as evidenced by statewide scores. At FCMS, when teachers participated in common lesson planning with fidelity, an increase in test scores was evident as in 8th grade Science and 8th grade ELA.
Action Step	
Description	1. Teachers will participate in initial and ongoing professional development for LFS. 2. Implementation of LFS template lesson plans will be used by all teachers to include activating strategies and vocabulary teaching in context within lesson plans. 3. Learning maps will be evident in all classrooms. 4. Walkthroughs to determine areas of strengths and areas in need of further PD. 5. Evaluate the use of LFS through lesson plans, learning maps, and data collected from formative assessments.
Person Responsible	Carmine Rufa (rufa_c@hcsb.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).

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.

FCMS uses sign-in sheets to measure parental involvement participation at events. Identified needs are determined by surveys, Title I meetings, and school data.

Parent and family engagement funds are being planned to purchase student agendas, supplies for parent and family engagement events, and to pay additional duty for teaches to attend parent events beyond their contract time. Title I funds will be used to pay additional duty for teachers to host content specific parent engagement events and materials necessary for the workshops.

Teachers will be expected to inform and communicate with parents throughout the school year with the Remind app, and parent/teacher conferences.

The HCSD Parent Academy will be invited to provide professional learning to teachers about the importance of involving parents in their student's academics. Arrangements will be made when FCMS knows in advance that a parent needs assistance (ADA accommodations, non-English language translation) at an event. The Title I Facilitator will train the teachers in the requirements of the Title I Annual Meeting and Title I student Compact requirements and procedures.

The evaluation of implementation and effectiveness of parent and family engagement activities will be determined via survey results and parent input at Title I/SAC meetings.

Research – http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf

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.

Fox Chapel Middle School places high value on horizontal and vertical support and communication. Understanding transitioning into middle school is sometimes a difficult and stressful stage in a child's life, FCMS has integrated a school-wide Positive Behavioral Support system to provide structure for the students and teach systems of positive reinforcement through school-wide collaboration. Prior to the first day of school, students of all grades and parents/guardians are invited to an open house/schedule pick-up to help them familiarize themselves with the campus and meet their team of teachers. FCMS invites our elementary feeder schools to bring their 5th grade students to visit our campus. Common planning time allows teachers to discuss school-wide behavioral and academic trends. Grade level counselors are available to address academic social and academic needs of individual students. Students with high social/emotional needs are provided with an adult mentor.

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

MTSS-SBLT meets bi-weekly to evaluate school-wide data. Assessment data is reviewed by each Department Chair from a school-wide perspective identifying areas of strengths and weaknesses and trends. The MTSS-SBLT provides guidance by organizing and coordinating MTSS efforts, working with grade-level teams. All teams have a representative serving on the SBLT to ensure communication is fluid and implementation of strategies identified in the SIP are implemented with fidelity. Department Chairs and Coaches serve as liaisons between the MTSS-SBLT and their Department members in a reciprocal fashion. The SBLT analyzes and dis-aggregates data at the core and supplemental levels. When individual student data analysis and problem solving is necessary, a separate student problem-solving team (e.g., parent-teacher conference, subcommittee of the SBLT, specialized team, IEP team, PS/RtI team, etc.) is convened.

PS/RtI Teams – grade level teams meet monthly to review behavioral progress monitoring data of Tier 2/ supplemental and Tier 3/intensive students, determine and implement Tier 2/supplemental & Tier 3/ intensive intervention plans and discuss potential Tier 2/3 students utilizing the problem-solving method.

FCMS is dedicated to providing, maintaining, and improving comparable, supplementary Title I services for all of our students. Services are regularly coordinated with other federally-funded programs: Title III funds to support additional services for our English Language Learners (ELLs), and Title IX funds provide additional services for our homeless students. Compliance monitoring for programs and services under the Consent Decree are coordinated by the ESOL Lead Teacher. Title I monitoring is the responsibility of the TIF.
Title I materials are distributed to teachers based on justifiable purpose. The TIF and Lab Manager will work to maintain all inventory, where it's housed and/or who has it, in the system Alexandria. During bi-weekly SLT meetings, problem-solving may lead to suggestions of using Title I materials, or requesting funds for Title I materials.

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.

Sixth grade students are given the opportunity to visit a neighboring High School, 7th grade students visit the local state college, Pasco Hernando State College and 8th grade will visit a university year. According to the Institute of Educational Sciences, research suggests students who are exposed to college campuses, are given the opportunity to interact with college professors, and experience aspects of campus life are less likely to drop out of high school.

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

Fox Chapel Middle School would like to start the planning and application for bringing the Middle Years Program into the school. The goal is to plan during 2019-2020 school year and begin the implementation of the program for the 2020-2021 school year, beginning with sixth grade. During the 2019-2020 school year, selected teachers will attend training for the Middle Years Program. Becoming an authorized school of the International Baccalaureate (IB) Middle Years Program is a lengthy process.

FCMS will offer an extended learning program, beginning occurring in June 2020. This extended learning opportunity will offer credit recovery to students who are at risk of course failures. Test prep boot camps will be offered on no more than four Saturdays in the second semester. These boot camps will be offered

in each tested FSA subject area. FCMS will offer robotics pre-requisite classes. The plan will be to offer a level 1 robotics class for the 2020-2021 school year. FCMS offers DIT for high school credit for approximately 25 students.