Shelley S. Boone Middle School

2019-20 Schoolwide Improvement Plan

Table of Contents

Shelley S. Boone Middle School

225 22ND ST S, Haines City, FL 33844

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

Demographics

Principal: Shawn Livingston

Start Date for this Principal: 8/22/2019

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* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (41%) 2017-18: C (44%) 2016-17: C (42%) 2015-16: D (32%) 2014-15: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Polk 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.

Table of Contents

Shelley S. Boone Middle School

225 22ND ST S, Haines City, FL 33844

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

School Demographics

School Type and Grades Served (per MSID File)	**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	87%

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Shelley S. Boone Middle School is to educate every student with the knowledge and tools necessary to succeed in high school and beyond.

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Tarver, Brad	Principal	
Iiames, Kenneth	Assistant Principal	
Adams, Sandra	Assistant Principal	
Scott, Lakisha	Assistant Principal	
Cruz, Daffne	Dean	

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	409	383	513	0	0	0	0	1305
Attendance below 90 percent	0	0	0	0	0	0	89	35	93	0	0	0	0	217
One or more suspensions	0	0	0	0	0	0	37	55	107	0	0	0	0	199
Course failure in ELA or Math	0	0	0	0	0	0	17	17	54	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	0	0	0	213	167	272	0	0	0	0	652

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	43	138	72	0	0	0	0	253

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	72	47	88	0	0	0	0	207
Students retained two or more times	0	0	0	0	0	0	6	2	15	0	0	0	0	23

FTE units allocated to school (total number of teacher units)
62

Date this data was collected or last updated
Thursday 8/29/2019

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

The number of students 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	0	0	0	0	0	0	0	

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	24	34	23	0	0	0	0	81
One or more suspensions	0	0	0	0	0	0	124	229	131	0	0	0	0	484
Course failure in ELA or Math	0	0	0	0	0	0	10	17	27	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	0	0	0	149	266	137	0	0	0	0	552

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	80	180	95	0	0	0	0	355

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	29%	48%	54%	29%	48%	52%
ELA Learning Gains	43%	52%	54%	51%	51%	54%
ELA Lowest 25th Percentile	40%	48%	47%	45%	43%	44%
Math Achievement	31%	50%	58%	26%	47%	56%
Math Learning Gains	41%	50%	57%	45%	50%	57%
Math Lowest 25th Percentile	38%	48%	51%	47%	46%	50%
Science Achievement	31%	44%	51%	31%	44%	50%
Social Studies Achievement	57%	72%	72%	51%	64%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	409 (0)	383 (0)	513 (0)	1305 (0)
Attendance below 90 percent	89 (0)	35 (0)	93 (0)	217 (0)
One or more suspensions	37 (0)	55 (0)	107 (0)	199 (0)
Course failure in ELA or Math	17 (0)	17 (0)	54 (0)	88 (0)
Level 1 on statewide assessment	213 (0)	167 (0)	272 (0)	652 (0)

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	29%	48%	-19%	54%	-25%
	2018	24%	41%	-17%	52%	-28%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	22%	42%	-20%	52%	-30%
	2018	34%	42%	-8%	51%	-17%
Same Grade Comparison		-12%				
Cohort Comparison		-2%				
08	2019	34%	48%	-14%	56%	-22%
	2018	27%	49%	-22%	58%	-31%
Same Grade Comparison		7%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	25%	47%	-22%	55%	-30%
	2018	23%	40%	-17%	52%	-29%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	24%	39%	-15%	54%	-30%
	2018	41%	40%	1%	54%	-13%
Same Grade Comparison		-17%				
Cohort Comparison		1%				
08	2019	26%	35%	-9%	46%	-20%
	2018	27%	34%	-7%	45%	-18%
Same Grade Comparison		-1%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	28%	41%	-13%	48%	-20%
	2018	19%	42%	-23%	50%	-31%
Same Grade Comparison		9%				
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	57%	70%	-13%	71%	-14%
2018	78%	84%	-6%	71%	7%
Compare		-21%			
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	73%	50%	23%	61%	12%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	51%	60%	-9%	62%	-11%
Compare		22%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	53%	9%	57%	5%
2018	62%	41%	21%	56%	6%
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	15	30	27	24	35	32	19	34			
ELL	16	39	39	22	39	35	18	37	44		
BLK	23	42	49	19	35	47	12	63			
HSP	31	43	38	34	43	37	34	55	61		
WHT	30	42	39	33	37	30	36	61	50		
FRL	27	41	41	30	40	37	29	56	64		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	38	36	23	51	51	24				
ELL	20	41	42	27	46	56	10	76	42		
BLK	28	40	48	29	50	44	20	64	69		
HSP	29	46	42	33	50	60	23	79	46		
MUL	55			60							
WHT	39	45	32	40	46	41	20				
FRL	29	45	42	33	49	53	23	72	47		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	5	21	27	11	44	45		19			
ELL	17	43	51	21	43	39	15	49	43		
BLK	26	46	30	9	36	55	28	59	40		
HSP	31	52	52	31	47	40	30	55	59		
MUL				20							
WHT	27	56	36	30	56	68	36	29			
FRL	27	54	50	26	46	51	26	53	48		

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	42
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	46
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	34
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	37
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	42
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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
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 for Boone that showed the lowest performance was ELA achievement, which was 29% proficient. Within that data, 15% of SWDs were proficient and 16% of ELLs were proficient. According to ESSA, 46% of ELLS are making progress achieving English language proficiency. A large percent of our population are ELLs and are in need of extra support for learning the English language. This has been a trend within the school and effects all academic areas of the school.

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 Social Studies achievement. During 2018, Social Studies had an achievement rate of 74%, whereas 2019 there was an achievement rate of 57%. This decline is primarily due to the fact that in 2018 only 7th grade advanced students took the Civics EOC compared to 2019 where 7th grade advanced and 8th grade students took the Civics EOC.

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 Math achievement. The state average was 58% and Boone's average was 31%, which is a difference of 27%. One factor that contributed to this gap was a lack of resources in the Math area. Students with previous achievement levels of 1 and 2 were placed in a Research (intensive math) class and this was designed to provide students with individualized instruction, but often teachers were unable to access technology needed. This year we are providing newer technology and an additional support of a math interventionist. Another factor that contributed to this gap is our large population of ELL students.

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 Science achievement. Boone's science achievement went from 22% in 2018 to 31% in 2019. Some of the new actions that we took in this area were targeting our ELLs with bi-lingual resources, identified weaknesses with target-task alignment, made adjustments, and also focused on remediation and differentiation.

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

Based on the EWS data, one potential area of concern is student attendance. 22% of 6th grade, 9% of 7th grade, and 18% of 8th grade students had attendance below 90%. Poor attendance correlates with low academic achievement.

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

1. Increase ELA achievement to 35%
2. Increase Math achievement to 37%
3. Increase Science achievement to 37%
4. Increase ESSA subgroups' achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Language Arts
Rationale	According to progress monitoring, ELA continues to be an area of opportunity for our school.

State the measurable outcome the school plans to achieve	To move the overall ELA proficiency rate to 35%.
Person responsible for monitoring outcome	Brad Tarver (brad.tarver@polk-fl.net)
Evidence-based Strategy	Professional development, tutoring focusing on foundational reading and writing skills, improving overall culture of school, family engagement, and technology use.
Rationale for Evidence-based Strategy	The ELA proficiency rate last year was 29%, which is 19% below the district average and 25% below the state average. Our ESSA subgroups that are below 41% of the federal index are ELLS, SWDs, White, and Black/African American, which is a majority of our school's student demographics. By improving teacher capacity, providing individualized student tutoring, utilizing behavior and reading interventionists, we will be able to target the bottom 25% of students and ESSA subgroups, thereby, raising the school's overall reading proficiency.

Action Step	
Description	1. Literacy coach will provide professional development on: Best practices, differentiated instruction, and vocabulary instruction. Literacy coach will also facilitate collaborative planning, focusing on target/task alignment to increase rigor, and provide coaching cycles as needed. 2. Extended Learning Program will focus on comprehension skills and reading fluency. 3. ESOL Paras and Inclusion Teachers will support ELLs and SWDs in language arts classrooms. 4. Behavior interventionist will work with teachers and students to promote positive behaviors that will create a more conducive learning environment. 5. Reading interventionist will work on foundational reading skills with students that fall within the bottom 25%. 6. Intensive reading courses will utilize laptop carts to increase student engagement and provide daily differentiation to students. 7. Science coach will provide professional development and support to science department on implementing effective writing and reading strategies. 8. Boone will host a literacy parent night to provide strategies families can use at home to support their students. Boone will also host an FSA information night to provide families information on how to best prepare for testing.
Person Responsible	Brad Tarver (brad.tarver@polk-fl.net)

#2	
Title	Math
Rationale	According to progress monitoring, math continues to be an area of opportunity for our school.

State the measurable outcome the school plans to achieve	To move the overall math proficiency rate to 37%.
Person responsible for monitoring outcome	Brad Tarver (brad.tarver@polk-fl.net)
Evidence-based Strategy	Professional development, tutoring focusing on foundational math skills, improving overall culture of school, family engagement, and technology use.
Rationale for Evidence-based Strategy	The Math proficiency rate last year was 31%, which is 19% below the district average and 27% below the state average. Our ESSA subgroups that are below 41% of the federal index are ELLS, SWDs, White, and Black/African American, which is a majority of our school's student demographics. By improving teacher capacity, providing individualized student tutoring, utilizing behavior and math interventionists, we will be able to target the bottom 25% of students and ESSA subgroups, thereby, raising the school's overall reading proficiency.

Action Step	
Description	1. Math coach will provide professional development on: Best practices, differentiated instruction, and data analysis. Math coach will also facilitate collaborative planning, focusing on target/task alignment to increase rigor, and provide coaching cycles as needed. 2. Extended Learning Program will focus on grade level math skills and math fluency. 3. ESOL Paras and Inclusion Teachers will support ELLs and SWDs in math classrooms. 4. Behavior interventionist will work with teachers and students to promote positive behaviors that will create a more conducive learning environment. 5. Math interventionist will work on foundational reading skills with students that fall within the bottom 25%. 6. Research (Intensive Math) courses will utilize laptop carts to increase student engagement and provide daily differentiation to students. 7. Boone will host a math parent night to provide strategies families can use at home to support their students. Boone will also host an FSA information night to provide families information on how to best prepare for testing.
Person Responsible	Brad Tarver (brad.tarver@polk-fl.net)

#3	
Title	Science
Rationale	According to progress monitoring, science continues to be an area of opportunity for our school.

State the measurable outcome the school plans to achieve	To move the overall Science proficiency rate to 37%.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Professional development, tutoring focusing on science standards from previous year, improving overall culture of school, family engagement, and ESOL paraprofessionals.
Rationale for Evidence-based Strategy	The school's Science proficiency level was 31%, which is a 9% increase from 2018; however, this is still 13% below the district average and 20% below the state average. Our ESSA subgroups that are below 41% of the federal index are ELLS, SWDs, White, and Black/African American, which is a majority of our school's student demographics. By improving teacher capacity, providing individualized student tutoring, utilizing the behavior interventionist and ESOL paraprofessionals, we will be able to target the bottom 25% of students and ESSA subgroups, thereby, raising the school's overall Science proficiency.

Action Step

Description	1. Science coach will provide professional development on: Best practices, differentiated instruction, and vocabulary instruction. Science coach will also facilitate collaborative planning, focusing on target/task alignment to increase rigor, and provide coaching cycles as needed. 2. Extended Learning Program will focus on on science standards from previous year. 3. ESOL Paraprofessionals will support ELLs in Science classrooms. ELL students will also utilize bi-lingual glossaries and dictionaries for support. 4. Behavior interventionist will work with teachers and students to promote positive behaviors that will create a more conducive learning environment. 5. Science coach will provide professional development and support to science department on implementing effective writing and reading strategies. 6. Boone will host a science parent night to provide strategies families can use at home to support their students. Boone will also host an FSA information night to provide families information on how to best prepare for testing.
Person Responsible	Brad Tarver (brad.tarver@polk-fl.net)

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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources, CHAMPS, PBIS, Mindful Schools, and DrumBeat. CHAMPS is implemented in all classrooms on a daily basis. Boone uses PBIS to promote positive behaviors. Students are rewarded on a monthly basis. Mindful schools meets with teachers and students to provide support and services based on individual needs. They also help facilitate SecondStep through our physical educational classes. SecondStep is a social emotional learning curriculum to meet our students needs. DrumBeat is used as a tier 3 intervention for students as identified by the PBIS team.

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Based Leadership Team meets on a weekly basis to monitor the effectiveness of our core instruction and to allocate appropriate resources needed to improve our students' achievement. The SBLT identifies any areas of concern by analyzing our trend data in the areas of reading, math, science, writing, behavior and attendance. We then work with the resource team (math, science, and literacy coach, reading and math interventionist, students success coach, and interventionist) to identify what our barriers are and what strategies to put in place to address barriers. During our meetings we monitor the effectiveness of strategies by looking at progress monitoring data and determining if the rate of progress

is sufficient to close the current achievement gap. If the rate of progress is insufficient we go back through the problem-solving process to determine what adjustments need to be made.

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

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

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

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

We currently have the school guidance counselors meet with students to discuss the courses offered and what offerings best fit the needs and interests of each student. Students are placed in classes based on these discussions and career choices.
Boone's student success coach will work with targeted students to ensure that students are on-track for high schools graduation and help students create goals for college and career success.

Part V: Budget

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

1	III.A.	Areas of Focus: Language Arts	$0.00
2	III.A.	Areas of Focus: Math	$0.00
3	III.A.	Areas of Focus: Science	$0.00
		Total:	$0.00