Moore Haven Middle High School.

2020-21 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: 8/25/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2019-20 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%)
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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK, 6-12	No	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	C

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Perez, Rosa	Principal	
Hough, Angie	School Counselor	
Pagan, Juan	Assistant Principal	
Langdale, Felinda	Assistant Principal	
Ivack, Cheryl	Teacher, K-12	
Woodward, Pam	Teacher, ESE	
Cherry, Matthew	Teacher, K-12	

Demographic Information

Principal start date
Tuesday 8/25/2020, Brickel James

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
13

Total number of teacher positions allocated to the school
38

Demographic Data

2020-21 Status (per MSID File)	Active
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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.	

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	78	87	82	92	91	56	68	554
Attendance below 90 percent	0	0	0	0	0	0	16	16	20	27	25	13	27	144
One or more suspensions	0	0	0	0	0	0	25	24	20	14	15	13	8	119
Course failure in ELA	0	0	0	0	0	0	5	12	14	18	7	0	0	56
Course failure in Math	0	0	0	0	0	0	5	18	12	18	12	2	4	71
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	21	25	24	32	17	14	12	145
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	21	28	18	5	17	5	2	96

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	3	10	24	11	10	7	10	75

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	0	5	12	4	5	1	0	27
Students retained two or more times	0	0	0	0	0	0	1	3	8	11	6	3	0	32

Date this data was collected or last updated

Tuesday 9/1/2020

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	
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	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	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

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	
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	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	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

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**	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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%
	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%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
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%
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%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
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
FRL	30	44	39	24	21	22	23	34	33	83	32

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	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

ESSA Federal Index	
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0

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 the 2018-2019 low performance was due to the fact that the Science teacher left mid year. This was the second year in a row in which our 8th grade Science classes have not a consistent teacher. Last school year 2019-2020 and for the current school year 2020-2021, a new middle school Science teacher has been hired to teach our 8th grade Science classes. A science pacing guide is being implemented with fidelity. Progress monitoring of 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 2018-2019 school 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 instruction. A pacing guide is being implemented with fidelity for the 2020-2021 school year. Progress monitoring of standards are being utilized.

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 for the 2018-2019.. It was at a -45%. The factor that contributed to this gap was a lack of implementing a pacing guide and progress monitoring of standards embedded in instruction. A pacing guide is being implemented with fidelity for the 2020-2021 school year. Progress monitoring of standards are being utilized.

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 7th and 8th grade middle school math for the 2018-2019 school year. The actions that were taken to show this improvement began with hiring certified math teachers. The math teachers have common planning times and have weekly meetings with the department head to discuss data. The math teachers are also implementing a pacing guide with fidelity.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

After reflecting on the EWS data, two areas of concern that we would like to see improvements in reducing the number of suspensions and reducing the number of students below 90% 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 and all State Assessments. (FSA ELA & Math, Algebra 1 EOC, Geometry EOC, Civics EOC, U.S. History EOC, Biology EOC and 8th grade FLNGSSS.
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 numbers of students receiving one or more suspensions by 3%.
5. There will be an increase in the number of students who attend school 90% by 3%.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Increase instructional rigor by planning lessons that align to state standards. Teachers 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 learning.
Measurable Outcome:	There will be a 2% increase in all State Assessments (FSA, EOC).
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.
Rationale for 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.

Action Steps to Implement

1. The school-based administration will meet with teachers bimonthly during Professional Learning Communities to address standards and align lesson plans and instruction to the depth and rigor of the standards.
2. The school-based administration will monitor lesson plans, conduct walk-throughs, pull and review data and meet with instructional staff twice a nine week to discuss data collected.
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. Top Score Writing program will be implemented to help improve students writing abilities.
7. Implementation of AVID strategies (WICOR) school wide.
8. Implementation of iReady (6th-8th) program utilizing 3 diagnostics a year and standards mastery assessment.
9. Implementation of PrepWorks progress monitoring for Civics, Biology, U.S. History.
10. Implementation of Pre AP English 1 and English College Board Curriculum and progress monitoring for all students.
11. Implementation of PreAP Algebra 1 College Board Curriculum and progress monitoring for all students.
12. Provide after-school tutoring services utilizing GAP funds.

Person Responsible	[no one identified]

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Increase in our Federal Index subgroups of Students with Disabilities from 36% to 42%. Teacher will ensure that the content they are teaching and their methods of teaching enable students with disabilities to learn both skill and concepts defined in the standard for that grade level and to demonstrate evidence in their learning.
Measurable Outcome:	There will be an increase in our Federal Index subgroup of Students with Disabilities from 36% to 42%.
Person responsible for monitoring outcome:	Felinda Langdale (felinda.langdale@glades-schools.org)
Evidence-based Strategy:	Teachers will plan lessons and units that are built 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) and Kagan structures in their classrooms in order to engage students with disabilities.
Rationale for Evidence-based Strategy:	Teachers will plan lessons and units that are built standards and create aligned assessments that measure student with disabilities 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 ready culture. The effects of AVID raises expectations and improve outcomes for students school wide. Kagan structures create positive outcomes for students which includes increased student achievement, improved social skills and relations, and improved classroom climate.

Action Steps to Implement

1. The school-based administration will meet with teachers bimonthly during Professional Learning Communities to address standards and align lesson plans and instruction to the depth and rigor of the standards.
2. The school-based administration will monitor lesson plans, conduct walk-throughs, pull and review data and meet with instructional staff twice a nine week to discuss data collected.
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. Top Score Writing program will be implemented to help improve students writing abilities.
7. Implementation of AVID strategies (WICOR) school wide.
8. Implementation of iReady (6th-8th) program utilizing 3 diagnostics a year and standards mastery assessment.
9. Implementation of PrepWorks progress monitoring for Civics, Biology, U.S. History.
10. Implementation of Pre AP English 1 and English College Board Curriculum and progress monitoring for all students.
11. Implementation of PreAP Algebra 1 College Board Curriculum and progress monitoring for all students
12. Provide after-school tutoring utilizing GAP funds.
13. Practice more inclusive practices.

Person Responsible	Felinda Langdale (felinda.langdale@glades-schools.org)

#3. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	Increase our Federal Index subgroup of African American Students from 39% to 42%.
Measurable Outcome:	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 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) and Kagan structures in their classrooms in order to engage African Americans.
Rationale for Evidence-based Strategy:	Teachers will plan lessons and units that are built standards and create aligned assessments that measure African American 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 ready culture. The effects of AVID raises expectations and improve outcomes for students school wide. Kagan structures create positive outcomes for students which includes increased student achievement, improved social skills and relations, and improved classroom climate.

Action Steps to Implement

1. The school-based administration will meet with teachers bimonthly during Professional Learning Communities to address standards and align lesson plans and instruction to the depth and rigor of the standards.
2. The school-based administration will monitor lesson plans, conduct walk-throughs, pull and review data and meet with instructional staff twice a nine week to discuss data collected.
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. Top Score Writing program will be implemented to help improve students writing abilities.
7. Implementation of AVID strategies (WICOR) school wide.
8. Implementation of iReady (6th-8th) program utilizing 3 diagnostics a year and standards mastery assessment.
9. Implementation of PrepWorks progress monitoring for Civics, Biology, U.S. History.
10. Implementation of Pre AP English 1 and English College Board Curriculum and progress monitoring for all students.
11. Implementation of PreAP Algebra 1 College Board Curriculum and progress monitoring for all students
12. Teachers will plan for culture relevance.
13. Provide after-school tutoring for African American utilizing GAP funds.
14. Address and strategize a plan to decrease suspensions and increase attendance through PBIS team data analysis.

Person Responsible	Rosa Perez (rosa.perez@glades-schools.org)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	There will be a decrease in the number of students receiving one or more suspensions by 3%.
Measurable Outcome:	There will be a decrease in the numbers of students receiving one or more suspensions by 3%.
Person responsible for monitoring outcome:	Juan Pagan (juan.pagan@glades-schools.org)
Evidence-based Strategy:	The aim of restorative practices is to develop community and 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 altogther. Restorative practices represent a positive step forward in helping all students learn to solve disagreeements, take ownership of their behavior, and engage in acts of empathy and forgiveness.

Action Steps to Implement

1. Implement PBIS school-wide with an emphasis on Restorative Practices.
2. Implement Edgenuity Social and Emotional learning program.
3. Analyze school suspension data by subgroups.

Person Responsible	Juan Pagan (juan.pagan@glades-schools.org)

#5. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	There will be an increase in the numbers of students who attend school 90% or more by 3%.
Measurable Outcome:	There will be an increase in the numbers of students who attend school 90% or more by 3%.
Person responsible for monitoring outcome:	Juan Pagan (juan.pagan@glades-schools.org)
Evidence-based Strategy:	Research confirms that a quality mentoring program have a 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, 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 Steps to Implement

1. Utilize school messenger call out phone system calls home for warnings.
2. Letters will be mailed to parents in regards to absences.
3. Increase phone calls and/or conferences with parents by teachers and administration.
4. Implement attendance contracts for students in the mentor program with excessive absences.
5. Implement Edgenuity Social Emotional Learning program.
6. Implement Mentoring program
7. Analyze the school attendance data by subgroups.

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We will meet with teachers to address progress monitoring data and make necessary changes to instruction. We will conduct classroom walkthrough to make sure teachers are teaching standards-based instruction and aligning student tasks to the standards.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Moore Haven Middle High School uses a variety of ways to build and foster a positive school culture and environment ensuring all stakeholders are involved. 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 provides input on the school improvement plan to ensure that the plan is developed and designed with the community and parental support. T
he school Facebook and website provides ongoing communication with parents and community. It is used to inform parents of events happening during the academic school year. Parent links are included on the school website to assist the parents with important resources. In addition, the school website, ongoing communication with parents and community happen via School Messenger. The automated calls relay information to the faculty, parents, and community concerning important events.
Open houses are held quarterly. These events allow parents 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 academic progress.
Glades Truancy Program is designed to notify parents of truancy concerns to help improved the attendance of students. This program includes parental notification of absences and meetings with parents and administration to improve attendance.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$82,111.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	520-Textbooks	0021 - Moore Haven Middle High School	General Fund		$300.00
			Notes: Renaissance Learing University ondemand PD			
	5100	510-Supplies	0021 - Moore Haven Middle High School	Other		$27,712.50
			Notes: TopScore Writing for Grades 6-12			

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	Other		$630.00
			Notes: Brain Pop Software Program			
	6400	310-Professional and Technical Services	0021 - Moore Haven Middle High School	Ttitle III		$834.00
			Notes: Support Ed half day training. Topic: Scaffolding Instruction for ELs and Academic Language.			
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	Title V, Part B		$24,560.00
			Notes: Purchase Achieve3000			
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	Title V, Part B		$9,332.50
			Notes: Purchase Renaissance Learning Program			
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	Other		$6,982.50
			Notes: Purchase of i-Ready online supplemental software program.			
	6400	310-Professional and Technical Services	0021 - Moore Haven Middle High School	Other		$3,000.00
			Notes: i-Ready Assessment and Personalized Instruction Professional Development On Site Advanced User Package: Two Advanced User Sessions (All sessions up to 6 hours)			
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	Title V, Part B		$8,760.00
			Notes: Prepworks Site license for Algebra 1, Geometry, Civics, Biology, and American History			
2	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$8,419.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	310-Professional and Technical Services	0021 - Moore Haven Middle High School	Title II		$6,000.00
			Notes: Kagan onsite Professional Development			
	6400	510-Supplies	0021 - Moore Haven Middle High School	Title II		$2,419.00
			Notes: Kagan Training materials for teachers			
3	**III.A.**	**Areas of Focus: ESSA Subgroup: African-American**				**$0.00**
4	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$6,995.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0021 - Moore Haven Middle High School	Other		$6,995.00
			Notes: Edgenuity Purpose Prep Program for Social Emotional Learning			
5	**III.A.**	**Areas of Focus: Culture & Environment: Early Warning Systems**				**$0.00**
					Total:	**$97,525.50**