

Marion County Public Schools

# Howard Middle School



## 2021-22 Schoolwide Improvement Plan

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# Howard Middle School

1655 NW 10TH ST, Ocala, FL 34475

[ no web address on file ]

## Demographics

Principal: Suzette Parker

Start Date for this Principal: 8/13/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	97%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (61%) 2017-18: B (56%) 2016-17: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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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## Howard Middle School

1655 NW 10TH ST, Ocala, FL 34475

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

### School Board Approval

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### SIP Authority

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

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Howard Middle School is committed to developing all students in partnership with our community to become knowledgeable, compassionate global citizens, and we believe that every student should be provided opportunity to achieve their personal best.

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rembert, Bernard	Principal	<p>The Principal is the driving force and instructional leader of the school. The Principal provides a common vision for the use of data-based decision-making. The Principal models the Problem Solving Process; supervises the development of a strong infrastructure; conducts assessment of the skills of school staff; ensures implementation of high yield instructional strategies. Also, the Principal facilitates collaborative learning, intervention support and documentation; provides adequate professional learning opportunities; develops a culture of expectation with the school staff; ensures resources are assigned to those areas of most need. The Principal is a resource for the community and communicates with parents as necessary.</p>
Watts, Columbus	Assistant Principal	<p>The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies. Further, they assist the Principal in the assessment of school staff, assist with the monitoring of implementation of intervention and necessary documentation, and assist with the delivery of professional development for effective instructional delivery. The Assistant Principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.</p>
Leach-Cotton, Jennifer	Assistant Principal	<p>The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies. Further, they assist the Principal in the assessment of school staff, assist with the monitoring of implementation of intervention and necessary documentation, and assist with the delivery of professional development for effective instructional delivery. The Assistant Principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.</p>
Ponder, Angela	Magnet Coordinator	<p>The Magnet Coordinator assists teachers with the interpretation and implementation of the International Baccalaureate program and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling. She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.</p>
Oliver, Natasha	School Counselor	<p>The Guidance Counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community</p>



Name	Position Title	Job Duties and Responsibilities
		agencies to support the students' academic, emotional, behavioral, and social success.
Jones, Heather	School Counselor	The Guidance Counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Shaheed, Aisha	Dean	The Student Services Manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. He coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. He also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families
Daubenmire, Matthew	Dean	The Student Services Manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. He coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. He also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families
Carey, Jennifer	Instructional Coach	The Content Area Specialist assists teachers with the interpretation and implementation of the Florida Standards for Language Arts and Writing and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling. She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.

### Demographic Information

#### Principal start date

Friday 8/13/2021, Suzette Parker

**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.*

3

**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.*

8

**Total number of teacher positions allocated to the school**

58

**Total number of students enrolled at the school**

1,100

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

8

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

4

### Demographic Data

## Early Warning Systems

### 2021-22

**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	364	385	378	0	0	0	0	1127
Attendance below 90 percent	0	0	0	0	0	0	119	110	93	0	0	0	0	322
One or more suspensions	0	0	0	0	0	0	69	51	30	0	0	0	0	150
Course failure in ELA	0	0	0	0	0	0	90	131	52	0	0	0	0	273
Course failure in Math	0	0	0	0	0	0	119	163	129	0	0	0	0	411
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	81	82	68	0	0	0	0	231
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	94	81	70	0	0	0	0	245
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	151	163	120	0	0	0	0	434

**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	1	5	14	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Friday 8/13/2021

**2020-21 - 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	412	378	357	0	0	0	0	1147	
Attendance below 90 percent	0	0	0	0	0	0	155	150	147	0	0	0	0	452	
One or more suspensions	0	0	0	0	0	0	64	46	36	0	0	0	0	146	
Course failure in ELA	0	0	0	0	0	0	20	16	15	0	0	0	0	51	
Course failure in Math	0	0	0	0	0	0	24	8	12	0	0	0	0	44	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	89	97	88	0	0	0	0	274	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	108	94	98	0	0	0	0	300	

**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	190	207	0	0	0	0	397	

**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	5	8	31	0	0	0	0	44	
Students retained two or more times	0	0	0	0	0	0	2	10	18	0	0	0	0	30	

**2020-21 - 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	412	378	357	0	0	0	0	1147	
Attendance below 90 percent	0	0	0	0	0	0	155	150	147	0	0	0	0	452	
One or more suspensions	0	0	0	0	0	0	64	46	36	0	0	0	0	146	
Course failure in ELA	0	0	0	0	0	0	20	16	15	0	0	0	0	51	
Course failure in Math	0	0	0	0	0	0	24	8	12	0	0	0	0	44	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	89	97	88	0	0	0	0	274	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	108	94	98	0	0	0	0	300	

#### 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	190	207	0	0	0	0	397	

#### 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	5	8	31	0	0	0	0	44	
Students retained two or more times	0	0	0	0	0	0	2	10	18	0	0	0	0	30	

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	49%	54%	55%	47%	53%
ELA Learning Gains				59%	54%	54%	50%	50%	54%
ELA Lowest 25th Percentile				50%	46%	47%	38%	45%	47%
Math Achievement				61%	54%	58%	64%	52%	58%
Math Learning Gains				60%	58%	57%	66%	61%	57%
Math Lowest 25th Percentile				48%	50%	51%	47%	52%	51%
Science Achievement				56%	46%	51%	55%	46%	52%
Social Studies Achievement				70%	70%	72%	72%	66%	72%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	51%	45%	6%	54%	-3%
Cohort Comparison						
07	2021					
	2019	58%	46%	12%	52%	6%
Cohort Comparison		-51%				
08	2021					
	2019	60%	50%	10%	56%	4%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	52%	46%	6%	55%	-3%
Cohort Comparison						
07	2021					
	2019	55%	49%	6%	54%	1%
Cohort Comparison		-52%				
08	2021					
	2019	29%	41%	-12%	46%	-17%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	55%	44%	11%	48%	7%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	65%	4%	71%	-2%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	54%	46%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	51%	49%	57%	43%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The progress monitoring tools used by grade level to compile the data below are:

- English Language Arts, Grades 6-8: ELA Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
- Mathematics Grades 6-8: Math Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
- Algebra: Algebra Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
- Geometry: Geometry Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
- Civics: Civics Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)
- Science: Grade 8 Science Quarters 1, 2, and 3 Quarterly Standards Mastery Assessment (QSMA)

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	142 / 46%	112 / 33%	116 / 38%
	Economically Disadvantaged	81 / 38%	58 / 25%	61 / 29%
	Students With Disabilities	5 / 18%	2 / 6%	2 / 7%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	"Math 149 / 50% Algebra 1 / 100% "	"Math 131 / 39% Algebra 1 / 100% "	"Math 103 / 35% Algebra 1 / 100% "
	Economically Disadvantaged	"Math 78 / 38% "	"Math 67 / 29% "	"Math 47 / 23% "
	Students With Disabilities	"Math 5 / 18% "	"Math 4 / 12% "	"Math 3 / 12% "
	English Language Learners	"Math 1 / 8% "	"Math 1 / 7% "	"Math 0 / 0% "

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	174 / 61%	164 / 53%	140 / 49%
	Economically Disadvantaged	86 / 47%	75 / 37%	64 / 34%
	Students With Disabilities	6 / 18%	2 / 5%	2 / 6%
	English Language Learners	6 / 43%	2 / 13%	0 / 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	"Math 117 / 56% Algebra 32 / 52% "	"Math 121 / 49% Algebra 32 / 51% "	"Math 92 / 41% Algebra 31 / 53% "
	Economically Disadvantaged	"Math 78 / 49% Algebra 4 / 24% "	"Math 78 / 42% Algebra 7 / 39% "	"Math 57 / 33% Algebra 9 / 53% "
	Students With Disabilities	"Math 12 / 38% "	"Math 10 / 26% "	"Math 4 / 11% "
	English Language Learners	"Math 4 / 29% "	"Math 3 / 20% "	"Math 3 / 20% "
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	151 / 53%	161 / 56%	177 / 62%
	Economically Disadvantaged	75 / 41%	79 / 40%	93 / 51%
	Students With Disabilities	6 / 19%	3 / 9%	3 / 10%
	English Language Learners	3 / 21%	5 / 36%	4 / 31%



Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	87 / 33%	94 / 34%	87 / 34%
	Economically Disadvantaged	36 / 23%	40 / 23%	35 / 21%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	1 / 9%	1 / 8%	1 / 8%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	"Math 56 / 41% Algebra 31 / 48% Geo 45 / 75%"	"Math 77 / 49% Algebra 26 / 40% Geo 44 / 73%"	"Math 53 / 37% Algebra 24 / 40% Geo 39 / 71%"
	Economically Disadvantaged	"Math 47 / 42% Algebra 10 / 33% Geo 11 / 73%"	"Math 64 / 50% Algebra 8 / 27% Geo 12 / 80%"	"Math 46 / 39% Algebra 9 / 31% Geo 11 / 79%"
	Students With Disabilities	"Math 3 / 12% "	"Math 6 / 21% "	"Math 6 / 24% "
	English Language Learners	"Math 1 / 11% Algebra 1 / 50% "	"Math 3 / 27% Algebra 1 / 50% "	"Math 2 / 20% Algebra 0 / 0% "
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	91 / 36%	122 / 43%	118 / 45%
	Economically Disadvantaged	34 / 23%	51 / 29%	49 / 30%
	Students With Disabilities	0 / 0%	3 / 10%	3 / 11%
	English Language Learners	1 / 9%	1 / 8%	0 / 0%

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	14	24	19	13	26	30	26	24			
ELL	23	41	45	24	31	46	42	41	55		
ASN	93	72		86	51		75	100	83		
BLK	31	32	27	26	26	26	17	55	57		
HSP	47	46	36	45	36	41	55	60	74		
MUL	51	44		54	45		50	73	82		
WHT	66	55	35	65	41	33	63	72	89		
FRL	36	37	31	33	31	30	29	51	66		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	45	47	7	34	37	11	7			
ELL	40	61	55	40	53	42	22	35			
ASN	94	80		97	77		100	100	100		
BLK	35	47	40	38	50	42	28	55	62		
HSP	61	67	57	59	59	46	60	63	81		
MUL	71	61		84	70		57	81	64		
WHT	69	64	72	74	65	64	71	82	90		
FRL	42	53	48	45	53	46	37	56	66		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	38	32	20	43	34	18	40			
ELL	11	32	33	16	43	39		30			
ASN	97	71		100	88		92	100	96		
BLK	30	40	37	44	55	43	27	51	36		
HSP	57	53	41	61	60	43	59	70	50		
MUL	67	52	30	78	71		64	78	56		
WHT	69	55	40	77	74	59	73	89	61		
FRL	41	44	37	52	60	45	40	61	43		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
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	50
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	57
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	58
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Howard Middle School three year prior trend data shows proficiency levels at an average of 56 percent for ELA and 62 percent for Math. The trend shows slight fluctuations each year with a 3 year increase from 2018 to 2019 in ELA and a decrease in 4 percent from 2018 to 2019 in Math. In 8th grade Science, three year trend data averages 55 percent proficiency on FCAT. In 2021 the proficiency level was 43 percent a decline of 12 percent.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is in 6-8 Math. Forty-seven percent of Howard Middle School students scored proficient on the 20-21 Math FSA and End of Course exams. The three year prior average was 62 percent for Math (a 15 point decrease in 2021). There is also a need to increase 8th grade Science scores which fell 12 percent from the 3 year prior average on FCAT.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In 2021 a new teacher started in October and taught teach 7th grade Math. We also had two other teachers new to teaching Middle School Math.

Actions taken for improvement:

Inclusion teachers will push in to assist with our students with disabilities in the specified classes.

Increase collaboration between our Math teachers to share best practices from our veteran teachers to our newer teachers to Middle School math.

A renewed focus through Professional Development on student tasks aligned to standards and the use of state adopted resources will help strengthen the proficiency levels for that subject area.

The use of achievement level descriptors to match the rigor of the standard to the tasks selected for students to practice.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

39 percent of African American students scored proficient on the 2021 ELA assessment. This is an increase from 35 percent in 2019 and 30 percent in 2018.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

The contributing factors for this improvement would be data tracking and student ownership by the staff. There was continuity in most of the ELA department except for 1 new teacher. The implementation of data chats with the Principal or administrative team allowed students to know they are being tracked for success.

**What strategies will need to be implemented in order to accelerate learning?**

Collaboration practices and planning time will be focused on task alignment and meeting the rigor of the standard. Achievement level descriptors for the ELA and Math FSA along with Item Specs will be tools used while planning with peers and with the administrative team.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development will continue to focus on students reading and writing to learn, peer collaboration, inquiry, and organization.

Professional development will be provided on students tasks aligned to the rigor of the standards.

Professional development will be provided on formative assessment and how it can be used as a tool for measuring student mastery and adjustments to lessons.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Tutoring will be available in Math on campus before and after school.

STEAM camps focused on standard based projects will be provided for students before and after school.

Intensive Math instructor and specifically scheduled classes targeting the bottom quartile.

The use of district provided interventions Math 180, Read 180, System 44, and Study Synch.

Coaching cycles for selected teachers in need of extra support.

Instructional Rounds for peer collaboration and review of instructional practice.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

<b>Area of Focus Description and Rationale:</b>	<p>Student proficiency in ELA and Math is an area of focus. Fifty percent of Howard Middle School students scored proficient on the 20-21 ELA FSA. The three year prior average was 56 percent for ELA ( a 6 point decrease in 2021).</p> <p>Forty-seven percent of Howard Middle School students scored proficient on the 20-21 Math FSA and End of Course exams. The three year prior average was 62 percent for Math (a 15 point decrease in 2021).</p> <p>Improve Federal Index for Students with Disabilities for ELA and Math</p> <p>The Federal Index for Students with Disabilities was 25 percent, which is 16 percentage points below the goal of 41 percent for the subgroup.</p>
<b>Measurable Outcome:</b>	<p>Howard Middle School will raise student proficiency in ELA (50) and Math (47) to 55 percent as assessed by the 21-22 Florida Standards Assessment and end of course exams. We will also raise our Federal Index for Students with Disabilities for ELA and Math to 32 percent.</p>
<b>Monitoring:</b>	<p>Continuous monitoring of classroom from we instruction by the leadership team.</p> <p>Follow up with monitoring of classrooms to look for evidence of task alignment with standards.</p> <p>Feedback given to teachers on the evidence retrieved from classroom observations.</p> <p>Collaborative planning sessions facilitated by members of the leadership team and grade level instructional leads focused on student data, task alignment, and standard focused instruction.</p> <p>Data chats with students and all teachers on intervention data/progress for Reading and Math. These reports will be sent home as well.</p> <p>Tutoring provided for students in need with paraprofessional support for ELL and ESE students.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Bernard Rembert (bernard.rembert@marion.k12.fl.us)</p>
<b>Evidence-based Strategy:</b>	<p>Direct instruction as defined by John Hattie will be the evidence based strategy used for ELA and Math. The focus on guided and independent practice that is aligned with the rigor of the standard and that are provided by state adopted resources. The communication of expectations by the teachers verbally and with the use of the standard focused board will provide the purpose for the learning in the classrooms.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>Direct instruction has a .59 positive effect on student achievement according to John Hattie's research. Setting the purpose for the lesson and providing students with rigorous and relevant tasks will positively impact student achievement.</p>

**Action Steps to Implement**

If professional development for the leadership team and instructional staff on task alignment with standards, is conducted then the critical elements of direct instruction will improve in teacher practice.

**Person Responsible** Jennifer Carey (jennifer.carey@marion.k12.fl.us)

If routine feedback is given to teachers on the evidence retrieved from classroom observations in relation to task alignment with standards and direct instruction, then improvement in instructional practices can become routine.

**Person Responsible** Bernard Rembert (bernard.rembert@marion.k12.fl.us)

## #2. Instructional Practice specifically relating to Science

**Area of Focus Description and Rationale:** After reviewing 2021 state assessment data it was found that forty-three percent of Howard Middle School students scored proficient on the Science FCAT administered in 8th grade. This is a 12 point drop from the three year prior trend data average of 55 percent from 2017-2019. Howard Middle School needs to increase student proficiency in Science to at least mirror our three year prior trend data.

**Measurable Outcome:** Forty-three percent of Howard Middle School students scored proficient on the Science FCAT administered in 8th grade. Howard Middle School will have 55 percent of 8th grade students proficient in Science as measured by the FCAT in 2022.

**Monitoring:** STEAM camp implemented to give students extra opportunities to engage in Science experiments.  
Continuous monitoring of classroom instruction by the leadership team.  
Follow up with monitoring of classrooms to look for evidence of task alignment with standards.  
Feedback given to teachers on the evidence retrieved from classroom observations.  
Collaborative planning sessions facilitated by members of the leadership team and grade level instructional leads focused on student data, task alignment, and standard focused instruction.

**Person responsible for monitoring outcome:** Bernard Rembert (bernard.rembert@marion.k12.fl.us)

**Evidence-based Strategy:** The administrative team will provide feedback based on classroom observations in regards to instructional practices. This evidence base strategy will focus on the positive outcomes as evidenced by implementation of professional development initiatives. The feedback will be specific to tasks aligned to the standards and that are meeting the rigor of the standards.

**Rationale for Evidence-based Strategy:** John Hattie's Index of Teaching and Learning Strategies was used to select the evidence based strategy. This strategy has a .75 positive effect on student achievement when done with fidelity. The feedback to teachers will in turn impact student achievement. The feedback will focus on task alignment to the rigor of the standards.

## Action Steps to Implement

If professional development for the leadership team and instructional staff on task alignment with standards, is conducted then the critical elements of direct instruction will improve in teacher practice resulting in higher student achievement.

**Person Responsible** Jennifer Carey (jennifer.carey@marion.k12.fl.us)

If routine feedback is given to teachers on the evidence retrieved from classroom observations in relation to task alignment with standards and direct instruction, then improvement in instructional practices can become routine.

**Person Responsible** Bernard Rembert (bernard.rembert@marion.k12.fl.us)



## Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Student discipline data will be reviewed bi-weekly by the leadership and PBIS teams. At Howard Middle School, we will continue to emphasize the importance of PBIS through professional development for teachers, emphasis on our 3 school wide expectations (We are Ready, We are Responsible, and We are Respectful), communication with families, and positive responses to student behaviors. Through these measures, we are hoping to reduce the amount of suspensions by 10 percent from school/classes in order to recover instructional time with students.**

### 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.

Howard Middle School will formally implement PBIS as a school wide initiative. Howard will continue to implement the I See IB incentive system for students who are meeting school wide expectations. Howard is also providing professional development on culture and relationships through the lens of PBIS. Culturally Responsive PBIS systems are designed to fit the cultural backgrounds of the individuals they serve. It may require educators to change the way they think about support, and or address student behavior. Our goal is to build upon the foundational elements that are already in place, by effectively integrating culturally responsive techniques, and reinforcing positive student interactions to improve overall school culture. Howard Middle School has also established a peer nomination program for teachers of the month.

Research shows that students have a tendency to resist rules and procedures if there is not a trusting relationship between teacher and student (Marzano, 2003).

Putting focus on creating and maintaining a positive classroom culture help to lower the rate of discipline referrals and has a significant positive impact on the school climate as a whole. This leads to higher students achievement, graduation rates, and overall student success (National Association of Secondary School Principals NASSP, 2020).



### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Howard Middle School has our School Advisory Committee and our PBIS, Positive Behavior Intervention System committee that both support a positive culture. The members are as follows: Alex Ajuzie- student ambassador,

Sharese Ajuzie - SAC chairperson, Columbus Watts - PBIS lead and Assistant Principal of Discipline, Christopher Jackson - PBIS team member and student council sponsor, Amber Beers - PBIS team member and Student Council sponsor, Jennifer Carey - PBIS team member and Content Area Specialist, Debra Howard - PBIS team member, Staci Moore - Teacher, Lamar Rembert - Principal, Heather Howard - School Counselor, Natasha Oliver - School Counselor, Aisha Pete - Student Services Manager, Matthew Daubenmire - Student Services Manager

Angela Ponder- Magnet Coordinator and I SEE IB Lead; Cox Communications - Business Partner, and Jennifer Darley Ocala Family Attorney- Business Partner. With the help of this diverse group, HMS collaborates to improve the culture through a shared vision inclusive of all stakeholders.

## 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	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00