

Polk County Public Schools

Shelley S. Boone Middle School



2021-22 Schoolwide Improvement Plan

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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: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

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Shelley S. Boone Middle School

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

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	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Name	Position Title	Job Duties and Responsibilities
Tarver, Brad	Principal	Oversee all areas of school
Adams, Sandra	Assistant Principal	Curriculum Master Schedule Grading Administrator for Math Department Administrator for Guidance MTSS Facilitator for Academics MTSS Committee Member for Behavior PBIS Committee Member
James, Kenneth	Assistant Principal	School Operations and Safety Discipline Administrator for Social Studies, ITV, Technology, Band, Chorus
Gutierrez, Enrique	Assistant Principal	Discipline CHAMPS Administrator for Science, PE, Agriculture, and Family and Consumer Science
Scott, Lakisha	Assistant Principal	Curriculum Administrator for ELA and Reading Administrator for Testing Liaison for PEC Contact Person for PBIS Covid Liaison MTSS Facilitator for Discipline
Kinsler, Larry	Instructional Coach	ELA/ Reading Academic Coach ELA/Reading Modeling PEC Mentor Facilitate ELA/Reading PLCs - Lesson planning, pacing, data analysis
Edwards, Shecole	Instructional Coach	Math Academic Coach Math Modeling PEC Mentor Facilitate Math PLCs - Lesson planning, pacing, data analysis PBIS Committee Member Class DoJo Manager
Trzcinski, Denise	Instructional Coach	Science Academic Coach Science Modeling PEC Mentor Science - Lesson planning, pacing, data analysis

Name	Position Title	Job Duties and Responsibilities
Jozwiak, Brianne	Other	Behavior Interventionist PBIS contact person MTSS Behavior Committee Member Class DoJo Manager
Scott, Christopher	Other	Success Coach Attendance PBIS Committee Member

Demographic Information

Principal start date

Monday 7/1/2019, Shawn Livingston

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.*

0

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.*

1

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

1,116

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

13

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

8

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	379	349	471	0	0	0	0	1199	
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	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
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		
	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	205	255	217	0	0	0	0	677	

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	0	0	0	0	0	0	
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

Wednesday 6/23/2021

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	329	335	395	0	0	0	0	1059	
Attendance below 90 percent	0	0	0	0	0	0	44	68	63	0	0	0	0	175	
One or more suspensions	0	0	0	0	0	0	161	112	142	0	0	0	0	415	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	139	135	211	0	0	0	0	485	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	153	129	138	0	0	0	0	420	

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	288	224	252	0	0	0	0	764	

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	0	76	0	0	0	0	76	
Students retained two or more times	0	0	0	0	0	0	248	224	262	0	0	0	0	734	

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	329	335	395	0	0	0	0	1059	
Attendance below 90 percent	0	0	0	0	0	0	44	68	63	0	0	0	0	175	
One or more suspensions	0	0	0	0	0	0	161	112	142	0	0	0	0	415	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	139	135	211	0	0	0	0	485	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	153	129	138	0	0	0	0	420	

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	205	255	217	0	0	0	0	677	

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	0	25	0	0	0	0	25	
Students retained two or more times	0	0	0	0	0	0	1	4	12	0	0	0	0	17	

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				29%	48%	54%	30%	46%	53%
ELA Learning Gains				43%	52%	54%	45%	47%	54%
ELA Lowest 25th Percentile				40%	48%	47%	42%	42%	47%
Math Achievement				31%	50%	58%	34%	49%	58%
Math Learning Gains				41%	50%	57%	49%	51%	57%
Math Lowest 25th Percentile				38%	48%	51%	54%	51%	51%
Science Achievement				31%	44%	51%	22%	47%	52%
Social Studies Achievement				57%	72%	72%	74%	86%	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	29%	48%	-19%	54%	-25%
Cohort Comparison						
07	2021					
	2019	22%	42%	-20%	52%	-30%
Cohort Comparison		-29%				
08	2021					
	2019	34%	48%	-14%	56%	-22%
Cohort Comparison		-22%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	25%	47%	-22%	55%	-30%
Cohort Comparison						
07	2021					
	2019	24%	39%	-15%	54%	-30%
Cohort Comparison		-25%				
08	2021					
	2019	26%	35%	-9%	46%	-20%
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	28%	41%	-13%	48%	-20%
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	57%	70%	-13%	71%	-14%
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	73%	50%	23%	61%	12%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	53%	9%	57%	5%

Grade Level Data Review - Progress Monitoring Assessments

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

STAR Reading; STAR Math; Civics Quarterly Assessment; Science Quarterly Assessment

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	30	29
	Economically Disadvantaged	22	30	27
	Students With Disabilities		3	7
	English Language Learners	19	21	18
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	26	18
	Economically Disadvantaged	29	25	16
	Students With Disabilities	8		
	English Language Learners	26	21	10
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	28	27
	Economically Disadvantaged	26	27	24
	Students With Disabilities	3	8	
	English Language Learners	16	14	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	31	33
	Economically Disadvantaged	24	30	30
	Students With Disabilities		6	10
	English Language Learners	18	20	24
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	43	30	45
	Economically Disadvantaged	43	30	43
	Students With Disabilities	22	5	22
	English Language Learners	45	33	47

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	35	35
	Economically Disadvantaged	31	35	33
	Students With Disabilities	3	8	
	English Language Learners	19	15	14
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	51	45
	Economically Disadvantaged	37	48	42
	Students With Disabilities		6	10
	English Language Learners	26	34	27
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	29	33
	Economically Disadvantaged	42	26	30
	Students With Disabilities	6	8	546
	English Language Learners	46	29	38

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	11	30	36	11	29	33	5	26			
ELL	17	34	41	17	33	45	11	27	55		
BLK	23	33	33	18	33	28	15	42			
HSP	26	37	42	25	36	44	19	43	57		
MUL	10			20							
WHT	28	35	35	27	32	39	31	59	18		
FRL	25	38	38	21	35	43	17	41	49		
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			

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
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		

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	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	10
Percent Tested	93%
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	31
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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	15
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	34
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

ELA - From 2018 to 2019 there was a consistent drop across ELA. Compared the state and district every subgroup had a drop in scores of an average of 17%. The subgroup with the biggest concern would be the Hispanic subgroup, with a decrease of 3% in Learning Gains from 2018 to 2019. The 2021 Progress Monitoring data shows this trend remains the same.

Math - From 2018 to 2019 the trend for Math was a drop in all areas and grade levels with the largest drop being in the Hispanic (23%) and ELL (21%) subgroups. The trend according to the progress monitoring for the 2020-2021 school year remains the same.

Science - From 2018 to 2019 there was an increase of 8th Grade Scores of 9% with the exception of SWD which dropped 5% and Black student subgroup which dropped 8%. Looking at the trend from the 2020-2021 progress monitoring we are seeing a trend of a 2% increase from 2019 to 2021.

Civics - It is hard to compare the 2018 EOC to 2019 EOC data because we made a change in grade levels testing. The 2021 progress monitoring shows ELL improving about 10% compared to the 2019 EOC; however, they are still behind the other subgroups as a whole by about 25 points.

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

Based off progress monitoring and the 2019 state assessments the areas that demonstrate the greatest need for improvement is the Hispanic and ELL subgroup for ELA, Math and Civics, and the SWD and Black subgroups for Science.

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

The overall demographic of the school is 60% Hispanic. With this being the school's largest subgroup, the absenteeism rate is a large factor contributing to the need for improvement. Language acquisition for many of these students is very low, so learning the English language is the priority. The staff absenteeism rate also plays a high role in the need for improvement. The high staff turnover is also a problem area resulting in spending each year training staff in teaching strategies versus building upon previous trainings.

Several actions that could address this need for improvement: schoolwide actions to improve both staff and student attendance, solidifying a consistent staff would help with staff absenteeism and the level of content knowledge allowing school based coaches to focus training where needed, scheduling the ESOL paras into classrooms to assist the ELL students with academic vocabulary, focusing part of PLCs and trainings on incorporating ESOL strategies into the lessons, and tutoring/ computer based programs helping with language acquisition and fluency.

For Science the SWD s and the Black subgroup both showed decreases, while the Hispanic and ELL subgroup showed gains. The students with disabilities are not serviced in Science.

Several actions would address these needs: working on building teacher student relationships, ESE Inclusion support in Science classrooms, focusing some PLCs and trainings on assisting/

accommodating students with disabilities and planning for that support analyzing progress monitoring data and providing tutoring/support early would help Black subgroup student achievement.

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

For Math the strongest areas have been Algebra and Geometry. In 2019 the school had 61% in this area. Progress monitoring in 2020 showed 72%, and progress monitoring in 2021 showed similar results. In the past, Learning Gains and Bottom 25% have also been areas of gain for Math.

Based on Progress Monitoring and Student Subgroup Data from 2019: 6th grade had a 7% increase from Fall to Winter; 7th and 8th Grade SWD had a 5% increase from Fall to Winter; Lowest 25% had a 7% gain from 2018-2019; Economically Disadvantaged students had a 8% gain from Fall to Winter.

Science showed an 8% Hispanic and 11% ELL gains showed largest based on 2018 and 2019 SSA data.

According to Progress Monitoring, in Civics we had a 10 point gain for our ELL learners compared to the 2019 EOC.

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

Math focused on remediating areas of weakness for the lowest learners in the Research classes using Get More Math. For Algebra and Geometry we had boot camps designed to remediate and enrich highly tested standards.

ELA focused Professional Development on data drive instructional strategies designed to support the individual student needs and to develop standards based lesson plans utilizing small group instruction, remediation and differentiation, while monitoring the Lowest 25%.

In Civics, the teachers worked on differentiated instruction to help the ELL learners, as well as targeting explicit academic vocabulary instruction.

In Science Support from the Spanish speaking District Science, and pull out hands on inquiry based activities and vocabulary support helped the ELL and Hispanic students.

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

Provide ESE Inclusion teacher support in the Civics and Science classrooms. Schedule ESOL paras in classrooms to provide ELL and Hispanic students with academic vocabulary and reading support. Progress monitor frequently to provide timely and efficient tutoring and remediation. Utilize computer programs in Reading and Intensive Math classes to improve fluency and comprehension for lowest achieving students. Conduct PLCs in designing data driven lessons that include ELL strategies as well small group instruction, differentiation and remediation.

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 in conducting data analysis to design lessons utilizing small group instruction, remediation, and differentiation. PLCs focused on Marzano strategies, target task alignment, success criteria and enhancing rigor.

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

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

Early identification of students who needs support and the Bottom 25%. Timely use of tutoring and remediation. Fully the Academic, MTSS process to support Tier 2 and Tier 3 students.

Individual teacher support by providing coaching on instructional delivery, collaborative planning.

Monitoring student and teacher data to design effective lessons and conduct data chats

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

According to progress monitoring, math continues to be an area of opportunity for our school.

Measurable Outcome: To move overall math proficiency rate to 37%

Monitoring: Progress monitoring data will be utilized to monitor for desired outcome.

Person responsible for monitoring outcome: Brad Tarver (brad.tarver@polk-fl.net)

Evidence-based Strategy: Professional development data analysis utilized to create lessons utilizing small group instruction, remediation, differentiation and math competencies. Tutoring focusing on math skills. Increase family engagement and technology; thereby, improving math achievement and the overall culture of the school.

Rationale for Evidence-based Strategy: The math proficiency rate in 2019 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 the majority of the school's population. By improving teacher capacity, providing individualized student tutoring, and utilizing the behavior and math interventionists, we will be able to target the bottom 25% of students and The ESSA subgroups; thereby raising the schools over math proficiency.

Action Steps to Implement

1. Math coach will provide coaching cycles as needed and PLCs on data analysis, designing lessons incorporating small group instruction, differentiating, remediation and collaborative structures. Math Coach will facilitate collaborative planning weekly focusing on target/task alignment, and increased rigor.
2. Extended Learning Program will focus on grade level math skills and math fluency in the form of weekly tutoring targeting ELL students and FSA Level 1 and 2 students.
3. ESOL paras and Inclusion Teachers will support ELLs and SWDs in math classrooms by collaborating with classroom teachers and analyzing progress monitoring for areas of weakness the paras will enter classrooms weekly and follow up with instructor bi-weekly.
4. Math interventionist will work on foundational math skills of the Bottom 25% daily. This will occur in push-in and pull outs as needed. A designated area has been assigned when needed.
5. Behavior interventionist will work with teachers to promote positive behaviors that will create and more conducive learning environment. Such improvement will be CHAMPS< classroom management, and procedural techniques.
6. Boone will host a parent night to provide strategies for families to use at home to support their students.

Person Responsible Brad Tarver (brad.tarver@polk-fl.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: According to progress monitoring, ELA continues to be an area of opportunity for our school. This includes reading and writing which are major areas that are scored on the FSA. This also translates to other subject areas because reading and writing helps in comprehending the subject area material. ELA was identified as a critical needs area due to the drop in FSA scores.

Measurable Outcome: Increase the proficiency rate to 37%

Monitoring: The Literacy coach will administer formative assessments. The Assistant principal will gather the data from the formative assessments. The data will then be analyzed and placed in a report for the Principal and it will be shared with the teachers during data chats.

Person responsible for monitoring outcome: Brad Tarver (brad.tarver@polk-fl.net)

Evidence-based Strategy: Professional development, tutoring focused on foundational reading and writing skills, improving overall culture of the school, family engagement and the use of computer based programs to improve reading skills.

Rationale for Evidence-based Strategy: The ELA achievement rate last year for 6th grade was 29% which is 19% below the district and 25% below the state average. Seventh grade was 20% below the district and 30% below the state. Eighth grade was 14% below the district and 22% below the state. Based on proven researched methods, by improving teacher capacity, providing individualized student tutoring, utilizing behavior and reading interventionists, we will be able to target to lowest 25% and ELL students; thereby, raising the school's overall reading proficiency.

Action Steps to Implement

1. The Literacy Coach will facilitate collaborative planning, focusing on target/ task alignment to increase rigor weekly, and implement coaching cycles as needed. Also, monthly professional developments will be provided to cover:
 - o Best practices
 - o Differentiated instruction
 - o Weekly vocabulary instruction
2. Extended Learning Programs will focus on comprehension skills and reading fluency weekly. The students targeted for ELP will be the level 1 and 2 based on the FSA. These students will serve as a priority for the program, while still allowing those who met proficiency an opportunity for extended learning.
3. ESOL Paras and Inclusion Teachers will support ELLs and SWDs in language arts classrooms daily by pushing into the classrooms to provide assistance to the teachers.
4. Behavior interventionist will work with teachers and students to promote positive behaviors that will create a more conducive learning environment. The Behavior Interventionists will monitor teachers' classroom management plans and provide support where needed.
5. Reading interventionist will work on foundational reading skills with students that fall within the bottom 25%. The interventionist will utilize small groups to improve instruction.
6. Intensive reading courses will use computer-based programs to increase student engagement.
7. Boone will host literacy parent night to provide reading strategies to the parents to continue home support for the student.

Person Responsible Brad Tarver (brad.tarver@polk-fl.net)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

According to progress monitoring and state assessment, science continues to be an area of opportunity for our school, specifically within the SWD and black subgroups.

Measurable Outcome: To increase proficiency in science to 38%.

Monitoring: Progress monitoring data will be utilized to monitor for desired outcome

Person responsible for monitoring outcome: Brad Tarver (brad.tarver@polk-fl.net)

Evidence-based Strategy: Professional development based on Marzano's effective instructional strategies, tutoring focusing on science standards, improving the overall culture of our school, and family engagement. We will also use inclusion and ELL support staff during science

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, 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, inclusion staff and ELL staff, we will be able to target the bottom 25% of students and ESSA subgroups. This will allow us to focus on our areas of need and provide the foundation that will help raise the school's overall science proficiency.

Action Steps to Implement

1. Science coach will provide professional development on: Hands-on-inquiry based in student centered learning, personalization of learning, Schoology, Legends of Learning, differentiation, collaborative structures, and authentic student engagement.
2. Inclusion and support staff will support science classrooms. ELL students will also utilize bi-lingual dictionaries in the science classrooms.
3. Behavior interventionist will work with teachers to promote positive behaviors that will create a safe learning environment. This will include providing training for CHAMPS and PBIS for both teachers and students. The interventionist will also work with administration in analyzing referral and behavior patterns, this will help in developing behavior plans for students and teachers.
4. 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)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: According to progress monitoring, Civics continues to be an area of opportunity for Boone Middle School.

Measurable Outcome: The overall Civics proficiency level will increase to 62%.

Monitoring: Progress monitoring data will be utilized to monitor for desired outcome

Person responsible for monitoring outcome: Brad Tarver (brad.tarver@polk-fl.net)

Evidence-based Strategy: Professional development, tutoring focusing on Civics standards from the previous year, improvement of the school culture, family engagement, and inclusion teachers.

Rationale for Evidence-based Strategy: In 2019, the Civics proficiency rate was 57%, an increase of 6% from 2017; however, this was still 14% below the state average. The ESSA subgroups that are 41% of the federal index are ELLs, SWDs, White and Black/African American, which is a majority of this school's student demographics. By improving teacher capacity, providing individualized student tutoring, utilizing the behavior interventionist, inclusion teachers, ESOL paraprofessionals, the bottom 25% of students and ESSA subgroups will be targeted; thereby, raising the school's overall Civics proficiency.

Action Steps to Implement

1. The Social Studies administrator will provide professional development on best instructional practices, differentiated instruction, and analysis/disaggregation of student test data. The administrator will also facilitate collaborative planning weekly (PLCs) to insure target/task alignment and pace
2. ESOL Paras and Inclusion Teachers will support ELLs and SWDs in Civics classrooms daily by pushing into the classrooms to provide assistance to the teachers.
3. Behavior interventionist will work with teachers and students to promote positive behaviors that will create a more conducive learning environment. The Behavior Interventionists will monitor teachers' classroom management plans and provide support where needed.
4. Boone will host Social Studies parent night to provide reading strategies to the parents to continue home support for the student.

Person Responsible: Brad Tarver (brad.tarver@polk-fl.net)

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.

Schoolwide attendance has shown improvement from the 2018/19 school year. The school's Success Coach monitors attendance and works in conjunction with the school's Social Worker to provide support to students who are showing attendance needs. The Success Coach will continue to identify truancy issues, and reach out to students, parents and appropriate stakeholders to address needs to continue to improve attendance.

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.

1. Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.
2. Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.
3. Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.
4. Involve parents in the planning, review, and improvement of the Title I program.
5. Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.
6. Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
7. Provide materials and training to help parents support their child's learning at home. Educate teachers and other school staff, including school leaders, on how to engage families effectively.
8. Provide staff development to educate teachers and other school staff, including school leaders, on how to engage families effectively.
9. Coordinate with other federal and state programs, including preschool programs.
10. Provide information in a format and language parents can understand, and offer information in other languages as feasible.
11. Include the School and District Parent and Family Engagement Plans on our school website and in the Parent Engagement Notebook in the front office.
12. Provide a PBIS behavior and rewards system, which establishes school expectations and rewards

positive student behavior.

13. Recognize staff and students for positive contributions through monthly the staff and students of the month programs.

14. Acknowledge staff accomplishments in "Principal Notes Newsletter."

15. Provide a safe and inviting school environment conducive to learning.

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

The following stakeholders have a role in promoting a positive culture and environment at Boone Middle School:

School based Leadership Team - Day to day decision making

School Staff - Model positive behavior to support stakeholders; thereby, helping to create positive culture and environment

SAC Committee - Input from a variety of stakeholders; input on budgetary issues

Parents - Partner in support with all stakeholders

Students - Adhere to school expectations. Modeling behaviors to create positive culture and environment

Business Leaders/Partnerships - Input on expectations and provide additional funding

Title 1 Liaison - Assists in use of Title 1 funds

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
Total:			\$0.00