Fox Chapel Middle School

2021-22 Schoolwide Improvement Plan

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Fox Chapel Middle School

9412 FOX CHAPEL LN, Spring Hill, FL 34606

https://www.hernandoschools.org/fcms

Demographics

Principal: Tom Dye   Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (44%) 2017-18: C (50%) 2016-17: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hernando County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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9412 FOX CHAPEL LN, Spring Hill, FL 34606

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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	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

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

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide knowledge through a rigorous and globalized learning environment to enable students to become successful life-long learners.

Provide the school's vision statement.

Learn, Lead, Succeed

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
Rufa, Carmine	Principal	Mr. Rufa is responsible for supervising the School's Educational Program, teachers, and staff. He is also responsible for implementing, evaluating and monitoring the curriculum to increase achievement scores, as well as ensuring the campus is safe for all students and staff.
Thornton, Kerry	Assistant Principal	Assist the Principal in building a positive school culture, managing data, developing, implementing and monitoring the curriculum, improving school leadership. and working with students, staff and stakeholders to increase student achievement.
Kiley, Rachel	Administrative Support	Assist with disciplines, monitoring discipline data and behavioral interventions Assist with Multi Systems of Support for Behavior. Assist and support classroom teachers with Tier 1 Behavioral Interventions.
Witt, Roxanne	Administrative Support	Manages all instructional Data, Assessments and Reports. Assists with the School Improvement Plan.
Walby, Kim	School Counselor	Developing a school counseling program that identifies and supports the needs of the school population. Advocates for students. Plans and assists students in increasing achievement, social skill development and provides career awareness. Identifies and addresses the needs of individual students. Communicates with families, school staff and community agencies.
Pastore, Maria	Instructional Coach	Assist and Support Teachers through the coaching cycle. Facilitate and participate in Professional Development. Facilitate lesson planning, analyze data and assist in creating assessments for English Language Arts and Reading.
Enders, Brandy	Instructional Coach	Assist and Support Teachers through the coaching cycle. Facilitate and participate in Professional Development. Facilitate lesson planning with individual Departments.
Grefe, Alecia	Teacher, K-12	Assist and support ELA teachers with Lesson Planning curriculum and school programs. Assist with schedules, school and grade level activities and events. Increase and maintain staff morale. Assist teachers and staff in supporting the goals and strategies in the school improvement plan.
Corona, Marisa	Teacher, K-12	Assist and support year 2 teachers with Lesson Planning curriculum and school programs. Assist with schedules, school and grade level

Name	Position Title	Job Duties and Responsibilities
		activities and events. Increase and maintain staff morale. Assist teachers and staff in supporting the goals and strategies in the school improvement plan.
Renczkowski, AJ	Teacher, K-12	Assist and support ELA teachers with Lesson Planning curriculum and school programs. Assist with schedules, school and grade level activities and events. Increase and maintain staff morale. Assist teachers and staff in supporting the goals and strategies in the school improvement plan.
Hall, Tina	Teacher, K-12	Instruct and support students with Disabilities. Provide support to classroom teachers in the areas of lesson planning. instructional strategies and accommodations. Create IEPs and develop individual goals based on data. Provide individualized and small group instructions based on student needs. Support other ESE teachers in maintaining accurate records and contacting families.
Bradburn, SarahAnn	Teacher, K-12	Assist and support Social Studies teachers with Lesson Planning curriculum and school programs. Assist with schedules, school and grade level activities and events. Increase and maintain staff morale. Assist teachers and staff in supporting the goals and strategies in the school improvement plan.

Demographic Information

Principal start date
Monday 7/1/2019, Tom Dye

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.*

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.*

Total number of teacher positions allocated to the school
53

Total number of students enrolled at the school
806

Identify the number of instructional staff who left the school during the 2020-21 school year.
9

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	290	245	271	0	0	0	0	806
Attendance below 90 percent	0	0	0	0	0	0	59	71	99	0	0	0	0	229
One or more suspensions	0	0	0	0	0	0	61	51	57	0	0	0	0	169
Course failure in ELA	0	0	0	0	0	0	2	7	57	0	0	0	0	66
Course failure in Math	0	0	0	0	0	0	1	11	8	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	28	48	0	0	0	0	104
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	42	37	54	0	0	0	0	133
Number of students with a substantial reading deficiency	0	0	0	0	0	0	121	128	128	0	0	0	0	377

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	138	107	112	0	0	0	0	357

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	3	6	0	0	0	0	12
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

Thursday 7/29/2021

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	231	221	252	0	0	0	0	704
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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	

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	231	237	260	0	0	0	0	728
Attendance below 90 percent	0	0	0	0	0	0	38	46	47	0	0	0	0	131
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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	0	0	0	0	78	127	127	0	0	0	0	332

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	2	7	10	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				40%	56%	54%	41%	57%	53%
ELA Learning Gains				44%	53%	54%	46%	55%	54%
ELA Lowest 25th Percentile				39%	47%	47%	40%	49%	47%
Math Achievement				42%	61%	58%	52%	65%	58%
Math Learning Gains				39%	55%	57%	54%	62%	57%
Math Lowest 25th Percentile				34%	51%	51%	59%	61%	51%
Science Achievement				38%	56%	51%	35%	59%	52%
Social Studies Achievement				73%	72%	72%	74%	75%	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	40%	52%	-12%	54%	-14%
Cohort Comparison						
07	2021					
	2019	36%	53%	-17%	52%	-16%
Cohort Comparison		-40%				
08	2021					
	2019	45%	53%	-8%	56%	-11%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	33%	53%	-20%	55%	-22%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	46%	62%	-16%	54%	-8%
Cohort Comparison		-33%				
08	2021					
	2019	27%	50%	-23%	46%	-19%
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	39%	54%	-15%	48%	-9%
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	70%	75%	-5%	71%	-1%
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	79%	59%	20%	61%	18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	55%	-55%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Diagnostic data will be used to progress monitor English Language Arts and Mathematics throughout the 2021-2022 school year. NWEA MAPS will be used to progress monitor Grade 8 Science. SAM progress monitoring will be used for Grade 7 Civics.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

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	13	29	33	18	40	48	10	32			
ELL	40	55	53	20	27	25	50	47			
BLK	38	38	27	29	28	31	46	55			
HSP	36	44	41	29	35	40	36	59	54		
MUL	44	44	45	34	33	27	69	77			
WHT	46	44	30	45	47	59	42	74	79		
FRL	40	41	34	36	38	44	38	68	71		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	34	33	17	23	15	19	49			
ELL	32	47	40	26	32	18					
BLK	31	47	40	25	28	37	20	57			

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	32	39	30	31	37	40	27	58	33		
MUL	50	48		50	37		57				
WHT	43	45	44	47	42	32	42	79	52		
FRL	38	44	40	39	36	29	33	70	45		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	25	29	18	43	44	22	44			
ELL	21	43		25	42						
ASN	70			60							
BLK	25	33	31	30	45	33	32	67			
HSP	35	43	28	38	43	56	27	66	56		
MUL	50	53		50	33		20	88			
WHT	44	48	46	59	59	64	39	76	45		
FRL	38	44	37	47	52	55	35	72	42		

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	40
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	47
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	52
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	45
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?

FCMS' white and multi-racial population are exceeding the Federal index for proficiency in ELA. The white population is doing so for Math as well. The students with disabilities population continues to struggle with proficiency in ELA and Mathematics. The Black/ African American and Hispanic population of students also struggle with proficiency in ELA and Mathematics.

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

The greatest need for improvement is within the students with disabilities population. There are great deficits in all areas of ELA and in Math proficiency. The students with disabilities population also show great deficits with FCAT Science when compared to peer subgroups.

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 biggest contributing factor has been the effects of Covid, instructing online for one quarter in the 2019-2020 school year and the digital component that students were able to participate in for the 2020-2021 school year. Students that are well below grade level in their ELA and Mathematics learning are in Intensive Reading and Math classes this school year. These students will also be invited to attend Extended Learning beginning the 2nd quarter.

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

Overall achievement in ELA, lowest quartile learning gains in Math, Science, and industry certification demonstrated measurable gains based on the FSA 2021 data.

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

Students were targeted to participate in Extended Learning during the 2020-2021 school year. This contributed greatly to the lowest quartile learning gains in Mathematics. Also, during the 2020-2021 school year, Geometry was offered for the first time to students that had completed Algebra the prior school year. Coordinated lesson planning between same content and grade allowed for more enhanced instruction in the areas of ELA and Science.

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

In order to accelerate learning, teachers will need to be able to identify students in their classes that populate FCMS' subgroups. During MTSS, students will need to participate based on their greatest

educational need. Lower level students will receive instruction that lends itself to closing gaps and allowing for scaffolding of skills. Higher level students will receive instruction that will enrich the current skills they already possess.

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 provided to teachers will focus on Lesson Design, co-teaching lesson delivery, and formative assessment next steps and reteaching. Teachers will receive training opportunities on each area and grasp a better understanding of how all are tied together. Lesson design PD will be ongoing throughout the school year. General Education and ESE teachers have been provided training opportunities from the Florida Inclusion Network as to what co-teaching looks like in the classroom. Administration is also providing training and feedback following formative assessments.

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

Lesson planning will continue to be monitored weekly to ensure lessons are sound. The addition of Universal Design will create opportunities for lessons to be reflected upon and adjusted based on the needs of the students. Administration has added a step to formative assessments where next steps are identified and monitored for mastery of skills. Students will be able to demonstrate a better understanding of standards with reteaching embedded. Paraprofessionals are strategically placed into Grade 7 core Mathematics classes to pull small groups of students, to enhance lessons provided by the General Education teacher, and assist with closing learning gaps.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Based on our 2021- 2022 state assessment data in English Language Arts and Mathematics, students with Disabilities (SWD) scored 13% proficiency in ELA and 18% in Mathematics. This scored below the Federal Index requirement of 41%. Students will increase by 5% in English Language Arts and Mathematics.
Measurable Outcome:	Students with Disabilities will increase by 5% in ELA and Mathematics to reach the federal index requirement of 41% or higher as evidenced by the FSA 2022.
Monitoring:	Students participate in "Tiger Time" school wide MTSS Block. Students are placed depending on level of need as evidenced in the 2021-2022 FSA. Students with disabilities are closely monitored through weekly formative assessments and monthly summative assessments for progress monitoring during the MTSS block.
Person responsible for monitoring outcome:	Carmine Rufa (rufa_c@hcsb.k12.fl.us)
Evidence-based Strategy:	During Multi-Tiered Systems of Support students are grouped based using 2021-2022 FSA data. All students have access to tiered support and enrichment, Students move through the tiers based on data and areas of need and /or acceleration.
Rationale for Evidence-based Strategy:	Students with disabilities have fallen below the Federal Index Requirement for the last 2 years. The criteria for selecting this strategy is the previous two assessments, FSA 2019 and 2021.

Action Steps to Implement

1. General Education and Exceptional Education Teachers will plan and implement collaborative teaching. Students will receive instruction from both teachers presented in multiple ways.
2. Students with disabilities will receive differentiated scaffolded instruction and components of Universal Design for Learning.
3. General Education and Exceptional Education Teachers will attend biweekly PLCs focusing on Lesson Design and formative assessments analysis.

Person Responsible	Carmine Rufa (rufa_c@hcsb.k12.fl.us)

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale:	Our level of performance on the Spring 2021 ELA was 43% proficiency. Our learning gains for ELA were 42 % Students in the lowest quartile continue to succeed at a lower level on the FSA assessments than the overall student population. Tier 1 Instruction in English Language Arts (ELA) will improve through the implementation of Lesson Design facilitated lesson planning. Lesson plans will be based on the Best Standards along with data analysis and formative assessments developments for ELA teachers. This will occur through school based PLC's and district professional development.
Measurable Outcome:	ELA proficiency will increase 5% from 43% proficiency to 48% proficiency on the FSA 2022. Learning gains for students in our lowest quartile will increase 5% from 35% to 40% on the FSA 2022
Monitoring:	Area of focus will be monitored through Administrative walkthroughs, department and individual data chats with teachers. Biweekly Professional Learning Communities will focus on analysis and improvement of collaborative lesson plans.
Person responsible for monitoring outcome:	Kerry Thornton (thornton_k@hcsb.k12.fl.us)
Evidence-based Strategy:	FCMS Teachers and Administration will focus on the content of Florida's BEST standards focusing on Lesson Design to identify critical areas of need through formative and summative assessments. Teachers will analyze student and teacher's data to identify proficiency and areas of need that require differentiation and remediation to increase learning gains.
Rationale for Evidence-based Strategy:	Facilitated Lesson plans, collaborative teaching, use of formative assessments, IReady and school wide MTSS will provide multiple data sources for teachers to differentiate classroom instruction and increase student engagement in the classroom.

Action Steps to Implement

1. Provide targeted professional development to include Universal Design and differentiated instruction.
2. PD is based on administrative walkthroughs in classrooms and formative assessment data.
3. Administration will provide specific feedback and support regarding engaging instructional strategies and next steps for formative assessments.

Person Responsible	Kerry Thornton (thornton_k@hcsb.k12.fl.us)

ELA/Reading Coach will support ELA teachers by modeling rigorous and relevant instruction based on Florida's BEST Standards. ELA Coach will provide an instructional model including engaging instructional strategies.

Person Responsible	Maria Pastore (pastore_m@hcsb.k12.fl.us)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our level of performance on the Spring 2021 Mathematics was 39% proficiency. Our learning gains for Math were 41%. Students in the lowest quartile of the student population continue to succeed at a lower level on the FSA assessments than other groups in the student population. We intend to improve Tier 1 Instruction in Mathematics through the implementation of our Instructional Support Cycle. This will include Lesson Design for math teachers during Professional Learning Communities, along with District and school based professional development. Data analysis will include formative assessments, and iReady Data. Additional supports will be developed for Tier 2 and Tier 3 students.
Measurable Outcome:	Increase proficiency level in Grade 7 Mathematics (data from Grade 6) by 10% from 21% to to 31% proficiency on the FSA 2022.
Monitoring:	The administrative team will monitor targeted students throughout the school year focusing on iReady, formative, and summative data. The targeted students are Grade 7 Math students who were in a Grade 6 Math class at FCMS during the 2020-2021 school year.
Person responsible for monitoring outcome:	Kerry Thornton (thornton_k@hcsb.k12.fl.us)
Evidence-based Strategy:	Grade 7 students who scored a Level 1 on the 2021 FSA Math will receive an additional math class for intensive instruction focusing on math deficiencies to assist in closing the gap for struggling students.
Rationale for Evidence-based Strategy:	Students who receive instruction in Intensive math will receive individualized instruction based on areas of deficiency. The individualized instruction is achieved through a learning path developed with iReady based on diagnostic performance.

Action Steps to Implement

1. Administration will track and monitor student data for the targeted Grade 7 Math students.
2. Students who scored a Level 1 on the FSA 2021 are placed in Intensive Math classes for additional instruction.
3. Administration and district math Coach will provide targeted professional development to include Universal Design and differentiated instruction. PD will be based on administrative walkthrough observations in classrooms and formative assessment data.
4. Administration will provide specific feedback and support regarding engaging instructional strategies and next steps for formative assessments.

Person Responsible	Kerry Thornton (thornton_k@hcsb.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the 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.

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.

Fox Chapel Middle School is a Title I school that diligently fosters positive relationships with parents, families, and community stakeholders. Print and digital communication includes automated calls, flyers, Remind, and the school's website. Teachers will communicate with parents throughout the school year using the Remind app and parent/teacher conferences. Arrangements will be made when FCMS knows in advance that a parent needs assistance (ADA accommodations or non-English language translation) at an event. Facebook is used to inform our community about FCMS activities, achievements, and initiatives.

FCMS conducts monthly School Advisory Council/Title I Committee meetings for parent and stakeholder input relevant to school improvement. FCMS also conducts a Title I Annual Meeting, hosts parent conferences throughout the year, and fosters parental engagement through parent curriculum workshops such as Grade Level Math and Social Studies Family Nights, and ELA Student/Parent Data Chats. Parents participate in the development and revision of the Title I Compact and Title I Parent Involvement Plan. The plan is distributed to parents at the Title I Annual Meeting or through a parent conference for parents who are not able to attend the Title 1 Meeting. The implementation of All Pro Dads brings parents into school for breakfast and mini-lessons regarding parenting skills.

FCMS staff who support the social-emotional needs of students include two site based School Counselors, a District Social Worker, an MTSS Coordinator, a PACE support member, and a Staffing Specialist. The social-emotional needs of students are also supported by a School Resource officer who ensures students feel safe at school and feel comfortable reporting concerns. FCMS faculty participates in transitional staffings for specific incoming 6th graders and outgoing 8th graders throughout the school year.

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

FCMS has integrated a school wide Positive Behavior Plan for teaching universal expectations, rules and procedures to all students. Positive Behavioral Interventions and Supports (PBIS) is an evidence based tiered framework providing structure for all students to succeed in a positive environment. Monitoring of the plan is conducted through school wide collaboration during School Leadership, Problem Solving and Grade level Meetings, allowing for all students to succeed behaviorally and academically. Tier 1 universal practices and systems establish a foundation of proactive support while promoting positive behaviors. Tier 2 interventions are developed for students who are in need of additional support in meeting Tier 1 Expectations.

Tier 3 students receive intensive, individualized support to improve their behavioral and academic outcomes. Fox Chapel's PBIS Action Team has developed lesson plans for teachers to utilize in their classrooms and and the MTSS Block. A school-wide reward system is linked to our procedures and expectations. Fox Chapel has also implemented clubs for all students every Friday during our daily MTSS Block. This provides students with an opportunity to work on activities and projects of their choice while building relationships with other students,
teachers and stakeholders.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
		Total:	**$0.00**