Moore Haven Middle High School.

2021-22 Schoolwide Improvement Plan

Table of Contents

Moore Haven Middle High School.

700 TERRIER PRIDE DR SW, Moore Haven, FL 33471

www.gladesedu.org

Demographics

Principal: Brickel James

Start Date for this Principal: 8/16/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
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* Native American Students Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: D (37%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK, 6-12	No	92%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

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

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.

The mission of Moore Haven Middle High School is to close the achievement gap by preparing all students for college and career readiness in order to be successful in a global society.

Provide the school's vision statement.

The vision of Moore Haven Middle High School is to attain academic excellence through programs that meet the present and future needs of students, while providing a safe and nurturing community that celebrates diversity, practices mutual respect and values parents as learning partners in laying the foundation for life-long learning.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Cosby, Jennifer	Assistant Principal	The role of the assistant principal is to aid the principal in ensuring the school is providing a positive learning culture for students and working environment for staff. Additional duties include accessing teaching practices, monitoring student achievement and behavior, encouraging family involvement, revising polies and procedures, hire and evaluate staff, follow school budget guidelines and oversee facilities. Administration must also work in conjunction with district personnel to create and follow district plans, as well as cultivate leaders among staff.
Pagan, Juan	Assistant Principal	The role of the assistant principal is to aid the principal in ensuring the school is providing a positive learning culture for students and working environment for staff. Additional duties include accessing teaching practices, monitoring student achievement and behavior, encouraging family involvement, revising polies and procedures, hire and evaluate staff, follow school budget guidelines and oversee facilities. Administration must also work in conjunction with district personnel to create and follow district plans, as well as cultivate leaders among staff.
Cherry, Matthew	Teacher, ESE	Department chair: Duties of the department chair include representing the department at team meetings, overseeing curriculum orders and purchases, curriculum mapping, collaborative planning, facilitating PLC meetings, reviewing student data, providing recommendations and assistance to new teachers for classroom management and best teaching practices.
Ivack, Cheryl	Teacher, K-12	Department chair: Duties of the department chair include representing the department at team meetings, overseeing curriculum orders and purchases, curriculum mapping, collaborative planning, facilitating PLC meetings, reviewing student data, providing recommendations and assistance to new teachers for classroom management and best teaching practices.
Lee, Alicia	Instructional Media	The Media Specialist is responsible for book orders and purchases, collaborative planning working with the ELA/Reading teachers, facilitating PLC meetings regarding student reading goals , reviewing student data, providing recommendations and assistance to new teachers for classroom management and best teaching practices.
Dailey, Charles	Principal	The role of the principal is to oversee all aspects of the school, from ensuring students are being provided a positive learning culture to creating and maintaining a safe and manageable workplace for staff. Additional duties include accessing teaching practices, monitoring student achievement and behavior, encouraging family involvement, revising polies and procedures, hiring and evaluating staff, creating and overseeing the school budget guidelines and ensuring facilities are following safety guidelines. Administration

Name	Position Title	Job Duties and Responsibilities
		must also work in conjunction with district personnel to create and follow district plans, as well as cultivate leaders among staff.
Booth, Jackie	School Counselor	The role of the high school guidance counselor is to oversee the academic acheivement of students in grades 9-12. Guidance meets with students individually to work on the students current and future academic plans. This includes completing transcript audits and reviews, scheduling the ACT and SAT exams, and researching college and career goals.
Coates, George	School Counselor	The role of the middle school guidance department is to advise and counsel students regarding academic, educational, and short-term social and emotional problems. The counselor provides individual student planning and responsive services to support students and their families regarding academic matters. Consulting, facilitating, and maintaining communication with parents, teachers, administrators, and pertinent agents on specific student and parent academic and educational matters including academic modifications and/or accommodations.

Demographic Information

Principal start date

Monday 8/16/2021, Brickel James

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

2

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

13

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

472

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

15

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

11

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	65	73	67	83	75	60	49	472
Attendance below 90 percent	0	0	0	0	0	0	6	9	3	5	2	2	1	28
One or more suspensions	0	0	0	0	0	0	15	23	18	21	8	4	6	95
Course failure in ELA	0	0	0	0	0	0	29	43	57	36	23	18	11	217
Course failure in Math	0	0	0	0	0	0	26	31	56	39	21	18	10	201
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	21	25	24	32	17	14	12	145
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	21	28	18	5	17	5	2	96
Number of students with a substantial reading deficiency	0	0	0	0	0	0	28	23	19	27	21	17	4	139
	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	13	18	16	14	6	3	9	79

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	1	3	9	12	7	2	1	35

Date this data was collected or last updated
Sunday 9/26/2021

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	3	10	24	11	10	7	10	75

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	5	12	4	5	1	0	27
Students retained two or more times	0	0	0	0	0	0	1	3	8	11	6	3	0	32

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	3	10	24	11	10	7	10	75

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	5	12	4	5	1	0	27
Students retained two or more times	0	0	0	0	0	0	1	3	8	11	6	3	0	32

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				33%	41%	61%	34%	43%	60%
ELA Learning Gains				49%	50%	59%	46%	49%	57%
ELA Lowest 25th Percentile				51%	44%	54%	39%	39%	52%
Math Achievement				38%	48%	62%	28%	44%	61%
Math Learning Gains				52%	51%	59%	25%	39%	58%
Math Lowest 25th Percentile				51%	49%	52%	20%	32%	52%
Science Achievement				35%	40%	56%	25%	37%	57%
Social Studies Achievement				41%	45%	78%	37%	50%	77%

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	34%	38%	-4%	54%	-20%
Cohort Comparison						
07	2021					
	2019	26%	40%	-14%	52%	-26%
Cohort Comparison		-34%				
08	2021					
	2019	28%	37%	-9%	56%	-28%
Cohort Comparison		-26%				
09	2021					
	2019	33%	33%	0%	55%	-22%
Cohort Comparison		-28%				
10	2021					
	2019	29%	29%	0%	53%	-24%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	49%	49%	0%	55%	-6%
Cohort Comparison						
07	2021					
	2019	40%	55%	-15%	54%	-14%
Cohort Comparison		-49%				
08	2021					
	2019	44%	48%	-4%	46%	-2%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	10%	25%	-15%	48%	-38%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	46%	45%	1%	67%	-21%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	51%	-8%	71%	-28%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	25%	24%	1%	70%	-45%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	21%	44%	-23%	61%	-40%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	21%	32%	-11%	57%	-36%

Grade Level Data Review - Progress Monitoring Assessments

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

6-8 i-Ready Reading and Math
9-12 Acheive 3000 for intensive reading

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	15	37
	Economically Disadvantaged	9	17	35
	Students With Disabilities	0	11	17
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13	7	15
	Economically Disadvantaged	9	8	8
	Students With Disabilities	13	0	0
	English Language Learners			

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	20	34
	Economically Disadvantaged	15	16	39
	Students With Disabilities	10	8	8
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	11	23
	Economically Disadvantaged	9	9	35
	Students With Disabilities	0	0	0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	25	35
	Economically Disadvantaged	20	20	30
	Students With Disabilities	0	5	17
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	9	15
	Economically Disadvantaged	0	6	19
	Students With Disabilities	0	6	0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 9				
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			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
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			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
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			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
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			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	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	30	26	35	10	20	29	10	29		94	6
ELL	17	42		20	40						
AMI	63	31		16							
BLK	26	40	24	8	13	16	4	22		96	17
HSP	41	52	48	21	22	32	13	37	24	83	20

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
WHT	37	35	27	31	16	19	18	42	21	87	50
FRL	33	44	36	17	20	27	15	36	16	91	18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	39	35	23	39	47	43	38			
ELL	22	43	27	48	70						
AMI	39	35		20			73	46			
BLK	22	52	48	21	43	46	15	38		100	9
HSP	30	49	48	41	54	48	35	35		95	35
WHT	43	48	53	46	56	67	45	47		91	60
FRL	28	44	49	35	52	45	26	43	60	94	25
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	39	32	25	29	24	12	50			
ELL	8	38		36	42						
AMI	45	56		28	24		25				
BLK	24	41	27	15	16	18	21	22			
HSP	29	40	35	26	24	20	19	39	40	83	33
WHT	44	54	50	39	32	29	33	45	43	86	44
FRL	30	44	39	24	21	22	23	34	33	83	32

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	33
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	
Total Points Earned for the Federal Index	367
Total Components for the Federal Index	11
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29

Students With Disabilities	
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	30
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	28
Native American Students Subgroup Below 41% in the Current Year?	YES
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	27
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	35
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	32
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?

Students scoring below district and state averages in English Language Arts, Math and Science in grades 6-8. Students scoring below district and state in Algebra 1, Biology, History and Civics.

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

Using i-Ready data along with FSA results students in grades 6-8 scored lower in Math and Language Arts. ELA proficiency was an area in need of improvement in grades 6-10. Math proficiency was an area in need of improvement in grades 6-8, along with Algebra 1 EOC.

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 contributing factors for student learning deficiencies are attendance, COVID quarantine, and lack of certified teachers in critical content areas. Also, because teachers do not have a pacing guide or curriculum map to follow, key standards are not being taught in order to build understanding. Due to the number of new teachers and uncertified teachers, the knowledge of how to unpack the standards has not been mastered in order to teach more in depth and achieve mastery of critical content.

Updated COVID restrictions and guidelines in addition to students joining Google classrooms to receive instruction will enhance and improve student learning that was lost and increase student learning gains. In addition, the school is actively seeking to hire certified teachers in all core subjects. Core subject areas will work on creating and implementing pacing guides, as well as participate in ongoing professional development on how to unpack the standards.

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

According the 2019 data students improved from the 2018-2019 school year in Language Arts in the following subgroups; English Language Learners, Black and Hispanic. In addition, students in the following subgroups made improvements in Math; English Language Learners, Black, Hispanic and

White. Science learning gains were achieved in the following sub groups; Students with disabilities and Black.

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

In the 2019 school year teachers used data driven instruction, in addition to enhanced instructional practices by including KAGAN and AVID strategies. The school was also comprised of a higher number of certified and highly qualified teachers. In addition, the summer prior to the 2019 school year English Language arts team members worked collaboratively to create a pacing guide for ELA and writing to be incorporated in grades 4-10. A consultant was on staff to oversee the process and collaboration and was also used to score writing samples that students produced in order to prepare for FSA writing.

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

The need for highly qualified and certified teachers in core subject areas will help with the acceleration of student learning. Along with this the district has purchased new curriculum for English language arts to be used in grades 6-12.
In addition, the following strategies must be implemented in order to accelerate learning
- Supplemental materials to fill students learning gaps
-Unpacking the new BEST and old LAFS standards
-Analyzing data and utilizing data for differentiated small group instruction
-Adoption of new ELA curriculum
-Reduce number of truant students

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.

Teachers will participate in professional development provided for all newly purchased and adopted curriculum. In addition, the district will provide professional development for KAGAN and AVID, strategies will be taught in all classes. Teachers will also receive additional training in Skyward and PEER to better understand student records, as well as training on BEST practices and unpacking the standards. Teachers will participate in PLC meetings to monitor and review student data.

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

In addition to filling current vacant teaching positions, newly hired teachers, along with permanent subs will receive support services from peer teachers, administration and district personnel. Students scoring a level 1 in ELA will be placed in intensive reading, students scoring a level 2 will either be placed in intensive reading or AVID. Middle school students scoring a level 1 in Math are enrolled in a double math block class. Support staff and ESE staff will provide push in support in intensive classes in order to allow assistance with small group differentiated instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	37% of 6th grade students scored a level 3 or higher on the 2021 FSA assessment, compared to the district average of 43% and the state average of 52%. 38% of 7th grade students scored a level 3 or higher on the 2021 FSA assessment, compared to the district average of 39% and the state average of 48%. 38% of 8th grade students scored a level 3 or higher on the 2021 FSA assessment, compared to the district average of 39% and the state average of 52%. 36% of 9th grade students scored a level 3 or higher on the 2021 FSA assessment, compared to the district average of 37% and the state average of 50%. 31% of 10th grade students scored a level 3 or higher on the 2021 FSA assessment, compared to the district average of 34% and the state average of 51%. The quick transition to eLearning due to COVID restrictions and guidelines have created student learning gaps. There are many contributing factors that have played a role; lack of internet, structure, parental support, student attendance, accessible materials for teacher and student use.
Measurable Outcome:	50% of students in grades 6-10 will show an increase in student learning gains in ELA as measured by the Florida State Assessment with an emphasis on the lowest quartile.
Monitoring:	Student learning will be monitored using i-Ready Fall, Winter and Spring assessments along with yearly FSA testing for students in grades 6-8. Students in grades 9-12 will be monitored using Achieve 3000, SAT, ACT and FSA yearly assessment.
Person responsible for monitoring outcome:	Jennifer Cosby (jennifer.cosby@glades-schools.org)
Evidence-based Strategy:	Differentiated instruction will be implemented with fidelity. Administration has placed students deficient in ELA/ Reading in an intensive reading class.
Rationale for Evidence-based Strategy:	Just Read Florida shows that students who are provided differentiated instruction are more likely to close the achievement gap. iReady, STAR and FSA data are all used as a data source in placing students in need into intensive reading classes. iReady will be used as an assessment monitoring tool 3 times per year to track student.

Action Steps to Implement

1. School based administration will monitor lesson plans and conduct classroom walkthroughs to ensure that classroom instruction aligns to state standards.
2. Student data collection and discussion will be used to drive instruction.
3. Implementation of i-Ready (grades 6-8) on-line computer learning platform. Diagnostic assessments will be given 3 times (Fall, Winter and Spring), in addition to progress monitoring and standards mastery. The data collected from assessments will be used to drive instruction.
4. AVID and KAGAN strategies will be used school wide to engage students.
5. Implementation of Pre AP English and College Board curriculum will be used in grades 9-10.
6. After school remediation (GAP) will be offered for all students to attend. During GAP students will have the opportunity to receive additional support course content and grade level standards, as well as help with homework.

Person Responsible	Jennifer Cosby (jennifer.cosby@glades-schools.org)

#2. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	Using the Federal Index subgroup data, it has been reported that our Black/African American students have scored below state average in math.
Measurable Outcome:	Increase our Federal Index subgroup of African American Students from 39% to 42%.
Monitoring:	Lesson plans and units of study will be standards based and aligned with assessments that measure student progress. Teachers will implement AVID strategies (WICOR) and Kagan structures in their classrooms in order to engage all students. Students will work with peers to increase understanding and teachers will increase rigor with-in instruction in order to better understand each standard.
Person responsible for monitoring outcome:	Jackie Booth (jackie.booth@glades-schools.org)
Evidence-based Strategy:	Research indicates that AVID provides comprehensive professional development that increases teacher effectiveness, provides an instructional support model and builds a college and career ready culture within the classroom. The effects of AVID raises expectations and improve outcomes for students' school wide. Kagan structures create positive outcomes for students which includes increased student achievement, improved social skills and relations, and improved classroom climate.
Rationale for Evidence-based Strategy:	With the use of AVID and KAGAN strategies, teachers will implement more hands on learning for students. Student engagement will increase and in turn improve student learning.

Action Steps to Implement

1. School-based administration will meet with teachers during Professional Learning Communities to address standards and align lesson plans.
2. School-based administration will monitor lesson plans, conduct walk-throughs, review data and meet with instructional staff to discuss data, student progress and learning gains.
3. Math teachers will work collaboratively to create and implement a curriculum map (pacing guide)..
4. Progress monitoring assessments will be implemented to make informed decisions about instruction.
5. Implementation of AVID strategies (WICOR) school wide.
6. Implementation of iReady, utilizing 3 diagnostics a year and standards mastery assessment.
7. SAVAAS Realize Pearson on-line learning platform will be used as an assessment tool for benchmark and progress monitoring to monitor and track student learning.
8. After school remediation (GAP) will be offered for all students. During GAP students will have the opportunity to receive additional support with course content, grade level standards and homework.

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Using data collected from safe schools the area of concern is focused on student behavior with a focus on out of school suspensions. Moore Haven Middle High School reported 4.7 incidents per 100 students, an increase to the statewide rate of 1.6 per 100 students for combination schools.
Measurable Outcome:	There will be a decrease in the numbers of students receiving one or more suspensions by 3%.
Monitoring:	In an effort to decrease student discipline problems in all grade levels, family culture and team building will be implemented school wide. The aim of restorative practices is to develop community and manage conflict and tensions by repairing harm and building relationships. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches.
Person responsible for monitoring outcome:	Juan Pagan (juan.pagan@glades-schools.org)
Evidence-based Strategy:	The aim of restorative practices is to develop community and manage conflict and tensions by repairing harm and building relationships.
Rationale for Evidence-based Strategy:	Research shows that in/out of school suspensions do little to change behavior and can push students out of school altogether. Restorative practices represent a positive step forward in helping all students learn to solve disagreements, take ownership of their behavior, and engage in acts of empathy and forgiveness. Focusing on a positive school wide culture will increase staff morale, student engagement and encourage students to be more active in the community building practices.

Action Steps to Implement

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

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

#4. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	Data shows that student attendance is below state average. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. Research shows that attendance is an important factor in student achievement.
Measurable Outcome:	Student attendance will increase by 3%, this will be defined by number of students who attend school 90% or more.
Monitoring:	Utilizing Skyward data, classroom teachers along with the school data clerk will monitor student attendance. Students with excessive absences will be reported to the school data clerk, who will then make parent contact. Once a student reaches 5 unexcused absences a truancy letter is mailed home and the student is reported to the truancy officer at the district level.
Person responsible for monitoring outcome:	Jennifer Cosby (jennifer.cosby@glades-schools.org)
Evidence-based Strategy:	Though widespread throughout the country, chronic absenteeism disproportionally affects students of color, English language learners, and students with disabilities (U.S. Department of Education, 2016; Attendance Works & Everyone Graduates Center, 2017). Low-income students are the most vulnerable.
Rationale for Evidence-based Strategy:	Chronic absenteeism is associated with poor academic success, with increased school attendance students are more likely to be active learners and have more of an opportunity to become successful in school and as adults. State data reporting shows MHMHS has a high number of students who are labeled as truant.

Action Steps to Implement

1. Utilize school messenger call out phone system (SKYLERT). This system makes automatic calls home for warnings to let parents know the student was marked absent.
2. Letters will be mailed to parents in regards to absences once student has 7 unexcused absences.
3. Increase phone calls and/or conferences with parents by teachers and administration.
4. Implement attendance contracts for students in the mentor program with excessive absences.
5. Implement Edgenuity Social Emotional Learning program.
6. Implement Mentoring program
7. Analyze the school attendance data by subgroups.

Person Responsible	Jennifer Cosby (jennifer.cosby@glades-schools.org)

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.

Moore Haven Middle High School reported 4.7 incidents per 100 students, an increase to the statewide rate of 1.6 per 100 students for combination schools. With the use of RtIB the school will track and monitor student data to pinpoint commonalities and work to correct the ongoing discipline issues. Students will be given a warning, parent contact will be made and student teacher conferencing will take place.

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.

Moore Haven Middle High School encompasses a variety of ways to foster a positive school culture and environment in an effort to ensure all stakeholders are involved.
Skyward, schools live access for parents and guardians allows parents to check student's attendance and grades and is easily accessible from mobile their device. Parents and students also have the ability to review teacher lessons plans and access work missed with the use of Google classrooms. Gmail is easily accessible for students and parents as an additional way of communication.

Facebook and Moore Haven Middle High Schools website provides ongoing communication with parents and community members. These social media platforms are used to inform parents of events happening during the academic school year, share student successes and showcase classroom happenings. Parent links are included on the school website to assist parents with important resources such as district calendars, parents and students' rights to know and the pupil progression plan. In addition, SKYLERT the school messaging system is used to keep parents informed. Automated calls are used to relay information to the students, parents and faculty members.

Open houses are held quarterly. These events allow parents the opportunity to speak with their child's teachers regarding their child's progress. In addition, parents and teachers may request in-person parent/ teacher conferences to discuss their child's academic progress.
Glades Truancy Program is designed to notify parents of truancy concerns to help improve the attendance of students. This program includes parental notification of absences and meetings with parents and administration to improve attendance.

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

The MHMHS School Advisory Council (SAC) meets quarterly to discuss concerns within the school and community. SAC provides input on the school improvement plan to ensure that the plan is developed and designed with community and parental support.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	$0.00
		Total:	$0.00