Marion County Public Schools

Howard Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Howard Middle School

1655 NW 10TH ST, Ocala, FL 34475

[no web address on file]

Demographics

Principal: Suzette Parker   Start Date for this Principal: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2021-22 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	2021-22: C (46%) 2018-19: B (61%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Table of Contents

Howard Middle School

1655 NW 10TH ST, Ocala, FL 34475

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Parker, Suzette	Principal	The school principal serves as the instructional leader by providing professional learning opportunities for teachers aligned to standards-based instruction. The principal also facilitates the school's collaborative planning sessions and builds opportunities for teachers to participate in instructional rounds to foster professional growth and development. The principal provides feedback to teachers to improve standards-based instruction and tracks formative assessment data weekly. She also tracks data from district and school progress monitoring assessments and assists teachers in understanding how to use that data to plan instruction. The principal also oversees the leadership team and delegates tasks such as coaching, data collection, and specified collaborative planning processes, and other duties as assigned.
Leach-Cotton, Jennifer	Assistant Principal	The assistant principal works with the leadership team to support teachers in both planning and implementing instruction aligned to the standards. The assistant principal also facilitates the school's collaborative planning sessions and supports opportunities for teachers to participate in instructional rounds to foster professional growth and development. The assistant principal assists the principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of the implementation of the intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel is serving in their specified areas.
Hinson, Bashannon	Assistant Principal	The assistant principal works with the leadership team to support teachers in both planning and implementing instruction aligned to the standards. The assistant principal also facilitates the school's collaborative planning sessions and supports opportunities for teachers to participate in instructional rounds to foster professional growth and development. The assistant principal assists the principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of the implementation of the intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel is serving in their specified areas.
Howard, Heather	School Counselor	The guidance counselor participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior

Name	Position Title	Job Duties and Responsibilities
		concerns; assists in facilitation of data-based decision-making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Daubenmire, Matthew	Dean	The student services manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. He coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. He also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families
Sapp, Kiticha	School Counselor	The guidance counselor participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data-based decision-making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Dortch, Essie	Dean	The student services manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. She coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. She also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families.

Demographic Information

Principal start date
Friday 7/1/2022, Suzette Parker

Number of teachers with a 2022 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 2022 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.*

9

Total number of teacher positions allocated to the school

48

Total number of students enrolled at the school

1,018

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

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	323	330	318	0	0	0	0	971
Attendance below 90 percent	0	0	0	0	0	0	112	98	93	0	0	0	0	303
One or more suspensions	0	0	0	0	0	0	90	85	86	0	0	0	0	261
Course failure in ELA	0	0	0	0	0	0	31	104	79	0	0	0	0	214
Course failure in Math	0	0	0	0	0	0	93	130	90	0	0	0	0	313
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	107	108	83	0	0	0	0	298
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	128	113	92	0	0	0	0	333
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	

Using the table above, complete the table below with the number of students by current grade level who have 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	87	125	115	0	0	0	0	327

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	5	14	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	3	7	0	0	0	0	10

Date this data was collected or last updated

Thursday 8/4/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	151	163	120	0	0	0	0	434

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	5	14	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	151	163	120	0	0	0	0	434

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	5	14	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	3	7	0	0	0	0	10

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	42%	50%				58%	49%	54%
ELA Learning Gains	42%						59%	54%	54%
ELA Lowest 25th Percentile	25%						50%	46%	47%
Math Achievement	47%	30%	36%				61%	54%	58%
Math Learning Gains	46%						60%	58%	57%
Math Lowest 25th Percentile	33%						48%	50%	51%
Science Achievement	46%	45%	53%				56%	46%	51%
Social Studies Achievement	62%	49%	58%				70%	70%	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	2022					
	2019	51%	45%	6%	54%	-3%
Cohort Comparison						
07	2022					
	2019	58%	46%	12%	52%	6%
Cohort Comparison		-51%				
08	2022					
	2019	60%	50%	10%	56%	4%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	52%	46%	6%	55%	-3%
Cohort Comparison						
07	2022					
	2019	55%	49%	6%	54%	1%
Cohort Comparison		-52%				
08	2022					
	2019	29%	41%	-12%	46%	-17%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	55%	44%	11%	48%	7%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	65%	4%	71%	-2%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	51%	49%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	14	26	21	11	26	25	14	28			
ELL	24	34	25	23	35	32	17	27			
ASN	94	67		94	83		75	93	78		
BLK	26	34	27	24	32	30	30	39	62		
HSP	47	42	22	45	46	33	42	66	63		
MUL	55	40		64	45		46	80	42		
WHT	64	47	27	65	57	45	62	81	75		
FRL	32	33	23	31	38	30	33	49	61		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	14	24	19	13	26	30	26	24			
ELL	23	41	45	24	31	46	42	41	55		

| 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
ASN	93	72		86	51		75	100	83		
BLK	31	32	27	26	26	26	17	55	57		
HSP	47	46	36	45	36	41	55	60	74		
MUL	51	44		54	45		50	73	82		
WHT	66	55	35	65	41	33	63	72	89		
FRL	36	37	31	33	31	30	29	51	66		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	45	47	7	34	37	11	7			
ELL	40	61	55	40	53	42	22	35			
ASN	94	80		97	77		100	100	100		
BLK	35	47	40	38	50	42	28	55	62		
HSP	61	67	57	59	59	46	60	63	81		
MUL	71	61		84	70		57	81	64		
WHT	69	64	72	74	65	64	71	82	90		
FRL	42	53	48	45	53	46	37	56	66		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	45
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	33
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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%	0
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

In 2021-22 there has been a continued downward trend in student proficiency on the ELA FSA assessment in grade 6, 7 and 8. Conversely student proficiency on the math FSA reflected positive gains in grade 8, Algebra and Geometry. Math proficiency for seventh grade students showed no change and sixth grade students dropped by one percent. Eighth grade science proficiency increased by 1 percent. Across subgroups, students with disabilities (SWD) continue to perform below 41% on the ESSA federal index. English Language Learners (ELL), students who are economically disadvantaged (ED), and African American (AA) students fell below 41% on the ESSA federal index.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA proficiency levels in grade six have dropped 6% since 2019; 7th grade has dropped 12% since 2019, and 8th grade has dropped 10% in the same time period. Seventh grade math proficiency has dropped 24% since 2018, and 8th grade math has dropped 39% since 2018. Additionally, four subgroups are underperforming when compared to the Federal index: AA, SWD, ED, and ELL. When reviewing students in the bottom quartile, 25% made learning gains in ELA and 33% made learning gains in math on the state FSA assessment.

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

Attendance has been a major factor contributing to student performance. 383 students had an attendance rate equating to <90%. High staff absence rates impacted student learning. The Parent Family Engagement will include strategies for engaging families and the community in problem solving and improving student attendance.

Tier 1 instruction is not consistently aligned to the depth and breadth of the standard. Student assignments do not consistently align to the rigor of the standard, and tracking systems for student understanding of the standard are not in place across all settings. New actions to address these areas needing improvement will include intentional, structured collaborative planning for Tier 1 instruction as well as planning for formative and summative assessments. Training for implementing research-based formative assessments as well as tracking student data will be offered to all teachers. Teachers will engage in PD introducing the Universal Design for Leaning to gain best practices for increasing student engagement and interaction with the content across all subgroups of students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Student proficiency in Algebra and Geometry increased 4% and 5% respectively. Eighth grade math proficiency also improved by 3%. Seventh and eighth grade math students demonstrated learning gains over 60% on the math FSA.

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

The growth in math performance is a direct result of adding additional intensive math classes to the master schedule. Building foundational skills, including math facts, has continued to lead to improvement. Math teachers in seventh and eighth grade have embraced collaborative planning.

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

Collaboration practices and planning time will be focused on task alignment and meeting the rigor of the standard. BEST Standards, the BIG-M and benchmark clarifications will be tools used while planning with peers and with the administrative team. Collaboration will focus largely proper understanding and implementation of the BEST standards in ELA and math. Additionally UDL will be at the heart of increasing student engagement and ownership of learning across subject areas.

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.

Faculty meetings will be professional development opportunities, and will focus on standards alignment and use of formative assessment and UDL to support that alignment. Collaborative planning and IB planning will be opportunities not only to map out the standards but also to enhance teacher understanding of the standard and to discuss "how" the standard will be addressed. These discussions will highlight formative assessment opportunities and UDL.

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

Standards-based, aligned Tier 1 instruction will continue to be the focus of teacher professional development and collaboration alike. Collaborative planning will prepare teachers for classroom instruction through the design of highly effective lessons plans vetted for standards alignment by teachers with support from the administrative team, The administrative team will continue to share observations from informal walkthroughs with one another in order to devise a teacher support schedule for teachers by specific personnel based on the needs shared. Best practices for ESE and ESOL students will be shared and highlighted by coaches during instructional rounds. Targeted feedback will be provided to teachers regarding standards alignment and other best practices as outlined in the FEAPS.

Additionally, tutoring will be available in Math on campus before and after school. STEAM camps will focus on standard based projects and will be provided for students before and after school. Intensive Math instructor will continue to build math skills of lowest performing math students. The use of district provided interventions in reading will continue and will include: Read 180, System 44, and Study Synch.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Analysis of state assessment data indicates a need to build lessons that are more closely aligned to the rigor of the standards in the core content areas of ELA and math. Forty-eight percent of Howard Middle School students scored proficient on the 22-22 ELA FSA. This was a 2% drop from the previous year, and an 8 point drop from the 56% average for the years 2017-2021 (2020-no score due to Covid). Forty-eight percent of Howard Middle School students scored proficient on the 21-22 Math FSA and End of Course exams. This was a 1% increase form the previous year's average, however, the three year prior average was 62 percent for Math (a 15 point decrease in 2021).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Howard Middle School will raise student proficiency in ELA (48) and Math (47) by 4% as measured by the third Progress Monitoring Assessment (PMA) administered by the State of Florida in the Spring of 2023 and the 3rd District Progress Monitoring Assessment administered (DPMA) by Marion County Public Schools in the Spring of 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	State PMA and local DPMA data from assessments administered in the fall and winter will be checkpoints utilized to monitor student performance. Leadership team walkthroughs will foster continuous monitoring of classroom instruction, and feedback will be provided to teachers on an ongoing basis. Collaborative planning sessions facilitated by members of the leadership team and grade level instructional leads focused on student data, task alignment, and standard focused instruction will occur bi-monthly in a formal setting and weekly in an informal setting in the classrooms. Data chats with students and all teachers on intervention data/progress for Reading and Math will occur at regular intervals as dictated by the individual program. These reports will be sent home for parents as well.
Person responsible for monitoring outcome:	Suzette Parker (suzette.parker@marion.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	Direct instruction as defined by John Hattie will be the evidence based strategy used for ELA and Math. The focus on guided and independent practice that is aligned with the rigor of the standard and that are provided by state adopted resources. The communication of expectations by the teachers verbally and with the use of the standard focused board will provide the purpose for the learning in the classrooms. Teachers will collaboratively plan using standard-based resources to develop standards aligned formative assessments. Teachers will plan these formative assessments and task aligned lessons in collaborative planning

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Direct instruction has a .59 positive effect on student achievement according to John Hattie's research. Setting the purpose for the lesson and providing students with rigorous and relevant tasks will positively impact student achievement. Additionally, research indicates that both formative assessment and collaborative planning are high impact processes that result in student learning. Teachers will utilize research-based strategies from the school provided professional development to craft standards-aligned formative assessments. Research also shows that planned, explicit, and rigorous tier 1 instruction, along with task alignment, increases student learning in the classroom.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible Loralee Jeter (loralee.jeter@marion.k12.fl.us)

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

Person Responsible Suzette Parker (suzette.parker@marion.k12.fl.us)

Teachers will plan standards-based lessons collaboratively during collaborative planning sessions. Formative assessments will be vetted in collaborative planning teams, and data from these assessments will be used to plan the next steps, form student groups, and design remediation/ enrichment opportunities.

Person Responsible Bashannon Hinson (bashannon.hinson@marion.k12.fl.us)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our Students with Disabilities (SWD), African American (AA) students, students who are English Language Learners (ELL), and students who are Economically Disadvantaged (ED) are performing below the Federal Index of 41%. To better serve these students, the school will provide appropriate services, implement universal design for learning strategies, and provided targeted reading interventions based on student needs.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we provide our SWD, ED, ELL, and AA populations with appropriate services, appropriate reading and math interventions based on student learning needs, and engaging classroom lessons, then we will raise the proficiency of these subgroups to above the 41% ESSA threshold.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be closely monitored through classroom walk-throughs, lesson plans, student work, and intervention-based progress monitoring/assessments.
Person responsible for monitoring outcome:	Suzette Parker (suzette.parker@marion.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Through re-examining IEPs, re-evaluating reading and math intervention steps and incorporating universal design for learning (UDL), students will receive appropriate services in their instructional setting.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research shows that students are best served when their services are aligned to their specific needs. Additionally, research has proven that all student engagement and incorporation of UDL are strongly correlated. By working with our ESE Specialist to determine appropriate levels of service, and working with our Assistant Principal for Curriculum to appropriately schedule students into proper ESE supported classrooms and/ or intensive interventions in ELA and math, we will be able to raise proficiency for this sub-group.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Re-examining Individualized Education Plans (IEPs) and make sure that they are being implemented to meet the needs of students.

Person Responsible   Jennifer Leach-Cotton (jennifer.leach-cotton@marion.k12.fl.us)

Re-evaluating reading intervention and math services to SWD, AA, ED, and ELL to insure data indicates that they are receiving the appropriate remediation.

Person Responsible   Loralee Jeter (loralee.jeter@marion.k12.fl.us)

If professional development for the instructional staff on opportunities for incorporation of UDL into classroom lesson plans occurs, then the critical elements of student engagement and ownership of learning will improve across content areas.

Person Responsible   Suzette Parker (suzette.parker@marion.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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

Research shows that students have a tendency to resist rules and procedures if there is not a trusting relationship between teacher and student (Marzano, 2003). Putting focus on creating and maintaining a positive classroom culture help to lower the rate of discipline referrals and has a significant positive impact on the school climate as a whole. This leads to higher students achievement, graduation rates, and overall student success (National Association of Secondary School Principals NASSP, 2020).

The school creates a safe environment by modeling and providing a curriculum that focuses on creating a

positive environment where students feel safe. The school uses a Positive Behavior Support program to help reinforce good choices and therefore creating knowledge and habits that students will need to be successful. Students are taught life lessons through a curriculum called the Habitudes which helps them make better choices not only in school but also in their daily lives. These character lessons help teach students mutual respect and foster a positive learning environment within our school. The school goal is to provide students with the background knowledge to help them be successful as future productive citizens.

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

Howard Middle School has our School Advisory Committee and our PBIS, Positive Behavior Intervention System committee that both support a positive culture. The members are as follows: TBD-student ambassador, SAC chairperson, Bashannon Hinson - PBIS lead and Assistant Principal of Discipline, PBIS team members (TBD) and student council sponsor (TBD) With the help of this diverse group, HMS collaborates to improve the culture through a shared vision inclusive of all stakeholders.

Teachers provide a positive learning environment where students feel safe to learn the standards while they teach students how to work socially with one another. Students can build positive life skills as they learn to work well with others and learn skills for their future. Families provide children with the tools necessary for optimal learning, such as positive partnerships with the teacher and administrators. Parents partner in learning by attending school-parent trainings and conferences, utilizing district resources like Skyward Family Access and the District Title I Parent Resource Center to support learning. Volunteers contribute by working directly with students and teachers supporting learning by helping in the classrooms. SAC members support the school goals by providing feedback and support to the school leadership team. Romeo Elementary School's business partner plays a key role in building positive school culture and environment by providing resources such as school supplies, help for families in need, and volunteering at Career Day events and Teacher Appreciation events.