

Polk County Public Schools

Shelley S. Boone Middle School



2022-23 Schoolwide Improvement Plan

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Shelley S. Boone Middle School

225 22ND ST S, Haines City, FL 33844

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

Demographics

Principal: Shawn Livingston

Start Date for this Principal: 8/1/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (43%) 2018-19: C (41%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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225 22ND ST S, Haines City, FL 33844

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

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	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	90%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Shelley S. Boone Middle School is to educate every student with the knowledge and tools necessary to succeed in high school and beyond.

Provide the school's vision statement.

The vision of Shelley S. Boone Middle School is a student body that extends learning beyond our campus into the community, living and giving as responsible and productive citizens.

School Leadership Team

Membership

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
Tarver, Brad	Principal	
Adams, Sandra	Assistant Principal	
Gutierrez, Enrique	Assistant Principal	
Scott, Lakisha	Assistant Principal	
Edwards, Shecole	Assistant Principal	
Kinsler, Larry	Reading Coach	
Trzcinski, Denise	Science Coach	
Scott, Christopher	Other	

Demographic Information

Principal start date

Thursday 8/1/2019, Shawn Livingston

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.*

25

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

1,422

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

12

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

16

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	447	429	527	0	0	0	0	1403	
Attendance below 90 percent	0	0	0	0	0	0	112	96	122	0	0	0	0	330	
One or more suspensions	0	0	0	0	0	0	156	221	214	0	0	0	0	591	
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	78	76	84	0	0	0	0	238	

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	236	264	310	0	0	0	0	810	

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	0	0	32	0	0	0	0	32	
Students retained two or more times	0	0	0	0	0	0	2	5	4	0	0	0	0	11	

Date this data was collected or last updated

Thursday 7/14/2022

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	379	349	471	0	0	0	0	1199	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	205	255	217	0	0	0	0	677	

The number of students identified as retainees:

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

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	379	349	471	0	0	0	0	1199	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	205	255	217	0	0	0	0	677	

The number of students identified as retainees:

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

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	25%	40%	50%				29%	48%	54%
ELA Learning Gains	35%						43%	52%	54%
ELA Lowest 25th Percentile	34%						40%	48%	47%
Math Achievement	30%	34%	36%				31%	50%	58%
Math Learning Gains	52%						41%	50%	57%
Math Lowest 25th Percentile	59%						38%	48%	51%
Science Achievement	22%	40%	53%				31%	44%	51%
Social Studies Achievement	52%	49%	58%				57%	72%	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	29%	48%	-19%	54%	-25%
Cohort Comparison						
07	2022					
	2019	22%	42%	-20%	52%	-30%
Cohort Comparison		-29%				
08	2022					
	2019	34%	48%	-14%	56%	-22%
Cohort Comparison		-22%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	25%	47%	-22%	55%	-30%
Cohort Comparison						
07	2022					
	2019	24%	39%	-15%	54%	-30%
Cohort Comparison		-25%				
08	2022					
	2019	26%	35%	-9%	46%	-20%
Cohort Comparison		-24%				

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	28%	41%	-13%	48%	-20%
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	57%	70%	-13%	71%	-14%
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	73%	50%	23%	61%	12%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	53%	9%	57%	5%

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	33	25	20	51	58	7	30			
ELL	14	27	28	22	46	57	13	39	67		
BLK	29	39	39	32	56	52	23	53	79		
HSP	22	32	29	28	50	62	20	49	79		
MUL	15	50		50	58						
WHT	34	42	40	41	55	52	38	63	79		
FRL	23	34	33	28	50	58	22	49	80		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	11	30	36	11	29	33	5	26			
ELL	17	34	41	17	33	45	11	27	55		
BLK	23	33	33	18	33	28	15	42			

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
HSP	26	37	42	25	36	44	19	43	57		
MUL	10			20							
WHT	28	35	35	27	32	39	31	59	18		
FRL	25	38	38	21	35	43	17	41	49		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	30	27	24	35	32	19	34			
ELL	16	39	39	22	39	35	18	37	44		
BLK	23	42	49	19	35	47	12	63			
HSP	31	43	38	34	43	37	34	55	61		
WHT	30	42	39	33	37	30	36	61	50		
FRL	27	41	41	30	40	37	29	56	64		

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)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	41
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	43
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	49
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

ELA- ELA overall proficiency showed a 1% increase between 2021 to 2022. Learning gains dropped 8% and bottom 25% data for ELA dropped 5% over the past three years.

Math- Math overall proficiency showed a 6% increase between 2021 to 2022. Learning gains increased 17% and bottom 25% showed 19% over the past two years.

Science- Science achievement increased 2%; however there was a substantial drop of 11% from 2020.

Civics- Civics achievement increased 7%; however there was a substantial drop of 12% from 2020.

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

ELA demonstrates the greatest need for improvement. The overall achievement level of students has remained essential stagnant for the past three years, while learning gains and the bottom 25% have dropped over the same time frame. The greatest area of concern is the ELL population. With a 66% Hispanic population, a large number of students struggle with English and learning the language.

Science is another area that demonstrates a significant need for improvement. The data shows that the achievement level has remained essentially stagnant for the past three years. In addition to the ELL population, the SWD and Black subgroups also show the greatest need for improvement.

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

The overall demographic of the school remains largely Hispanic with 66% of the students. Language acquisition for many of these students is low, so learning the language is the priority. Absenteeism rate for this subgroup is a continuing need for improvement. Staff absenteeism also continues to be a problem leading to the loss of substantial instructional time. High staff turnover is a problem area that results in spending the majority of PLC time on beginning teaching strategies versus building on previous year trainings. Further, classroom disruptions account for a large portion of the referrals. Students in these subgroups account for a significant portion of these referrals. These disruptions lead to lost instructional time and increased suspensions.

Implementing a Reading program that addresses the specific needs of the ELL population and strengthens overall reading proficiency. Focusing on this would help achievement in all academic areas.

Addressing attendance as part of the PBIS program may help with both student and staff attendance. This improved attendance should help with overall staff turnover allowing trainings to build yearly versus starting at the beginning of the implementation cycle each year.

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

Acceleration, math learning gains, and math bottom 25% showed the most improvement.

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

Acceleration data showed a significant increase due to Response to Data (RTD) and additional tutoring provided through boot camp. This school year all Algebra students participated in RTD, which took place 3 times a week. This allowed the math coach opportunities to reteach and remediate areas of concern.

Math learning gains and bottom 25% also showed a significant increase due to RTD support for bottom 25% students. Intensive math classes also delivered more direct instruction on specific focus standards.

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

Foundational skills with reading, focused specifically on phonics, vocabulary, fluency, and comprehension. There will be a focus on increasing stamina with reading. There also needs to be a focus on utilizing appropriate ESOL strategies based on the student's language acquisition level.

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

Professional development will be provided on effective planning using the Learning ARC and aligning standards. Reading teachers will receive training on the implementation of the Corrective Reading program. Math teachers will receive training in Math 180. PLCs will also target ESOL strategies utilizing the assistance of our District ESOL staff.

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

Early identification of students who need support. These students will also receive RTD support and data chats. Timely use of tutoring and remediation. Use of the MTSS program to provide support to Tier 2 and Tier 3 students. Individual teacher support by providing coaching on instructional delivery and collaborative planning.

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.

Standards-aligned instruction is a critical area of need. A shift in focus from how we are going to teaching to what we are teaching will be a difficult lift. Teachers have traditionally focused on the "how" and have breezed over the "what." This has led to poor student achievement levels due to a lack exposure to and true mastery of grade level standards.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By focusing on standards-aligned instruction the school should see improved overall student achievement in ELA proficiency of at least 5%, in Science achievement of 5%, Civics achievement of 5%, and Math proficiency of 5%. Additionally, the school should see continued improvement of ELA and Math learning gains of at least 5% and improvement of the bottom 25% in both areas of at least 5%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administration will conduct classroom walkthroughs focused on standards-aligned instruction.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Professional development will be given on standards-aligned instruction and planning for instruction using the Learning Arc framework.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

For effective implementation of standards-aligned instruction the teachers will need to shift the focus from how they are teaching to what they are teaching. The Learning Arc allows them to focus on the what in a systematic way.

Describe the resources/criteria used for selecting this strategy.

Professional development on the Learning Arc is the key to making the shift.

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.

1. Provide professional development opportunities for administration and instructional coaches on using the Learning Arc for planning standards-aligned instruction.

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

2. Provide professional development to teachers on using the Learning Arc.

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

3. Instructional coaches and administration facilitates teacher collaborative planning using the Learning Arc.

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

4. Administration conducts calibration walkthroughs to ensure that standards-aligned instruction is being implemented and evaluated with fidelity.

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

5. Based on administrative walkthroughs, teacher will be tiered by level of implementation and provided with additional support and training.

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

6. Correlate student progress monitoring data and walkthrough data to ensure effectiveness of implementation and provide more support as needed.

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

#2. Positive Culture and Environment specifically relating to**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Lost instructional time due to absenteeism and suspensions is an area of need effecting both students and staff. Focusing on lowering classroom disruptions that lead to suspensions will lower the number of lost instructional days. Further, by improving the classroom environment, teachers and student absences should decrease.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student and teacher absences will decrease by 5%. Student referrals for disruption will decrease by 5%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Assistant Principal for Administration will monitor student referrals and suspension rates. Student a absences will be reviewed monthly by the Success Coach. Teacher absences will be reviewed by the Principal.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

CHAMPS will be used to set classroom expectations and as a system of classroom management. PBIS will be used to support and reward positive behaviors. PBIS will also make good attendance an area of focus for both staff and students.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Both CHAMPS and PBIS have been highly effective in making positive changes in student behavior. CHAMPS is effective in setting and monitoring student expectations. PBIS is effective in rewarding positive behaviors and monitoring for areas of concern.

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.

1. Tier staff based on level of knowledge in implementing CHAMPS and PBIS by administration.

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

2. Training on CHAMPS and PBIS will be delivered by Behavior Interventionist and Administration.

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

3. Staff will plan for the implementation of CHAMPS and PBIS with Instructional Coaches, Administration and Behavior Interventionist.

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

4. The PBIS committee will create an incentive plan to reward student and staff for good attendance. The PBIS committee will also create a plan to reward students for receiving no referrals for classroom disruption.

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

5. School Administration will monitor implementation of CHAMPS and PBIS through classroom walkthroughs.

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

6. PBIS correlation will monitor the correlation of rewards to improvement of discipline and attendance and make adjustments as needed.

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

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.

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

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

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

1. School-based Leadership Team - Day to day decision making.
2. School Staff - Model positive behavior to support stakeholders; thereby, helping to create positive culture and environment.
3. SAC Committee - Input from a variety of stakeholders; input on budgetary issues.
4. Parents - Partner in support with all stakeholders.
5. Students - Adhere to school expectations. Modeling behaviors to create positive culture and environment.
6. Business Leaders/Partners - Input on expectations and provide additional funding.
7. Title 1 Liaison - Assists in use of Title 1 funds.