

Glades County School District

Moore Haven Middle High School.



2022-23 Schoolwide Improvement Plan

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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: 8/11/2021

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
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* Native American Students Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: D (39%) 2018-19: C (50%) 2017-18: D (37%)
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	CSI
* 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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700 TERRIER PRIDE DR SW, Moore Haven, FL 33471

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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)
Combination School PK, 6-12	No	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

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

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SIP Authority

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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 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

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
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 policies and procedures, hiring and evaluating staff, creating and overseeing the school budget guidelines, and ensuring facilities are following safety guidelines. The administration must also work in conjunction with the 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 a working environment for staff. Additional duties include accessing teaching practices, monitoring student achievement and behavior, encouraging family involvement, revising policies and procedures, hiring and evaluating staff, following school budget guidelines, and overseeing facilities. The administration must also work in conjunction with district personnel to create and follow district plans, as well as cultivate leaders among staff.
Lee, Janice	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 a working environment for staff. Additional duties include accessing teaching practices, monitoring student achievement and behavior, encouraging family involvement, revising policies and procedures, hiring and evaluating staff, following school budget guidelines, and overseeing facilities. The administration must also work in conjunction with district personnel to create and follow district plans, as well as cultivate leaders among staff.
Rhymes, Samantha	School Counselor	The role of the middle/high school guidance counselor is to oversee the academic achievement of students. Guidance meets with students individually to work on the student's current and future academic plans. This includes completing transcript audits and reviews, scheduling the ACT and SAT exams, and researching college and career goals.
Kelly, Darcel	School Counselor	The role of the middle/high 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.
Lee, Alicia	Instructional Media	The Media Specialist is responsible for book orders and purchases, collaborative planning working with the ELA/ Reading teachers, facilitating

Name	Position Title	Job Duties and Responsibilities
		PLC meetings regarding student reading goals, reviewing student data, and providing recommendations and assistance to new teachers for classroom management and best teaching practices.
Thomas, Samuel	Dean	The role of the Dean is to aid the principal and assistant principals in ensuring the school are providing a positive learning culture for students and a working environment for staff. Additional duties include monitoring student achievement and behavior, encouraging family involvement, revising policies and procedures, and overseeing designated facilities. The 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, collaborative planning, facilitating PLC meetings, reviewing student data, and 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, collaborative planning, facilitating PLC meetings, reviewing student data, and providing recommendations and assistance to new teachers for classroom management and best teaching practices.

Demographic Information

Principal start date

Wednesday 8/11/2021, Brickel James

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.*

2

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

35

Total number of students enrolled at the school

506

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

8

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

11

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	56	67	82	80	81	80	60	506
Attendance below 90 percent	0	0	0	0	0	0	41	40	43	58	41	36	19	278
One or more suspensions	0	0	0	0	0	0	15	23	29	24	10	9	3	113
Course failure in ELA	0	0	0	0	0	0	29	36	17	47	24	12	5	170
Course failure in Math	0	0	0	0	0	0	6	16	25	23	16	15	3	104
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	15	22	28	32	25	1	19	142
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	23	31	34	34	18	44	0	184
Number of students with a substantial reading deficiency	0	0	0	0	0	0	23	34	35	42	30	8	23	195

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	20	20	15	33	19	18	5	130

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	0	2	8	8	7	1	27

Date this data was collected or last updated

Sunday 9/18/2022

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	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

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	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	

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	33%	44%	55%				33%	41%	61%
ELA Learning Gains	40%						49%	50%	59%
ELA Lowest 25th Percentile	34%						51%	44%	54%
Math Achievement	25%	45%	42%				38%	48%	62%
Math Learning Gains	44%						52%	51%	59%
Math Lowest 25th Percentile	53%						51%	49%	52%
Science Achievement	27%	51%	54%				35%	40%	56%
Social Studies Achievement	30%	60%	59%				41%	45%	78%

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	34%	38%	-4%	54%	-20%
Cohort Comparison						
07	2022					
	2019	26%	40%	-14%	52%	-26%
Cohort Comparison		-34%				
08	2022					
	2019	28%	37%	-9%	56%	-28%
Cohort Comparison		-26%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	49%	49%	0%	55%	-6%
Cohort Comparison						
07	2022					
	2019	40%	55%	-15%	54%	-14%
Cohort Comparison		-49%				
08	2022					
	2019	44%	48%	-4%	46%	-2%
Cohort Comparison		-40%				

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	10%	25%	-15%	48%	-38%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	45%	1%	67%	-21%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	51%	-8%	71%	-28%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	24%	1%	70%	-45%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	44%	-23%	61%	-40%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	32%	-11%	57%	-36%

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	16	32	29	11	32	31	23	39		83	10
ELL	15	46		30							
AMI	67	59		27	67					69	
BLK	21	45	35	14	41	67	11	8		88	7
HSP	35	38	31	29	41	65	25	30		88	57
WHT	28	37	33	24	44	25	31	40		81	46
FRL	29	39	33	21	43	51	25	23	40	83	24
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							

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
BLK	26	40	24	8	13	16	4	22		96	17
HSP	41	52	48	21	22	32	13	37	24	83	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

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)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	12
Percent Tested	89%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	58
Native American Students Subgroup Below 41% in the Current Year?	NO
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	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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
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?

Based on the information reviewed from the 2021-2022 SY SIP plan, there was an increase in 7th grade math for the lowest 25% and a decrease in ELA across all grade levels, subgroups and content areas. Accessing all grade levels, subgroups, and content areas, provided evidence that there was an increase in learning gains among the lowest 25%.

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

Based on progress monitoring SY 2022-2023 FAST PM1 state assessment, The greatest need for improvement are in ELA's Informational Text; Central Idea and Structure. In the area of Math it revealed that Geometric Reasoning, Data Analyzing and Probability, were areas that needed 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?

Based on analyzation of data and discussion with staff, regarding past and present standard test scores, it was determined that it is imperative the hiring of a reading coach with an improvement history in the area of reading be implemented. In addition, the development of time during the day that is dedicated to increase the reading scores of every student will be implemented, with the reading coach assessing the results will be sustainable and become embedded in the school's testing process.

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

Based on 2022 FSA progress monitoring data, the math showed the most gains, which was an increase in last year's testing results.

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

The contributing factors to this improvement was the Academic Improvement Plan (AIP), which targeted on ELA, reading and math standards along with AIP having certified teachers in math classes also contributed to improvement in math scores.

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

The Implementation of Phase II of the AIP process, "Terrier Time". Engaging in practices that provide evident of expected evidence that is reflected in the related standard. The Development and

Implementation reflecting evidence of improvement practices that showed effort and approaches in the desired level of effectiveness as stated in the Cognia Performance Standards and Rubric.

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.

We will need additional PLC's will be utilized in the areas of team building, during the established common planning periods per MS grade levels and HS subject areas. Academic assessments regarding the review of data and incentives will be discussed and planned accordingly

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

Additional services will be implemented to ensure sustainability which will create embeddedness throughout the academic culture of the school with evidence of improvement in the forthcoming year. The addition of a Reading/Math coaches and a School-wide Academic Coach will be responsible for tracking and monitoring diagnostic data that will ensure the utilization teachers using high-yield instructional strategies in the classroom. Terrier time will be implemented to focus on closing the achievement gap in Math and Reading.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and

Rationale:

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

Data from 2022-23 ESSA Subgroup in the area of SLD students clearly reflected from the data a critical need in the area of reading comprehension and academic vocabulary.

Measurable Outcome:

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

Middle school students will be monitored using iReady and FAST progress monitoring specifically looking at reading comprehension and academic vocabulary for measurable outcomes. High school students will be using Achieve3000 to monitor the areas of reading comprehension and vocabulary.

Monitoring:

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

iReady diagnostic tests will be analyzed for positive growth and provided data on those students needing additional review in the areas of reading comprehension and vocabulary. Achieve 3000 diagnostic tests will be analyzed for positive growth and provided data on those students needing additional review in the areas of reading comprehension and vocabulary.

Person responsible for monitoring outcome:

Samuel Thomas (samuel.thomas@glades-schools.org)

Evidence-based

Strategy:

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

Middle and High school students for the area of reading comprehension and vocabulary will use strategic direct instruction and individualized instruction at their level as opposed to grade level.

Rationale for Evidence-based Strategy:

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

iReady and Achieve3000 are both programs that meet the student at their level and then progressively moves them toward grade level. Teachers will give individualized instruction to students utilizing data to select the support materials found in iReady and Achieve3000.

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. iReady diagnostic will be given 3 times during the year for middle school.
2. FAST progress monitoring for middle school will be given 3 times during the year.
3. Achieve3000 diagnostic for high school will be given 3 times during the year.

Person Responsible

Michele Tew (michele.tew@glades-schools.org)

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus

Description and

Rationale:

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

Data from 2022-23 ESSA Subgroup in the area of ELL students clearly reflected from the data a critical need in the area of reading comprehension and academic vocabulary.

Measurable Outcome:

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

Middle school students will be monitored using iReady and FAST progress monitoring specifically looking at reading comprehension and academic vocabulary for measurable outcomes. High school students will be using Achieve3000 to monitor the areas of reading comprehension and vocabulary.

Monitoring:

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

iReady diagnostic tests will be analyzed for positive growth and provided data on those students needing additional review in the areas of reading comprehension and vocabulary. Achieve 3000 diagnostic tests will be analyzed for positive growth and provided data on those students needing additional review in the areas of reading comprehension and vocabulary.

Person responsible for monitoring outcome:

Samuel Thomas (samuel.thomas@glades-schools.org)

Evidence-based

Strategy:

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

Middle and High school students for the area of reading comprehension and vocabulary will use strategic direct instruction and individualized instruction at their level as opposed to grade level.

Rationale for Evidence-based Strategy:

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

iReady and Achieve3000 are both programs that meet the student at their level and then progressively moves them toward grade level. Teachers will give individualized instruction to students utilizing data to select the support materials found in iReady and Achieve3000.

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. iReady diagnostic will be given 3 times during the year for middle school.
2. FAST progress monitoring for middle school will be given 3 times during the year.
3. Achieve3000 diagnostic for high school will be given 3 times during the year.

Person Responsible

Michele Tew (michele.tew@glades-schools.org)

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and

Rationale:

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

Data from 2022-23 ESSA Subgroup in the area of Black/African-American students clearly reflected from the data a critical need in the area of reading comprehension and academic vocabulary.

Measurable Outcome:

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

Middle school students will be monitored using iReady and FAST progress monitoring specifically looking at reading comprehension and academic vocabulary for measurable outcomes. High school students will be using Achieve3000 to monitor the areas of reading comprehension and vocabulary.

Monitoring:

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

iReady diagnostic tests will be analyzed for positive growth and provided data on those students needing additional review in the areas of reading comprehension and vocabulary. Achieve 3000 diagnostic tests will be analyzed for positive growth and provided data on those students needing additional review in the areas of reading comprehension and vocabulary.

Person responsible for monitoring outcome:

Samuel Thomas (samuel.thomas@glades-schools.org)

Evidence-based

Strategy:

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

Middle and High school students for the area of reading comprehension and vocabulary will use strategic direct instruction and individualized instruction at their level as opposed to grade level.

Rationale for Evidence-based Strategy:

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

iReady and Achieve3000 are both programs that meet the student at their level and then progressively moves them toward grade level. Teachers will give individualized instruction to students utilizing data to select the support materials found in iReady and Achieve3000.

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. iReady diagnostic will be given 3 times during the year for middle school.
2. FAST progress monitoring for middle school will be given 3 times during the year.
3. Achieve3000 diagnostic for high school will be given 3 times during the year.

Person Responsible

Michele Tew (michele.tew@glades-schools.org)

#4. ESSA Subgroup specifically relating to White**Area of Focus
Description and****Rationale:**

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

Data from 2022-23 ESSA Subgroup in the area of White students clearly reflected from the data a critical need in the area of reading comprehension and academic vocabulary.

Measurable Outcome:

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

Middle school students will be monitored using iReady and FAST progress monitoring specifically looking at reading comprehension and academic vocabulary for measurable outcomes. High school students will be using Achieve3000 to monitor the areas of reading comprehension and vocabulary.

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

iReady diagnostic tests will be analyzed for positive growth and provided data on those students needing additional review in the areas of reading comprehension and vocabulary. Achieve 3000 diagnostic tests will be analyzed for positive growth and provided data on those students needing additional review in the areas of reading comprehension and vocabulary.

Person responsible for monitoring outcome:

Samuel Thomas (samuel.thomas@glades-schools.org)

Evidence-based**Strategy:**

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

Middle and High school students for the area of reading comprehension and vocabulary will use strategic direct instruction and individualized instruction at their level as opposed to grade level.

Rationale for Evidence-based Strategy:

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

iReady and Achieve3000 are both programs that meet the student at their level and then progressively moves them toward grade level. Teachers will give individualized instruction to students utilizing data to select the support materials found in iReady and Achieve3000.

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. iReady diagnostic will be given 3 times during the year for middle school.
2. FAST progress monitoring for middle school will be given 3 times during the year.
3. Achieve3000 diagnostic for high school will be given 3 times during the year.

Person Responsible

Michele Tew (michele.tew@glades-schools.org)

#5. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus
Description and****Rationale:**

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

Data from 2022-23 ESSA Subgroup in the area of economically disadvantage students clearly reflected from the data a critical need in the area of reading comprehension and academic vocabulary.

Measurable Outcome:

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

Middle school students will be monitored using iReady and FAST progress monitoring specifically looking at reading comprehension and academic vocabulary for measurable outcomes. High school students will be using Achieve3000 to monitor the areas of reading comprehension and vocabulary.

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

iReady diagnostic tests will be analyzed for positive growth and provided data on those students needing additional review in the areas of reading comprehension and vocabulary. Achieve 3000 diagnostic tests will be analyzed for positive growth and provided data on those students needing additional review in the areas of reading comprehension and vocabulary.

Person responsible for monitoring outcome:

Samuel Thomas (samuel.thomas@glades-schools.org)

Evidence-based**Strategy:**

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

Middle and High school students for the area of reading comprehension and vocabulary will use strategic direct instruction and individualized instruction at their level as opposed to grade level.

Rationale for Evidence-based Strategy:

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

iReady and Achieve3000 are both programs that meet the student at their level and then progressively moves them toward grade level. Teachers will give individualized instruction to students utilizing data to select the support materials found in iReady and Achieve3000.

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. iReady diagnostic will be given 3 times during the year for middle school.
2. FAST progress monitoring for middle school will be given 3 times during the year.
3. Achieve3000 diagnostic for high school will be given 3 times during the year.

Person Responsible

Michele Tew (michele.tew@glades-schools.org)

#6. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus
Description and****Rationale:**

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

Across all subgroups there is a consistent need for standard based instruction utilizing the BEST standards to drive instruction in the areas of reading comprehension and vocabulary.

Measurable Outcome:

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

Our current school grade is a D with a score of 39, which brought us only 2 points from achieving a school grade of a C, with 55.2% of our teachers who were non-degreed or certified. A measurable outcome would be for MHMHS to have a least 85% of our teaching staff to be degree holders and certified, which would provide an additional measurable outcome of the school grade of a C.

Monitoring:

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

Our AIP (Academic Improvement Program), iReady results, Achieve3000 results, FAST testing, and the Home-School and Community partnerships which is defined as "We are Family" and "Failure is NOT an Option".

Person responsible for monitoring outcome:

Charles Dailey (charles.dailey@glades-schools.org)

Evidence-based**Strategy:**

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

AIP (Academic Improvement Program) will be implemented daily during the school year which will provide instruction that is embedded in the BEST standards focusing on reading comprehension and vocabulary.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

AIP (Academic Improvement Program) was designed to provide daily intensive standard-based instruction. This program involves every student and every staff member at MHMHS. Data from iReady, Achieve3000, and FAST testing will be used to tailor lessons to meet the needs of the individual students.

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.

A new daily schedule will be implemented to afford the time for students to receive the additional instruction provided during the school day for AIP. Teachers will review the data of their students to tailor the lessons to individual needs.

Person Responsible

Michele Tew (michele.tew@glades-schools.org)

#7. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus

Description and

Rationale:

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

During SY21-22 MHMHS had 55.2% of the staff was non-degreed or non-certified, as compared to the SY22-23 instructional staff of 85% degreed and certified. According to this data, there is need for teacher mentoring to assist in the success of the school.

Measurable Outcome:

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

Our current school grade is a D with a score of 39, which brought us only 2 points from achieving a school grade of a C, with 55.2% of our teachers who were non-degreed or certified. A measurable outcome would be for MHMHS to have a least 85% of our teaching staff to be degree holders and certified, which would provide an additional measurable outcome of the school grade of a C.

Monitoring:

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

Teachers new to the Glades County School District must complete the Q-Tips program. In this program teachers are assigned a mentor teacher that coaches the teacher in areas of need. The program requires a minimum of 1 observation per grading period during the school year. All observations are recorded and discussed with the new teacher. The new teacher reflects and act upon the observational findings.

Person responsible for monitoring outcome:

Michele Tew (michele.tew@glades-schools.org)

Evidence-based Strategy:

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

Informal visits by administration and mentor teachers have been shown to positively impact teacher and student performance.

Rationale for Evidence-based Strategy:

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

The rationale during SY21-22 MHMHS had 55.2% of the staff was non-degreed or non-certified, as compared to the SY22-23 instructional staff of 85% degreed and certified. According to this data, there is need for teacher mentoring to assist in the success of the school. Administrative walkthrough checklists, mentor teacher observational documents and new teacher reflections will be used as evidence.

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. informal administration walkthroughs
2. mentor teacher observations (1 per grading period minimum)
3. new teacher reflections and action plans

Person Responsible

Michele Tew (michele.tew@glades-schools.org)

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.

The environment and establishment of a positive school culture must provide evidence of a strong Family connection with the students, staff, parents and the community will create a Strong Home/ School partnership which results in improvement in the academic performance for all students. The School family clearly believes "WE ARE FAMILY"; and "FAILURE IS NOT AN OPTION" has been embraced by the total school environment.

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

Moore Haven Middle High School Staff: Administration, Guidance, Instructional, Non-Instructional, Custodial, Cafeteria, District Staff, Parents and Community Members all play an intricate part in the development of a positive school environment.