

Fort Meade Middle/Senior High School



2014-15 School Improvement Plan

Fort Meade Middle/Senior High School

700 EDGEWOOD DR N, Fort Meade, FL 33841

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

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

74%

Alternative/ESE Center

No

Charter School

No

Minority

62%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	B

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Fort Meade Middle Senior High is to promote academic and social success for all students.

Provide the school's vision statement

The vision of Fort Meade Middle Senior High is to prepare students for college and career success.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Fort Meade Middle Senior places an emphasis on learning about students' cultures in order to maximize the learning in the classroom. By recognizing and embracing the differences each student brings to the classroom, our teachers can better meet the needs and learning styles of our students. This is specifically done by:

1. Talking with parents at orientation and parent nights.
2. Faculty / Staff members advising clubs and attending community events.
3. Hiring faculty / staff members live in the school community.
4. Hiring qualified faculty members who reflect the make up of our student body.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Fort Meade Middle Senior works diligently to create an environment where students feel safe and respected before, during and after school. For safety, we require all visitors to enter through the main office to check in and, when appropriate, they are escorted across campus. In addition, we ensure our teachers lock classroom doors and quickly report any unknown persons on campus. In the classroom, our teachers continue to create and maintain a safe environment by implementing strong classroom management systems that ensure students respect the classroom and each other. In addition, our discipline team quickly and efficiently takes appropriate action to with discipline issues to allow students to understand the expectations of our school. Our teachers and staff members also have duty locations assigned before, during and after school to ensure students are safe and stop any conflicts that arise between students. Finally, our school implements character building lessons to ensure students know what it means to respect each other, staff members and the school community. This includes lessons on bullying, good decision making and internet safety.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Fort Meade Middle Senior implements a school-wide behavior system focused on parental involvement and progressive discipline. Teachers provide multiple steps in the classroom to correct inappropriate behavior along with providing appropriate discipline actions as necessary. School wide, we hold three expectations for our students and staff. These are Respect Yourself,

Respect Others, Respect School Community. This is posted across campus to remind students and staff members of the importance of respect.

Finally, we implement RTI to redirect any students who need additional tiers of support for his or her success. Our RTI team is comprised of Administration, Counselors and Teachers along with any support persons appropriate for the student or situation.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Fort Meade Middle Senior meets the social-emotional needs of all students through multiple levels of support. In the classroom, all students are exposed to character education that focuses on positive behaviors. For students who have greater needs, mentoring services are provided through a community partnership with local civic groups. This process identifies students who are headed down inappropriate paths and matches them with a strong community mentor. The mentors meet on a regular basis with students along with meeting with students when they encounter academic and discipline issues. Finally, our students with even greater needs receive support through the district student services including psychological support, disability support and career education.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Fort Meade Middle Senior utilizes the district supplied early warning system. This warning system notifies the administrative team of students who have fallen below 90% attendance rate, more than 3 days of school suspensions and students who are below grade level based on age or below GPA requirement of 2.0. The report also identifies students who have failed a core academic course including English / Language Arts and mathematics. This report is reviewed by the administrative team who identify the services necessary for student success and create plans of actions to support students.

Students who score level 1 on statewide assessments are identified during the registration process and placed in appropriate class sections that provide remedial support in language arts and mathematics. These students are then tracked through pre, interim and post tests with additional services provided as needed.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	5	3	1	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	0	
Over age	8	7	11	5	6	3	1	41

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	9	10	11	
Students exhibiting two or more indicators	3	3	2	8

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who are identified by the early warning system receive the following services to correct the issue:

1. Attendance - Referral to the school social worker for follow-up with family to increase attendance.
2. Attendance - Referral to the Migrant Education Program to follow-up with family to increase attendance.
3. Attendance - Parent contact to increase attendance.
4. Suspensions - Provide progressive discipline to correct behaviors before students receive a suspension.
5. Suspensions - Place student in mentoring program to correct behavior.
6. Suspensions - Utilize other forms of discipline to keep students in class.
7. Course Failures - Provide tutoring services for students to remain on track.
8. Course Failures - Provide additional learning opportunities (e2020, summer school, online) to receive credit.
9. Level 1 - Intensive instruction in leveled classes to ensure acceleration to proficiency.
10. Level 1 - Provide pull out tutoring during the school day to remediate students.
11. Level 1 - Monitor progress data to ensure students receive appropriate instruction prior to statewide assessment.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193527>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Fort Meade Middle Senior reaches out to community partners to ensure we have the resources and support necessary to increase student achievement. This is done through our Miner Academic Booster Club and Academy partnerships. To ensure these partnerships are sustained, we complete the following process:

1. We keep our community informed of the activities on campus through marquee signs, phone calls and the School Advisory Council.
2. We let our community know our needs to ensure they know what supports we need.

3. We recognize our partners through signage and announcements to show our appreciation.
4. We regularly hold meetings for our partners to demonstrate how their partnerships is supporting our students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Hardee, Amy	Principal
Blankenship, Matt	Assistant Principal
Dent, Jason	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Amy Hardee, Principal - Sets the vision for the school through shared vision discussions along with providing professional development and evaluations for instructional staff.

Matthew Blankenship, Assistant Principal of Curriculum - Works to ensure curriculum is implemented with fidelity and teachers have the appropriate materials for students. In addition, Matthew provides professional development for instructional staff members and evaluates the instructional practices of teachers.

Jason Dent, Assistant Principal of Administration - Works to ensure the school is safe and orderly so learning can occur. In addition, Jason provides professional development to instructional staff members and evaluates the instructional practices of teachers.

Decision making is shared among the three leaders through specific job roles and responsibilities.

This includes shared responsibility for providing professional development, evaluating instructional staff and modeling appropriate practices for teachers.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team meets regularly to identify and align the resources needed to meet the needs of all students. This includes a regularly scheduled meeting every week and impromptu meetings as the need arise. The school leadership team begins each year by inventorying the available resources across campus and redistributing items as needed to meet the needs of our students. In addition, we utilize progress monitoring data to realign available resources with the greatest needs as identified by data analysis. As new resources are needed, we evaluate the instructional impact against the fiscal impact to ensure our expenditures match instructional goals.

Amy Hardee organizes the weekly meetings and regularly sets deadlines and goals to ensure follow-up is completed. The inventory is maintained through the district provided inventory system. After the adjustment or purchase of new materials, an evaluation is completed to ensure it is positively impacting student achievement. Based on this evaluation, readjustments are made and implemented and the process starts again.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Amy Hardee	Principal
Meylin Nickerson	Teacher
William Coca	Teacher
Dialis Mangual	Teacher
Stacia Filyaw	Education Support Employee
Eva Weaver	Education Support Employee
Clinton Cornelius	Business/Community
Ed Flood (DAC)	Business/Community
Lesha Hall	Business/Community
Melony Bell	Business/Community
Lorenzo McCutchen	Business/Community
Estrella Garcia	Parent
Urslyn Wright	Parent
Andre Camp	Parent
Glavine Harpe	Student
Zachary Taylor	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council reviews and provides feedback on the school improvement plan at the beginning of each year. This occurs during the regularly scheduled SAC meeting with our SAC chair leading the discussion. Any areas that need improvement are then adjusted and represented to the SAC members for further discussion and refinement along with a look at the available school wide data.

Development of this school improvement plan

The School Advisory Council works with school administration to identify the goals reflected in the school improvement plan. This occurs throughout the year at SAC meetings. The information gathered during these discussions are reflected in this school improvement plan. The plan will then be presented to the SAC committee for adjustment before submission.

Preparation of the school's annual budget and plan

The school advisory council votes on the priorities of the school at the recommendation of the principal. The council then provides feedback and the principal adjusts the priorities as needed to reflect the desire of the school advisory council.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school improvement funds allocated last year (approximately \$3,500) was used to purchased novel sets within content area classes including science and social studies. These novels will be used to supplement the instruction in the classroom and meet the reading and writing Florida Standards applied to Science and Social Studies. This was approved at the September School Advisory Council.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hardee, Amy	Principal
Blankenship, Matt	Assistant Principal
Mullis, Jennifer	Teacher, K-12
Beynon, Misty	Teacher, K-12
Presnell, Carolyn	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within the school by working with the TV Production class and building commercials that encourage reading. In addition, the team works with our media specialist to create socials and rewards for students who actively participate in reading. This includes AR incentive parties rewarding students who participate and excel in the AR program. In addition, our media specialist develops a book club among students to promote reading for pleasure across the content areas.

The LLT meets on a bi-weekly basis and as needed to prepare for reading campaigns, incentive parties and strategically plan to meet any literacy needs across campus.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Fort Meade Middle Senior encourages positive working relationships through collaborative planning sessions regularly scheduled each Wednesday. The planning periods (and master schedule) was strategically implemented to allow particular groups of teachers to meet and plan together. This includes middle school grade levels and English, Reading and Social Studies. Teachers work together to build cross curricular units that help students make connections in all content areas. This includes a school wide focus in the following areas:

1. Transition to Florida Standards
2. Data driven decisions
3. Close reading for text evidence, word choice, text structure and across texts
4. Mathematical Practices

5. Higher Order Thinking / Discussions

6. Student Engagement

Teachers use this time to plan within the areas listed above, celebrate progress across the school and discuss and plan with data relevant to student achievement. In addition, the teachers work to solve school wide issues including professional development needs, student needs and community connections.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Fort Meade Middle Senior actively seeks out qualified teachers during the interview process. This includes actively reaching out to potential teachers through the phone and email to provide them the benefits of working at our school. In addition, we only interview teachers that are deemed highly qualified in field for open positions. During the recruitment process we pay close attention to the diverse needs of our campus. We make every attempt to hire qualified faculty and staff that represent our student body diversity.

To retain teachers we implement regular meetings with new teachers that discuss the issues they face. This time is used to entrench teachers in our school culture and expectations along with providing time for them to build relationships with others at our school. The key individuals at our school also participate to provide information on how they can support their work in the classroom.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Fort Meade Middle Senior implements teacher mentoring by pairing new teachers with seasoned master educators within the same content. By providing this connection, our new teachers can get quick and specific advice concerning the content they are focusing on. We also pair these teachers together during planning to ensure they have specific time to collaborate with each other throughout the first year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Fort Meade Middle Senior works to ensure our materials and instructional programs are aligned with Florida Standards through a rigorous review process conducted by the district. During this process content specific teachers review all materials from publishers and discuss its alignments to the standards. The teachers then make recommendations to district content specialist to ensure the instructional materials meet the content and rigor of the standards. After a public comment period, the superintendent makes a recommendation to the board for purchase.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data provides the road map to ensure our students stay on track for meeting the standards. Data is collected from state assessments, progress monitoring tools and teacher developed tests. Based on this data, teachers provide appropriate differentiation within the classroom. For students who need additional support to reach proficient and advanced mastery we offer extended or blocked classes,

push in and pull out instruction and after school tutoring services.

For students who need additional remediation or acceleration, teachers provide additional support to supplement their instruction. This occurs through grouping, small group instruction and rotation. For students with greater needs, a support facilitator teacher monitors grades and progress to ensure students are receiving the appropriate instruction. The teacher works with the content teacher to break down the barriers of the curriculum and provide remediation as necessary. Students who need even more support are provided with pull out instruction in a separate class with small sizes and paraprofessional support. These classes are structured to meet the individual needs of students while ensuring they meet the goals of the standards.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,200

Students are provided content instruction through content area teachers in reading and math to ensure success on the state assessments.

Strategy Rationale

This instruction provides students with remediation and instruction to meet the demands of the state assessment. This occurs in small groups on Saturdays in the areas of reading and math. These areas of need are reflected in our school wide data.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Blankenship, Matt, matthew.blankenship@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance data is tracked and matched with state wide assessment data.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Fort Meade Middle Senior works with each cohort to ensure they are successful based on the state established criteria and student needs. This is done through work with our guidance department. Our school size allows us to have one guidance counselor per school level, middle and high. Our middle school counselor works with students in the 6, 7, and 8 grades to ensure they understand the expectations they must meet to be successful. This includes a meeting at the beginning of the year, interim meetings with students as they arise, and an end of year meeting to prepare for the next grade level. The interim meetings occur based on data available including attendance, grades and discipline. Our high school counselor completes the same process to ensure students are successful throughout high school and earning the credits required for high school graduation and university

enrollment.

Our administrative team also utilizes grade wide data to monitor trends and correct issues with instruction as needed. In addition, our administration regularly meets with students who are having difficulty with the transitions and often matches them to an appropriate mentor.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

College and career awareness is developed through our English courses and meetings with the high school counselor. Our English classes utilize writing assignments to allow students to explore career options including education requirements and salary ranges. Students are then offered the opportunity for shadowing different careers through our partnerships with businesses and industries. Students come away knowing the requirements for the careers in which they show interest. In addition, we hold parent meetings to discuss the requirements and expectations for students planning to attend college along with meetings that focus on the steps to apply for admission, secure financial aid and register for classes.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Our school offers five industry aligned education programs across our campus that allows students to earn certifications that will make them marketable in the workplace.

1. Pharmacy - students take a series of 8 courses leading to certification as a certified pharmacy technician.
2. Intermodal - students take a series of 4 courses leading to certification in work place safety and fork lift operation..
3. Business - students take a series of 4 courses leading to certifications in Microsoft office and adobe photoshop.
4. TV Production - students take a series of 4 courses leading to certifications in Microsoft office, adobe photoshop and Final Cut Pro.
5. Agriculture - students take a series of 4 courses leading to certifications in turf management.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Fort Meade Middle Senior works to integrate technical education in academic courses. Through science we offer anatomy and physiology as an elective course that prepares students for success in medical fields. Through English we offer journalism that allows students to create, write and produce a community delivered newspaper on a regular basis. In addition, our English teachers develop lesson plans that allow students to read and write in technical manners to ensure they are prepared for writing to different audiences.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Fort Meade Middle Senior meets or exceeds the district averages in most categories. However, we are working to improve these numbers through the following strategies:

1. Performance on college ready indicators (ACT/SAT/PERT): Our content area teachers are embedding the skills assessed on these assessments within regular instruction.
2. Enrollment in post secondary institutions: To increase our student enrollment in technical centers, community colleges and universities, we are placing an emphasis on applying to these institutions and completing the financial aid paperwork. This includes hosting parent nights focused on these topics, guidance counselors visiting junior and senior classes to discuss the process and preparation

and inviting recruiters to our campus to meet with students on a regular basis.

3. Participation in College Level Courses: To increase our enrollment in college level courses we are offering more opportunities on campus. This includes increased options for dual enrollment and advanced placement.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase reading proficiency rates for all students.
- G2.** Increase student passing rate on the Geometry End of Course Exam.
- G3.** Increase student enrollment in post-secondary institutions.
- G4.** Reduce student suspensions to increase student attendance.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase reading proficiency rates for all students. 1a

G042933

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	62.0
ELA/Reading Gains	72.0

Resources Available to Support the Goal 2

- Senior Director of Literacy
- Curriculum resources - Achieve 3000
- School wide professional development on Close Reading

Targeted Barriers to Achieving the Goal 3

- Teacher Professional Development

Plan to Monitor Progress Toward G1. 8

Teacher Observation Data, IMPACT, FAIR and Progress Monitoring Data

Person Responsible

Matt Blankenship

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Teacher observation data will be utilized to monitor effectiveness of teaching in the classroom with specific attention paid to the professional development implemented. In addition, IMPACT, FAIR and other progress monitoring data will be analyzed by administrative team to ensure increased results. This data will be shared with teachers through data chats and additional support from school and district coaches will be developed.

G2. Increase student passing rate on the Geometry End of Course Exam. 1a

G042932

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	55.0

Resources Available to Support the Goal 2

- Agile mind Geometry
- Senior Director of Math (and coaches)

Targeted Barriers to Achieving the Goal 3

- Teacher PD Availability

Plan to Monitor Progress Toward G2. 8

Journey Observation, progress monitoring data

Person Responsible

Matt Blankenship

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teacher observation data will be utilized to monitor effectiveness of teaching in the classroom with specific attention paid to the professional development implemented. In addition, IMPROVE, FAIR and other progress monitoring data will be analyzed by administrative team to ensure increased results. This data will be shared with teachers through data chats and additional support from school and district coaches will be developed.

Plan to Monitor Progress Toward G2. 8

Journey Observation, progress monitoring data

Person Responsible

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teacher observation data will be utilized to monitor effectiveness of teaching in the classroom with specific attention paid to the professional development implemented. In addition, IMPROVE, FAIR and other progress monitoring data will be analyzed by administrative team to ensure increased results. This data will be shared with teachers through data chats and additional support from school and district coaches will be developed.

Plan to Monitor Progress Toward G2. 8

Journey Observation, progress monitoring data

Person Responsible

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teacher observation data will be utilized to monitor effectiveness of teaching in the classroom with specific attention paid to the professional development implemented. In addition, IMPROVE, FAIR and other progress monitoring data will be analyzed by administrative team to ensure increased results. This data will be shared with teachers through data chats and additional support from school and district coaches will be developed.

G3. Increase student enrollment in post-secondary institutions. 1a

G042903

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	82.0
College Readiness Reading	92.0
Postsecondary Enrollments	73.0
4-Year Grad Rate (Standard Diploma)	45.0

Resources Available to Support the Goal 2

- Partnerships with community stakeholders to establish need for post-secondary education.
- On-site PERT/ACT testing.
- Teacher content experts on-site.
- Guidance Counselor understanding of post-secondary enrollment process.
- On site dual enrollment and AP courses.

Targeted Barriers to Achieving the Goal 3

- Access to college readiness testing.

Plan to Monitor Progress Toward G3. 8

Testing Rosters, Score Reports

Person Responsible

Matt Blankenship

Schedule

Quarterly, from 9/1/2014 to 5/22/2015

Evidence of Completion

Testing rosters and score reports will be utilized to see an increase in student participation in college readiness tests.

G4. Reduce student suspensions to increase student attendance. 1a

G042936

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0

Resources Available to Support the Goal 2

- Discipline Deans
- Assistant Principal of Administration
- RTI Process

Targeted Barriers to Achieving the Goal 3

- Parental Contact by Teachers

Plan to Monitor Progress Toward G4. 8

The monthly discipline per incident per teacher.

Person Responsible

Jason Dent

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Based on the monthly report, Mr. Dent, Mrs. Hardee and Mr. Blankenship will address teachers to the need for additional parent contact as needed.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase reading proficiency rates for all students. **1**

 G042933

G1.B2 Teacher Professional Development **2**

 B104921

G1.B2.S1 Provide high quality professional development to implement close reading strategies across content areas. **4**

 S116166

Strategy Rationale

To increase student reading proficiency, teachers across all content areas must incorporate close reading strategies in all contents.

Action Step 1 **5**

Develop and implement a professional development plan focused on Close Reading.

Person Responsible

Amy Hardee

Schedule

Monthly, from 9/4/2014 to 4/24/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Distributed leadership utilizing journey observation entries. Progress monitoring utilizing FAIR.

Person Responsible

Matt Blankenship

Schedule

Monthly, from 9/4/2014 to 4/24/2015

Evidence of Completion

Progress monitoring data will be tracked to ensure growth is occurring.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Distributed leadership utilizing journey observation entries. Progress monitoring utilizing FAIR.

Person Responsible

Amy Hardee

Schedule

Monthly, from 9/4/2014 to 4/24/2015

Evidence of Completion

Journey observation entries will be tracked monthly to ensure increase in literacy instruction effectiveness.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Distributed leadership utilizing journey observation entries. Progress monitoring utilizing FAIR.

Person Responsible

Schedule

Monthly, from 9/4/2014 to 4/24/2015

Evidence of Completion

Journey observation entries will be tracked monthly to ensure increase in literacy instruction effectiveness.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Feedback from bi-weekly teacher leadership group.

Person Responsible

Amy Hardee

Schedule

Biweekly, from 9/4/2014 to 4/24/2015


Evidence of Completion

Based on the discussion with teacher leaders, the professional development will be altered to meet student needs. In addition, the administrative team has adopted a distributed leadership model to quickly monitor and adjust instruction in the classroom. Finally, data chats and monitoring will be on-going with teachers utilizing IMPACT, FAIR and other progress monitoring tools. These data chats will be follow-up with teacher observations, lesson planning with administrator or district coach and co-taught lessons with district coaches.


G2. Increase student passing rate on the Geometry End of Course Exam. 1

 G042932

G2.B3 Teacher PD Availability 2

 B104919

G2.B3.S1 Working with the senior director of Mathematics to design and implement teacher PD. 4

 S116159

Strategy Rationale

With the new program in place, it is important that our teacher understands how to implement the program with fidelity.

Action Step 1 5

FMMSHS will work with the Senior Director of Mathematics to design and implement professional development for our geometry teacher.

Person Responsible

Matt Blankenship

Schedule

Monthly, from 9/4/2014 to 4/24/2015

Evidence of Completion

Email communication, meeting minutes, professional development dates.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Teacher walk through, informal and formal observations demonstrating implementation fidelity. District math coach feedback. Progress monitoring data.

Person Responsible

Matt Blankenship

Schedule

Monthly, from 9/4/2014 to 5/22/2015

Evidence of Completion

Journey observation entries.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Distributed leadership utilizing journey observation data, district coach feedback, and progress monitoring through IMPROVE and Agile Geometry.

Person Responsible

Matt Blankenship

Schedule

Quarterly, from 9/4/2014 to 4/24/2015

Evidence of Completion

Journey observations, pre, progress and post monitoring data assessments

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Distributed leadership utilizing journey observation data, district coach feedback, and progress monitoring through IMPROVE and Agile Geometry.

Person Responsible

Amy Hardee

Schedule

Quarterly, from 9/4/2014 to 4/24/2015

Evidence of Completion

Journey observations, pre, progress and post monitoring data assessments

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Distributed leadership utilizing journey observation data, district coach feedback, and progress monitoring through IMPROVE and Agile Geometry.

Person Responsible

Jason Dent

Schedule

Quarterly, from 9/4/2014 to 4/24/2015


Evidence of Completion

Journey observations, pre, progress and post monitoring data assessments


G3. Increase student enrollment in post-secondary institutions. 1

 G042903

G3.B3 Access to college readiness testing. 2

 B104840

G3.B3.S1 Build the infrastructure to perform college readiness testing on campus for students. 4

 S116034

Strategy Rationale

Based on our school location, students have to travel 30 minutes or more to participate in college readiness testing including TABE testing, PERT testing, ACT testing and SAT testing. This hinders students participation in these important tests.

Action Step 1 5

The school will contact the testing companies and begin the process of establishing the school as a test site.

Person Responsible

Matt Blankenship

Schedule

On 5/22/2015

Evidence of Completion

The evidence will be the testing on our campus in all three areas (SAT/PERT/ACT).

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Regular communication with the testing companies will be monitored.

Person Responsible

Amy Hardee

Schedule

On 5/22/2015

Evidence of Completion

Correspondence in setting up the school as a testing site. Testing of students on campus. Increased participation.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

The increase in percentage of students taking the college readiness tests including ACT, SAT, TABE and PERT.

Person Responsible

Amy Hardee

Schedule

Quarterly, from 9/4/2014 to 5/22/2015

Evidence of Completion

Participation in college readiness exams.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

The increase in percentage of students taking the college readiness tests including ACT, SAT, TABE and PERT.

Person Responsible

Matt Blankenship

Schedule

Quarterly, from 9/4/2014 to 5/22/2015

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

The increase in percentage of students taking the college readiness tests including ACT, SAT, TABE and PERT.

Person Responsible

Jason Dent

Schedule

Quarterly, from 9/4/2014 to 5/22/2015

Evidence of Completion

G4. Reduce student suspensions to increase student attendance. 1

 G042936

G4.B1 Parental Contact by Teachers 2

 B104931

G4.B1.S1 Monitor parental contact by teachers. 4

 S116182

Strategy Rationale

The number of referrals leading to suspensions will be reduced by utilizing parental support.

Action Step 1 5

Administration will monitor parental contact to reduce the number of incidents leading to referrals.

Person Responsible

Jason Dent

Schedule

Monthly, from 9/4/2014 to 4/24/2015

Evidence of Completion

The number of referrals will be tracked by individual teachers.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monitoring of parental contact logs kept by teachers.

Person Responsible

Jason Dent

Schedule

Monthly, from 9/4/2014 to 4/24/2015

Evidence of Completion

Teachers submit parent contact logs on a monthly basis to their lesson plan folder. Administration will monitor these documents to ensure teachers utilize parent contact as a first step in the discipline process.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monitoring of parental contact logs kept by teachers.

Person Responsible

Amy Hardee

Schedule

Monthly, from 9/4/2014 to 4/24/2015

Evidence of Completion

Teachers submit parent contact logs on a monthly basis to their lesson plan folder. Administration will monitor these documents to ensure teachers utilize parent contact as a first step in the discipline process.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monitoring of parental contact logs kept by teachers.

Person Responsible

Matt Blankenship

Schedule

Monthly, from 9/4/2014 to 4/24/2015

Evidence of Completion

Teachers submit parent contact logs on a monthly basis to their lesson plan folder. Administration will monitor these documents to ensure teachers utilize parent contact as a first step in the discipline process.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

The monthly report for discipline incidents.

Person Responsible

Jason Dent

Schedule

Monthly, from 9/4/2014 to 5/22/2015

Evidence of Completion

The number of incidents that lead to suspension will be tracked for increased or decreased patterns per teacher. Mr. Dent will share this data with Mrs. Hardee and Mr. Blankenship to discuss with their distributed leadership evaluation group.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.A1	The school will contact the testing companies and begin the process of establishing the school as a test site.	Blankenship, Matt	9/4/2014	The evidence will be the testing on our campus in all three areas (SAT/PERT/ACT).	5/22/2015 one-time
G2.B3.S1.A1	FMMSHS will work with the Senior Director of Mathematics to design and implement professional development for our geometry teacher.	Blankenship, Matt	9/4/2014	Email communication, meeting minutes, professional development dates.	4/24/2015 monthly
G1.B2.S1.A1	Develop and implement a professional development plan focused on Close Reading.	Hardee, Amy	9/4/2014		4/24/2015 monthly
G4.B1.S1.A1	Administration will monitor parental contact to reduce the number of incidents leading to referrals.	Dent, Jason	9/4/2014	The number of referrals will be tracked by individual teachers.	4/24/2015 monthly
G1.MA1	Teacher Observation Data, IMPACT, FAIR and Progress Monitoring Data	Blankenship, Matt	9/2/2014	Teacher observation data will be utilized to monitor effectiveness of teaching in the classroom with specific attention paid to the professional development implemented. In addition, IMPACT, FAIR and other progress monitoring data will be analyzed by administrative team to ensure increased results. This data will be shared with teachers through data chats and additional support from school and district coaches will be developed.	5/29/2015 biweekly
G1.B2.S1.MA1	Feedback from bi-weekly teacher leadership group.	Hardee, Amy	9/4/2014	Based on the discussion with teacher leaders, the professional development will be altered to meet student needs. In addition, the administrative team has adopted a distributed leadership model to quickly monitor and adjust instruction in the classroom. Finally, data chats and monitoring will be on-going with teachers utilizing IMPACT, FAIR and other progress monitoring tools. These data chats will be follow-up with teacher	4/24/2015 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				observations, lesson planning with administrator or district coach and co-taught lessons with district coaches.	
G1.B2.S1.MA1	Distributed leadership utilizing journey observation entries. Progress monitoring utilizing FAIR.	Blankenship, Matt	9/4/2014	Progress monitoring data will be tracked to ensure growth is occurring.	4/24/2015 monthly
G1.B2.S1.MA2	Distributed leadership utilizing journey observation entries. Progress monitoring utilizing FAIR.	Hardee, Amy	9/4/2014	Journey observation entries will be tracked monthly to ensure increase in literacy instruction effectiveness.	4/24/2015 monthly
G1.B2.S1.MA4	Distributed leadership utilizing journey observation entries. Progress monitoring utilizing FAIR.		9/4/2014	Journey observation entries will be tracked monthly to ensure increase in literacy instruction effectiveness.	4/24/2015 monthly
G2.MA1	Journey Observation, progress monitoring data	Blankenship, Matt	9/1/2014	Teacher observation data will be utilized to monitor effectiveness of teaching in the classroom with specific attention paid to the professional development implemented. In addition, IMPROVE, FAIR and other progress monitoring data will be analyzed by administrative team to ensure increased results. This data will be shared with teachers through data chats and additional support from school and district coaches will be developed.	5/29/2015 monthly
G2.MA2	Journey Observation, progress monitoring data		9/1/2014	Teacher observation data will be utilized to monitor effectiveness of teaching in the classroom with specific attention paid to the professional development implemented. In addition, IMPROVE, FAIR and other progress monitoring data will be analyzed by administrative team to ensure increased results. This data will be shared with teachers through data chats and additional support from school and district coaches will be developed.	5/29/2015 monthly
G2.MA3	Journey Observation, progress monitoring data		9/1/2014	Teacher observation data will be utilized to monitor effectiveness of teaching in the classroom with specific attention paid to the professional development implemented. In addition, IMPROVE, FAIR and other progress monitoring data will be analyzed by administrative team to ensure increased results. This data will be shared with teachers through data chats and additional support from school and district coaches will be developed.	5/29/2015 monthly
G2.B3.S1.MA1	Distributed leadership utilizing journey observation data, district coach feedback, and progress monitoring through IMPROVE and Agile Geometry.	Blankenship, Matt	9/4/2014	Journey observations, pre, progress and post monitoring data assessments	4/24/2015 quarterly
G2.B3.S1.MA3	Distributed leadership utilizing journey observation data, district coach feedback, and progress monitoring through IMPROVE and Agile Geometry.	Hardee, Amy	9/4/2014	Journey observations, pre, progress and post monitoring data assessments	4/24/2015 quarterly
G2.B3.S1.MA4	Distributed leadership utilizing journey observation data, district coach feedback, and progress monitoring through IMPROVE and Agile Geometry.	Dent, Jason	9/4/2014	Journey observations, pre, progress and post monitoring data assessments	4/24/2015 quarterly
G2.B3.S1.MA1	Teacher walk through, informal and formal observations demonstrating implementation fidelity. District math	Blankenship, Matt	9/4/2014	Journey observation entries.	5/22/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	coach feedback. Progress monitoring data.				
G3.MA1	Testing Rosters, Score Reports	Blankenship, Matt	9/1/2014	Testing rosters and score reports will be utilized to see an increase in student participation in college readiness tests.	5/22/2015 quarterly
G3.B3.S1.MA1	The increase in percentage of students taking the college readiness tests including ACT, SAT, TABE and PERT.	Hardee, Amy	9/4/2014	Participation in college readiness exams.	5/22/2015 quarterly
G3.B3.S1.MA3	The increase in percentage of students taking the college readiness tests including ACT, SAT, TABE and PERT.	Blankenship, Matt	9/4/2014		5/22/2015 quarterly
G3.B3.S1.MA4	The increase in percentage of students taking the college readiness tests including ACT, SAT, TABE and PERT.	Dent, Jason	9/4/2014		5/22/2015 quarterly
G3.B3.S1.MA1	Regular communication with the testing companies will be monitored.	Hardee, Amy	9/4/2014	Correspondence in setting up the school as a testing site. Testing of students on campus. Increased participation.	5/22/2015 one-time
G4.MA1	The monthly discipline per incident per teacher.	Dent, Jason	9/1/2014	Based on the monthly report, Mr. Dent, Mrs. Hardee and Mr. Blankenship will address teachers to the need for additional parent contact as needed.	6/1/2015 monthly
G4.B1.S1.MA1	The monthly report for discipline incidents.	Dent, Jason	9/4/2014	The number of incidents that lead to suspension will be tracked for increased or decreased patterns per teacher. Mr. Dent will share this data with Mrs. Hardee and Mr. Blankenship to discuss with their distributed leadership evaluation group.	5/22/2015 monthly
G4.B1.S1.MA1	Monitoring of parental contact logs kept by teachers.	Dent, Jason	9/4/2014	Teachers submit parent contact logs on a monthly basis to their lesson plan folder. Administration will monitor these documents to ensure teachers utilize parent contact as a first step in the discipline process.	4/24/2015 monthly
G4.B1.S1.MA3	Monitoring of parental contact logs kept by teachers.	Hardee, Amy	9/4/2014	Teachers submit parent contact logs on a monthly basis to their lesson plan folder. Administration will monitor these documents to ensure teachers utilize parent contact as a first step in the discipline process.	4/24/2015 monthly
G4.B1.S1.MA4	Monitoring of parental contact logs kept by teachers.	Blankenship, Matt	9/4/2014	Teachers submit parent contact logs on a monthly basis to their lesson plan folder. Administration will monitor these documents to ensure teachers utilize parent contact as a first step in the discipline process.	4/24/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase reading proficiency rates for all students.

G1.B2 Teacher Professional Development

G1.B2.S1 Provide high quality professional development to implement close reading strategies across content areas.

PD Opportunity 1

Develop and implement a professional development plan focused on Close Reading.

Facilitator

Amy Hardee, Matthew Blankenship, Jason Dent

Participants

All content teachers except Math

Schedule

Monthly, from 9/4/2014 to 4/24/2015

G2. Increase student passing rate on the Geometry End of Course Exam.

G2.B3 Teacher PD Availability

G2.B3.S1 Working with the senior director of Mathematics to design and implement teacher PD.

PD Opportunity 1

FMMSHS will work with the Senior Director of Mathematics to design and implement professional development for our geometry teacher.

Facilitator

Senior Director of Mathematics and Assistant Principal of Curriculum.

Participants

Geometry Teacher

Schedule

Monthly, from 9/4/2014 to 4/24/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G4. Reduce student suspensions to increase student attendance.

G4.B1 Parental Contact by Teachers

G4.B1.S1 Monitor parental contact by teachers.

PD Opportunity 1

Administration will monitor parental contact to reduce the number of incidents leading to referrals.

Facilitator

Jason Dent

Participants

Teachers

Schedule

Monthly, from 9/4/2014 to 4/24/2015

Budget Rollup

Summary

Description	Total
Grand Total	0