

Powell Middle School



2014-15 School Improvement Plan

Powell Middle School

4100 BARCLAY AVE, Brooksville, FL 34609

www.edline.net/pages/hcsb_pms

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

62%

Alternative/ESE Center

No

Charter School

No

Minority

30%

School Grades History

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

School Board Approval

This plan was approved by the Hernando County School Board on 11/18/2014.

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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To share the responsibility for preparing our students to become productive citizens through a caring environment with a commitment to excellence.

Provide the school's vision statement

To do our best, to be the best, while dedicating ourselves to provide the best.

School Environment

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

Our school offers an opportunity for families to pick up schedules and textbooks during our preschool week. This gives the teachers a chance to learn about cultural backgrounds. Teachers use ice breakers/interest surveys during the first days of school to get to know students. Parents also attend the Open House later in the year. Teachers review cumulative files several times during the year and hold grade level team parent conferences. The English-Language Learner (ELL) Teacher is also utilized to provide background information on students. The ELL Teacher and Paraprofessional utilize ipads for translation purposes. ELL students have access to bilingual textbook resources in the classroom. Teachers use correspondence in the student's home language when necessary. Teachers use parent phone calls, emails, and the Remind text application to send text reminders for important information such as due dates and meeting times. Powell also utilizes Ed-line to keep parents up-to-date on school events and student grades.

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

Teachers supervise student movement by standing at classroom doors at the beginning of day and in between classes. Teachers also walk students to the bus at the end of the day. Teachers exhibit classroom management using techniques learned through programs such as our PBS initiatives. Teachers, administration and staff use a positive reward system for students who demonstrate appropriate behavior and make positive choices.

Teachers greet students at their classroom doors daily. Our School Resource Officer (SRO) is visible on campus and students are familiar with him. The SRO updates staff on new emergency procedures. Counselors and administrators offer additional supervision during passing time. We have a secure campus that is surrounded by a locked fence. All classrooms are expected to be locked at all times. We use the Raptor check-in system for all visitors to the school. There is a program in place for teachers to use during a lock-down to indicate if their classroom is secure. There are monthly emergency drills that all students and staff participate in. Students attend monthly expectation meetings and have an anonymous way to report incidences that they are a part of or witness to. 8th grade students also take part in an alcohol and drug awareness program run by the Hernando County Sheriffs Office. Our school promotes tolerance through school-wide activities such as Kindness Week and Mix-it-Up Day.

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

Our Positive Behavior Support (PBS) team has implemented a school-wide PBS program for all students and teachers. In 6th grade we have a monthly PBS event that students can attend if they meet predetermined requirements, including being prepared for class, having good attendance and displaying appropriate behavior. We use panther money to reward good behavior and decisions. Students then are provided a variety of options to spend their panther money on such as fast passes at lunch, treats, pencils, etc. There is a PBS behavior plan in place for all teachers to follow when dealing with discipline problems. There is a form available with preset steps that teachers follow in an effort to change behavior before a formal discipline is written. These steps include student/teacher conferences, meeting with the guidance counselor, making contact with the parents, and discipline committees. Formal disciplines will not be accepted unless the PBS form has been filled out completely. Our school implemented GROWL, an acronym to help students remember the school's goals for them. G: Give 100%, R: Respect and Responsibility, O: On Time, W: Winning Attitude, L: Lead by Example. Banners are located around the school, and posters were placed in each classroom. Students have to earn the opportunity to attend Teacher versus Student sporting events and field trips based on meeting behavior expectations. Honor Roll events are held each nine weeks and include attendance rewards and department awards. Staff members nominate and vote upon Turnaround Student of the Year and Most Improved Reading Award for students that meet certain criteria. Students also attend school-wide expectation meetings on a quarterly basis where expectations are taught and PBS data is shared with each grade level.

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

We offer counseling sessions with the guidance department for students in need. We have a check-in check-out system with guidance counselors and other office staff. The school also provides a High-Five small group program sponsored by Eckerd Youth. BayCare visits our school to provide social skills groups as a preventative measure for students at risk. Students that lack school supplies receive them from programs such as Stuff the Bus and the Hernando County Sheriff's Office. The school staff provides for needy students during the year with food drives and Christmas Angel programs. The McKinney-Vento Homeless Act allows students to attend our school when displaced from their own homes. Outgoing students donate PE uniforms to students in need with the PE Goodwill Program.

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

Powell Middle School is tracking students who are at risk for either retention and/or drop-out.

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	
Attendance below 90 percent	47	66	77	190
One or more suspensions	39	47	54	140
Course failure in ELA or Math	16	37	18	71
Level 1 on statewide assessment	46	30	65	141
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	12	25	52	89

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 through the early warning system are served from a variety of sources in an effort to improve their overall performance. Students who are identified as struggling with academic performance are provided intense instruction in their respective class in addition to being invited to before school tutoring. Response to intervention/problem solving meetings are held on a weekly basis by grade level to discuss identified students and put interventions in place to improve their performance, attendance, and/or behavior. In addition, identified students are participating in a social skills group with either the grade level guidance counselor or through a push-in program from Baycare. The district social worker has identified a group of students who meet two or more of the early warning indicators for a monthly group meeting which includes parental contact and updates. The ISS paraprofessional is given a list of student names on a daily basis who have reached ten or more absences to make a personal phone call home to check on why they are absent from school. Powell has also implemented a successful PBS program where students have to meet behavioral expectations to earn panther dollars and attend school-wide PBS events.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Powell Middle School is committed to building positive relationships with our families. During pre-school we invite students and parents to our annual textbook and schedule pick-up where students can get their schedule, walk around campus to find their classes, purchase their PE uniforms, pay

their activity fees, and receive their textbooks. This is a great opportunity for teachers and administrators to interact with the students and their family and assist them in any way possible.

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

Our performing arts program utilizes a discount card fundraiser that involves a variety of local restaurants and businesses. Our PBS team will be participating "restaurant nights" in order to raise money for the PBS program. We have a partnership with local food vendors who attend school functions and donate a percentage of the proceeds to the school. We are collecting Box Tops for Education in order to raise money for PBS and other student centered events. The 7th Grade Civics team have local professionals come in to speak to students about various jobs in the community, including an attorney, military personnel, and the supervisor of elections. The PE department holds and welcomes the community to attend events such as Hoops for Heart, and Stack Up Against Heart Disease. Our Performing Arts department hold numerous community performances. Selected students on our Brain Bowl team compete against other schools district wide.

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
Piesik, Lisa	Principal
Dye, Tom	Assistant Principal
Blackwell, Ron	Teacher, K-12
Cross, Jackie	Teacher, K-12
Dumas, Maria	Teacher, K-12
Hearn, Tammy	Teacher, K-12
Hudson, Ricardo	Teacher, K-12
Marcucci, Kathy	Teacher, K-12
Rufa, Laura	Teacher, K-12
Young, Serena	Teacher, K-12
Carlson, Ed	Teacher, K-12
Hudson, Althea	Teacher, K-12
Edgecomb, Sarah	Guidance Counselor
Turnbull, Kathy	Teacher, K-12

Duties

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

Principal & Assistant Principals: Conduct instructional evaluations, provide opportunities for professional development of instructional staff to ensure the use of effective instructional strategies, classroom walk-throughs, meet weekly with administrative team, meet twice monthly with School

Based Leadership Team to discuss data and make school wide instructional decisions as a team.
 Department Chairs: Relay information from the School Based Leadership Team to members of their department, schedule and conduct weekly department planning meetings and act as a liaison between department members and department administrator.

Grade Level Team Leaders: Schedule and facilitate parent-teacher conferences and schedule and facilitate grade level activities.

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

Personnel resources are based on school student enrollment and are placed based on student needs. Instructional and curricular resources are identified and provided through the district office. The school leadership works diligently with the human resources department and the department of teaching and learning to ensure that required resources are received and implemented to meet the needs of all our students.

Title II professional development funding is allocated through district office and facilitated at the school level based on teacher need and instructional focus. The Assistant Principal, Laura Kane, is responsible for professional development. Our faculty receives professional development minimally once per month during their planning. Additional professional development is provided when needed. In addition to Title II funding, several of our teachers have applied for and received mini-grants through the Education Foundation for funding of specific projects and/or activities within their classroom or department.

Each grade level holds student problem solving meetings weekly. Resources that are identified through this process are sought through district office and/or at the school site as appropriate.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lisa Piesik	Principal
James Peppe	Parent
Tracy Mohr	Parent
Robert Neuhausen	Parent
David Fontano	Parent
Rita Pagano	Teacher
Vicki Fontano	Parent
Derek Origon	Business/Community
Jennifer Anselmo	Parent
Debbie Inglese	Parent
Linda Wrinkle	Teacher
Tracy Bonnett	Parent
Ed Carlson	Teacher
Tom Dye	Principal
Laura Kane	Principal

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 is presented with an update of the SIP goals at mid-year along with any progress monitoring data that is available. At the first SAC meeting of the new school year, administration gives a presentation on statewide assessment data and how it relates back to our school improvement plan goals for not only the previous year but how that data drives the goals for the new school year.

Development of this school improvement plan

A data presentation on statewide assessment results occurs at the first SAC meeting of the new school year. Members of the committee are given a questionnaire to complete soliciting their feedback on various areas of the school to include classroom environments, school environments, and parent involvement. The data received through the questionnaires are incorporated into the new school improvement plan.

Preparation of the school's annual budget and plan

The School Advisory Council does not participate in the preparation of the annual budget. The SAC does work with school leaders to plan for expenditures from the SAC budget.

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

School improvement funds were mainly utilized to support media center initiatives as well as student achievement and improvement incentives.

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
Piesik, Lisa	Principal
Dye, Tom	Assistant Principal
Kane, Laura	Assistant Principal
Blackwell, Ron	Teacher, K-12
Carlson, Ed	Teacher, K-12
Cross, Jackie	Teacher, K-12
Dumas, Maria	Teacher, K-12
Edgecomb, Sarah	Teacher, K-12
Hearn, Tammy	Teacher, K-12
Hudson, Althea	Teacher, K-12
Hudson, Ricardo	Teacher, K-12
Marcucci, Kathy	Teacher, K-12
Rufa, Laura	Teacher, K-12
Sola, Anita	Teacher, K-12
Turnbull, Kathy	Teacher, K-12
Young, Serena	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

All departments within the school promote literacy through classroom assignments and assessments. Staff members attend monthly professional development meetings that focus on improving reading skills. Our school utilizes Reading Counts which is a school wide reading comprehension program. The library promotes the fifteen Sunshine State Reader books to encourage students to read.

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

The school schedule allows for daily common department planning periods so teachers can meet and plan collaboratively for standards based instruction and common rigorous assessments. Teachers use collaborative planning to discuss data and plan reteaching activities to address students' areas of weaknesses.

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

The administration provides a positive working environment for staff members. The school provides monthly on-site professional development for all teachers. Additional professional development is provided as needed. The Human Resources department works with the school to ensure that all teachers are highly qualified and hold in-field certificates for the subjects they teach. New teachers are assigned mentors who meet with them regularly and provide assistance at the level needed by the new teacher including observation, feedback, lesson planning, and recommendations for professional development.

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

Our school has a mentoring program for all first year teachers and teachers new to the school. There are monthly meetings to discuss school procedures, concerns and other issues that arise. Mentors also hold several informal observations to observe domains 2 and 3 to better prepare the new teachers for administrative observations.

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

Professional development is provided in the area of standards based instruction for all instructional staff. Department leaders schedule and facilitate weekly planning meetings and utilize resources such as CPALMS and Edviation. We utilize the district reading coach to assist departments in unpacking the Florida standards and creating standards based lesson plans.

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

Statewide assessment data is reviewed and students are placed in Reading remediation and Math remediation classes based on proficiency level.

The School Based Leadership Team meets twice monthly to monitor assessment data. Department leaders take information from the School Based Leadership Team to weekly department planning meetings to assist in common planning and differentiation of instruction.

Students who do not score a 70% proficiency on common assessments are being retaught standards and reassessed.

Panther Prep (FCIM) lessons are based on assessment data analysis to target areas students have not reached proficiency in.

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: Before School Program

Minutes added to school year: 2,400

Students are invited to before school tutoring sessions 2-3 times weekly for an average of 30 minutes per day determined by the classroom teacher and based on the needs of the students.

Strategy Rationale

Providing students with additional instructional time in areas they have not demonstrated proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Piesik, Lisa, piesik_l@hcsb.k12.fl.us

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

Tutoring attendance logs and student grade tracking.

Strategy: Summer Program

Minutes added to school year: 0

Credit Recovery through the use of Compass Learning.

Strategy Rationale

An opportunity for students who have not passed a core academic class to recover the credits necessary and be promoted to the next grade with their peers if successful.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Piesik, Lisa, piesik_l@hcsb.k12.fl.us

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

Compass progress reports and usage data, student retention numbers

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

Incoming 6th graders are invited to the 6th grade open house each spring in order to meet staff members and receive information about our school and the programs we offer. Over the summer they are invited to a 6th grade orientation camp in order to receive a tour of the school, meet their peers

and new teachers. Our performing arts department performs for our non-feeder elementary schools in order to promote the arts program and educate parents and students about school choice. Our outgoing 8th grade students are able to attend high school informational meetings during school time and meet with high school guidance counselors. These guidance counselors assist the students with class and elective selections. Transition meetings are held for students with IEPs to ensure continuation of their services.

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

N/A

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

N/A

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

N/A

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

N/A

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will increase teacher-student contact time by increasing student attendance and decreasing the number of discipline incidents that result in ISS or OSS.

- G2.** Teachers will implement standards based instructional lesson plans.

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. We will increase teacher-student contact time by increasing student attendance and decreasing the number of discipline incidents that result in ISS or OSS. 1a

G047837

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0
Discipline incidents	10.0

Resources Available to Support the Goal 2

- Administration, TERMS, school social worker, data entry professional, attendance administrative professional

Targeted Barriers to Achieving the Goal 3

- Absences decrease teacher-student contact time.
- Disciplines resulting in suspension decrease teacher-student contact time.

Plan to Monitor Progress Toward G1. 8

Attendance data will be used to verify correct information

Person Responsible

Lisa Piesik

Schedule

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

Evidence of Completion

Attendance verifications

G2. Teachers will implement standards based instructional lesson plans. 1a

G047781

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Reading - All Students	73.0
FCAT 2.0 Science Proficiency	50.0
CELLA Writing Proficiency	6.0

Resources Available to Support the Goal 2

- Administration, SBLT, middle school reading coach

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the standards.
- Lack of understanding of how to incorporate rigorous standards based instruction into the curriculum.

Plan to Monitor Progress Toward G2. 8

Informal observational feedback

Person Responsible

Lisa Piesik

Schedule

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

Evidence of Completion

Informal observation feedback

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. We will increase teacher-student contact time by increasing student attendance and decreasing the number of discipline incidents that result in ISS or OSS. **1**


 G047837

G1.B1 Absences decrease teacher-student contact time. **2**

 B119172

G1.B1.S1 All teachers will be trained to use TERMS properly to accurately record student attendance.

4

 S130972

Strategy Rationale

So teachers, guidance counselors and social workers can effectively monitor absences and provide proper interventions.

Action Step 1 **5**

Professional development will be provided for all teachers and staff.

Person Responsible

Lisa Piesik

Schedule

On 8/13/2014

Evidence of Completion

Sign-in sheets and ERO registration.

Action Step 2 5

Continuous trainings as needed.

Person Responsible

Lisa Piesik

Schedule

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

Evidence of Completion

Proper use of TERMS.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The attendance administrative professional will monitor proper use of TERMS.

Person Responsible

Lisa Piesik

Schedule

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

Evidence of Completion

Teachers will be able to use TERMS properly.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

This will be effective when unexcused absences are monitored correctly

Person Responsible

Lisa Piesik

Schedule

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

Evidence of Completion

Correct tracking information

G1.B1.S2 Consistent communication between teachers, guidance and the school social worker. 4

S130974

Strategy Rationale

So guidance and social workers can effectively monitor absences and provide proper interventions.

Action Step 1 5

Teachers will notify the school guidance counselors and school social worker if there are continuing attendance concerns.

Person Responsible

Lisa Piesik

Schedule

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

Evidence of Completion

Continuous absences will be monitored through the attendance secretary and the school guidance counselors and social workers will be quickly notified. Truancy meetings will be held each Tuesday with student, parent(s), guidance counselor and social worker.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Truancy minutes will be reviewed by administration.

Person Responsible

Lisa Piesik

Schedule

Weekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Each student who is involved in a truancy meeting will have a folder placed in their cumulative file that includes all truancy related materials.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Social worker will track the effectiveness of truancy meetings

Person Responsible

Sarah Edgecomb

Schedule

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

Evidence of Completion

Social worker will track student attendance after truancy meeting is held and compare attendance prior to and after truancy meeting.

G1.B1.S3 There will be planned monthly 6th grade PBS events that students can attend if they meet specific attendance and tardy requirements. 4

 S131000

Strategy Rationale

Students will have a positive reward for attending school.

Action Step 1 5

The PBS team will meet and plan monthly PBS events.

Person Responsible

Lisa Piesik

Schedule

Daily, from 8/11/2014 to 8/15/2014

Evidence of Completion

A list of events will be placed on the master calendar.

Action Step 2 5

The PBS team will check unexcused attendance and tardies to determine who can go to each PBS event.

Person Responsible

Lisa Piesik

Schedule

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

Evidence of Completion

The list of students who will be able to attend the PBS event.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The PBS Team will report events at School Based Leadership meetings.

Person Responsible

Jackie Cross

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Leadership meeting minutes, master calendar, list of students eligible to participate in events

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Track the number of disciplines on a monthly basis

Person Responsible

Tom Dye


Schedule

Monthly, from 10/1/2014 to 6/1/2015


Evidence of Completion

RtIB data will be presented monthly at the leadership meetings

G1.B2 Disciplines resulting in suspension decrease teacher-student contact time. 2

 B119173

G1.B2.S1 There will be planned monthly 6th grade PBS events that students can attend if they meet specific discipline requirements. 4

 S131013

Strategy Rationale

Students will have positive reward for making good choices.

Action Step 1 5

The PBS team will meet and plan monthly PBS events.

Person Responsible

Lisa Piesik

Schedule

Daily, from 8/11/2014 to 8/15/2014

Evidence of Completion

A list of events on the master calendar.

G1.B2.S2 Panther money will be used as a positive behavior reward system. Panther money is distributed to students who make good choices. Students can then use their money in various ways on campus. 4

 S131014

Strategy Rationale

Students will have positive rewards for making good choice.

Action Step 1 5

The PBS team will distribute money for teachers to reward students.

Person Responsible

Schedule

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

Evidence of Completion

Teachers will give out panther money to students.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The PBS Team will monitor the amount of money being distributed to students

Person Responsible

Jackie Cross

Schedule

Biweekly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Documentation of monies collected on Friday treat day for each grade level. Informal survey of students regarding the number of teachers utilizing panther dollars as a positive reward in their classrooms.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Review of RtIB data

Person Responsible

Jackie Cross

Schedule

Evidence of Completion

RtIB data will be reviewed on a monthly basis to analyze disciplines by grade, by teacher, by action code.

G1.B2.S3 Teachers will use the PBS behavior documentation form. 4

S131015

Strategy Rationale

The documentation form allows teachers alternate solutions to help students before writing a formal discipline.

Action Step 1 5

Teachers will receive professional development on how to use the new PBS form.

Person Responsible

Lisa Piesik

Schedule

On 8/14/2014

Evidence of Completion

Teachers will know how to use the new PBS form.

Action Step 2 5

Teachers will use the PBS form before written referral.

Person Responsible

Lisa Piesik

Schedule

On 6/1/2015

Evidence of Completion

All minor discipline actions will have a PBS form attached showing the steps taken before writing the formal referral.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Administrators will review forms prior to handling written discipline referrals

Person Responsible

Lisa Piesik

Schedule

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

Evidence of Completion

Completed PBS forms attached to written discipline referrals

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Disciplines that do not have completed PBS forms will be returned to teachers

Person Responsible

Tom Dye

Schedule

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


Evidence of Completion

Administrators will return disciplines to teachers who have not completed all steps required on the PBS documentation form. RtIB data will be reviewed by teacher.


G2. Teachers will implement standards based instructional lesson plans. 1

 G047781

G2.B1 Lack of understanding of the standards. 2

 B119053

G2.B1.S1 Teachers will attend PLCs and professional developments on standards based instruction. 4

 S130846

Strategy Rationale

So teachers will learn how to implement the standards into their lessons.

Action Step 1 5

All teachers will attend a professional development on unpacking the standards.

Person Responsible

Lisa Piesik

Schedule

On 9/17/2014

Evidence of Completion

Sign-in sheets and ERO registration.

Action Step 2 5

The district reading coach will conduct ELA grade level planning meetings to ensure standards based lessons are being developed.

Person Responsible

Lisa Piesik

Schedule

Weekly, from 9/1/2014 to 9/30/2014

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrative walk-throughs.

Person Responsible

Lisa Piesik

Schedule

Monthly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Lesson plans and lesson implementation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administrative walk-throughs.

Person Responsible

Lisa Piesik


Schedule

On 6/1/2015


Evidence of Completion

Lesson plans and lesson implementation.

G2.B2 Lack of understanding of how to incorporate rigorous standards based instruction into the curriculum. **2**

 B119101

G2.B2.S1 Common planning within each department will take place on a weekly basis. **4**

 S130893

Strategy Rationale

All teachers within the department will be working towards common grade-level assessments.

Action Step 1 **5**

Department leaders will schedule weekly department planning meetings.

Person Responsible

Lisa Piesik

Schedule

On 6/1/2015

Evidence of Completion

Weekly meeting minutes will be documented.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Each department head will document meeting minutes.

Person Responsible

Lisa Piesik

Schedule

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

Evidence of Completion

Meeting minutes.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The development of common lesson plans and assessments.

Person Responsible


Schedule

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

Evidence of Completion

Common lesson plans and assessments.

G2.B2.S2 Department lesson studies will be implemented throughout the year. 4

 S130897

Strategy Rationale

So all teachers can develop standards based lessons to use in their classroom.

Action Step 1 5

The District Reading Coach will conduct professional development on the implementation of lesson studies.

Person Responsible

Lisa Piesik

Schedule

On 10/8/2014

Evidence of Completion

Teachers will complete a successful lesson study.

Action Step 2 5

Department teams will meet during common planning periods to create, implement and assess a common lesson plan.

Person Responsible

Lisa Piesik

Schedule

Weekly, from 10/10/2014 to 11/21/2014

Evidence of Completion

A completed lesson.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

District Reading Coach will help with the implementation of the lesson studies.

Person Responsible

Lisa Piesik

Schedule

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

Evidence of Completion

The lesson plan produced at the end of the lesson study.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Teachers will reflect upon their lesson plan developed through the lesson study process.

Person Responsible


Schedule

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

Evidence of Completion

The reflection.

G2.B2.S3 Inclusion of ELA Florida Standards in lesson development to ensure writing across the curriculum. 4

 S130899

Strategy Rationale

To increase writing proficiency scores for success on Florida state wide assessments.

Action Step 1 5

Science teachers will implement the use of an interactive notebook for students to summarize and reflect upon their learning.

Person Responsible

Lisa Piesik

Schedule

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

Evidence of Completion

Interactive notebooks.

Action Step 2 5

Math teachers will implement the use of math journals for students to reflect upon their learning.

Person Responsible

Schedule

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

Evidence of Completion

Math journals.

Action Step 3 5

Social Studies will use short written response questions on all assessments.

Person Responsible

Lisa Piesik

Schedule

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

Evidence of Completion

Short response questions on assessments.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Administrative walk-throughs.

Person Responsible

Lisa Piesik

Schedule

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

Evidence of Completion

The interactive notebooks, math journals and tests.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Administrative walk-throughs.

Person Responsible

Lisa Piesik

Schedule

Monthly, from 9/25/2014 to 6/1/2015

Evidence of Completion

Proficiency on state assessments.

Appendix 1: Implementation Timeline

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

Hernando - 0221 - Powell Middle School - 2014-15 SIP

Powell Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	All teachers will attend a professional development on unpacking the standards.	Piesik, Lisa	9/17/2014	Sign-in sheets and ERO registration.	9/17/2014 one-time
G2.B2.S1.A1	Department leaders will schedule weekly department planning meetings.	Piesik, Lisa	9/1/2014	Weekly meeting minutes will be documented.	6/1/2015 one-time
G2.B2.S2.A1	The District Reading Coach will conduct professional development on the implementation of lesson studies.	Piesik, Lisa	10/8/2014	Teachers will complete a successful lesson study.	10/8/2014 one-time
G2.B2.S3.A1	Science teachers will implement the use of an interactive notebook for students to summarize and reflect upon their learning.	Piesik, Lisa	9/1/2014	Interactive notebooks.	6/1/2015 daily
G1.B1.S1.A1	Professional development will be provided for all teachers and staff.	Piesik, Lisa	8/13/2014	Sign-in sheets and ERO registration.	8/13/2014 one-time
G1.B1.S2.A1	Teachers will notify the school guidance counselors and school social worker if there are continuing attendance concerns.	Piesik, Lisa	9/1/2014	Continuous absences will be monitored through the attendance secretary and the school guidance counselors and social workers will be quickly notified. Truancy meetings will be held each Tuesday with student, parent(s), guidance counselor and social worker.	6/1/2015 daily
G1.B1.S3.A1	The PBS team will meet and plan monthly PBS events.	Piesik, Lisa	8/11/2014	A list of events will be placed on the master calendar.	8/15/2014 daily
G1.B2.S1.A1	The PBS team will meet and plan monthly PBS events.	Piesik, Lisa	8/11/2014	A list of events on the master calendar.	8/15/2014 daily
G1.B2.S2.A1	The PBS team will distribute money for teachers to reward students.		9/1/2014	Teachers will give out panther money to students.	6/1/2015 weekly
G1.B2.S3.A1	Teachers will receive professional development on how to use the new PBS form.	Piesik, Lisa	8/14/2014	Teachers will know how to use the new PBS form.	8/14/2014 one-time
G2.B1.S1.A2	The district reading coach will conduct ELA grade level planning meetings to ensure standards based lessons are being developed.	Piesik, Lisa	9/1/2014		9/30/2014 weekly
G2.B2.S2.A2	Department teams will meet during common planning periods to create, implement and assess a common lesson plan.	Piesik, Lisa	10/10/2014	A completed lesson.	11/21/2014 weekly
G2.B2.S3.A2	Math teachers will implement the use of math journals for students to reflect upon their learning.		9/1/2014	Math journals.	6/1/2015 daily
G1.B1.S1.A2	Continuous trainings as needed.	Piesik, Lisa	9/1/2014	Proper use of TERMS.	6/1/2015 monthly
G1.B1.S3.A2	The PBS team will check unexcused attendance and tardies to determine who can go to each PBS event.	Piesik, Lisa	9/1/2014	The list of students who will be able to attend the PBS event.	6/1/2015 monthly
G1.B2.S3.A2	Teachers will use the PBS form before written referral.	Piesik, Lisa	9/1/2014	All minor discipline actions will have a PBS form attached showing the steps taken before writing the formal referral.	6/1/2015 one-time
G2.B2.S3.A3	Social Studies will use short written response questions on all assessments.	Piesik, Lisa	9/1/2014	Short response questions on assessments.	6/1/2015 daily
G1.MA1	Attendance data will be used to verify correct information	Piesik, Lisa	9/1/2014	Attendance verifications	6/1/2015 daily
G1.B1.S1.MA1	This will be effective when unexcused absences are monitored correctly	Piesik, Lisa	9/1/2014	Correct tracking information	6/1/2015 daily
G1.B1.S1.MA1	The attendance administrative professional will monitor proper use of TERMS.	Piesik, Lisa	9/1/2014	Teachers will be able to use TERMS properly.	6/1/2015 daily
G1.B1.S2.MA1	Social worker will track the effectiveness of truancy meetings	Edgecomb, Sarah	9/1/2014	Social worker will track student attendance after truancy meeting is held	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				and compare attendance prior to and after truancy meeting.	
G1.B1.S2.MA1	Truancy minutes will be reviewed by administration.	Piesik, Lisa	10/1/2014	Each student who is involved in a truancy meeting will have a folder placed in their cumulative file that includes all truancy related materials.	6/1/2015 weekly
G1.B2.S2.MA1	Review of RtIB data	Cross, Jackie	RtIB data will be reviewed on a monthly basis to analyze disciplines by grade, by teacher, by action code.	one-time	
G1.B2.S2.MA1	The PBS Team will monitor the amount of money being distributed to students	Cross, Jackie	10/1/2014	Documentation of monies collected on Friday treat day for each grade level. Informal survey of students regarding the number of teachers utilizing panther dollars as a positive reward in their classrooms.	6/1/2015 biweekly
G1.B1.S3.MA1	Track the number of disciplines on a monthly basis	Dye, Tom	10/1/2014	RtIB data will be presented monthly at the leadership meetings	6/1/2015 monthly
G1.B1.S3.MA1	The PBS Team will report events at School Based Leadership meetings.	Cross, Jackie	10/1/2014	Leadership meeting minutes, master calendar, list of students eligible to participate in events	6/1/2015 monthly
G1.B2.S3.MA1	Disciplines that do not have completed PBS forms will be returned to teachers	Dye, Tom	9/1/2014	Administrators will return disciplines to teachers who have not completed all steps required on the PBS documentation form. RtIB data will be reviewed by teacher.	6/1/2015 daily
G1.B2.S3.MA1	Administrators will review forms prior to handling written discipline referrals	Piesik, Lisa	9/1/2014	Completed PBS forms attached to written discipline referrals	6/1/2015 daily
G2.MA1	Informal observational feedback	Piesik, Lisa	9/1/2014	Informal observation feedback	6/1/2015 daily
G2.B1.S1.MA1	Administrative walk-throughs.	Piesik, Lisa	9/22/2014	Lesson plans and lesson implementation.	6/1/2015 one-time
G2.B1.S1.MA1	Administrative walk-throughs.	Piesik, Lisa	9/2/2014	Lesson plans and lesson implementation.	6/1/2015 monthly
G2.B2.S1.MA1	The development of common lesson plans and assessments.		9/1/2014	Common lesson plans and assessments.	6/1/2015 weekly
G2.B2.S1.MA1	Each department head will document meeting minutes.	Piesik, Lisa	9/1/2014	Meeting minutes.	6/1/2015 weekly
G2.B2.S2.MA1	Teachers will reflect upon their lesson plan developed through the lesson study process.		9/1/2014	The reflection.	6/1/2015 monthly
G2.B2.S2.MA1	District Reading Coach will help with the implementation of the lesson studies.	Piesik, Lisa	9/1/2014	The lesson plan produced at the end of the lesson study.	6/1/2015 weekly
G2.B2.S2.MA1	[no content entered]			one-time	
G2.B2.S3.MA1	Administrative walk-throughs.	Piesik, Lisa	9/25/2014	Proficiency on state assessments.	6/1/2015 monthly
G2.B2.S3.MA1	Administrative walk-throughs.	Piesik, Lisa	9/1/2014	The interactive notebooks, math journals and tests.	6/1/2015 weekly

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. We will increase teacher-student contact time by increasing student attendance and decreasing the number of discipline incidents that result in ISS or OSS.

G1.B1 Absences decrease teacher-student contact time.

G1.B1.S1 All teachers will be trained to use TERMS properly to accurately record student attendance.

PD Opportunity 1

Professional development will be provided for all teachers and staff.

Facilitator

Instructional Technology Specialist

Participants

All Instructional Staff

Schedule

On 8/13/2014

G1.B2 Disciplines resulting in suspension decrease teacher-student contact time.

G1.B2.S3 Teachers will use the PBS behavior documentation form.

PD Opportunity 1

Teachers will receive professional development on how to use the new PBS form.

Facilitator

PBS Team Coach

Participants

All Instructional Staff

Schedule

On 8/14/2014

G2. Teachers will implement standards based instructional lesson plans.

G2.B1 Lack of understanding of the standards.

G2.B1.S1 Teachers will attend PLCs and professional developments on standards based instruction.

PD Opportunity 1

All teachers will attend a professional development on unpacking the standards.

Facilitator

Erica McDowell - Middle School Reading Coach

Participants

All Instructional Staff

Schedule

On 9/17/2014

PD Opportunity 2

The district reading coach will conduct ELA grade level planning meetings to ensure standards based lessons are being developed.

Facilitator

Erica McDowell - Middle School Reading Coach

Participants

Reading and Language Arts Teachers

Schedule

Weekly, from 9/1/2014 to 9/30/2014

Technical Assistance Items

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

G1. We will increase teacher-student contact time by increasing student attendance and decreasing the number of discipline incidents that result in ISS or OSS.

G1.B1 Absences decrease teacher-student contact time.

G1.B1.S1 All teachers will be trained to use TERMS properly to accurately record student attendance.

PD Opportunity 1

Continuous trainings as needed.

Facilitator

Instructional Technology Specialist

Participants

All Instructional Staff

Schedule

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

Budget Rollup

Summary

Description	Total
Grand Total	0