

Sarasota County Schools

Mcintosh Middle School



2016-17 School Improvement Plan

McIntosh Middle School

701 MCINTOSH RD, Sarasota, FL 34232

www.sarasotacountyschools.net/mcintosh

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) |
| Middle School 6-8 | No | 58% |
| Primary Service Type (per MSID File) | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 42% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | B | B* | B | B |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Sarasota 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
- 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)

2016-17 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-----------------------------|
| Not In DA | Southwest | Jim Browder |
| Former F | Turnaround Status | |
| No | None | |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

To Ensure That Every Child is College and Career Bound

b. Provide the school's vision statement

To Set The Standard For Excellence In Education By Empowering Students To Engage In Rigorous Thinking And Preparing Students To Be Collaborative Problem Solvers In the STEM Global Economy

2. School Environment

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

In order to learn about students' cultures, teachers take time in their classes to get to know their students and understand how their cultures can positively impact the classroom environment. When possible, staff members work with community agencies in order to support students and their cultures. Here at McIntosh Middle, we strive to have parents involved in the school and be a part of the education process. Parents are invited to participate in school events and share with our staff their cultures so they can be highlighted.

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

Ensuring a safe environment for our students is one of the most vital components of learning on campus. We are committed to providing a safe learning environment for students to support our teachers' ability to teach and our students' ability to learn. This is done through the implementation of our schoolwide behavior system and effective communication with students, parents, and teachers. From the moment students arrive to the moment they leave, they are supervised and kept safe. We ask teachers to monitor the halls and keep administration involved as needed with student issues. Even more important is to maintain a respectful relationship with the students. Our first schoolwide expectation is respect, and is something administration expects of everyone on campus. We aim to avoid embarrassment with students and keep them motivated to learn and participate in their classes. As part of our iEngage Instructional Model, students are encouraged to be respectful learners of each other and their peers through meaningful collaboration and deep learning.

c. 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

Staff will use the level system to teach and correct behavior in the classroom. This process must be used with the intention to positively improve behavior and NOT merely as a punishment to remove a student from the learning environment. These levels address both academic and behavioral concerns.

Level 1:

Use an appropriate pre-referral intervention if the misbehavior is repeated after one warning or redirection. (Repetitive warnings do not promote improved behavior.)

Re-teach and reward appropriate behavior in the class by others
Begin a Teacher Intervention Record (TIR) for target student

Level 2:

Use an appropriate pre-referral intervention with a personal parent contact
Re-teach expectations class-wide and reinforce compliant students
Notify Admin/Support Staff via email with copy of TIR

Level 3:

Parent Conference with Support Staff participation
Alternate Instructional Environment
School-wide Support Team (SWST) portfolio tasks assigned

Level 4:

Referral
SWST Referral
Appropriate intervention or consequence administratively assigned

d. 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

Here at McIntosh Middle School we have two school guidance counselors who work with students both on a regular basis and an as-needed basis. We have a Behavior Intervention team that meets with groups of students for instruction in social skills and for behavior intervention steps. In addition, Sarasota County Schools has several interagency agreements which provide additional counseling and or mentoring opportunities for our students, including: Jewish Family & Children's Services (mental health counseling and Safe Alternative to Out of School Suspension), SEDNET (mental health referral service), Family Preservation Services (Family crisis counseling), Coastal Behavioral Healthcare (therapy services), Sports Camp for Life Mentoring Program, and The Sarasota YMCA (Family counseling).

3. 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).

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

Attendance:

At five days unexcused, students are added to an attendance database and we begin tracking their attendance. At this time, a letter is also automatically generated by the school district, signed by the principal, and sent home to parents; a copy is also placed in the cum file. At ten days, excused or unexcused, a letter is sent home from the assistant principal, Mrs. Tara Spielman, informing parents of their obligation for their child to attend school. Attendance concern students are the discussed at our School Wide Support Team (SWST) and reviewed with our problem-solving team. At this time, the truancy worker will discuss additional options with the team including CINS/FINS referral for counseling, case staffing, and our in-house attendance group.

Suspensions:

All student referrals are input into the Student Information System (SIS) and tracked through discipline reports run through the system. All decisions in regards to suspensions are made with the previous discipline data in mind. As student suspensions increase, we refer the student to guidance and often the Challenge to Change (CTC) program for additional counseling with a licensed mental health counselor. McIntosh is currently developing a small-group instruction model for students with

frequent behavior issues. In addition, McIntosh has a partnership with the Sports Camp for Life mentoring program for young men.

Failures in ELA/Math:

McIntosh Middle School employs Progress Monitoring personnel who regularly checks student grades and assessment results. The Progress Monitor compiles data, and prepares reports for the principal in order to make decisions to assist the students.

Level 1 Reading/Math:

The Progress Monitor also develops the master schedule for McIntosh. Aside from providing all level 1 readers with intensive reading class In addition, all students level 1 and above take the i-Ready diagnostic assessment to establish their level of proficiency in Reading/Language Arts and Math. The data collected is used to provide more specific, and prescriptive interventions for students aimed at making learning gains.

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

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 15 | 22 | 0 | 0 | 0 | 0 | 54 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 21 | 17 | 0 | 0 | 0 | 0 | 59 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 66 | 46 | 0 | 0 | 0 | 0 | 137 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 58 | 75 | 0 | 0 | 0 | 0 | 179 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|----|----|----|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 20 | 27 | 0 | 0 | 0 | 0 | 66 |

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

- MMS academic performance Intervention Form
- PLC Meetings
- Academic Houses with common lunch, and planning time to allow teacher collaborative planning regarding students of concern
- Academic Intervention classes
- Course recovery
- Intensive reading
- Inclusion model for ESE
- Before/After school tutoring and homework assistance
- School-wide Support Team (Rtl-Problem Solving Team)
- Attendance referrals
- 504/IEP reviews
- Progress monitoring
- iReady Diagnostic

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

To involve parents in multiple aspects of the school. Through PTO, parents support the teachers and students with volunteer hours, financial support, and school-spirit related events. PTO is also heavily involved in the school's Renaissance program which helps reward students for meeting academic and behavioral goals. The school also utilizes its SAC in order to involve the community and help make shared decisions for the good of the school. In addition, the school is creating a Parent Education Center (PEC) for the Limited English Speaking parents. This will provide opportunities for parents to strengthen and learn English; access to community agencies for family support and services; Job training and resume writing; tutoring and more.

2. 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

Through the PTO, McIntosh has a healthy relationship with the community and utilizes the resources in the community for student benefits. McIntosh Middle School teachers continue to apply for various community grants to serve the students, including: classroom libraries, educational field trips to planetariums, museums, and environmental locations, arts integration, professional development, and classroom supplies. These applications demonstrate the teachers' commitment to involving the community with the classroom. Additionally, through our STEM Magnet Program, we have several business partnerships which have produced a Speakers' Bureau, Field Trips, and additional funding.

C. 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).

1. School Leadership Team

a. Membership

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

| Name | Title |
|-----------------------|---------------------|
| Moore, Dr. Harriet D. | Principal |
| Cohen, Stephanie | Teacher, K-12 |
| Harris, Jeff | Teacher, ESE |
| Lester, Helen | Teacher, K-12 |
| Panighetti, Deanne | Other |
| Schatz, David | Guidance Counselor |
| Schopfer, Amy | Teacher, K-12 |
| Wilson, Tracy | Teacher, K-12 |
| Theriot, Leiland | Teacher, K-12 |
| Westberry, Jeffi | Guidance Counselor |
| Crank, Erin | Teacher, K-12 |
| Steere, Laura | Teacher, ESE |
| Clay, Rich | Other |
| Proch-Moore, Amy | Teacher, K-12 |
| Spielman, Tara | Assistant Principal |

b. Duties

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

Each school-based leadership team is charged with pupil progression and making sure that each student receives an equal and fair education. They strive to accomplish this by reviewing pertinent data and implementing the support necessary to assist students to achieve their maximum level of proficiency or academic growth. In addition, they provide ongoing Professional Development to staff to enhance their ability to track the growth of students and identify the areas needed for academic improvement.

2. 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 Instructional Leadership Team meets monthly to review student data, both academic and behavioral. An important added resource is the i-Ready Diagnostic program and its components to aid in the prescriptive academic intervention for students. The school based MTSS/RTI processes are the core of our students' progression and academic growth. The MTSS process is the driving force in the development of interventions for student achievement and progress monitoring. Our MTSS processes impact the implementation of our School Improvement Plan. The team assists teachers to guide our students to in achieving academic growth. Information learned through the MTSS processes brings to light areas of need in terms of student achievement, professional development, and program development.

School funds, and grants will be used to support the Professional Development of Teachers to enhance their ability to ensure that students reach their maximum level of proficiency on the Florida Standards Assessment (FSA). Professional Development to support school-wide inclusion for

exceptional students, as well as strengthening the ability of teachers to incorporate the iEngage Lesson Design with fidelity in the classrooms, and honing their skills to use technology in the classrooms.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-------------------|----------------------------|
| David Schatz | Education Support Employee |
| Dr. Harriet Moore | Principal |
| Leiland Theriot | Teacher |
| Jackie Weaver | Education Support Employee |
| Robert Rosenbaum | Business/Community |
| Helen Lester | Teacher |
| Bridget Malecki | Parent |
| Craig Phillips | Parent |
| Cheryl Gay | Parent |
| Kathleen Kackley | Parent |
| Richard Ryan | Parent |
| Indeah Martin | Teacher |
| Deanne Panighetti | Education Support Employee |
| Victoria Bolton | Parent |
| | Student |

b. Duties

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

a. Evaluation of last year's school improvement plan

Our SAC assisted in the preparation and evaluation of last year's school improvement plan. Furthermore, our SAC worked throughout the year to make our school even better with their focus on our school improvement needs.

b. Development of this school improvement plan

The SAC from last year was instrumental in providing feedback and quality input regarding what works at McIntosh Middle School and what areas for improvement. The SAC also approved the School Improvement Plan and participated in the continuous improvements made throughout the school year.

c. Preparation of the school's annual budget and plan

SAC helps participate in the budget process through its work with the principal, Dr. Moore. Dr. Moore meets with the SAC and discusses the needs of the school and how they can manage funds to serve the needs of the students.

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

In the 2015-16 school year, the SAC was instrumental in funding a project for our Sports Camp for Life students. These students were served in this excellent mentoring program we offer on campus. Our SAC authorized funds to support the project.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-----------------------|---------------------|
| Moore, Dr. Harriet D. | Principal |
| Panighetti, Deanne | Other |
| Schatz, David | Guidance Counselor |
| Lester, Helen | Teacher, K-12 |
| Harris, Jeff | Teacher, K-12 |
| Steere, Laura | Teacher, ESE |
| Cohen, Stephanie | Teacher, ESE |
| Wilson, Tracy | Teacher, K-12 |
| Proch-Moore, Amy | Teacher, K-12 |
| Crank, Erin | Teacher, K-12 |
| Spielman, Tara | Assistant Principal |
| Theriot, Leiland | Teacher, K-12 |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

McIntosh Middle School will continue the integration of the iEngage Instructional model; implementing teacher modeling guided practice, accountable team task, and independent practice;

This year, MMS will implement the i-Ready Diagnostic Program for students. Designed to provide invaluable data regarding the specific areas that students need support in Reading and Math. A Data Team will provide specific areas to target for student growth, school-wide, with a focus on the students performing in the lower quartile, and are ESE. Weekly PLCs will continue their work in building common formative and summative assessments, lesson design and implementation, data analysis, and development of strategies for targeting areas of student weakness, as identified by the i-Ready Diagnostic Program as well as Common Assessments.

Focus Friday sessions are professional development opportunities for staff to learn a variety of topics, including literacy strategies, Co-Teaching for Inclusion, Classroom management, Use of Technology in the TechActiv Classrooms, Effective strategies to implement the Florida State Standards using the iEngage Inquiry Based Lesson Design, and the Webbs Depth Of Knowledge Guide.

D. 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).

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

The master schedule was designed with collaboration in mind, both vertically and horizontally. McIntosh Middle School is designed to have an Suncoast Academy Team, STEM Team, and Hawks Academy for Gifted and Advanced Studies Team to ensure teachers can meet in PLC's and Departments for effective collaboration.. All teachers in the on the respective teams have common lunch. In addition, all teachers within the same department, social studies for example, have common planning time. This allows for weekly grade-level PLC meetings and monthly department meetings.

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

Use of qualified candidates list provided from Human Resources - Principal or Asst. Principal;
Interview committees represent diverse opinions and positions of school personnel - Principal or Asst. Principal;
Use of professional guidelines in hiring and interview process - Principal or Asst. Principal;
Regular meetings with Leadership Team - Principal or Asst. Principal.

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

Retaining teachers and instructional support staff in Sarasota County is a district goal. Sarasota County's way of fostering this is with on-going support and mentorship at the school and district level through Sarasota County Induction Program (SCIP).

The purpose of SCIP is to aide in:

Introducing new hires to the culture od the school and district;
Establishing collegial connections between new hires and staff members;
Learning the curriculum and resources used in best instructional practices;
Acquiring knowledge of technology resources; and
Advancing instructional and professional behaviors that meet the high standards of the Sarasota County School District.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

For Language Arts, the textbook series, HMH Collections, is geared toward the Florida Standards as it requires students to interact with multiple forms of media, including short stories, poetry, songs, articles, new stories, video clips and more. The Hawk Academy for Gifted and Advanced Studies will continue to use the Spring Board Series, and the Reading teachers - incorporate the collections with their implementation of the individual and group work with i-Ready Diagnostic Program data for the students.

The Progress Monitoring personnel also develops the master schedule for McIntosh. Aside from providing all level 1 readers with intensive reading class, all students, including level 1 students were

administered the iReady diagnostic in order to better understand their level of proficiency in reading and mathematics. The data collected is used to provide more specific, prescribed interventions for students aimed at making learning gains.

In mathematics, teachers are incorporating additional resources and their new textbook, which is now aligned with the Florida Standards, including Illustrative Math, which provides sample questions written to reflect the current requirements of Common Core and the Florida Standards. In addition, math teachers are using the Design To Align, which is a standards literacy guide for assessing current curriculum, designing rigorous mathematics instruction, evaluating resources, and developing aligned assessments.

MMS Inclusion Plan

Purpose: Is to increase the academic success of the ESE, and lower quartile Students at MMS:

*Train key staff (Admin; ESE teachers; Gen. Ed Teachers; the Behavior interventionist team) to progress monitor more efficiently using the Prescriptive Progress Monitoring Document; via weekly meetings with ESE/Inclusion Staff.

*Train key staff how to better use instructional strategies such as: Checking for understanding, etc.

*Refine job description of Behavior Specialist to better Utilize the Behavior interventionist strategies through, (Behavior Specialist, Guidance through the MTSS Process (SWST/CARE).

*Data Team analyze the data provided by the iReady Diagnostic Program, as well as formative/summative assessments.

*Train teachers to use the Teacher Tool Box to incorporate research based strategies in planning and implementing lessons.

Action: Professional Development

1. Provide Professional Development for the Inclusion Teachers and Administrative Support Team in the importance and use of the Prescriptive Progress Monitoring Document (September 28th 8am-9am; October 7th, and November 4th All day - Each Core Department – (Donna Marquis-Cox, Katie Kelly District Trainers)
2. LA and Math teachers, Administration ongoing i-Ready Diagnostic Program training all school year.
3. Focus Friday's - Continue iEngage Inquiry Based Lesson Design; DOK, Implementation of Florida State Standards training for New Teachers (14 hired this school year).
4. SCIP Mentors will work both individually and in groups with new teachers providing training, guidance, and support.

Action: Meetings

1. Weekly meetings with Principal/Fehr/Panighetti, Clay, & ESE/Inclusion Teachers (9am -9:30am) Have morning duty covered.
2. Strategy team members meet during planning via Content area in addition to regular Department meeting (consider it a PLC) – 2 meetings per month (Can replace a PLC or Dept. Meeting).
3. Share strategies during Department Meeting, PLC, or Faculty Meeting.

b. Instructional Strategies

1. 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

The FSA scores will be used initially to determine the academic placement and needs of our students. During the weeks of August 22nd through September 19th, all students will be assessed using the i-Ready Diagnostic Program. As a result of all of this baseline data, teachers will begin using the i-Ready Teacher Tool Box to develop lessons with a prescriptive approach to student data, in conjunction with the content area requirements based on the Florida Standards. Teaching will be differentiated based on the data for our students. In addition, support will be provided in the

classrooms in the form of co-teachers, and aides for the Inclusion Classrooms, in particular, and the classrooms with behavior concerns, in general. The Master Schedule provides opportunities for teachers to collaboratively discuss common students both in their grade level PLC's as well as within departments. They can review strategies, and develop more specific and detailed learning strategies for the students.

2. 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: 9,360

The Instructional Learning Lab - This before- and after-school program is designed to offer tutoring for any student on campus and gives students the opportunity to work in small groups or receive individualized tutoring help.

Strategy Rationale

To increase academic assistance for students who require additional support in all core subject areas. The goal is to see an increase in the learning gains of the lower quartile students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moore, Dr. Harriet D., harriet.moore@sarasotacountyschools.net

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

Based on participation, students who utilize this service sign in to record attendance. As needed, teachers use performance data before and after assistance, tracked by teachers, to communicate with stakeholders on who is receiving extra help, what they are struggling with, and identify areas in which the teacher can reinforce to work toward mastery. Further, struggles beyond that, can be reported to guidance, ESOL liaison, and/or ESE liaison in order to take further measures to support the student in their mastery of the mathematics concepts/skills, as well as reading and other areas in which students are struggling.

2. Student Transition and Readiness

a. 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).

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

Elem-Middle & Middle to High Guidance/ESE Liaison transition meetings regarding "students of concern".

Middle School Progression Checklist

SWST/CARE notes

Orientation

Back to School Night

MMS Student Parent Information Night (SPIN)/World's Fair

Hawk Academy for Gifted and Advanced Studies Night in Spring-School Choice
Newly Accepted Hawk Academy Parents Night in Fall
ESOL Parent nights
Career Planning through Civics curriculum
High School SPIN nights
Magnet School visitations
High school shadowing
Sports Camp for Life Mentoring Program
Challenge to Change (CTC)/Safe Alternative to Out-of-School Suspension (SATOSS)
High School registration process on campus in Spring.
High School Coaches meeting with athletes in the Spring
United Against Bullying/Positive Behavior Support (PBS)
Renaissance program
TSA Program
FFA Program
IC3 - Industry Certifications

b. College and Career Readiness

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

Each student is required to participate in a career planning unit, which is completed through social studies and occurs during the students eighth grade school year.

We will continue the Project SUCCESS (Students Using College and Career Explorations to become Self-confident Scholars) course to develop students' college and career readiness. Project SUCCESS students receive a comprehensive experience within the school day focused on building students' skills and readiness for, and awareness, career and college choices. Students participating in Project SUCCESS will enter into an agreement to remain focused on their future in categories such as attendance, grades, behavior, and participation. In this course, tutoring will be student-led in small groups and covers all four core courses (English Language Arts, Math, Social Studies, and Science). Students enjoy a wide range of field experiences via field trips to the various professional organizations, businesses, and academic institutions (High Schools, Colleges, and Technical Colleges).

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

All subjects currently integrate the blended Florida Standards and NGSS standards which address the needs of students as they move forward in not only their academic, but career paths from middle to high school, and beyond. Beyond this, STEM courses in engineering, aerospace engineering, robotics, art 2D and 3D design, agri-science, green architecture, computer coding, biotechnology, and computer applications allow students to receive training in fields with current demand. MMS facilitates the IC3 Certification program (Excel, Microsoft Word; etc.)

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

McIntosh Middle School designed the master schedule, as well as the school, to focus on the integration of all core and encore courses as it relates to STEM, Arts, and Agri-science. The school is divided into STEM and Suncoast Academy, Hawk Academy for Gifted and Advanced Studies Teams, with career pathways embedded. These pathways focus on Science, Technology, Engineering, Mathematics, Arts (performing and 2D/3D), Environmental Science, and Agriscience. In addition, we have added biotechnology as we move towards the medical pathway.

4. 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

Based on our knowledge of students' transition to high school, we focus on core academic instruction, fostered within the iEngage Instructional Model. This includes students' involved in collaborative work, using academic vocabulary, modeling of expert thinking, and the use higher-level questioning to promote deep thinking as required by the Florida Standards. At the end of each school year, staff from McIntosh meet with each high school to ensure an efficient articulation process based on the academic performance and needs of the students.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

| |
|---|
| MMS_SCHOOL_GRADES.JPG |
| <i>MMS Achievement and Learning Gains</i> |
| MMS_ELA_Math_SCI.JPG |
| <i>MMS ELA, MATH, & SCI DATA</i> |

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** By the year 2017, in Math there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
- G2.** *By the year 2017, in FCAT 2.0 Science there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency. *There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency.
- G3.** By the year 2017, in ELA there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
- G4.** *By the year 2017 , there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Biology. *By the year 2017 there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency.
- G5.** By the year 2017, there will be a reduction of five percentage points of suspensions from the 2015-16 to the 2016-17 school year.

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. By the year 2017, in Math there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.

1a

G082390

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| Math Achievement District Assessment | 61.0 |
| Algebra I EOC Pass Rate | 100.0 |
| Algebra I EOC Pass Rate | 100.0 |

Targeted Barriers to Achieving the Goal 3

- Barrier #1 Implementation of the iEngage Instructional Model with fidelity.
- Barrier #2 Students require regular practice and feedback on FSA-style questions.
- Barrier #3 Implementation of the I-Ready program with fidelity
- Barrier #4 Students engaging with the I-Ready program outside of school for the required number of minutes.

Resources Available to Support the Goal 2

- Weekly PLC meetings and Monthly department meetings.
- I-Ready Teacher Tool Box.
- Focus Friday professional development opportunities.
- I-Ready professional development for teachers and administrators.
-
-

Plan to Monitor Progress Toward G1. 8

Progress monitor student achievement

Person Responsible

Deanne Panighetti

Schedule

Every 3 Weeks, from 8/22/2016 to 6/6/2017

Evidence of Completion

Student performance on content assessments and iReady Diagnostic Assessments.

G2. *By the year 2017, in FCAT 2.0 Science there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency. *There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency. 1a

G080951

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 50.0 |

Targeted Barriers to Achieving the Goal 3

- FCAT Science 2.0 covers three years of science content, but is only tested in grade 8.

Resources Available to Support the Goal 2

- eScience 3000

Plan to Monitor Progress Toward G2. 8

Progress monitoring assessments and benchmark testing will be administered to measure students' science proficiency.

Person Responsible

Deanne Panighetti

Schedule

Every 3 Weeks, from 8/22/2016 to 6/6/2017

Evidence of Completion

Evidence of progress will be evident in the data from progress monitoring and benchmark assessments.

G3. By the year 2017, in ELA there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.

1a

G080952

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 61.0 |

Targeted Barriers to Achieving the Goal 3

- Implementation of the iEngage Instructional Model with fidelity.
- Students require regular practice and feedback on FSA-style questions.
- Implementation of the I-Ready program with fidelity
- Students engaging with the I-Ready program outside of school for the required number of minutes.

Resources Available to Support the Goal 2

- Weekly PLC meetings and Monthly department meetings.
- I-Ready Teacher Tool Box.
- Focus Friday professional development opportunities.
- I-Ready professional development for teachers and administrators.

Plan to Monitor Progress Toward G3. 8

Progress monitoring assessments & Benchmark testing

Person Responsible

Deanne Panighetti

Schedule

Every 3 Weeks, from 8/22/2016 to 6/6/2017

Evidence of Completion

Monitoring I-Ready diagnostic reports: Diagnostic Completion Report; Intervention Screener; and the Instructional Usage Report.

G4. *By the year 2017 , there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Biology. *By the year 2017 there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency. 1a

G080953

Targets Supported 1b

| Indicator | Annual Target |
|----------------|---------------|
| Bio I EOC Pass | 100.0 |

Targeted Barriers to Achieving the Goal 3

- Implementation of the iEngage Instructional Model with fidelity.

Resources Available to Support the Goal 2

- Focus Friday Professional Development

Plan to Monitor Progress Toward G4. 8

Progress monitoring Science Assessments

Person Responsible

Deanne Panighetti

Schedule

Every 3 Weeks, from 8/22/2016 to 6/6/2017

Evidence of Completion

Science Assessments

G5. By the year 2017, there will be a reduction of five percentage points of suspensions from the 2015-16 to the 2016-17 school year. 1a

G080954

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| One or More Suspensions | 5.0 |

Targeted Barriers to Achieving the Goal 3

- Implementation of PBS requires training for awareness for students and staff.
- Emphasis on keeping students in classrooms, changing of philosophy on classroom interventions.

Resources Available to Support the Goal 2

- Bullying Prevention Council.
- Positive Behavior Support.
- Challenge to Change/Safe Alternative to Out-Of-School Suspension (CTC/SATOSS) Counseling.
- Sports Camp for Life Mentoring Program.
- Behavior Intervention Team

Plan to Monitor Progress Toward G5. 8

Monitor referral and suspension data along with positive reward program participation; Develop social emotional response curriculum with Behavior Tech on Intervention Team.

Person Responsible

Rich Clay

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Referral and suspension data & positive reward program participation.

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. By the year 2017, in Math there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain. **1**

 G082390

G1.B1 Barrier #1 Implementation of the iEngage Instructional Model with fidelity. **2**

 B218124

G1.B1.S1 Provide regular professional development opportunities for teachers on the components of the iEngage Instructional Model. **4**

 S230405

Strategy Rationale

To coach teachers and support their growth in the implementation of the iEngage Instructional model.

Action Step 1 **5**

Focus Friday Professional Developments

Person Responsible

Amy Proch-Moore

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Attendance, Classroom Observations

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

Survey teachers level of proficiency.

Person Responsible

Tara Spielman

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Through the use of observation data and surveys, we will monitor the effective information of iEngage Instructional Model.

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

Classroom walk through observations.

Person Responsible

Tara Spielman

Schedule

Monthly, from 8/22/2016 to 6/6/2017


Evidence of Completion

Observation data and student academic achievement.

G1.B2 Barrier #2 Students require regular practice and feedback on FSA-style questions. 2

 B218125

G1.B2.S1 Provide students examples and exposure to FSA-style questions regularly. 4

 S230413

Strategy Rationale

Students gain familiarity with the questions on the FSA.

Action Step 1 5

Provide students examples and exposure to FSA-style questions regularly.

Person Responsible

Amy Proch-Moore

Schedule

On 6/6/2017

Evidence of Completion

bellwork, classroom work, homework, assessment questions which reflect the rigor and expectations of FSA.

G1.B3 Barrier #3 Implementation of the I-Ready program with fidelity 2

B218126

G1.B3.S1 Teachers will implement the I-Ready Instructional Model with fidelity. 4

S230416

Strategy Rationale

Students will master the identified deficiencies.

Action Step 1 5

Implementation of I-Ready Program with Fidelity

Person Responsible

Dr. Harriet D. Moore

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

I-Ready reports will be disaggregated

G1.B4 Barrier #4 Students engaging with the I-Ready program outside of school for the required number of minutes. 2

 B218127

G1.B4.S1 Ensuring that students are engaging I-Ready outside of school for the required number of minutes. 4

 S230422

Strategy Rationale

Students continue to work on deficiencies to gain mastery.

Action Step 1 5

Monitor the student usage indicator report

Person Responsible

Amy Proch-Moore

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

The usage minutes indicated within the report

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor iRead data with the Instructional Leadership Team

Person Responsible

Dr. Harriet D. Moore

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Based on the implementation of the instructional model and data reviewed from the iReady classroom usage indicator reports.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Progress monitor student achievement

Person Responsible

Deanne Panighetti

Schedule

Every 3 Weeks, from 8/22/2016 to 6/6/2017

Evidence of Completion

Student performance on content assessments and iReady Diagnostic Assessments.

G2. *By the year 2017, in FCAT 2.0 Science there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency. *There will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency. 1

G080951

G2.B1 FCAT Science 2.0 covers three years of science content, but is only tested in grade 8. 2

B213695

G2.B1.S1 Provide students with experiences in all sciences throughout eighth grade physical science in order to connect the subjects. 4

S225957

Strategy Rationale

Students will perform better when they are competent in all areas of science. The review provided during the 8th grade of all science topics will ensure success on the FCAT 2.0.

Action Step 1 5

Develop content to incorporate throughout eighth-grade physical science.

Person Responsible

Tracy Wilson

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

Student results on benchmark testing and teacher-generated questioning.

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

Review science data and drive instruction to meet student needs.

Person Responsible

Dr. Harriet D. Moore

Schedule

Every 3 Weeks, from 8/22/2016 to 6/6/2017

Evidence of Completion

Progress monitoring data, benchmark data, Science FCAT 2.0 data, teacher observation.

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

Progress monitoring assessments every 3-4 weeks.

Person Responsible

Deanne Panighetti

Schedule

Every 3 Weeks, from 8/22/2016 to 6/6/2017

Evidence of Completion

Student data from progress monitoring assessments.

G3. By the year 2017, in ELA there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain. 1

G080952

G3.B1 Implementation of the iEngage Instructional Model with fidelity. 2

B213696

G3.B1.S1 Provide regular professional development opportunities for teachers on the components of the iEngage Instructional Model. 4

S225958

Strategy Rationale

To coach teachers and support their growth in the implementation of the iEngage Instructional model.

Action Step 1 5

Focus Friday Professional Developments

Person Responsible

Dr. Harriet D. Moore

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Attendance, Classroom Observations.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor implementation through classroom observations.

Person Responsible

Dr. Harriet D. Moore

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

Observation data, student academic success data.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Survey teachers' level of proficiency

Person Responsible

Tara Spielman

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Through the use of observation data and surveys, we will monitor the effective implementation of iEngage Instructional Model.

G3.B2 Students require regular practice and feedback on FSA-style questions. 2

 B213697

G3.B2.S1 Provide students examples and exposure to FSA-style questions regularly. 4

 S225959

Strategy Rationale

Students gain familiarity with the questions on the FSA.

Action Step 1 5

Provide students examples and exposure to FSA-style questions regularly.

Person Responsible

Helen Lester

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

bellwork, classroom work, homework, assessment questions which reflect the rigor and expectations of FSA.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Observations of math classrooms.

Person Responsible

Tara Spielman

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

Observation of classroom use of FSA-style questions.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Evidence of academic success/improvement

Person Responsible

Deanne Panighetti

Schedule

On 6/6/2017

Evidence of Completion

Collection of progress monitoring data, i-Ready data, classroom observation data.

G3.B3 Implementation of the I-Ready program with fidelity **2**

 B213698

G3.B3.S1 Teachers will implement the I-Ready Instructional Model with fidelity. **4**

 S229931

Strategy Rationale

Students will master the identified deficiencies.

Action Step 1 **5**

Implementation of I-Ready Program with Fidelity

Person Responsible

Dr. Harriet D. Moore

Schedule

Weekly, from 8/29/2016 to 6/6/2017

Evidence of Completion


I-Ready reports will be disaggregated

G3.B4 Students engaging with the I-Ready program outside of school for the required number of minutes.

2

 B217600

G3.B4.S1 Ensuring that students are engaging I-Ready outside of school for the required number of minutes. 4

 S229932

Strategy Rationale

Students continue to work on deficiencies to gain mastery.

Action Step 1 5

Department chair will monitor students by using the Usage Indicator Report

Person Responsible

Helen Lester

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

The usage minutes indicated within the report.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Monitor i-ready data with the instructional leadership team

Person Responsible

Dr. Harriet D. Moore

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Based on the implementation of the instructional model and data reviewed from i-ready classroom usage indicator reports

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Progress monitor student achievement

Person Responsible

Deanne Panighetti

Schedule

Every 3 Weeks, from 8/22/2016 to 6/6/2017

Evidence of Completion

Student performance on content assessments and i-ready diagnostic assessments

G4. *By the year 2017 , there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Biology. *By the year 2017 there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency. 1

G080953

G4.B1 Implementation of the iEngage Instructional Model with fidelity. 2

B213699

G4.B1.S1 Provide regular professional development opportunities for teachers on the components of the iEngage Instructional Model. 4

S225960

Strategy Rationale

To coach teachers and support their growth in the implementation of the iEngage Instructional model.

Action Step 1 5

Focus Friday Professional Developments.

Person Responsible

Dr. Harriet D. Moore

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Attendance & Classroom Observations.

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

Monitor implementation through classroom observations.

Person Responsible

Dr. Harriet D. Moore

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

Observation data, student academic success data.

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

Survey teachers' level of proficiency

Person Responsible

Dr. Harriet D. Moore

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Through the use of observation data and surveys, we will monitor the effective implementation of iEngage Instructional Model.

G5. By the year 2017, there will be a reduction of five percentage points of suspensions from the 2015-16 to the 2016-17 school year. 1

G080954

G5.B1 Implementation of PBS requires training for awareness for students and staff. 2

B213701

G5.B1.S1 Proactively teach school-wide behavior expectations and highlight the benefits of the positive rewards for students to encourage meeting expectations and positively rewarding students rather than providing negative consequences. 4

S225962

Strategy Rationale

Students more aware of expectations and less likely to violate school rules.

Action Step 1 5

Continue to meet with PBS team and develop delievery plans for behavior expectations and positive reward plans.

Person Responsible

Rich Clay

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Referral numbers, suspension percentages, participation in positive reward program.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Track discipline data, reward data, and generate reports to share with PBS Team and Administration

Person Responsible

Rich Clay

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Discipline data, broken down by subgroups and reward data from PBS.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Implementation of positive reward system

Person Responsible

Rich Clay

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Referral/Suspension data & participation in positive reward system.

G5.B2 Emphasis on keeping students in classrooms, changing of philosophy on classroom interventions.

2

 B213702

G5.B2.S1 Provide counseling and mentoring programs to develop positive relationships within the school; Recognizing and rewarding students for positive behaviors. 4

 S225963

Strategy Rationale

Providing students with ongoing support to better understand responses to situations and making positive choices.

Action Step 1 5

Provide counseling and mentoring programs to develop positive relationships within the school

Person Responsible

Jeffi Westberry

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Attendance, discipline, and academic progress data during mentoring participation.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Gather mentoring and counseling student lists and track grades/attendance/discipline data to determine effectiveness.

Person Responsible

Jeffi Westberry

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Gather mentoring and counseling student lists and track grades/attendance/discipline data to determine effectiveness.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Gather mentoring and counseling student lists and track grades/attendance/discipline data to determine effectiveness.

Person Responsible

Jeffi Westberry

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Gather mentoring and counseling student lists and track grades/attendance/discipline data to determine effectiveness.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|-----------------------|-------------------------------|---|------------------------|
| 2016 | | | | | |
| G1.MA1 M296523 | Progress monitor student achievement | Panighetti, Deanne | 8/22/2016 | Student performance on content assessments and iReady Diagnostic Assessments. | 6/6/2017 every-3-weeks |
| G2.MA1 M286203 | Progress monitoring assessments and benchmark testing will be administered to measure students'... | Panighetti, Deanne | 8/22/2016 | Evidence of progress will be evident in the data from progress monitoring and benchmark assessments. | 6/6/2017 every-3-weeks |
| G3.MA1 M286208 | Progress monitoring assessments & Benchmark testing | Panighetti, Deanne | 8/22/2016 | Monitoring I-Ready diagnostic reports: Diagnostic Completion Report; Intervention Screener; and the Instructional Usage Report. | 6/6/2017 every-3-weeks |
| G4.MA1 M286213 | Progress monitoring Science Assessments | Panighetti, Deanne | 8/22/2016 | Science Assessments | 6/6/2017 every-3-weeks |
| G5.MA1 M286218 | Monitor referral and suspension data along with positive reward program participation; Develop... | Clay, Rich | 8/22/2016 | Referral and suspension data & positive reward program participation. | 6/6/2017 weekly |
| G2.B1.S1.MA1 M286201 | Progress monitoring assessments every 3-4 weeks. | Panighetti, Deanne | 8/22/2016 | Student data from progress monitoring assessments. | 6/6/2017 every-3-weeks |
| G2.B1.S1.MA1 M286202 | Review science data and drive instruction to meet student needs. | Moore, Dr. Harriet D. | 8/22/2016 | Progress monitoring data, benchmark data, Science FCAT 2.0 data, teacher observation. | 6/6/2017 every-3-weeks |
| G2.B1.S1.A1 A286358 | Develop content to incorporate throughout eighth-grade physical science. | Wilson, Tracy | 8/22/2016 | Student results on benchmark testing and teacher-generated questioning. | 6/6/2017 daily |
| G3.B1.S1.MA1 M286204 | Survey teachers' level of proficiency | Spielman, Tara | 8/22/2016 | Through the use of observation data and surveys, we will monitor the effective implementation of iEngage Instructional Model. | 6/6/2017 monthly |
| G3.B1.S1.MA1 M286205 | Monitor implementation through classroom observations. | Moore, Dr. Harriet D. | 8/22/2016 | Observation data, student academic success data. | 6/6/2017 daily |
| G3.B1.S1.A1 A286359 | Focus Friday Professional Developments | Moore, Dr. Harriet D. | 8/22/2016 | Attendance, Classroom Observations. | 6/6/2017 biweekly |
| G3.B2.S1.MA1 M286206 | Evidence of academic success/improvement | Panighetti, Deanne | 8/22/2016 | Collection of progress monitoring data, i-Ready data, classroom observation data. | 6/6/2017 one-time |
| G3.B2.S1.MA1 M286207 | Observations of math classrooms. | Spielman, Tara | 8/22/2016 | Observation of classroom use of FSA-style questions. | 6/6/2017 daily |
| G3.B2.S1.A1 A286360 | Provide students examples and exposure to FSA-style questions regularly. | Lester, Helen | 8/22/2016 | bellwork, classroom work, homework, assessment questions which reflect the rigor and expectations of FSA. | 6/6/2017 daily |
| G4.B1.S1.MA1 M286209 | Survey teachers' level of proficiency | Moore, Dr. Harriet D. | 8/22/2016 | Through the use of observation data and surveys, we will monitor the effective implementation of iEngage Instructional Model. | 6/6/2017 monthly |
| G4.B1.S1.MA1 M286210 | Monitor implementation through classroom observations. | Moore, Dr. Harriet D. | 8/22/2016 | Observation data, student academic success data. | 6/6/2017 daily |
| G4.B1.S1.A1 A286361 | Focus Friday Professional Developments. | Moore, Dr. Harriet D. | 8/22/2016 | Attendance & Classroom Observations. | 6/6/2017 biweekly |
| G1.B4.S1.MA1 M296520 | Monitor iRead data with the Instructional Leadership Team | Moore, Dr. Harriet D. | 8/22/2016 | Based on the implementation of the instructional model and data reviewed from the iReady classroom usage indicator reports. | 6/6/2017 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|---|-----------------------|-------------------------------|--|---------------------------|
| G5.B1.S1.MA1 M286215 | Track discipline data, reward data, and generate reports to share with PBS Team and Administration | Clay, Rich | 8/22/2016 | Discipline data, broken down by subgroups and reward data from PBS. | 6/6/2017 biweekly |
| G5.B1.S1.A1 A286364 | Continue to meet with PBS team and develop delievery plans for behavior expectations and positve... | Clay, Rich | 8/22/2016 | Referral numbers, suspension percentages, participation in positive reward program. | 6/6/2017 weekly |
| G5.B2.S1.MA1 M286216 | Gather mentoring and counseling student lists and track grades/ attendance/discipline data to... | Westberry, Jeffi | 8/22/2016 | Gather mentoring and counseling student lists and track grades/ attendance/discipline data to determine effectiveness. | 6/6/2017 monthly |
| G5.B2.S1.MA1 M286217 | Gather mentoring and counseling student lists and track grades/ attendance/discipline data to... | Westberry, Jeffi | 8/22/2016 | Gather mentoring and counseling student lists and track grades/ attendance/discipline data to determine effectiveness. | 6/6/2017 monthly |
| G5.B2.S1.A1 A286365 | Provide counseling and mentoring programs to develop positive relationships within the school | Westberry, Jeffi | 8/22/2016 | Attendance, discipline, and academic progress data during mentoring participation. | 6/6/2017 monthly |
| G1.B4.S1.A1 A293982 | Monitor the student usage indicator report | Proch-Moore, Amy | 8/22/2016 | The usage minutes indicated within the report | 6/6/2017 weekly |
| G3.B4.S1.MA1 M296521 | Progress monitor student achievement | Panighetti, Deanne | 8/22/2016 | Student performance on content assessments and i-ready diagnostic assessments | 6/6/2017 every-3-weeks |
| G3.B4.S1.MA1 M296519 | Monitor i-ready data with the instructional leadership team | Moore, Dr. Harriet D. | 8/22/2016 | Based on the implementation of the instructional model and data reviewed from i-ready classroom usage indicator reports | 6/6/2017 monthly |
| G3.B4.S1.A1 A293983 | Department chair will monitor students by using the Usage Indicator Report | Lester, Helen | 8/22/2016 | The usage minutes indicated within the report. | 6/6/2017 weekly |
| G1.B1.S1.MA1 M296458 | Classroom walk through observations. | Spielman, Tara | 8/22/2016 | Observation data and student academic achievement. | 6/6/2017 monthly |
| G1.B1.S1.MA1 M296438 | Survey teachers level of proficiency. | Spielman, Tara | 8/22/2016 | Through the use of observation data and surveys, we will monitor the effective information of iEngage Instructional Model. | 6/6/2017 monthly |
| G1.B1.S1.A1 A293845 | Focus Friday Professional Developments | Proch-Moore, Amy | 8/22/2016 | Attendance, Classroom Observations | 6/6/2017 monthly |
| G1.B2.S1.A1 A293846 | Provide students examples and exposure to FSA-style questions regularly. | Proch-Moore, Amy | 8/22/2016 | bellwork, classroom work, homework, assessment questions which reflect the rigor and expectations of FSA. | 6/6/2017 one-time |
| G1.B3.S1.A1 A293848 | Implementation of I-Ready Program with Fidelity | Moore, Dr. Harriet D. | 8/22/2016 | I-Ready reports will be disaggregated | 6/6/2017 weekly |
| G1.B4.S1.MA1 M296522 | Progress monitor student achievement | Panighetti, Deanne | 8/22/2016 | Student performance on content assessments and iReady Diagnostic Assessments. | 6/6/2017 every-3-weeks |
| G5.B1.S1.MA1 M286214 | Implementation of positive reward system | Clay, Rich | 8/22/2016 | Referral/Suspension data & participation in positive reward system. | 6/6/2017 monthly |
| G3.B3.S1.A1 A293145 | Implementation of I-Ready Program with Fidelity | Moore, Dr. Harriet D. | 8/29/2016 | I-Ready reports will be disaggregated | 6/6/2017 weekly |

V. Professional Development Opportunities

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

G3. By the year 2017, in ELA there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.

G3.B1 Implementation of the iEngage Instructional Model with fidelity.

G3.B1.S1 Provide regular professional development opportunities for teachers on the components of the iEngage Instructional Model.

PD Opportunity 1

Focus Friday Professional Developments

Facilitator

Any member of the staff

Participants

All members of the staff.

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

G3.B3 Implementation of the I-Ready program with fidelity

G3.B3.S1 Teachers will implement the I-Ready Instructional Model with fidelity.

PD Opportunity 1

Implementation of I-Ready Program with Fidelity

Facilitator

District

Participants

Teachers and Administrators

Schedule

Weekly, from 8/29/2016 to 6/6/2017

G4. *By the year 2017 , there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Biology. *By the year 2017 there will be a minimum of a two percentage point increase for all students where 70% or more are currently demonstrating proficiency.

G4.B1 Implementation of the iEngage Instructional Model with fidelity.

G4.B1.S1 Provide regular professional development opportunities for teachers on the components of the iEngage Instructional Model.

PD Opportunity 1

Focus Friday Professional Developments.

Facilitator

Any staff member.

Participants

All staff members.

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

VII. Budget

Budget Data

| | | | | | | |
|----|-------------|---|---------------|----------------|----------|----------|
| 1 | G1.B1.S1.A1 | Focus Friday Professional Developments | | | \$0.00 | |
| 2 | G1.B2.S1.A1 | Provide students examples and exposure to FSA-style questions regularly. | | | \$0.00 | |
| 3 | G1.B3.S1.A1 | Implementation of I-Ready Program with Fidelity | | | \$0.00 | |
| 4 | G1.B4.S1.A1 | Monitor the student usage indicator report | | | \$0.00 | |
| 5 | G2.B1.S1.A1 | Develop content to incorporate throughout eighth-grade physical science. | | | \$0.00 | |
| 6 | G3.B1.S1.A1 | Focus Friday Professional Developments | | | \$0.00 | |
| 7 | G3.B2.S1.A1 | Provide students examples and exposure to FSA-style questions regularly. | | | \$0.00 | |
| 8 | G3.B3.S1.A1 | Implementation of I-Ready Program with Fidelity | | | \$0.00 | |
| 9 | G3.B4.S1.A1 | Department chair will monitor students by using the Usage Indicator Report | | | \$0.00 | |
| 10 | G4.B1.S1.A1 | Focus Friday Professional Developments. | | | \$0.00 | |
| 11 | G5.B1.S1.A1 | Continue to meet with PBS team and develop delievery plans for behavior expectations and positive reward plans. | | | \$500.00 | |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | District-Wide | Other | | \$500.00 |

| Budget Data | | | |
|--------------------|--------------------|--|---|
| | | | <i>Notes: Donations received to purchase lunch room rewards for students who earn reward tickets.</i> |
| 12 | G5.B2.S1.A1 | Provide counseling and mentoring programs to develop positive relationships within the school | \$0.00 |
| Total: | | | \$500.00 |