WELCOME TO

change

School Improvement Plan
2016-17

Meadowlawn Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

Vision and Direction

School Profile

Principal:	Dr. Claud Effiom	SAC Chair:	Reese Regu

School Vision	Meadowlawn Middle School will provide an academic environment that engages, motivates, and inspires students to reach 100% student success.

School Mission	Meadowlawn Middle School will create a productive learning environment focused on producing self-disciplined students who will develop skills to become life-long learners.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1159	6.5%	18.3%	15.9%	5.1%	53.6%	.6%

School Grade	2016: C	2015: C	2014: D	Title 1 School?	☒ Yes ☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	39%	40%	45%	41%	40%	41%	69%	56%	43%			
Learning Gains All	42%		50%									
Learning Gains L25%	31%		41%									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Claude	Effiom	FT	4-10 years
Asst Principal	Kristy	Therrien	FT	4-10 years
Asst Principal	Diane	Zitelli	FT	4-10 years
MTSS Coach	Christina	Harvey	FT	4-10 years
Teacher Leader	Kristen	Vandorselaer	FT	1-3 years
Asst Principal	Alfredo	Blanco	FT	11-20 years
Teacher Leader	Diana	Dolan	FT	1-3 years
Teacher Leader	Kathia	Roberts	FT	4-10 years
Teacher Leader	Susan	Logsdon	FT	1-3 years
Other	Denise	Murray	FT	1-3 years
Counselor	Bridgett	Harris	FT	1-3 years
Counselor	Meghan	Bohac	FT	11-20 years

Total Instructional Staff: 67   Total Support Staff: 30

School Culture for Learning

| Connections: | **District Strategic Plan** | ●**Goals 2, 3** |
| | **Marzano Leadership** | ●**Domain 5** |

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

> Our school wide expectations are the LANCER WAY which is as follows: Loyal to school, Arrive, on time, Neat attire, Courage to do the right thing, Excel at learning, Respect self and others. When students follow the LANCER WAY they may earn Lancer Loot which are the PBS buck for our school. With Lancer Loot they may purchase items from the Loot Store or as well as privileges. Appropriate behavior will be taught during the first 8 days of school with culture building. This will be done every period during those days. Each grade level will have assemblies to teach the school expectations. Teachers and staff will continue to review rules and expectations as the year goes on and in particular during the time periods where students will be out of school for lengthy times, such as Thanksgiving, winter holidays, spring break etc. Appropriate behavior will be reinforced with Lancer Loot and positive referrals.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

> Our Foundations Committee created a set of school wide expectations for behavior as well as all processes and procedures for staff and students. The Foundations Committee trained the staff on these expectations during preschool and will meet quarterly to analyze the effectiveness of the expectations as well as the fidelity to which they are being followed by both staff and students. School wide behavior expectations The school wide behavior expectations have been posted throughout the school including hallways throughout the school including hallways, cafeteria, special rooms, restrooms, offices and classrooms. Classroom rules, routines and procedures are identified and taught on a regular basis. Office discipline forms are completed consistently and accurately across staff. Office discipline referrals are processed consistently and accurately across administration. We will know that expectations are being taught in classrooms because we will see a decline in office discipline referrals. We will know that the expectations are being implemented equitably because we will not see a large disparity in referrals in regards to race, gender, SWD. Walkthrough data wil monitor the implementation of these expectations. . .

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

> School Wide Culture building for the staff and students will take place during preschool and in detail for the first eight days of school. The Growth Mindset training for staff and students will be held monthly, focusing on relationship building and meeting the needs of our students. Our MTSS Coach will work with staff and students struggling with either behavioral or academic areas of need. The coach will help teachers continue to build a positive culture in their classroom and improve Tier I support. The MTSS team will determine the needs of specific students and teachers and will integrate academic and behavioral supports and interventions to continue with a positive culture and growth mindset for Tier II and Tier III needs. The instructional coaches will provide Tier I and Tier II support for core content classes by trainings to all and providing coaching cycles for those teachers in need.

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Biweekly MTSS meetings with MTSS Coach, Social Worker, Behavior Specialist, Psychologist, Grade Level Counselors, Grade Level Administrators. During these meetings we will analyze FSA, Common Assessment and formative and summative assessment data (behavior and academic) and determine which students are in need of more intensive supports. We will also analyze student referral data and utilize our Project Aware support to provide training and feedback. We will look at the students with high referrals as well as teachers who are writing many referrals. While looking at referral data we will work to determine if there are any trends in the data and provide interventions to students and staff based on those trends. We use the Problem Solving process with the MTSS Team and SBLT to determine and verify barriers. Again during MTSS and SBLT we problem solve around the validated barriers to determine the best interventions. Token economy system is used to meet the tier 1 needs across the campus for behavior.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

The MTSS Coach weekly pulls and shares data with the leadership team. This data is also shared at SBLT meetings and biweekly MTSS meetings. This data is gathered from the school dashboard, FOCUS and Data warehouse. This data is then shared via the PLC leaders to the content PLCs and discussed at our Grade Level Meetings.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

The Administrative team has planned for content area PLCs to occur each month. The agenda of these PLCs will be focused on our school wide goals which is to increase our proficiency rates by teaching the level of rigor expected in the standards. The agenda each month will consist of looking at lesson plans and student work samples to ensure we have taught leaning targets that truly match the level of rigor the standard is asking for. We have also planned for monthly professional development based on the Marzano model to provide our staff with the means to plan for and deliver effective instruction. We have tasked our instructional coaches with following up our trainings by providing ongoing support to thier content area teachers. The administrative team will conduct informal walk throughs both alone and together to ensure the implementation of the skills or strategies that the teachers were trained on that month. We will provide feedback on lesson plans and continue to look over student work to ensure that all staff members are creating an environment made up of high expectations for student success.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Increase student engagement and appropriate behavior by decreasing the number of referrals for class disruption and defiance by 10% as measured by discipline data through the increase in our use of PBS as our primary mode of school management.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Track referral data for class disruption by student as well as by teacher. This will happen biweekly. Interventions for students and teachers will be determined based on this data.	Christina Harvey Denise Murray Grade Level AP's
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Increase responsible student behavior in our black students by decreasing the number of referrals for our black students by 20%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Black students who have been identified to have a high referral rate will be given a mentor. Students will be rewarded when exhibiting appropriate behavior Students who need more intensive supports will be provided with interventions to help them become successful Teachers who have a high discrepancy in referrals based on race will be provided more intensive supports.	Administration MTSS Coach Behavior Specialist

Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.

Goal: Increase overall average daily attendance percentage by 4% to reach an overall ADA of 95% or higher

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The Child Study Team will analyze and use the Problem Solving Process to provide necessary interventions for students who are chronically truant. Teachers will be responsible for making parent contact and documenting all calls.	Attendance Specialist Administration Social Worker Psychologist MTSS Coach Teachers

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

During the 2015-2016 school year, our teachers began using scales to break down the state standards and deliver content to students that was fully aligned with these standards. They also began creating goal sheets for students where they could track their progress towards meeting these standards. This allowed teachers to increase the rigor for those students quickly mastering standards and also offer extra aid to those students struggling to reach mastery. District and administrative walk throughs were used to measure teacher implementation and student understanding of these efforts. We have since designed a monthly PLC that will be spent planning for rigorous assignments/activities that match the rigor of the standards. We will provide ongoing feedback on lesson plans and daily instruction.
Student engagement was increased with the introduction of personalized learning into some classrooms. Teachers used this opportunity to create roadmaps that allowed for individual student voice and choice in their learning. Students were given choice in tasks that aligned with the rigor already in place. This increased student engagement as was evident by the reduction in the number of tardies in these classes as well by the walk-throughs conducted by administration.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

The key areas of improvement include increasing student ownership of thinking and learning, matching the level of rigor in our assignments with the level of rigor in the standard, and continue our use of formative assessments to guide our instruction and plan for differentiation. Our walkthrough data has indicated that we need to reach rigor through the implementation of element 21-23. These elements are rarely if ever observed. Teachers must continue to motivate students and provide avenues to success based on student need.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers provide students with copies of the scales for each standard, then ask students regularly to rate themselves on the scale and reflect on what they need to reach the standard or above.
Teachers in core classes give quarterly benchmark assessments based the standards that should have been covered as determined by the district's pacing guide. Data from these reports is used to determine remediation needs.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Students who perform poorly in math or reading are placed into intensive classes to support their growth in these areas. Students are provided the opportunity to receive additional assistance before and after school four days a week. Students struggling to maintain good academic standing are given the chance to retake failed courses online through GradPoint after first semester is complete to try and attain a passing grade. All programs are supervised by certified teachers.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Routine use of collaborative structures to increase student ownership and cognitive thinking.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walk through data, lesson plans, peer observations and walkthroughs from our PL Team.	Administration
Instructional Strategy 2	
Use of thinking maps as a resource to differentiate instruction and assignments as needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walkthroughs, lesson plans, peer observations	Administration
Instructional Strategy 3	
Designing lesson plans/assignments that match the rigor of the standards	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walkthroughs, lesson plans, PLC observation, student work samples	Administration

Collaboration for Professional Growth
Connections: District Strategic Plan ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

We are implementing a peer learning environment that allows teachers to use each other as mentors for areas of need. Each teacher identified their greatest strength and greatest challenge and was able to make a connection with someone who could address that need. We will also host a Demonstration Day each month

and all teachers will observe a peer modeling one of our school wide instructional strategies. Our AdvancED climate survey supports our need for student ownership and increased accountability by both staff and administration in the delivery of effective instruction.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teachers attend weekly common planning time with others who teach the same grade level/content area. They document their meetings using the school approved lesson plans, which are uploaded to e-learn for administrative review or with meeting notes that include copies of the student work they examined and what lessons they learned from that examination.

PLC meetings are scheduled most Wednesday mornings, allowing the teachers time to meet with others of the same grade level or content area. Content PLC's are run by department heads and the agenda is based on improving best practices identified by examining student work samples. Faculty trainings allow all teachers on campus the opportunity to become trained in an area of effective planning or instruction and then to take their knowledge to their PLCs and common planning to further process and implement the information collaboratively. We will train on school wide initiatives such as Marzano, Thinking Maps, Growth Mindset, and personalized learning.

⬢ Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Professional development this year has focused on increasing teacher knowledge of Thinking Maps. This has given teachers an avenue for students to use to take notes as well as deepen their understanding of the content being covered. There has been evidence that this system has been effective for student learning as well as teacher effectiveness. During pre-school for the 2016-17 year, teachers will learn more about the Thinking Maps and how to use them to help students reflect on their learning. More trainings on the maps will be offered during teacher work days throughout the school year.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Culture Building, Growth Mindset, and Personalized Learning	Summer, monthly culture PLCs, Pro Ed days, monthly content PLCs.	Instructional Staff	Teachers will be given an overview of the personalized learning program (AIM) that some teachers will be implementing in the fall. They will also be given

			information regarding the culture building activities planned for students during the first week and a half of school
CHAMPS	Summer, PRO Ed days, 20 and outs, weekly new teacher meetings	Instructional and Support Staff	Training will focus on ways to increase classroom management skills for teachers struggling in this area
AVID	Summer, monthly PLCs	Instructional and Administrative Staff	Training focuses on increasing knowledge of AVID strategies and planning for schoolwide implementation of AVID for the 2016-17 school year
Pinellas Innovates Training	Summer, Every, Wednesday and Thursday after school.	Instructional and Administrative Staff	Training focuses on increasing staff knowledge of personalized learning and project based learning to support the school's personalized learning initiative
Thinking Maps Training	Pre-School, Pro Ed days, Content PLCs	Instructional and Administrative Staff	Training focuses on increasing staff's ability to use Thinking Maps as an instructional tool to support the school's Thinking Maps initiative
Student Engagement	Pre-School, monthly content PLCs.	Instructional and Administrative Staff	Administration will discuss with teachers the Marzano expectations related to student engagement

			Training based on the elements within the Marzano Framework as well as the Iobservation site.
Marzano	Ongoing/Monthly faculty trainings.	Administration	
Lesson Study and designing rigorous lesson plans.	Ongoing/ weekly common planning and monthly content PLCs	Administration and instructional coaches	Focus on teacher collaboration based on the unwrapping of standards, and the planning for assignments that meet all parts of the standard and are designed to meet the level of rigor expected in the standard.

Family and Community Engagement

District Strategic Plan ●Goals 1,3,6,7
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Workshops will be offered beginning in September for parents and community members who wish to learn about the school's personalized learning and growth mindset initiatives. Workshops will be attended by both community and school staff members to increase positive relations between school and home. Parents will be given a 15 minute talk during the Title 1 meeting on back to school night to learn about how students can access the 365 system, as well as how to obtain low cost internet and computers to support their students' instruction at home.
Science night in the spring will provide parents the opportunity to see the work their students have been doing and connect with many of our staff. We hold our annual Lancer Pride Day at the start of the school year to bring in all families and allow them an opportunity to walk the campus, get their schedules, locks and ask any questions they may have before the start of the school year.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Parents are invited to a Back to School night which addresses academic tools for student success. Parents are also invited to three Bring Your Parent to School Days in which the parents get to observe and participate in their child's classes all day. We offer trainings at this time which are optional for parents to attend. We will host an FSA parent night which will describe in detail the skills necessary for success on

both the math and reading FSA. We will provide a survey at the conclusion of every training to gain parent feedback on the trainings as well as the processes we put in place.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	☐	☒	☐	☐
Families who regularly log onto PORTAL to check student grades / progress	☐	☒	☐	☐
Families who are in regular contact with teachers in person or by phone, text or email	☐	☒	☐	☐
Families who regularly visit the campus for meetings, conferences or school events	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school	☐	☐	☒	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.

⬡ Family Engagement / Key Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Family Workshops	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Parent workshops will be offered monthly workshops after school to aid parents in understanding student roadmaps and student grades in personalized learning classrooms and teach them how to best support their children's educational needs in the home. This should increase student's' ability to stay on pace and meet learning objectives in a timely manner and at a high level of rigor and engagement. Other workshops will include learning how to log into 365 and how to use Focus to communicate with teachers	Community Liason Administration PL Coach
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Several activities will be held throughout the year with the goal of having students and staff spend at least 60 hours working in the community that surrounds Meadowlawn. These activities will include: - Take Stock in Children Halloween 5k - Band/Orchestra performing and caroling in the surrounding community - Take Stock in Children students creating and implementing a community improvement project - National Junior Honors Society students hosting a food drive for Thanksgiving and Winter Holidays	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Working closely with the program directors for these various programs and setting up a spreadsheet describing the community	Community Liason

activities and the number of hours/students/staff members spent in the community	
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	

Goal: Increase parental involvement through the implementation of three annual Bring your Parent to School Days.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Communicate the event and the need for parent participation. Offering some incentive to both student and parent for participating.	LLT

[Section 2] – School Goals / Action Steps

Constructing a measurable objective for an academic goal is a six-step process.
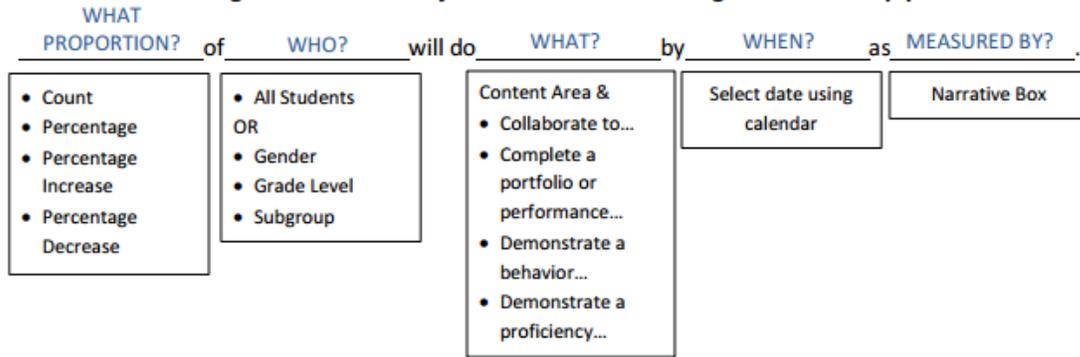
Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager:

50% of our students will demonstrate proficiency in Reading/ ELA as measured by our FSA by the end of our 2016-2017 school year.

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Literacy Coaches are imbedded in English/language arts and reading classes for the purpose of implementing lessons inspired by the LAFs and differentiated for students based on data. Teachers will attend weekly common planning with grade level team and with literacy coach. This time will be spent looking at student work, and planning rigorous lessons that match the rigor of the reading standards. Teachers will receive Professional development around standards, assessment and instructional best practices. All content area teachers are responsible for teaching the content while integrating the literacy standards. Administration and Literacy Coach will visit classrooms and provide timely feedback regarding instructional practices, use of standards and level of	PLC meeting minutes and observational data collected from walkthroughs, an increase in SRI levels and proficiency rates on Write Score, Read 180 data, I Ready data.

rigor in the classroom. Administration will monitor the participation in the school wide reading initiative that takes place during 2nd period. The Literacy Leadership Team will meet to plan for next steps based on the walkthrough and ISM data. They will share the next steps during the content level PLCs.	
Reading and ELA teachers will utilize both formal and informal data to differentiate and scaffold instruction to increase student perform. Administration will encourage the teachers to let the students struggle with the content in order to allow them the opportunity to use the appropriate strategies. Teachers will support the student use of scales to monitor themselves and express their needs related to the learning target. Teachers will use data to drive student goal setting. Teachers will provide significant time for writing and reading opportunities. Teachers will utilize their Write Score data to plan lessons based on student need while maintain the rigor of the standard. All content area teachers will provide time for reading and writing integrated with their content area standards.	Observational data collected from walkthroughs, attendance records

Mathematics Goal	**Goal Manager:** Kristy Therrien
All math students will increase proficiency by 10% in math as measured by Florida Standards Assessments by the end of the 2016-2017 school year.	

Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Math teachers will participate in bi-weekly 40 and out trainings facilitated by Math Instructional Staff Developer to improve their instructional practice. Math teachers will provide students with opportunities to read informational and persuasive texts and write about the investigations and use the language of math as they work through problems. Administration will provide timely feedback regarding use of instructional best practices. Math teachers will utilize their PLC and common planning times to plan rigorous lessons based on the standards. Math teachers will follow the pacing calendar ensuring they cover all the MAFS. They will implement formative assessments and use this data to plan differentiated lessons while maintaining the rigor of the standard. Administration will encourage teachers to allow the kids to struggle while effectively using learned strategies to problem solve. Teachers will conduct data chats with students and support students with setting and reviewing goals based on data and progress monitoring. Math Professional Development Topics	Attendance records and administrative observational data collected during walkthroughs. Math coach observations., think through math data, Cycle assessment scores

Pinellas County Common Assessments |
| Math teachers who have signed on to implement personalized learning into their classrooms will create roadmaps which | observational data collected during walkthroughs |

detail the skills students will work to master such that they can meet the high level of rigor expected in the standards. Teachers will work with students to set goals and manage their time to ensure students complete each roadmap in a timely manner so that all needed standards are mastered before the FSA. Students will be given options in how to master each skill, which include working directly with the teacher, and formatively assessed to be sure they demonstrate mastery of one before moving on to the next skill. Teachers will provide feedback on each skills check so students are aware of their strengths and any holes in their knowledge or skills base as they progress. Students who do not master a skill will be taught new ways to learn that better meet the their needs such that they can retry the skills check and ensure no holes in their learning are created by moving on without the necessary skills to hit mastery of each standard. They will not be required to work on skills they already have mastery of so their time can be spent focused on constantly increasing their knowledge and skills base. Math Professional Development Topics 8/15 Setting the Purpose for Learning (10%) DQ1,E1 8/29 Confirming the Learning (20%) DQ1,E2 & DQ2,E13 9/12 Mathematical Practices DQ5,E30 9/26 Collaborative Structures DQ2,E7; DQ2,E15; DQ4,E21 10/10 Monitoring Student Engagement DQ9,E40; DQ5,E24; DQ5,E26 10/24 Probing Incorrect Answers DQ9,E41 11/7 Previewing New Content DQ2,E81 11/28 Using Homework DQ3,E16 1/12 Processing New Information DQ2,E10 1/24 Helping Students Examine Similarities & Differences DQ3,E17 2/9 Helping Students Elaborate on New Content DQ2,E11 2/21 Helping Students Examine Their Reasoning DQ3,E18 3/9 Practicing Skills, Strategies, and Processes DQ3,E19 3/28 Engaging g in Complex Tasks and Using Friendly Controversy DQ4,E22 DQ5,E30	Review of roadmaps before implementation to ensure they meet the cognitive demands of the standards covered Weekly after school training sessions to improve implementation

Science Goal	Goal Manager: Kristy Therrien
Science students will increase proficiency in science as measured by FCAT by the end of the 2016-2017 school year.	
Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Science teachers will participate in bi-weekly 40 and out trainings facilitated by the Science Instructional Staff Developer to improve their instructional practice. Science teachers will increase the planning and delivery of student centered	Attendance records and administrative observational data collected during walkthroughs.

activities. They will utilize data both formal and informal to plan for differentiated instruction. Science teachers will plan for collaborative structures to increase the student ownership of learning.	
Science teachers will increase their instructional rigor through the planning of rigorous assignments that match the rigor of the standards. Teachers will present and review the standard during their lessons and effectively utilize the scales to monitor student progress toward this goal. Teachers will work together to plan lessons. They will participate in professional development and implement learned skills in their classrooms. Science teachers will implement the 10/70/20 on a daily basis. Science trainings include: 8/22- 10/70/20, 9/13- Data, 10/3- Collaboration and Monitoring, 10/24- Probing Questions 11/14 Monitoring	observational data collected during walkthroughs, lesson plans, participation in PD. District Cycle Assessments

🔷 Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: School wide Reading Program	**Goal Manager:** Kristy Therrien
Actions / Activities in Support of Goal	**Evidence to Measure Success**
All students will listen and follow along to a book titled The Hero's Journey. Teacher will discuss the story line on Fridays and create a culture of trust and belonging through a common theme/book.	Walkthrough during 2nd period Discussions with students and teachers regarding the book.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Personalized learning program will increase student performance in the content area taught by personalized learning teacher to at least 50% based on district benchmark assessments and end of year state tests such as the FSA.	**Goal Manager:** Dolan
Actions / Activities in Support of Goal	**Evidence to Measure Success**

Weekly after school collaboration sessions to reflect on the process and review student work/lesson plans	Roadmaps indicate activities move up to the rigor of the standard
Regular informal walk-throughs conducted by peers and administrators	Walkthroughs indicate high student and teacher engagement

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools Goals	**Goal Manager: Administration and Health teaahers**

Actions / Activities in Support of Goal	**Evidence to Measure Success**
The Healthy School Team will review all assessment items to determine the most feasible items to improve in one module to achieve a recognition level, and then develop an action plan for that item by November 2016. Target for this year is to become eligible for national recognition in 3 out of 6 Alliance for a Healthier Generations Healthy School Program Assessment Modules	By April 1 2017 the Healthy Schools Team will edit the school's Healthy Schools Program Assessment in the action plan items to document improvement/achievement of one module that is now eligible for national recognition.

🔷 Academic Achievement Gap

Subgroup Goal (Black)	**Goal Manager:**
Increase responsible student behavior in our black students by decreasing the number of referrals for our black students by 20%.	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
The MTSS Coach will track referral data for class disruption by student as well as by teacher. This will happen biweekly. After the data is pulled the data will be shared and analyzed in the weekly administrative meeting as well as the biweekly SBLT and MTSS meetings. During these meetings we will analyze and use the problem solving process to seek solutions to the behaviors. The behavior specialist will work with the student services team to determine which students would need an individualized plan or behavior contract. The MTSS Coach, Behavior Specialist and Content area coaches will work with the administrative team to determine which instructors need classroom management support. The SBLT will work with the staff to determine a universal understanding of class disruption and disrespect. The MTSS Coach, Behavior Specialist, and Prevention	There will be a decrease in our black referrals

Specialist will work with the administrative team to provide Cultural Competency PD. Teachers will work to build a positive culture in their classrooms. Preschool training will provide resources and lessons for teachers to use to help build culture in the classroom. Teacher and staff will use PBS dollars "Lancer Loot" to encourage positive behaviors in students.	
Mentors will be provided for Black boys who are struggling in academics and/or behaviors. All black boys will meet	There will be a decrease in black referrals and an increase in test scores

Subgroup Goal (ELL)	Goal Manager:

Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Subgroup Goal (ESE)	Goal Manager:

Actions / Activities in Support of ESE Goal	Evidence to Measure Success

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade Select	Grade Select	School #	School %
Students scoring at FSA Level 1 (ELA or Math)	164	190	176			530	43%
Students with attendance below 90 %	41	62	43			146	12%
Students with excessive referrals**	6	2	8			16	1%
Students with excessive course failures**	0	0	0			0	0%
Students exhibiting two or more indicators	30	39	30			99	8%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Increase overall average daily attendance percentage by 4% to reach an overall ADA of 95% or higher	

Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
The MTSS Coach will pull weekly attendance data (Average Daily Attendance) by grade level. The Child Study Team will analyze and use the Problem Solving Process to provide necessary interventions for students who are chronically truant. The Child Study Team will analyze and use the Problem Solving Process to provide necessary interventions for students who are chronically truant. Teachers will call students who miss multiple days of school.	There will be an increase in the ADA
Students with perfect attendance will be rewarded each quarter.	The % of students missing 10% or more of the school year will decrease

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Increase student engagement and appropriate behavior by decreasing the number of referrals for class disruption and defiance by 10% as measured by discipline data through the increase in PBS as our primary mode of school management.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Teachers will work to build a positive culture in their classrooms. Preschool training will provide resources and lessons for teachers to use to help build culture in the classroom. Teacher and staff will use PBS dollars "Lancer Loot" to encourage positive behaviors in students.	A decrease in behavior referrals
The MTSS Coach will track referral data for class disruption by student as well as by teacher. This will happen biweekly. After the data is pulled the data will be shared and analyzed in the weekly administrative meeting as well as the biweekly SBLT and MTSS meetings. During these meetings we will analyze and work use the problem solving process to seek solutions to the behaviors. The behavior specialist will work with the student services team to determine which students would need an individualized plan or behavior contract. The MTSS Coach, Behavior Specialist and Content area coaches will work with the administrative team to determine which instructors need classroom management support. The SBLT will work with the staff to determine a universal understanding of class disruption.	A decrease in behavior referrals

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

⬡ EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

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- Remediation is available to students who have an "F" in a course at the midpoint of any grading period and to students who earned a Level 1 or 2 FSA or EOC score. The purpose of this remediation is to provide the student with extra help to earn a passing grade in the regular course and/or to improve achievement levels in state assessed subject areas.

Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: **This enrichment program will allow us to increase by 5%, academic proficiency as measured by our FSA and EOC scores.**   **This enrichment program will allow 50% of all math students will demonstrate proficiency in math as measured by district common assessments by the end of the 2016-2017 school year.**

Actions / Activities in Support of Goal	Evidence to Measure Success
Tutoring and academic support after school M-Th 4-6pm	IReady and Kahn Academy Grades every 3 weeks

{Section 3} – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	69	% with advanced degrees	39.71
% receiving effective rating or higher		% first-year teachers	4.41
% highly qualified (HQT)*	100	% with 1-5 years of experience	13.24
% certified in-field**	100	% with 6-14 years of experience	52.94
% ESOL endorsed	66.18	% with 15 or more years of experience	29.41

*as defined in 20 U.S.C. 7801 (23). ******as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

We attend all job fairs to recruit teachers. We have developed a mentoring program which follows the District guidelines but is tailored to the needs of the teachers at MMS. We meet every Friday morning to go over specific agenda items to fit the needs of the new staff members. We have recruited several teachers to work as mentors and to meet weekly with our teachers. We have ensured that all new staff is within close proximity to their mentors and other content/grade level peers. We provide ongoing training on effective instruction and lesson planning three times a month.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Sandy	Medaska	Select	Teacher
Susan	Lee	Select	Teacher
Claud	Effiom	Select	Principal
Marci	Bycynski	Select	Parent
Myra	Aldrich	Select	Support Employee
Rosa	Rego	Select	Parent
Caroline	Calcote	Select	Parent
Diane	Hintz	Select	Parent
Mary	Lister	Select	Parent
Jodie	Snyder	Select	Parent
Lea	Amos	Select	Parent
Jenesis	Poindexter	Select	Student

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☐ Yes	☐ No	Committee Approval Date:

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes	☐ No	Chairperson:

State Days / Intervals that Team meets below.

SBLT meetings are held the first Monday of the month from 8:30-9:00
MTSS team which includes the MTSS Coach, Psychologist, Social Worker, Behavior Specialist, AP, and Counselor meets twice a month.

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Use this space to paste budget, if desired.