School Improvement Plan
2015-2016

Safety Harbor Middle

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Superintendent

pcs
PINELLAS COUNTY SCHOOLS

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2014-2015
School Improvement Plan

PART I	CURRENT SCHOOL STATUS

Section A	School Information

School Name	Principal's First Name	Principal's Last Name
Safety Harbor Middle	Alison	Kennedy

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Dean	Harmeson

SCHOOL VISION - What is your school's vision statement?

The vision of Safety Harbor Middle School is 100% student success.

SCHOOL MISSION - What is your school's mission statement?

The mission of Safety Harbor Middle School is to educate and prepare each student for college, career and life.

SCHOOL ENVIRONMENT

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

Safety Harbor Middle School learns about students' cultures and builds relationships between teachers and students in the following ways: team building activities for staff and students, the implementation of Seahawk Nest/Advisory period, the Principal's Character Challenge, cultural awareness videos made by students on the morning news show. We have a multi-cultural club (PMAC) which hosts a variety of events such as mix it up day and various field trips and museum visits. Teachers are encouraged to call parents not only in times of adversity, but for positive reasons as well.   Administrators model healthy relationships with students on a daily basis.

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

Teachers are assigned 16 NEST students (Nurturing Every Student Today) in which they are responsible for. NEST teachers will meet with students twice a month to discuss grades, track progress, mentor and have meaningful conversation about their success. Teachers and students at Safety Harbor Middle participate in bullying prevention workshops to help staff and students ensure they are providing an environment that is conducive to learning. The school focuses on respect, responsibility, and citizenship and those values are taught through character education lessons. Students participate in various assemblies and classroom presentations to help instill the core values of our school. We practice for different emergency procedures so all staff and students know the expectations if something were to occur. We have many positive behavior rewards in place which creates a positive school environment (character coupons, Successful Seahawk Breakfast, excellent conduct and honor roll parties).

Describe the school wide 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.

Safety Harbor Middle has established protocols for disciplinary incidents established by the discipline committee and following the student code of conduct. The behavior expectations are make clear from the very first day of school. In addition, students exhibiting positive behaviors will be given a positive referral. Teachers attended a pre-school passport training called "Kiddos and Character". The main goal of the training was to increase the rate of positive to negative behaviors in the school. Administrators will include every student with a positive referral on a marquee in the courtyard for all to see-parents, students and teachers.

 Teachers discuss expectations in their classroom, students watch a video about expectations from the principal, and attend a grade level assembly with the assistant principal. Behavior expectations are reviewed daily on the morning announcements, in the lunchroom and in classrooms. Positive rewards are also provided to students throughout the school year for following the established expectations.

The discipline committee provides training to all staff members to make sure that our behavior systems are fairly and consistently enforced. Discipline data is reviewed at monthly grade level meetings. Needs are addressed with strategies from staff members, behavior specialist and Administration.

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.

emotional needs of students are being met through counseling, mentoring and other services. Safety Harbor Middle has a 5000 Role Models and Girlfriends club to mentor students, the guidance counselors provide counseling services to students as needed. Our tier 2 and 3 students have additional support from a teacher mentor. The behavior specialist, social worker, and school psychologist run peer groups to meet the needs of certain students. Peer mediation is also provided to students who are having a conflict with a peer and need some help coming up with a resolution.

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member	Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Alison	Kennedy	Principal
Dean	Harmeson	Community Member
Andy	Wright	Community Member
Janice	Brown	Community Member
Catalina	Gonzalez	Parent
Kim	Geiss	Parent
Kiyanna	Smith	Student
Luis	Morales	Teacher
Oliver	King	Support

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

We received feedback from district leaders and made adjustments. SAC was informed on processes occurring at the school site and at every meeting has the opportunity to provide input and feedback for improvement. SAC worked collaborative with teachers to carry out the the community partnership goals with the City of Safety Harbor and worked with local businesses to provide an appreciation luncheon. A considerable amount of time was spent in planning meetings and discussions regarding SAC processes.

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

The focus of SIP funds is the development of our human capital. Last year, the three assistant principals attended the NASSP Ignite 2015 in San Diego. They attended seminar and workshops on various leadership topics not limited to: school climate, advisory periods, building relationships with students and staff, using date to improve instruction. Our Robotics team continued to flourish and grow. SIP funds were used to send our school team to Detroit to compete in the National Competition. Two math teachers were approved to attend the national math conference in Santa Fe, NM.   Both teachers brought back project based learning ideas which they implemented in the classroom.

Beginning Balance
NASSP Conf. Registration 2,085
         (M. Miller, K. Miller, D. Boulieris)
Rooms for NASSP Conference 1479.12
Mid School Math Conf. Registration 950

(K. Harrienger, J. Smith)
Hotel - Mid School Math Conf.   304.11
RT Air to Santa Fe, Mid School Math Conf 971.4
Air to San Diego,   NASSP Conf 597.3
Addt'l Air for return due to flight cancel 1716.3
Addt'l Hotel due to canceled flight 493.04
Hotel 3 nights Robotics Competition 226.68
Car Rental Robotics Competition 167.35
RT Air to Detroit, Robotics Competition 388.2
Barefoot Bay Motel Vera Jones 168
Vera Jones (speaker) 500

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

SAC representation was present at the first SIP planning and review meeting on August 12th Kim Giess was the representative from SAC and Rita Carter as a parent/teacher. SAC members will also have the opportunity to review and provide feedback at the first meeting. School Improvement Initiatives are placed on the agenda and discussed with input from all parties.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The School-to-City Connection Initiative, managed by the SAC, involves seventh grade civic students learning various aspects of the City of Safety Harbor government. There will be 5 walking field trips to include locations such as City Hall, local park, library, fire station and one event where the Public Works Department visits the school. SAC will also sponsor the setup of an All-Pro Dads chapter at the school, which will allow Dads to better connect and support their student's achievement, through this initiative local community leaders will present various topics to the participants. In addition, the Great American Teach-In also promotes student achievement using local professionals as positive role models to inspire students and support their achievement. Staff members are involved in the local community and attend sporting events at school.

PROJECTED USE OF 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.

Vera Jones presenter 500 (portion)
Hotel 168
Teachers-data retrieval 250

STATUTORY COMPLIANCE -
Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?   ◉ Yes   ◯ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
Alison	Kennedy	kennedyma@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	13	13
Certifications (if applicable)			
Middle School Social Sciences			

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Dionisios	Boulieris	boulierisd@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	6	9
Certifications (if applicable)			
Foreign Language			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Kimberly	Miller	millerkimb@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	4	9
Certifications (if applicable)			
English 6-12			

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Matthew	Miller	millermat@pcsb.org	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	2	9
Certifications (if applicable)			

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I	CURRENT SCHOOL STATUS
Section D	**Public and Collaborative Teaching**

INSTRUCTIONAL EMPLOYEES

of instructional employees: 88

% receiving effective rating or higher: 90

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):   97.5

% certified infield, pursuant to Section 1012.2315(2), F.S.:   97.5

% ESOL endorsed: 19.3

% reading endorsed: 12.5

% with advanced degrees: 28.4

% National Board Certified: 4.5

% first-year teachers: 4

% with 1-5 years of experience: 39.8

% with 6-14 years of experience: 33

% with 15 or more years of experience: 22.7

PARAPROFESSIONALS

of paraprofessionals: 1

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

Recruitment: build relationships with local and national colleges and teacher preparation programs, Transition to Teaching, seek input from MS specialists.
Development: provide professional development both in house and at the district level. Ensure all administrators are working collaborative and carefully on deliberate practice which includes ongoing professional learning.
Retention: Teacher recognition program, team building trips, new and veteran teacher committees, staff appreciation snacks, holiday and end of the year celebrations.

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

Safety Harbor Middle School encourages positive working relationships between all stakeholders by hosting various staff appreciation events throughout the school year. Teachers have the opportunity to meet with PLC groups with department and grade level colleagues. Infrastructure during meetings is modeled and ground rules are established and monitored.   First year teachers are provided a mentor and all teachers are expected to visit classrooms to engage in professional dialogue about best practices. Core teachers will have common planning time to collaborate and plan instruction.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

The teacher mentor program kicks off with a meeting and lunch off site during pre-school. Teachers are provided with a handbook, time line and introduced to school staff. Teachers are paired with a mentor according, but not limited to, years of experiences, grade level and subject area. The main goal of the program is for teachers to make connections with other staff members and to offer an opportunity for new teachers to reflect on their practices in a risk free environment.

PART I	CURRENT SCHOOL STATUS
Section E	**Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The MTSS Leadership Team met with the principal to help develop the SIP and RtI processes. The team provided data on Tier 1,2 and 3 targets; academic and social/emotional areas that needed to be addressed, helped set clear expectations for instruction (Rigor, Relevance, Relationships); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The SBLT meets every fourth Monday of the month at 8:55 am to discuss the data from Tier 1 and Tier 2 targets, . The Response to Intervention (RtI) and Child Study Team meet every second and fourth Thursday of the month from 1:40 - 3:55 to discuss Tier 2 and Tier 3 targets as well as individual students regarding attendance, academic and behavioral areas and how they are progressing. Academic goals are monitored by gathering classroom data and analyzing district assessments from FAIR , "Common" assessments, and last year's FSA results for Reading and Math (when available) and FCAT writing results (8th grade). Teachers are supported by regular observations by the Assistant Principals and the Instructional Review Team. PLC's (Professional Learning Communities) meet weekly to provide training and discuss specific learning strategies by department. The ESE team provides support for ESE students in small group settings. The ESE team supports general education teachers to differentiate instruction to meet individual student needs. Behavioral goals are monitored by reviewing referrals and input from classroom teachers. Individual students have PBIP's and FBA/PBIP's as needed to address their individual behavioral goals. School wide tier 1 behavior reward include: character coupons, lunch fast passes, kiddos for character, honor roll and principals' list party, announcements, positive RRC referrals, end of the year 8th grade celebration, Successful Seahawks party and field trips.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member	Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Danny	Boulieris	Assistant Principal
Alison	Kennedy	Principal
Marissa	Kessler	Psychologist
Matthew	Miller	Assistant Principal
Eartha	Mims	Guidance Counselor
Irene	Pantelis	Guidance Counselor
Linda	Storrs	Guidance Counselor
Matt	Pfieffer	TSA
Amber	Geisler	Social Worker
Kimberly	Miller	Assistant Principal
Annette	Gallagher	Behavior Specialist

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

A core group of the RtI Leadership Team meets biweekly on Thursdays at 1:40 p.m. in the front office Conference Room (Administrator(s), Psychologist, Social Worker, Guidance Counselor(s), VE Liaison, and Behavior Specialist) to discuss at-risk students. The team will collaborate biweekly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team meets twice times per month to address behavior concerns, academic concerns, and to focus on child study. They will perform the following on an ongoing basis: Data analysis and review of progress monitoring tools to identify student behavior and academic performance, identify students who are at-risk for not meeting behavioral expectations and/or academic performance standards, develop interventions to increase student performance using the Problem Solving Process, identify appropriate

professional development and resources to assist instructional staff in implementing interventions, collaborate with stakeholders to ensure effective practices, accurate data collection, and analysis are performed in a timely manner and results are communicated to all parties for highest student achievement in a safe learning environment. The School Based Leadership Team (SBLT) is comprised of the psychologist, social worker, behavior specialist, guidance counselors, administrators, and each department chair. They meet monthly to review school wide data, problem solve, share effective practices, make decisions, and implement new processes necessary for highest student achievement.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR Reading Assessment, Florida Standards Assessments (FSA), Florida Comprehensive Assessment Test (FCAT) Writing
Progress Monitoring: PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR)
End of Year: FAIR, FCAT, End of Course Exams
Frequency of Data Days: Once a month for data analysis
Office/classroom referral data will be utilized as ongoing progress monitoring to measure effectiveness of Tier 1 and 2 behavior interventions. PBIPs will be reviewed to measure effectiveness of Tier 3 behavior interventions.
PCS FOCUS/Portal will be utilized to manage student data school wide. DMT will enter reading and mathematics Tier 2 progress monitoring data into Portal and will have graphed data.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The SBLT will utilize the PS/RtI Beliefs Survey and Perception of PS/RtI Skills Survey to assess current levels of consensus and problem-solving skills within the school-building. This data will be presented and analyzed during the regularly scheduled SBLT meeting time. Data will be shared by Department Chairs at department meetings to be held once a month.   Monthly professional development activities will be provided. Every other month, skills will be introduced to the entire staff by SBLT during the faculty meeting. Follow-up professional development will occur monthly during PLC's through practical application of presented skills with facilitation and support by SBLT members. PS/RtI Beliefs and Perception of PS/RtI Skills Surveys will be used to evaluate effectiveness of professional development efforts. Additionally, applied practice opportunities will be reviewed by the SBLT every other month to inform instruction of future activities as well as assessing effectiveness of professional development. The plan to support MTSS is by attending and offering professional development, staff and parent surveys when needed, discussions in SBLT meetings, and modify the action plan if necessary. The leadership team meets with TTM, Carnegie, Read 180 and Achieve teachers once a week to have discussions about data, what is working and was is not. The MTSS team will review processes and provide feedback at monthly grade level meetings. An initial presentation will be given on October 7th at 8:40 am.

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Safety Harbor Middle school ensures that its core instructional programs and materials are aligned to Florida Standards by following district pacing guides and state adopted materials. The administrative team also checks lesson plans weekly to ensure lessons are aligned to the standards. The administrative team also conducts a walk through of classrooms and reviews performance matters data periodically. Administrators have compartmentalized their appraisal assignment so that they have a deeper understanding of each subject area's benchmarks and standards. Incoming 6th grade students are invited to take a tour of the school in the Spring of 5th grade. In the Summer incoming students attend a Summer Seahawk Camp which introduces the new students to aspects of the school. They rotate through five classes: school tour, planners and academics, lockers and time management, Focus and technology, safety and lunch. The eight grade counselor reviews high school plans with each students at least twice in the year. The counselor helps students prepare for high school and provides a map of high school courses.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

Safety Harbor Middle uses data to provide and differentiate instruction to meet the diverse needs of students. Teachers also have opportunities to share and utilize differentiated formative and summative assessments in their classrooms. Progress monitoring of standards occurs through checks for understanding and the teacher provides targeted remediation.

On a global level students are enrolled in intensive reading (READ 180, Achieve 3000) and math programs (Think Through Math) based on their individual needs. Tutoring is offered before school, after school, and through the front office. Students have the opportunity to attend the extended learning program (ELP) that is offered before and after school. Teachers also receive ongoing professional development training on differentiating instruction and meeting the needs of all students. Teachers dissect data from formative assessments as well as from Performance Matters and DecisionEd.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Extended Learning Program-Standard Based Instruction in core academic subjects

Minutes added to the school year: 240

What is/are the strategy's purpose(s) and rationale(s)?

Students will be targeted by level I and 2 proficiency as well as 25% lowest in math and/or reading. Each quarter students who are at risk of failing a class and/or grade level will be targeted as well. Pending start date-240 minutes per week.

Provide a description of the strategy below.

We plan to provide high quality, small group instruction aligned with individual student needs.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected by teachers who are offering the learning program and share with appropriate stakeholders-parents, admin, teachers and guidance counselors. SBLT will be provided a timely update.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

The implementation of this strategy will be monitored by the administrative team.

INSTRUCTIONAL STRATEGY #2

Strategy Type

Course Recovery

Minutes added to the school year: 240

What is/are the strategy's purpose(s) and rationale(s)?

Students will be enrolled in course recovery to make up a course he or she has already failed. Pending start date-240 minutes per week.

Provide a description of the strategy below.

Students will participate in course work on the GradPoint interface for at least 40 hours per course of classroom instructional time and must successful pass all assessments to receive credit.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will collected and monitored by the teachers who are offering the course recovery sessions. The effectiveness will be monitored by the classroom teachers, enrichment teachers and guidance counselors.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

The implementation of this strategy will be monitored by the administrative team.

INSTRUCTIONAL STRATEGY #3

Strategy Type

Professional Learning Communities with common planning

Minutes added to the school year: 960

What is/are the strategy's purpose(s) and rationale(s)?

Teachers are provided more opportunities to plan lessons, review data and create goals and scales.

Provide a description of the strategy below.

An overhaul of PLC's was performed at the beginning of the year. Shannon Johnson and Joanne Wright provided staff a training on the power of effective collaboration. Danny Boulieris met with PLC leaders in August to review data, discuss protocols and have discussion on what effective PLC's look like. Teachers will use this time to create lessons, review formative and summative assessment data and create goals and scales.

How is data collected and analyzed to determine the effectiveness of this strategy?

PLC leaders were provided binders with documents on creating norms, sample agenda items and a PLC worksheet where members will document notes and conversations.   A mid-year PLC survey will be sent out and binders will be monitored throughout the year.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

The implementation of this strategy will be monitored by the administrative team.

INSTRUCTIONAL STRATEGY #4

Strategy Type

Before and after school extracurricular activities, clubs and activities that contribute to a well rounded education.

Minutes added to the school year: 240

What is/are the strategy's purpose(s) and rationale(s)?

Middle school is an experience that needs to extend beyond the classroom. Through many different enrichment activities and clubs students are able to feel a sense of community and ownership in their school and have a well rounded, engaging experience in school.

Provide a description of the strategy below.

Students who feel connected and take pride in their school tend to have better academic success. Some of the enrichment programs include Girlfriends of America, 5000 Role Models, Spanish Club, Chinese club, Builder's club, Robotics and intramural indoor soccer.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected and analyzed by each club or activity sponsor.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

The implementation of this strategy will be monitored by the administrative team.

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Curriculum guides and lessons are discussed with teachers in grade level and cross grade level PLC's. Lesson plans are aligned at each grade level. Administrative walkthroughs provide qualitative data on instructional strategies.   All subject areas will be involved in the creation of goals and scales so that stakeholders can determine the depth of knowledge in the standard. Cycle assessments provide teachers, students, parents and the administrative team of the effectiveness of instruction.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

The sixth grade students complete a personality inventory to explore possible career interests that are compatible with characteristics of their personality through the use of the Career Cruising program.
The seventh grade students complete an interest inventory to explore careers aligned with their interests through the use of the Career Cruising program.
In eighth grade, students complete a four-year plan to map out their high school academic course pathway though the use of the Counselor Connect program.

Describe how the school integrates vocational and technical education programs.

Programs such as Exploring Technology, Exploration of Production and Career planning, art, and Information and Communications Technology offer students the opportunity to explore possible vocational and technical careers. Business education courses are available to students who upon completion of requirements will be awarded Microsoft Certification. Relevant technology courses for students are being offered to assist in the transition to the ISTEM program at Countryside High school.

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), F.S.

Safety Harbor Middle is continuing to offer classes for high school credit to facilitate student preparation for post secondary college or technical/vocational readiness. Safety Harbor Middle is continuing to monitor the early warning indicators that would prevent a students from completing high school and put strategies, including the strategies aforementioned in this document (part 1, section F) in place to assure academic success.

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

| Add Member | Delete Member |

LLT Member First Name	LLT Member Last Name	Title	Email
Alison	Kennedy	Principal	kennedyma@pcsb.org
Kimberly	Miller	Assistant Principal	millerkimb@pcsb.org
Shannon	Johnson	Reading Coach	johnsonsha@pcsb.org
Molly	Nasser	Reading Teacher	nasserm@pcsb.org
Irene	Pantelis	Guidance Counselor	pantelisi@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

All teachers are required to attend trainings preschool which encompasses reading strategies for all disciplines.
Teachers help their colleagues by sharing instructional resources through peer observation forms.
An instructional specialist helps colleagues implement effective teaching strategies.
Peer mentors work inside classrooms to help teachers implement new ides, often by demonstrating a lesson, co-teaching, or observing and giving feedback.
Professional leaning communities among staff members to share best practices.
Mentors for novice teachers. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and policies.
Teachers review reading data and meet with all students having chats about their individual scores and set reading goals. Data is used to drive classroom instruction. Engage peers in analyzing and using this information to strengthen instruction in all classes.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Communicating the standards for literacy for all content areas
Breaking these standards apart so they are understood by staff and are aware of the literacy standards they teach to (Deconstructing the standards)
Instruction, students engagement, assessment
Empowering students – when you test do your best
Stamp out illiteracy – wear signs can't talk during the day. Wear signs and they have facts on them about illiteracy. Can only write and read to communicate.
Catch a kid reading
Student literacy club
Focus on a different genre each month
Create a goal of total books read for the school year (example: 14,000 approx. 10 per student)

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section A	Area 1: English Language Arts (Reading)

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)   **Area 1: English Language Arts (Reading)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.9		35

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
32.7		35

FLORIDA ALTERNATE ASSESSMENT (FAA)   Area 1: English Language Arts (Reading)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.2		25

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
77.8		80

LEARNING GAINS   Area 1: English Language Arts (Reading)

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63		70

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
62		70

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)   Area 1: English Language Arts (Reading)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
59.3		75

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.5		35

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
34.1		45

ANNUAL MEASURABLE OBJECTIVES (AMOs)   Area 1: English Language Arts (Reading)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	68.5		84
Black/African American	30.3		58
Hispanic	43.8		65
Asian	75		84
American Indian	NA		NA
English Language Learners (ELLs)	10		47
Students with Disabilities (SWDs)	11.3		53
Economically Disadvantaged	45.8		66

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL   Area 1: English Language Arts (Reading)

What is your school's reading goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 10%.

Provide possible data sources to measure your reading goal.

The data source used to measure our reading goal will be the FSA reading test. Progress monitoring will be conducted through SSRI and WriteScore.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers engage students in Close reading of complex text along with text dependent questions and performance task aligned to the LAFS.	• Literacy coaches are embedded 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 receive professional development around close reading, instructional shifts, standards, assessment, and instructional methods. • Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading. • Science teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of science as they work through each lab. • Teachers continue to use materials provided by the DBQ project.
Action 2	Plan to Implement Action 2
ELA and reading teachers implement instruction to support student success with LAFS	• English language arts (ELA) and reading teachers follow a common pacing calendar for focusing on the same LAFS. • ELA and reading teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons and plan for instruction based on student data. • Literacy coaches will work with teachers in PLC's to develop standards-based scales, learning goals and learning targets.
Action 3	Plan to Implement Action 3
ELA and reading teachers utilize data to differentiate and scaffold instruction to increase student performance.	*Teachers meet in PLCs at least once per month to review student data including responses to tasks and plan text-dependent questions, close reading, and skill/strategy based groups to implement with students to support their success with complex text. *Administrators encourage teachers to allow students to struggle and work through vocabulary and comprehension using appropriate strategies. *Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.
Action 4	Plan to Implement Action 4

Teachers provide students with extensive research and writing opportunities (claims and evidence).	• Teachers use common short and extended writing rubrics. • ELA Teachers use Assessment Platform with Electronic • Science teachers provide students with opportunities to write lab reports during inquiry-based science projects. • Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via the Document Based Questions (DBQ) Project in grades from 3-12. • Social Studies departments will create tools and plans, common among the department, to use for school-based progress monitoring, i.e., student forms for tracking progress daily based on learning goals, tracking performance on unit assessments, and portfolios for student writing.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60		70

FLORIDA ALTERNATE ASSESSMENT (FAA)	**Area 2: English Language Arts (Writing)**

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60		10

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 10%.

Provide possible data sources to measure your writing goal.

The data source used to measure the writing goal with be the FSA writing test.   WriteScore will be used for progress monitoring.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Teachers provide students with extensive research and writing opportunities (claims and evidence).	*Teachers use common short and extended writing rubrics. *Science teachers provide students with opportunities to write lab reports during inquiry-based science projects. *Social studies teachers will continue to integrate LAFS for Literacy into the social studies content via the DBQ project. *Social studies departments will create tools and plans, common among the department, to use for school-based progress monitoring. For example, students forms for tracking progress daily based on learning goals, tracking performance on unit assessments, and portfolios for student writing.
Action 2	Plan to Implement Action 2
English Language Arts teachers use student portfolios for collecting and assessing writing, reviewing student data, and guiding instruction.	6th grade will have a writing portfolio with a minimum of 6 pieces of writing - portfolio will follow them through 7th and then 8th grade to show writing growth.
Action 3	Plan to Implement Action 3
ELA and reading teachers utilize data to differentiate and scaffold instruction to increase student performance.	• Teachers meet in PLCs at least once per week to review student data including responses to tasks and plan text-dependent questions, close reading, and skill/strategy based groups to implement with students to support their success with complex text. • Administrators encourage teachers to allow students to struggle and work through vocabulary and comprehension using appropriate strategies. • Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading. • Administrators monitor and support the implementation of reading programs– including the use of grade-appropriate complex texts in reading intervention classes, typically during small group instruction. • Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.
Action 4	Plan to Implement Action 4
English/language arts (ELA) and reading teachers implement instruction to support student success with LAFS.	• English language arts (ELA) and reading teachers follow a common pacing calendar for focusing on the same LAFS. • ELA and reading teachers will implement grade-specific exemplar lessons aligned to the LAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources. • ELA and reading teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons and plan for instruction based on student data. • Literacy coaches are embedded in English/language arts and reading classes for support to teachers with implementing the instructional shifts required of the Florida Standards. • Literacy coaches will work with teachers in PLC's to develop standards-based scales, learning goals and learning targets. • Assessments aligned to Florida Standards are used in grades 6-8. • ELA teachers in grades 6-8 will use newly adopted curriculum aligned to LAFS.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	Area 3: Mathematics

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26		30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.8		30

FLORIDA ALTERNATE ASSESSMENT (FAA)   Area 3: Mathematics

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
44.4		50

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
55.6		60

LEARNING GAINS   Area 3: Mathematics

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63.1		68

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
41.1		45

ANNUAL MEASURABLE OBJECTIVES (AMOs)   Area 3: Mathematics

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	62.9		80
Black/African American	23.9		55
Hispanic	43.0		60
Asian	72.3		82
American Indian	n/a		n/a
English Language Learners (ELLs)	13.3		40
Students with Disabilities (SWDs)	12.5		40
Economically Disadvantaged	41.1		61

MIDDLE SCHOOL ACCLERATION   Area 3: Mathematics

Middle School Participation in High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Middle School Performance on High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)   **Area 3: Mathematics**

Students Scoring at Achievement Level 3 | Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
49.3		50	38.3		40

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)   **Area 3: Mathematics**

Students Scoring at Achievement Level 3 | Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
7.4		6	63		94

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates by a minimum of 10%.*
*Because this is a year of transition with the final assessment throughout the state of Florida, it will be difficult to compare proficiency levels between the two assessments measuring different sets of standards.

Provide possible data sources to measure your mathematics goal.

Semester 1 exam (midyear), Performance Matters, baseline assessment, classroom assessments throughout the year, FSA math test.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Teachers engage in instructional activities that incorporate higher order thinking questions, the Standards for Mathematical Practice and performance tasks aligned to Mathematics Florida Standards (MAFS).	• Mathematics coaches are embedded in mathematics classes for the purpose of implementing lessons inspired by the MAFS and differentiated for students based on data. • Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods. • Math teachers provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations, and use the language of math as they work through each problem. • Administrators conduct walkthroughs for evidence of mathematics practice standards usage in math classrooms. • Administrator visits classroom(s) and provides feedback to teacher(s) and math coach, and administrator and math coach collaborate to determine next steps. • Math team and Administration uses the ISM walk-through tool to identify trends and make plans to increase the amount of students' math achievement. • Teachers meet in Professional Learning Community (PLC) at least three times per month to review student response to tasks and plan instructional lessons incorporating the MAFS and Practice Standards. • Principal or Assistant Principal of Curriculum will attend PLC meetings at least once a month. • Assistant Principal of Curriculum (APC) meets with teachers once a month during planning periods to develop strategies appropriate for their content and students. • Administrators monitor and support the implementation of mathematics programs.
Action 2	Plan to Implement Action 2
Mathematics teachers implement instruction to support student success with MAFS.	• Mathematics teachers follow the District pacing calendar for focusing on the same MAFS. • Math teachers will implement Formative Assessments (MFAS) aligned to the MAFS and including tasks designed using Florida Standards Assessment (FSA) test item specification and additional online resources. • Math teachers attend ongoing Curriculum Cadre (Just-in-Time) trainings and analyze results based on student data (common assessments, formative assessments and Cycle assessments). • Assessments aligned to Florida Standards are used in grades 6-8.
Action 3	Plan to Implement Action 3
Mathematics teachers utilize data to differentiate and scaffold instruction to increase student performance.	• Teachers meet in PLCs at least once per month to review student data including responses to tasks and formative assessments which incorporate the Standards for Mathematical Practice and Content Standards. • Administrators encourage teachers to allow students to struggle and work through vocabulary and comprehension using appropriate strategies. • Using supplemental resources, teachers regularly include longer, challenging word problems and mathematics performance tasks. • Administrators monitor and support the implementation of math programs– including the intensive classes, typically during small group instruction. • Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.
Action 4	Plan to Implement Action 4

Social studies teachers will utilize data to develop scaffolding to students and for the development of differentiated instructional practices to increase student achievement.	*Teachers meet in weekly PLC's to review student data (collected from multiple sources) and to plan action steps for remediation or to develop lessons to meet the rigor of the course benchmarks. *Teachers regularly incorporate knowledge checks and use the data to gauge student mastery of the course content. *Administrators monitor implementation of lessons based on data and established learning goals through breakthroughs and offer support in deciding on next steps for improvement and instruction.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
59	57	62

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30.1	32.7	35

FLORIDA ALTERNATE ASSESSMENT (FAA)   **Area 4: Science**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL	Area 4: Science

What is your school's science goal? Provide a description of the goal below.

Our goal is to display a growth in student achievement by 5% as measured by both the Midterm and Science FCAT for 8th and the Midterm and EOC for 6th and 7th grade students. For both Midterm and EOC grading, growth will be determined through the indicator levels of RED, YELLOW, and GREEN, displaying movement of students from lower level scores upward (i.e. 5% of students who scored RED will move to YELLOW). For FCAT, growth will be determined through the scoring system of one through five, three being a passing score, displaying movement of students from lower level scores upward. Formative assessment will be used to track progress in order to continue progress toward our goal in student achievement. Overall assessment of the goal will be visited after the Midterm. Data will be used in order to make necessary changes to drive instruction toward the end-of-year goal. Final data will be assessed after EOC and FCAT results are in.

Provide possible data sources to measure your science goal.

Gap Assessment
Driven Ed
FCAT 2.0
SRS Data
Performance Matters/BBCard
Formative Assessments

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Professional Learning Communities with common planning	Professional learning communities (PLC) will be used in order to select and plan effective lessons based off of data compiled from various assessments, both formative and summative (i.e. Gap Assessment, Cycle 1 Performance Matters).
Action 2	**Plan to Implement Action 2**
Higher Order Questioning and Close Reading of Complex Text	Create text-dependent questions to go along with reading to ensure that close reading is effectively accomplished while understanding is evident. Also, use the PLC to share, collaborate, and plan complex text that supports the standards to be covered in the classroom, as supported by data.
Action 3	**Plan to Implement Action 3**
Teachers will provide extensive inquiry based instruction, which includes research, scientific thinking, and writing opportunities in the form of claims and evidence.	Students will use either their science notebooks or journals to explain themselves through writing their scientific thinking through effective reasoning. We will use a method of 10-70-20 to ensure appropriate time is allocated for student reflection through writing and class discussion.
Action 4	**Plan to Implement Action 4**
Teachers will utilize data to differentiate and scaffold instruction to increase student performance.	Teachers will regularly incorporate checks for understanding with references to scales; meet in PLC's at least once a month; use of common planning to effectively utilize normal collaboration scheduling opportunities.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	Area 5: Science, Technology, and Mathematics (STEM)

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
462	452

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.002	38	45

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL	Area 5: Science, Technology, and Mathematics (STEM)

What is your school's STEM goal? Provide a description of the goal below.

> To improve students ability to understand the nature of science through partaking in various exploratory on topic project based learning along with 8th grade Science Fair.

Provide possible data sources to measure your STEM goal.

> To determine students mastery of nature of science and inquiry by examining data from Performance Matters and FCAT data.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Project Based Learning (PBL)	Teachers will incorporate PBL for students at least two times a year using built in days or embedded in specific units when possible.
Action 2	Plan to Implement Action 2
Science Fair	Students will begin working on a Science Fair project in September and will present projects at school and district level in January and February. Students will be given tasks to complete throughout the process to ensure success.
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section F	Area 6: Career and Technical Education (CTE)

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	6	36

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	1

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
0	90

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	1	50

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
	80

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0		

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	1	4

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL	
	Area 6: Career and Technical Education (CTE)

What is your school's CTE goal? Provide a description of the goal below.

40% of all students who are enrolled in a CTE course at SHMS will receive an industry certification by the end of the 15/16 school year.

Provide possible data sources to measure your CTE goal.

The G-Metrix instruction tool will provide data before students have to pay to take industry certification tests.

Scales and rubrics will be used to assess student growth within the class.

Checkpoints in the programs that are being used in CTE classes will allow teachers to monitor progress of students.

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Train CTE teachers on curriculum to ensure students are receiving instruction that will guide them toward certification.	Work with district leaders on development of CTE curriculum and deliver instruction based on the standards. Seek assistance from SHMS administration. Attend training on curriculum and instruction.
Action 2	**Plan to Implement Action 2**
Form the Future Business Leaders of America Club	Advertise in CTE courses. Provide adequate information to students on FBLA, with timelines and expectations.
Action 3	**Plan to Implement Action 3**
Maintain and update technology in CTE classes as needed.	Work with site based and district technology personnel to ensure that all programs and computers are adequately working. Report any issues to site based administration team.
Action 4	**Plan to Implement Action 4**
Monitor passing rates of students enrolled in CTE classes.	Use checkpoints for students to make sure they are keeping pace. Provide before and after school help sessions when needed. Use scales and rubrics to help students understand their level of progress and expectation.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section G	**Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	26	29

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	45	48

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL	Area 7: Social Studies

What is your school's social studies goal? Provide a description of the goal below.

Students will achieve a 5% scoring increase in the highly proficient category from the midterm to final exam in all Social Studies Courses. Last year our scores dropped from 37% (Mid) to 33%(Final) in the highly proficient category of Social Studies exams.

Provide possible data sources to measure your social studies goal.

Scales/Rubrics
Teacher Created Tests and Quizzes
Progress Report Grades
PMT Test Results
Formative Assessments

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers engage students in instructional activities that include higher order thinking skills and questioning to raise achievement levels.	Teachers will receive professional development that will focus on HOT questioning techniques and Level 2 DBQ strategies. Teachers will monitor the activities that include HOT skills and questioning to ensure use throughout the school year.
Action 2	**Plan to Implement Action 2**
Teachers will gather test results of the midterm exams and analyze the scores to determine any curriculum adjustments that are necessary.	Students will be made aware of their scores as soon as possible after taking the mid term. Teachers will provide students with help on areas of need based off of the analysis of the midterm scores. Formative assessments, as well as tests, quizzes and class assignments will be monitored closely by teacher and student to ensure continuing growth throughout the year.
Action 3	**Plan to Implement Action 3**
Scales/Rubrics will be created to ensure student understanding of necessary skills for each unit/assignment.	Teacher will provide detailed scales and rubrics based on the standard being taught. Teacher will specifically go over the details of each rubric or scale to ensure student mastery.
Action 4	**Plan to Implement Action 4**
Parent/Teacher conferences will be made available upon request for struggling students.	Guidance will set up conferences and teachers will make this data available to parents.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	**Area 8: Early Warning Systems**
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	4.2	4.6	3.1
Grade 7	2.8	2.5	1.0
Grade 8	8.6	3.3	1.8

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	13.6	12.5	7.5
Grade 7	14	17.2	12.2
Grade 8	17.4	17.6	12.6

SUSPENSIONS		**Area 8: Early Warning Systems**

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	22	21.3	16.3
Grade 7	25.6	23.9	18.9
Grade 8	28.5	25.1	20.1

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	6.5	6.5	5.0
Grade 7	5.8	6.2	5.7
Grade 8	7.5	6.7	5.2

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	14.1	14.2	10.2
Grade 7	14.2	16.1	12.1
Grade 8	11.9	14.9	10.9

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	2.9	2.7	2.2
Grade 7	1.1	1.1	.6
Grade 8	1.6	1.9	1.4

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	10.1	10.0	7.0
Grade 7	9.7	11.2	8.2
Grade 8	8.2	10.7	7.7

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	1.1	1.2	0
Grade 7	0	1.8	0
Grade 8	0	1.3	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	.9	.5	0
Grade 7	.4	.2	0
Grade 8	0	.4	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	1	0
Grade 8	0	1	0

RETENTIONS   Area 8: Early Warning Systems

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	.5	0
Grade 7	.2	.2	0
Grade 8	.4	.4	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	26		15

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 7	8.7		5
Grade 8	8.3		5

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	.001	1.2	0
Grade 7	.002	2.3	0
Grade 8	0	1.0	0

Students in 6th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	1.2	0

MULTIPLE EARLY WARNING INDICATORS   Area 8: Early Warning Systems

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	17.8	18.3	15.3
Grade 7	19.8	21.8	18.8
Grade 8	19.7	19.7	16.7

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Student's grades are monitored quarterly by the guidance counselors, administration and SBLT. Failures during the first quarter are recommended for the extended learning program. Failures for the first two quarters are handled with a continued ELP offering, meeting with parents and counselor, change levels where possible.

Extended learning program before and after school, phone parent/email, note in planner, seating change, guidance referral, parent, student, teacher conferences, non verbal cues and hand signals, offer choices, classroom job, peer tutor helper, positive affirmation statements, positive referrals, character coupons, and reward parties.

School Based Leadership Team System: Tier 2-Check in/check out, daily tracking folders, volunteer mentoring and tutoring, support facilitator in classes, HEAT team, small group counseling, social skills group, anger management group.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	Area 9: Black Student Achievement

Describe and identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Display a growth in Black student achievement levels by 5% across all core subject areas as measured through applicable testing data. For science this will come from mid-terms, EOC's and FCAT (8th). For LA this will come from mid-terms WriteScore and FSA. For Social Studies this will come from mid-terms and EOC's. For Math this will come from mid-terms EOC's and FSA. For Reading this will come from SRI and FSA. Along with these assessments, teachers will utilize effective monitoring of Black student progress through the use of formative assessments in the classroom. Action steps: 1. Identify Black student achievement data in order to drive school wide instruction. 2. Produce an advanced report (GPA, grades) at the beginning of the school year with data of students who could potentially handle more advanced coursework. 3. Present 6M training by Mary Conage from the district office. (October 19, 2015) 4. Teachers and staff will make individual deliberate practice goals related to tracking student progress. 5. Classroom observations will be set up to spur ideas on engagement and reaching all students. 6.. Goals will be monitored during collaborative planning time and PLC's to monitor effectiveness. 7. Individual teachers will monitor the progress of Black students as part of their deliberate practice plan. Performance Matters, cycle assessments and grade data will be reviewed. Strategies for improvement will be discussed during professional learning communities. 8. Decrease exclusionary discipline of our AA students by 14% to maximize instructional time. 9.1. Targeting selected students within the upper level one and lower level two achievement levels and provide group sessions addressing study skills and test taking strategies. Guidance counselors are specifically including Black and other minority students as well as ESE students.			5 % increase

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	Area 10: Family and Community Involvement

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Approximately 40% of the parents participate in the various parent engagement opportunities offered throughout the school year. The highest percentage of parental participations occurs when students' talents are showcased in the various programs offered including chorus and chorus concerts, drama performances and awards ceremonies.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

The staff and PTSA organize international fair that showcases the Chinese, Spanish, and PMAC programs of the school. Parents are informed using nti phone call system, school's website, email, and flyer distribution in the carline.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

The seventh grade students take a field trip to City Hall. They tour the facility and witness legislation at the city level. The SAC committee has worked with the City of Safety Harbor to promote the SAC to City initiative. In addition, Great American Teach-In also promotes student achievement using local professionals as positive role models to inspire students and support their achievement. Staff members are involved in the local community and attend sporting events at school.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

	Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work towards Bronze Level recognition with the Alliance for a Healthier Generation.	Bronze Level in 2 ⊞	Bronze in 33% of ⊞	Bronze in 3/6 HSI ⊞
Within the approved schedule and unit allocations offer 100% of 8th grade students who require a World Language for specialized high school program entrance the chance to be enrolled in a language and receive HS credit.	n/a	n/a	100%

PART III	PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

	Add PD	Delete PD

Professional Development Identified	Wellness
Related Goal(s)	Staff will participate in Humana Vitality
Topic, Focus, and Content	Teachers will be shown the benefits and how to enroll in Humana Vitality
Facilitator or Leader	Vicki Kahler
Participants *(e.g., Professional Learning Community, grade level, school wide)*	Vicki Kahler and the Wellness committee

Target Dates or Schedule (e.g., professional development day, once a month)	September 2015 and January 2016
Strategies for Follow-Up and Monitoring	Mentoring and individualized assistance
Person Responsible for Monitoring	Vicki Kahler
Professional Development Identified	**The Only Sun**
Related Goal(s)	Increase collaboration for highest student achievement
Topic, Focus, and Content	Diversity, Leadership and Teamwork
Facilitator or Leader	Vera Jones
Participants (e.g., Professional Learning Community, grade level, school wide)	school wide
Target Dates or Schedule (e.g., professional development day, once a month)	August 14, 2015
Strategies for Follow-Up and Monitoring	reflection,survey and follow up
Person Responsible for Monitoring	administrative team
Professional Development Identified	**Professional Learning Communities**
Related Goal(s)	Collaboration
Topic, Focus, and Content	Unpacking standards, creating lessons and scales
Facilitator or Leader	PLC leader
Participants (e.g., Professional Learning Community, grade level, school wide)	schoolwide
Target Dates or Schedule (e.g., professional development day, once a month)	Weekly
Strategies for Follow-Up and Monitoring	PLC folders, admin. visit, surveys
Person Responsible for Monitoring	administrative team
Professional Development Identified	**The Role of the Literacy Coach**
Related Goal(s)	Increasing reading scores, promoting collaboration among staff
Topic, Focus, and Content	The role of the literacy coach across subject areas
Facilitator or Leader	Shannon Johnson
Participants (e.g., Professional Learning Community, grade level, school wide)	school wide
Target Dates or Schedule (e.g., professional development day, once a month)	August 18
Strategies for Follow-Up and Monitoring	qualitative feedback
Person Responsible for Monitoring	administrative team
Professional Development Identified	**Dress Code and Lesson Plans**

Related Goal(s)	School climate and instructional design
Topic, Focus, and Content	Review of the SHMS updated dress code and lesson plan expectations.
Facilitator or Leader	Matt Miller and Danny Boulieris
Participants *(e.g., Professional Learning Community, grade level, school wide)*	school wide
Target Dates or Schedule *(e.g., professional development day, once a month)*	August 18
Strategies for Follow-Up and Monitoring	qualitative feedback and lesson plan reviews
Person Responsible for Monitoring	administrative team
Professional Development Identified	**Class DOJO management system**
Related Goal(s)	Tracking student progress
Topic, Focus, and Content	Academic and Behavioral tracking systems
Facilitator or Leader	Kellen Scott and Colleen Skerry-Stoffel
Participants *(e.g., Professional Learning Community, grade level, school wide)*	school wide
Target Dates or Schedule *(e.g., professional development day, once a month)*	August 20
Strategies for Follow-Up and Monitoring	classroom walkthroughs
Person Responsible for Monitoring	administrative team
Professional Development Identified	**The Importance of Collaborating Effectively**
Related Goal(s)	Creation of goals and scales in common planning
Topic, Focus, and Content	Creating the right climate and infrastructure for meaningful work
Facilitator or Leader	Shannon Johnson and Joanne Wright
Participants *(e.g., Professional Learning Community, grade level, school wide)*	school wide
Target Dates or Schedule *(e.g., professional development day, once a month)*	August 20
Strategies for Follow-Up and Monitoring	PLC folders
Person Responsible for Monitoring	administrative team
Professional Development Identified	**Seahawk NEST, board configuration and bubble kids**
Related Goal(s)	School culture, systems and monitoring student progress
Topic, Focus, and Content	Making sure every student has an adult who cares about them on campus. Teachers are aware of students who are on the cusp of reaching another achievement level.
Facilitator or Leader	Alison Kennedy, Autumn Lunin, Jessica Fisher and Dan Schmittdiel

Participants *(e.g., Professional Learning Community, grade level, school wide)*	school wide
Target Dates or Schedule *(e.g., professional development day, once a month)*	August 20
Strategies for Follow-Up and Monitoring	qualitative and student behavior data
Person Responsible for Monitoring	administrative team
Professional Development Identified	**PLC Leaders Meeting**
Related Goal(s)	collaboration and building capacity
Topic, Focus, and Content	building structure and efficiency into PLCs. Recognizing and building leadership in all areas of the building.
Facilitator or Leader	Danny Boulieris
Participants *(e.g., Professional Learning Community, grade level, school wide)*	One PLC leader from every grade level department-total of 16
Target Dates or Schedule *(e.g., professional development day, once a month)*	PLC's meet once a week and cross PLC's meet once a month. PLC leaders will have a mid-year update meeting
Strategies for Follow-Up and Monitoring	Review of PLC folders, monitoring of standards via biweekly turn in
Person Responsible for Monitoring	administrative team
Professional Development Identified	**Addressing the Achievement Gap**
Related Goal(s)	Bridging the achievement gap
Topic, Focus, and Content	strategies to reach all learners and understanding cultural implications which help each staff member better serve the need's of students.
Facilitator or Leader	Mary Conage
Participants *(e.g., Professional Learning Community, grade level, school wide)*	All staff
Target Dates or Schedule *(e.g., professional development day, once a month)*	October 19
Strategies for Follow-Up and Monitoring	Monitoring of Subgroups
Person Responsible for Monitoring	administrative team
Professional Development Identified	**Data Chats**
Related Goal(s)	Making data relevant to students
Topic, Focus, and Content	What do effective data chat conversations look like?
Facilitator or Leader	
Participants *(e.g., Professional Learning Community, grade level, school wide)*	
Target Dates or Schedule *(e.g., professional development day, once a month)*	
Strategies for Follow-Up and Monitoring	

Person Responsible for Monitoring	

PART IV	COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Monthly Nutrition and wellness programs will be offered on site at the school. PTSA provides parent information nights related to Bullying, Drugs, Mental Health and topics related to the middle school student. Free breakfast is offered to all students. We utilize funds to provde equal educational opportunities to all students. (field trips, materials)

MEETING STUDENT NEEDS - 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.

District information is communicated to all stakeholders via SAC, PTSA and department head meetings. Our Extended Learning program offers students the opportunity for enrichment. The alignment of all these entities ensures the resources for 100% student success.

PART V	BUDGET

Create a budget for each school-funded activity.

Add Item   Delete Item

Budget Item Description	
Related Goal(s)	Staff will sign up and participate in Human Vitality
Actions/Plans	Provide incentives to meet the goal
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	healthy incentives
Description of Resources	gift cards to healthy stores, fruit, wellness literature
Funding Source	SIP funds
Amount Needed	$400.00
Budget Item Description	Data Champions
Related Goal(s)	Data will be aggregated for staff in a useful manner and posted in common areas.

Actions/Plans	1. Jessica Fisher and Daniel Schmittdiel will put together useful data on: bubble students and PMT data.
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	Professional Development
Description of Resources	Labor and materials
Funding Source	SIP
Amount Needed	$300.00
Budget Item Description	**Safety, security and protecting the instructional environment**
Related Goal(s)	
Actions/Plans	
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	
Description of Resources	
Funding Source	
Amount Needed	
Budget Item Description	**Professional Development as requested**
Related Goal(s)	
Actions/Plans	
Type of Resource *(i.e., evidence-based programs/materials, PD, technology, etc.)*	
Description of Resources	
Funding Source	
Amount Needed	

PART VI	MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal	Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	

If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

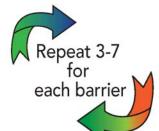**STEP 1**
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation (who, what, when and evidence)

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored (what data, who, when and evidence)

Repeat 3-7 for each barrier