

WELCOME TO
change



School Improvement Plan 2016-17

Safety Harbor Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





Vision and Direction

School Improvement Plan 2016-17

School Profile

Principal: Alison Kennedy	SAC Chair: Dean Harmeson, Elizabeth Haley
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School Vision	The vision of Safety Harbor Middle School is 100% student success.
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School Mission	The mission of Safety Harbor Middle School is to educate and prepare each student for college, career and life.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1248	3.3%	8.5%	23.2%	3.3%	61.4%	.3%

School Grade	2016: B	2015: A	2014: B	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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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	49	52	57	54	52	59	70	69	77	75		
Learning Gains All	50		55									
Learning Gains L25%	44		43									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Alison	Kennedy	FT	11-20 years
Asst Principal	Danny	Boulieris	FT	4-10 years
Asst Principal	Kim	Miller	FT	4-10 years
Asst Principal	Matt	Miller	FT	4-10 years
MTSS Coach	Annette	Gallagher	FT	11-20 years
Inst. Coach (Literacy)	Sarah	Williamson	PT	Less than 1 year
Inst. Coach (Math)	Keisha	Albritton	PT	1-3 years
Counselor	Eartha	Mims	FT	20+ years
Counselor	Brittany	Cindric	FT	Less than 1 year
Counselor	Donna	Baker	FT	Less than 1 year
Select Role				
Select Role				
Total Instructional Staff:	76		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).

Safety Harbor Middle School’s number one priority is keeping the students that attend school here safe and secure. In an effort to maintain the safety and security of all students, rules and procedures are put in place at the beginning of each new school year. Teachers are offered a chance at various times during the year to give feedback on any policy changes that they may suggest and the admin team does all they can to work on any realistic changes. If there are any changes made to policy or new policies put in place, teachers are trained during pre-school trainings. Rules/Expectation posters are put up in classrooms and around the school. During the first week of school teachers go over rules and policies with their classes, giving expectations that are both for their individual classrooms, as well as the school in general. Grade level meetings during the first week allow administrators to discuss expectations with their grade level students and the principal makes a welcome back video that highlights expectations and rules school-wide. The admin team makes sure that emergency procedures are updated and put in place school-wide. Teachers, staff members and students are taught about the importance of keeping the perimeter doors closed at all times and know that all adults on campus must have ID on them. The school uses a variety of Positive Behavior Interventions and Supports including: *Character Coupons *Character Store * Honor Roll Party* Principal’s List* Successful Seahawks* Student Contracts* Classroom “treasure chests” * Recognition on Courtyard Marquee* Announcement Commendations* and much more. Administrators and the ESE department work together to develop individual student PBIPs when deemed necessary.

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?

Teachers will go over the rules and policies with students in their classes during the first week of school. Administrators will meet with their grade levels and go over expectations for the year. If needed, the students will be brought back together at certain points during the year to discuss any changes in rules/policies, upcoming events or to reiterate rules and policies that have been in place throughout the whole school year. Students watch a welcome back video each year that is created by the principal, specifically to go over expectations for that new school year. Teachers create their behavior expectations for each class based off of the broader school policies. It is strongly encouraged that students are a part of this process. Administrators review class syllabi, which includes behavior expectations, before teachers put them out to students and parents. Behavior is dealt with in a fair and consistent manner. All students are given the right to give their side of the story and are asked to write statements of their account for documentation. If deemed necessary, consequences are given out based on what happened, whom it happened to, if it was a first time or multiple time offense, the severity of the action, as well as many other factors. The admin team does their best at SHMS to look at each case individually and not immediately give a student a consequence without knowing the backstory behind the offense.

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.

The goal each and every school year at SHMS is to make sure that all students are prepared for their future, whether that be academic or in the work force. In order to provide for all students SHMS uses a variety of tools to help students feel connected:

*NEST- Students meet twice a month with a member on staff for a short period of time to participate in group/character building activities. This allows students to connect with students they never would have before, as well as open up rapport with a staff member in different ways than simply “student to teacher”. In essence, this acts as a group mentoring time to meet.

*Counselors are always available for students to speak to and all of the Admin Team makes sure that they have an open door policy as well for students. Counselors and Admin foster an environment of caring and understand at SHMS, no matter what the situation may be.

*Restorative Discipline is being utilized more and more at SHMS. Recently, over thirty teachers met to discuss restorative practices and create a plan to integrate them more in the 2016/17 school year. The Admin Team has modified, when able, their discipline plan to incorporate more restorative practices. The school is excited to continue to work in this area we feel it can truly make a difference if done correctly.

*PBIP/Behavior Plans are created when needed by Teachers, Admin Team, Behavior Specialist, School Psychologist and Social Worker. These plans can be between just the student and the adult creating it, or it can pertain to school wide initiatives in which all work together with the student. Positive behavior is rewarded with a “prize” determined when the plan was made.

*Student academic data is reviewed after each quarter by Counselor and AP and at MTSS meetings

*ELP recommendations are made based on grades, prior test scores

*Tutoring is available and recommended by the MTSS Team or individual teachers

*When a new student arrives, both the Data Prep Clerk and the Counselor look over transcripts to make sure that students do not have “holes” in their coursework history.

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?

Safety Harbor Middle School meets twice a month to make sure that the MTSS supports are in place and are working. The team that meets consists of: The Admin Team, Behavior Specialist, ESE/VE Liaison, Social Worker, School Psychologist and Counselors. At the meeting, discipline data is looked at individually per student, as well as per grade level. It is at this time that the team addresses whether or not a student who is having problems should be in Tier I, II or III based on the data of the past few weeks. If a student is deemed as needed to be moved onto or up on our chart we discuss what would be the best form of support (based on student needs and level they are in). From there the support is initiated at the school level and parents are included when need be. For the 2016/17 school year, the MTSS team at SHMS has already sat and identified students whom we felt may be in need of early interventions and supports starting off the year. Counselors bring grade reports of students to help us identify students who are in need of academic support. The team identifies students who could be in need of class level changes, ELP support, tutoring and more. This also allows students to be cross checked behaviorally and academically to see if any students are in need of support in both areas.

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).

Discipline and academic data is pulled bi-weekly and analyzed to determine which students, grade levels, and teachers may need support in certain areas. This data is shared at MTSS meetings, as well as sent out school-wide. The information is collected from the School Dashboard on File Maker Pro, FOCUS Reports, Attendance Reports and more. Once a student is determined to be in need of supports the MTSS team puts a plan in place for that student and then moves forward.

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?

All teachers at SHMS are required to complete and turn in lesson plans based on a format sent out at the beginning of the school year. Plans are collected twice a month, reviewed by Admin and given back to teachers with feedback. If Admin feels that there needs to be a sit down, a meeting is called with the teacher. Admin frequently walkthrough classes to ensure that content is being taught properly, board configuration is done correctly and that students are not simply compliant, but engaged. At various times of the year, the Admin team passes out reminders to help teachers “stay the course”. The expectation is that teachers begin each lesson with an intro to the day, going over the standard and learning goal, an activity/lesson for the bulk of the period and then finish with a wrap up that ensures students “got” the lesson. This is monitored while looking at lesson plans as well as on walkthroughs.

 **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Have 40% or more of our student body participate in extracurricular activities.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Give students multiple options in an attempt to entice a large number of students to participate in extracurricular activities. Make sure that these options are advertised efficiently and effectively in various ways (morning announcements, lunch, flyers, in classrooms). In encouraging more students to join extracurricular activities, there is a hope that more students will feel connected to the school and not just feel as if they “show up” and go home.	All staff
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: Have Black/Mixed students make up 10% or less of our suspension and ISS total numbers by the end of the school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Identifying Black/Mixed students to be placed in higher level classes, reaching out to Black/Mixed students to be placed in 5,000 Role Models and entering them into our Peer Mediation Program (in the works for 16/17)	Administration, teachers
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



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?

Teachers mainly work in PLC's and departments to ensure their instruction aligns to state standards, they are increasing academic rigor and student engagement. This year the PLC groups have been more active in making curriculum decisions, unpacking standards and creating goals and scales. Reading and Language Arts teachers have implemented Core Connection lessons at all three grade levels. School wide embedded professional development included scales, monitoring, collaborative planning, and the month of February devoted to targeted writing instruction aligned to standards. The successes that have been seen to date are SRI growth at all three grade levels, SHMS students outperformed the district average on Write Score. SHMS students scored an average of 5.66 points compared to the district average of 5.38. Additionally, SHMS saw an increase in performance from the round 1 administration of Write Score to round 2. The average score from Round 1 was 5.66 compared to the round 2 average of 5.81.

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 for Safety Harbor is the continued implementation of learning scales and the use of formative assessment, continuous professional development based on teacher need and supporting and mentoring of new teachers. The data used to reach these conclusions were student samples, classroom observations, walkthrough and ISM feedback.

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 are using scales, but more work needs to be done with laying out a clear progression of learning and having students track their own progress. ELA and Reading teachers have conducted with data chats with students. Reading teachers meet weekly to reflect on data and plan instruction. Teachers report bi-weekly progress on standards. Continued work needs to be done in the monitoring/reflection (20 in the 10/70/20) area of instruction.

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).

Safety Harbor Middle supports students in reaching grade level proficiency by offering intensive instruction in reading and math. Students in intensive reading classes receive small group instruction with grade-level texts to build proficiency. We also have an extended learning program and tutoring/mentoring programs that take place during and outside of the school day. To help the transition to middle school we offer 6th grade summer camp, school visits, discovery nights, and open houses.

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	
Extended Learning Program-Standard Based Instruction in core academic subjects	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Students will be targeted by level 1 and 2 proficiency as well as 25% lowest in math and/or reading. Each quarter students who are at risk of failing a	Administrative team

class and/or grade level will be targeted as well. Pending start date-240 minutes per week. We plan to provide high quality, small group instruction aligned with individual student needs. 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.	
Instructional Strategy 2	
Course Recovery	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
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. 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. 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.	Administrative team Guidance counselors
Instructional Strategy 3	
Professional Learning Communities with common planning	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teachers are provided more opportunities to plan lessons, review data and create goals and scales. Teachers will use this time to create lessons, review formative and summative assessment data and create goals and scales. 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.	Administrative team



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.

Based on feedback from the climate survey, indicating a desire of teachers to be involved more in decision making process and to encourage a positive working relationship between teachers, staff and administrators the staff will be included and given a chance to be a bigger part of the decision making process. This will include the master schedule, PLC work, and restorative practice initiatives. Teacher leaders will also be given leadership opportunities throughout the school. Teachers will have the opportunity to meet every 9 weeks. During these meetings teachers will review current teacher projects, look at data to initiate new projects and look at new leadership opportunities. The administrative team builds trust and relationships with staff by having an open door policy, morning snacks, monthly birthday parties and the golden apple award.

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 will have time to collaborate during their common planning time. Common planning will assigned to common grade level subject areas. The monthly meeting calendar-grade level meetings, department meetings, PLC meetings, and faculty meetings are set aside for teacher collaboration and review of student data.

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?

The focus areas for teacher professional development over the past year were monitoring strategies, Marzano design questions, establishing culture, and the development/implementation of goals and scales. Through walkthroughs and classroom observations we have seen evidence that the training has led to increased teacher effectiveness and student learning. Our next steps are to have embedded ongoing professional development which includes the study of each design question of the Marzano evaluation, peer observation cycles with feedback and additional after school training. These trainings are scheduled at 7 different times throughout the school year with site based walkthroughs and a 2 hour PD session in the evenings on these days. Passport trainings will be created based on data and assessed needs (teacher surveys) for PD on teacher on-site training days.

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?
Summer Core Content PD	Summer	Teachers	Teachers receive content based PD specific to their individual needs
RO Leadership	Pre-school, ongoing throughout the school year	Teacher and admin team	Supervised study of Marzano, peer observation cycles, and teacher collaborative feedback
AVID and Marzano	Pre-school	Teachers	Teachers receive strategies that align Marzano and AVID strategies, ready for use in the classroom

Deliberate Practice Plan and SIP	Pre-school	Teachers	Teachers create goals and reflect on current practices and areas for improvement
NEST and Restorative Practices	Pre-school	Teachers	Teachers discuss how to build a sense of community in the classroom. Introduction to restorative justice and how we will continue that practice throughout the school year.
Rules, Tardy Policy, Discipline, Dress Code	Pre-school	Teachers	Teachers have an understanding of school policies
School/Individual Goals	Pre-school	Teachers	Teachers collaborate to create school and individual goals
Lesson Plans, Board Configuration, Safety	Pre-school	Teachers	Teachers gain an understanding of expectations for lesson plans, board configurations, and school safety.



Family and Community Engagement

Connections: **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).

Increasing communication between the school and home is our plan to continue to build positive relationships with families and community members. Work will be done in the upcoming school year to build community business partnerships with the help of the PTSA and SAC. One goal will be to get parents on campus more through mentoring, tutoring, community nights, discovery nights, informational nights, and teach in day.

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, families, and communities are provided with academic tools to increase student achievement through data chats, data nights, and student/parent sign up for online programs such as Kahn Academy. Teachers bring student data to conference and IEP meetings to discuss with parents in hopes to help families interpret the data for their unique student needs.

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Family Engagement / Key Strategies

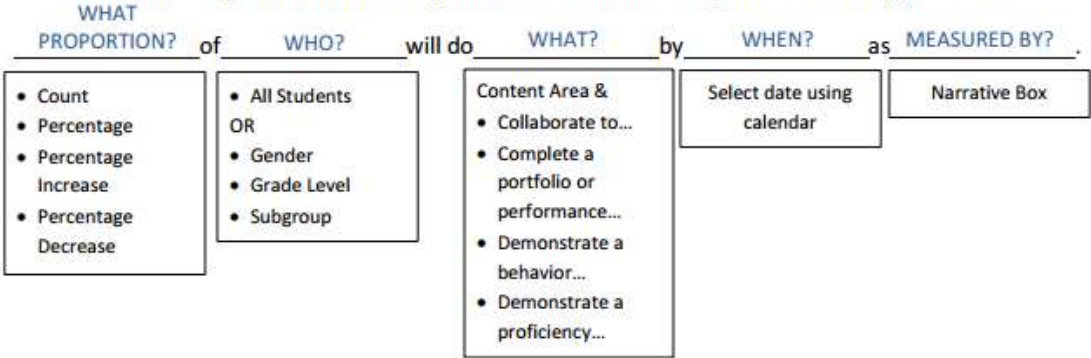
Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increase communication and build relationships with all families within the school community.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
To help accomplish this goal we will increase the communication between school and home and strive to have parents on campus more. During open house having a parent portal sign up and collect email addresses for a mass mailing list of school events etc. Continue to build trust among families by inviting them to school sponsored events on campus and in the community.	All staff
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: Build business partnerships within the city of Safety Harbor.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Work with SAC to establish rapport and build relationships with businesses in the city of Safety Harbor.	SAC committee Admin team Teachers
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	

Goal:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – School Goals / Action Steps

Academic Goal

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: Carrie Sepulveda-Jimenez
In 2015/2016, 49% of our students scored at the proficient level or above in ELA. The percentage of students achieving proficient or higher on the ELA FSA in Spring 2017 will increase from 49% to 59% or at least by 5%.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
ELA and Reading teachers implement instruction to support student success with LAFS	<ul style="list-style-type: none"> English language arts (ELA) teachers follow a common pacing calendar for focusing on the same LAFS. *Reading teachers follow a common pacing calendar for focusing on the standards 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 coach will continue to work with teachers in PLC’s to develop standards-based scales, learning goals and learning targets.

<p>ELA and Reading teachers utilize data to differentiate and scaffold instruction to increase student performance.</p>	<p>*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 bi-annual data chats with students and support students with setting learning goals based on data and monitoring progress each semester.</p>
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<p>Mathematics Goal</p>	<p>Goal Manager: Sue Loucks</p>
<p>In 2015/2016, 57% of our students scored at the proficient level or above in Math. The percentage of students achieving proficient or higher on the Math FSA in Spring 2017 will increase from 57% to 67% or at least by 5%.</p>	
<p>Actions / Activities in Support of Math Goal</p>	<p>Evidence to Measure Success</p>
<p>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).</p>	<ul style="list-style-type: none"> • 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

	<p>coach collaborate to determine next steps.</p> <ul style="list-style-type: none"> • 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. <p>*Administrators monitor and support the implementation of mathematics programs.</p>
<p>Mathematics teachers implement instruction to support student success with MAFS.</p>	<p>*Mathematics teachers follow the District pacing calendar for focusing on the same MAFS.</p> <ul style="list-style-type: none"> • 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 trainings and analyze results based on student data (common assessments, formative assessments and Cycle assessments). <p>*Teachers will participate in professional development with the math coach and district level trainings.</p> <ul style="list-style-type: none"> • Assessments aligned to Florida Standards are used in grades 6-8.

<p>Science Goal</p>	<p>Goal Manager: Dan Schmittiel</p>
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<p>In 2015/2016, 52% of our students scored at the proficient level or above on the SSA. The percentage of students achieving proficient or higher on the SSA in Spring 2017 will increase from 52% to 62% or at least by 5%.</p>	
<p>Actions / Activities in Support of Science Goal</p>	<p>Evidence to Measure Success</p>
<p>Teachers will provide extensive inquiry based instruction which includes research, scientific thinking, and writing opportunities (claims and evidence).</p>	<ul style="list-style-type: none"> • Teachers use common short and extended writing and lab rubrics • Science teachers utilize the parallel teaching approach teaching Nature of Science in context with Content. • Science teachers provide students with opportunities to write lab reports during inquiry-based science projects. • Teachers provide students the opportunity to make a claim, test it and defend their results with evidence. • Using Project Based Learning during the elaborate phase of the 5E instructional model, teachers will help students make real world content connections to make content meaningful.
<p>Science teachers will utilize data to differentiate and scaffold instruction to increase student performance.</p>	<ul style="list-style-type: none"> • Teachers regularly incorporate checks for understanding (formative assessments) in each phase of 5E instruction and use the data to gauge student mastery of the content. • Teachers meet in PLC's at least once per month to review student data (including responses to tasks, formative assessment data, gap assessment data, and quarterly district assessment data) and plan text-dependent questions, close reading, and skill/strategy based lessons to implement with students to support their mastery of the science content and remediate areas of weakness. • Administrators encourage teachers to allow students to struggle and work through science vocabulary and comprehension using appropriate strategies. • Using supplemental texts, science teachers regularly include shorter, challenging, and technical passages that elicit close reading and re-reading. • Administrators monitor and support the implementation of literacy in the science content area – including the use of grade-appropriate complex texts in science classes.

	<ul style="list-style-type: none"> Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.
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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: Healthy School Goal-Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	Goal Manager: Robert Warren
Actions / Activities in Support of Goal	
In 2015-16, school was eligible for national recognition in 2 out of 6 Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2016-17, is to become eligible for national recognition in 3 out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.	Evidence to Measure Success By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Career-Technical	Goal Manager: Nick Tsotsos
50% of all students who are enrolled in a CTE course at SHMS will receive an industry certification by the end of the 16/17 school year.	
Actions / Activities in Support of Goal	
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.
Monitor passing rates of students enrolled in CTE classes.	Use checkpoints for students to make sure they are keeping pace.

	<p>Provide before and after school help sessions when needed.</p> <p>Use scales and rubrics to help students understand their level of progress and expectation</p>
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Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Social Studies	Goal Manager: Kim Trotto
<p>6th grade US History will have a school average on the End of Course exam of at least 62%.</p> <p>7th grade Civics will have a school average on the End of Course exam of at least 75%.</p> <p>8th grade US History will have a school average on the End of the Course exam of at least 65%.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Teachers engage students in instructional activities that include higher order thinking skills and questioning to raise achievement levels.</p> <p>Scales/Rubrics will be created to ensure student understanding of necessary skills for each unit/assignment.</p>	<p>Teachers will receive professional development that will focus on HOT questioning techniques and Level 2 DBQ strategies.</p> <p>Teachers will monitor the activities that include HOT skills and questioning to ensure use throughout the school year.</p> <p>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</p>
<p>Teachers will gather test results of the midterm exams and analyze the scores to determine any curriculum adjustments that are necessary.</p>	<p>Students will be made aware of their scores as soon as possible after taking the mid term.</p> <p>Teachers will provide students with help on areas of need based off of the analysis of the midterm scores.</p> <p>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.</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	Goal Manager: Dan Schmittziel
<p>Our STEM goal for the 2016-2017 school year is to continue the interest in extracurricular STEM focused programs at Safety Harbor Middle School, such as the STEM Academy and the Robotics Club. As a department, we will aim to target students of all ethnicities in order to broaden the interest in all</p>	

<p>students. Teachers will target a diverse group to ensure that all student subgroups are represented in each of our STEM related clubs at the school.</p> <p>The department will also focus on implementing Project Based Learning units throughout the school year in order to imbed a STEM interest and inquiry based thinking in all students, regardless of their inclusion in the extracurricular activities.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Department/PLC Meetings</p>	<p>The science department will meet through PLC to discuss and create a plan in order to help target every subgroup in the classroom to create large-scale interest. This will be accomplished through the analysis of Performance Matters data.</p> <p>PLC will also be used to plan Project Based Learning units throughout the school year.</p>
<p>Project based learning</p>	<p>Teachers will incorporate PBL for students at least one to two times a year using built in days or embedded in specific units. When possible, teachers will use Problem Based Learning as a whole unit plan.</p>

Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager: Eartha Mims, Donna Baker, Brittany Cindric
<p>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.</p>	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>Identify Black student achievement data in order to drive school wide instruction.</p> <p>Produce an advanced report (GPA, grades) at the beginning of the school year with data of students who could potentially handle more advanced coursework.</p>	<p>Growth in black student achievement data.</p>
<p>Teachers and staff will make individual deliberate practice goals related to tracking student progress.</p> <p>Goals will be monitored during collaborative planning time and PLC's to monitor effectiveness.</p> <p>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</p>	<p>Teachers making growth with their deliberate practice goals.</p> <p>Growth in black student achievement data.</p>

for improvement will be discussed during professional learning communities.	
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Subgroup Goal (ELL)	Goal Manager: Kayle Morris
All ELL students will advance at least one level in reading, writing, listening, and speaking fluency.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Students will engage in interactive dictated stories to support listening speaking, reading, and writing comprehension.	Students will increase their score on their Access 2.0 Language Proficiency Test.
Students will engage in content based DLA to support listening, reading, speaking, and writing in mainstreamed classes.	Students will increase their score on FSA exams from previous years. Teacher will document improvement in content based assessments or portfolios.

Subgroup Goal (ESE)	Goal Manager: Matt Pfeiffer
20% of ESE students will demonstrate proficiency, scoring level 3 or higher, by May 2017 as measured by the FSA.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
VE teachers work with ESE students in core academic subjects to differentiate and scaffold instruction.	IEP progress report data FSA results
Unique skills classes to be taught by ESE teachers to remediate basic skills in Reading, Writing, and Math.	Performance Matters data Data from classroom tests

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

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Indicator* (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade <i>Select</i>	Grade <i>Select</i>	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	66	77	114			257	21
Students with attendance below 90 %	63	70	94			227	18
Students with excessive referrals**	67	51	79			197	16
Students with excessive course failures**	53	71	88			212	17
Students exhibiting two or more indicators	68	66	108			242	19

*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.
90% of students enrolled will have an attendance rate above 90% by 5/25/17 as measured by FOCUS data.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Implement attendance incentive program		Attendance data in FOCUS
Conduct attendance monitoring for students missing 10% or more days.		Attendance data in FOCUS

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Reduce rate of OSS per student from .15 to .08 by 5/27/17 as measured by FMP School Profile Dashboard data.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Implement disciplinary incentive program.		Discipline data in FMP School Profile Dashboard
Conduct behavior monitoring for students who are suspended from school (OSS).		Discipline data in FMP School Profile Dashboard

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.

Safety Harbor Middle School will be targeting students who are at risk of failing a class and supporting students who are FCAT level 1 or 2 in reading and/or math. We will also be providing support in the form of tutoring, EOC and SAT prep. Our desired outcome 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. We plan to provide high quality, small group instruction aligned with individual student needs.

Early Intervention / Extended Learning Goal
 Please ensure that your goal is written as a SMART goal
 Goal: All students attend ELP sessions will improve achievement levels in state assessed subject areas for the ELP subject they are attending.

Actions / Activities in Support of Goal	Evidence to Measure Success
Individualized, standards based instruction/remediation	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.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	72	% with advanced degrees	27.8
% receiving effective rating or higher		% first-year teachers	8.3
% highly qualified (HQT)*	1.4	% with 1-5 years of experience	38.9
% certified in-field**	100	% with 6-14 years of experience	25.0
% ESOL endorsed	20.8	% with 15 or more years of experience	27.8

*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.

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.

SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Alison	Kennedy	White	Principal
Eden	Zdravko	White	Student
Geisy	Sanchez	Hispanic	Teacher
Alex	Velez	Hispanic	Teacher
Janice	Brown	White	Support Employee
Rita	Hargrove	Black	Parent
Shelly	Hurley	White	Parent
Dean	Harmeson	White	Parent
Brian	Hirsch	White	Business/Community
Michael	Pate	White	Business/Community
		Select	
		Select	

SAC Compliance

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>
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Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/30/2016
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SBLT / MTSS Leadership Team

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Annette Gallagher
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State Days / Intervals that Team meets below.
The SBLT/MTSS team meets on Tuesdays, biweekly, for an hour and a half.

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.

School improvement funds will be used for teacher professional development, educational research materials for teachers and TDE days/subs to support our RO Leadership professional development.
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RO Leadership TDE/sub teacher for coverage for instructional rounds/ stipends for night training \$7,000
Teacher Professional Development \$4,000
Educational Research Materials \$2, 000