School Improvement Plan
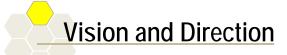# 2017-18

Morgan Fitzgerald Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

Vision and Direction

School Profile

Principal: Anthony Francois	SAC Chair: Leslie Mortimer, III

School Vision	Our Vision is for all students to enter high school with the skills necessary for a successful high school career (High School Readiness).

School Mission	Our Mission is to promote the highest academic achievement through a positive and safe learning environment.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1108	9.85	12.22	24.36	4.10	48.81	0.66

School Grade	2017: C	2016: C	2015: B	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	48	46	54	50	54	47	61	58	74	80		
Learning Gains All	48	50	54	47								
Learning Gains L25%	36	40	37	37								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Anthony	Francois	FT	1-3 years
Assistant Principal for Curriculum	Robyn	Witcher	FT	4-10 years
Assistant Principal for Athletics	Randy	Shepherd	FT	4-10 years
Assistant Principal for Discipline/Testing	Kristina	Devine	FT	1-3 years

Total Instructional Staff:		**Total Support Staff:**		

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).

> Morgan Fitzgerald Middle School students will be successful by following "The Three Keys to Success"
> *Attendance- Students are physically and mentally present each school day.
> *Attitude- Students maintain a positive attitude and are active in learning.
> *Achievement- Students will be prepared to complete all assigned tasks and never accept a zero for any assignment. The "Three Keys to Success" aligned to the PBS Phantom Buck system. Students will receive Phantom Buck reward dollars for demonstrating expected behaviors. The reward buck system will provide opportunities for students to attend events and receive incentive items.

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

> Teachers will develop classroom management plans that align to the 3 keys to success. Management plans will be shared with the administrator, parents and students. Plans will be posted in the classroom and reviewed at regular intervals with students. Teachers will be required to follow several steps prior to writing a referral for minor classroom discipline (warning, parent contact, teacher consequence). Administrators will share a common discipline philosophy and maintain consistent communication across grade levels to ensure like processes for all students. Administrators will have oversight of discipline incidents/referrals and refer teachers to the MTSS team who are experiencing difficulty with classroom management and individual student behaviors for additional support and resources. The school also has an effective Positive Behavior Support team that works closely with SBLT and MTSS. The PBS team is composed primarily of teachers, several of which are department chairs who can take the strategies and techniques discussed in team meetings directly back to their departments.

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.

> MTSS Team meets monthly to review and communicate about student success data and student behavior data. Team consists of representation from all school departments. A school team will participate in training for the Restorative Practices interventions. This model will provide teachers with skills and strategies that help them deal with challenging student behavior. The whole school will be introduced to Restorative Practices through training. Restorative practices will continue to be deployed school wide with administration and teacher implemented selected strategies (collaborative circles, peace corners, restorative language. The prevention specialist and the behavior specialist will provide instruction to all 6th grade students in violence prevention using the Second Step curriculum. Guidance counselors, prevention specialist, social worker and psychologist will conduct small focus groups to assist students who are at the tier 1 or tier 2 intervention level with social emotional well-being. MTSS Team will receive referrals for students in need of supports for behavior and academics.

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?

Students in need of additional supports will be referred to the MTSS team. Upon receipt of the referral, team members will review discipline data, academic data, interview teacher(s), and student. A case manager will be assigned. The case manager will observe students in the educational setting and collect data using the Essential Elements for Classrooms. The data will be reviewed and discussed with the team. Interventions will be chosen and documented on an intervention plan. The case manager will meet with the teacher and the student to discuss interventions. A data base of students, case managers and current interventions will be maintained by all team members and made available to counseling staff and administration. Administration will develop a Watch List consisting of students who need additional supports. These students will be monitored by administration and referred to the MTSS team for follow-up.

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

Leadership teams will meet monthly to review student data sources (Focus, Performance Matters, SRI, WriteScore, Carnegie, Think Through Math, School Profiles, i-Ready, Healthy Schools, Attendance) looking for trends and patterns. When an issue is identified, the team will use the RTI 4 Step Problem Solving Process to further define the scope of the problem, design interventions for replacement, prevention and reinforcement of desired outcome. Additional data will be collected based on a specified time frame to determine if target goal is being met. Progress will be monitored to determine the need for modifications and change.

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?

Lesson plans are submitted weekly and reviewed for rigor. Classroom walkthroughs are conducted daily. Strategy walks and professional development are provided for best practices. Coaches and model teacher classrooms are utilized to assist with modeling, recognition, and implementation of best practices. Teachers are required to identify specific strategies utilized and communication regarding students who are not performing successfully in class. Plans must be reviewed and updated mid quarter and end of quarter.

⬡ **School Culture, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Increase the number of teachers trained to use Restorative Practices 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
Development of a Restorative Practices implementation team. Establish a model classroom for Restorative Practices implementation where the use of strategies, collaborative circles and restorative language is modeled. This will be monitored through ongoing professional development and support.	All Staff Members
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between African-American and Non-Black students in your school? You may also address other related subgroups if needed.	
To increase the number of African American students participating in higher level courses, academic programs and extracurricular activities by 10%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Identify and schedule students capable of higher level courses. Provide support system for students taking higher level courses through AVID, ELP, Girl Friends and 5000 Role Models. Identify and test students for Gifted education. Invite and encourage students to participate in STEM, clubs and sports.	All Staff Members

Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
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 <u>successes</u> have you seen to date? What data did you review to measure your success?

Our Teacher's utilize district resources, district pacing guides, Marzano's Goals and Scales and CPALMS to align the curriculum they teach to state standards. Teachers strategically and collaboratively plan to create learning targets and activities that allow students to reach mastery of the state standards or learning goals. Students are identified who have disabilities, who are in need of language support, or who need academic interventions, so that teachers can differentiate instruction to meet student needs. Teachers embed learning scales that allow students to rate their understanding of material and mastery towards learning goals. Formative assessments (such as Write Score, SRI, Cycle Assessment, Carnegie Learning, Think Through Math, and i-Ready) provide teachers with some insight on what the students understand. Also, teachers are regularly observed and given feedback to enhance their instructional practice. Professional development is aligned to build teachers' knowledge. Data from Florida State Assessments, EOC's, Science NGSSS, mid-term and final exams will be used to measure success.

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

Key areas for improvement have been identified. (1) Maintaining high instructional rigor for all students. This includes embedding higher order questions and thinking skills in tasks assigned to students and questions asked of students. (2) Have high expectations for all students. This includes implementing challenging assignments that allow students to struggle in their learning in order to progress their understanding. (3) Content should be related to the real world. The implementation of project based learning will allow for real world connections. This includes providing options for ways that students can demonstrate mastery of concepts in learning. Data sources include classroom walkthrough data, Instructional Support Model Visits, and teacher performance evaluations.

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 analyze state and cycle assessment data to determine student growth and student needs within PLC groups, individually, and within content based teams. Teachers remediate and reteach standards where students show need. Formative assessments are used daily during instruction to measure students understanding on learning goals and learning targets being taught in classes. Students demonstrate their knowledge through their work, assessment performance, and using learning scales to rate their understanding as they work to master state standards. Students' Learning Gains from state assessments give an indication for how well students mastered the material learned.

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).

Curriculum is taught according to state standards. Proficiency is monitored by examining grades at the midpoint and the end of each quarter. Teachers strategically progress monitor students each semester in order to help provide appropriate interventions for student success. At the end of the first quarter, students will be targeted to attend ELP for tutoring. At the end of the first semester Course Recovery is provided to students who are failing a class. Summer Bridge is offered to prepare students who have been struggling or to give them extra support.

To prepare students for high school, Morgan Fitzgerald holds high school readiness nights and participates in a week of high school readiness initiatives. Students use the Career Cruising program and develop four year academic plans. All 8th graders have opportunities to create College Board and Khan Academy accounts, and link their PSAT scores to sat.org for prescriptive remediation for high school and college readiness. An eighth-grade seminar is given to explain high school requirements and to share information about county high school programs and how to apply. Our counselors articulate with high school counselors and collaborate with students to properly select courses for high school.

Guidance articulates with our elementary schools by visiting campuses and helping to register students for the upcoming school year. We hold a sixth-grade articulation night for incoming sixth grade families to visit and receive school information for the upcoming school year. Tours are frequently given to parents interested in our school. We hold a sixth-grade seminar "Camp Fitzgerald" to orientate all incoming students to middle school.

⬡ **Standards-Based Instruction / Key Goals and Strategies**

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
By the end of the 1st Grading period, we will have 100% of our teachers regularly uploading their weekly lesson plans to our Office 365 database every Monday.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administration will monitor O365 as it relates to uploaded plans, Student grades, cycle assessments and observations.	Administration, Teachers
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Integration of AVID WICOR strategies.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Classroom observations, lesson planning, PD, student achievement	Teachers, Administration
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

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 among teachers, staff and administrators. Please reference <u>specific lessons or growth areas</u> found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Fitzgerald's hospitality team is made up of representatives from across the school and organize several events throughout the school year to provide recognition and comradery. Events include the chili cook-off, Thanksgiving feast, Holiday extravaganza, soul food day, teacher appreciation week, and the end of the school year staff celebration. In addition, each month a teacher, nominated by students, and a support staff member, nominated by staff members are recognized as employees of the month. Administrators commend the work observed by instructional and support staff each week through the principal's weekly update. Many school wide decisions are made through Fitzgerald's leadership teams. Leadership teams include SBLT, AVID/LLT, PBS/RtI, Data Champs, CST, Site Safety, Testing, SAC, and PTSA. Membership in these committees include administrators, instructional personnel, and support staff. Parents and students are also involved with these committees when appropriate. We also hold ad hoc committees, joined on a voluntary basis, when the need arises.

From our AdvanceED survey data, two areas that the staff feels we can build upon is in the area of school personnel in their children's learning progress and each student is well known by at least one adult advocate. We are beginning to use O365 to create common forms and expectations for involving families, have plans to increase the number of events that will bring families to participate in the students' educational endeavors, and increasing teacher accountability for involving parents in student concerns before relinquishing control to administration. In order to increase the connections of students to school staff, we have begun the steps to embed Check and Connect into our RtI process and will be supporting an informal connect with a student project.

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.

During the 2016-17 school year, we implemented a meeting calendar that consisted of one meeting or professional development per week. We will continue this structure however we will standardize the day of the week for these to be held and consider that protected time to remove conflicts in schedules. We will also implement a common format for recording attendance, minutes, and tasks that will be available through Phantom Central (our OneNote school hub) in order to ensure that all staff members can remain informed of the workings of each group. We will also continue our voluntary strategy walks. The strategy walks will allow teachers to visit a colleague's class to observe and reflect upon a teaching strategy.

⬢ **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?

Our major focus for professional development of the past year has been centered on implementation of the elements represented on the Marzano Evaluation Frameworks and monitoring for student performance. Professional development has varied in size and focus but has revolved around translating theory to practice. We have offered professional developments through department PLCs, professional development choice days, and on ProEd days. We have also arranged voluntary strategy walks that teachers were given the opportunity to observe a colleague in action.   Administrators frequently visit classrooms to ensure the instructional practice meets standards and provide formative feedback to teachers. Our teachers have shown continuous growth in the targeted areas, can adequately share the progress of their students based on monitoring, and are becoming increasingly proficient in implementing elements of the framework.

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, ISM visit feedback, etc.).

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?
Restorative Practices	Summer	Administrators and Teachers	Increase our knowledge base of how to implement and use restorative practices to help students be successful in schools
Book Study "Lost AT School"	Summer	Teachers, Administrators, and Staff	Learning a framework to work with students with behavioral concerns; the framework focuses on Collaborative Proactive Solutions
ECET	Summer	Administrators and Teachers	Increase the instructional best practices of the school through teacher leadership
AVID Summer Institute, Path Training, and Culturally & Relevant Teaching	Summer	Teachers	Build a successful AVID program that supports the education of our students and is embedded into the core content classes
Higher Order Questions	Throughout the school year	Teachers and Administrators	Increase the use of higher order questions being used in the classroom with the target goal of every classroom have a HOQ of the day that all students can answer

Pre-School Rotations	Pre-School multiple days and sessions	Teachers and Administrators	A variety of professional development to prepare for a successful school year
COD orientation and courses	Throughout the school year	Volunteer and Support Staff	Increase the skills of our support staff
School Wide Professional Development	Throughout the school year	Teachers and Administrators	Teachers will participate in professional development through PLCs, organized PD opportunities, and voluntary PD opportunities. Focuses will include AVID strategies, higher order questions, relevant Marzano elements, restorative practices, meeting the needs of struggling students, and other just-in-time focuses.

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 <u>lessons or growth areas</u> 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).

For the 2017 – 18 school year, Morgan Fitzgerald Middle School will continue to focus on the element of Family and Community Engagement. According to our 2016-17 AdvancED survey, 48.83% of our respondents felt (Strongly Agreed plus Agreed) that Morgan Fitzgerald Middle School provides opportunities for stakeholders to be involved in the school. This is an area of need for the upcoming school year as our school is very proud of its "Fitz Family" moniker and we strive to include stakeholders outside of the school (parents and community) in all endeavors. To assist in increasing the percentage of favorable respondents in next year's survey, Morgan Fitzgerald will continue to employ STEM Night, Family Fun Night, High School Readiness Night, SAC Committee Meetings and the PTSA. ConnectEd callouts will continue to be employed as a means of generating awareness of activities which can yield both family and community involvement. The PeachJar brochure application has been embedded on our school website as another means of generating increased levels of involvement. Also, upcoming activities and their respective dates are updated with fidelity on our school website. LifeTouch Pictures' Portal application was employed for the 2016-17 School year and usage increased as the year progressed. We will also continue to employ this resource for the 2017-18 school year. On a final note, we must hire a new Community Liaison who is eager to increase the level of community involvement and support.

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 interpreting and using student data via trainings, data chats and/or student-led conferences.

To assist parents, families, and members of the community in increasing Student Achievement, Morgan Fitzgerald Middle School employs progress reports every three weeks to keep parents abreast of their respective child's academic status. Portal is also updated to ensure that grades are current and up-to-date. Morgan Fitzgerald also hosts a Back to School Night where students and their family members are informed of the procedures and processes of our school. It is here that they are also informed of the activities and opportunities extended to our students: STEM Club, 5000 Role Models, Science Olympiad, Quiz Bowl, Gifted Education, various Athletic opportunities, and school-based Clubs. Throughout the year, other events are held to continue affording parents and family members the necessary tools they need for Student Success: Back to School Night, Gifted Night, STEM Night, Discovery Night, TIPS Night, High School Readiness Nights, and Family Fun Night. Each of these activities are events where students, parents, and community members are exposed to, and informed of, the processes and interventions in place to ensure student success. Data Chats are dialogued in our SAC committee meetings. Our SAC consists of students' parents and community members, as well as faculty and administrative representatives. It is in our SAC that data is examined and interventions are formulated to target various groups of our student population to garner success.

Family Engagement / Planning Inventory

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

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

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

Family Engagement / Key Goals and 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 High School Readiness for all students	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Continue with the implementation of High School Readiness Nights for both our 8th Grade students and our 6th & 7th Grade students. Continue with the implementation of STEM Night where a vast number of community agencies are employed to generate interest in Science, Technology, Engineering and Math.	Administration, Community Liaison and Guidance

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: Increase Community Support for, and Involvement with, the students at Morgan Fitzgerald Middle School	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Secure more Community Volunteers and Community Resources to assist our students in being successful	Community Liaison
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? ___ of ___ WHO? ___ will do ___ WHAT? ___ by ___ WHEN? ___ as ___ MEASURED BY? ___ .

WHAT PROPORTION?	WHO?	Content Area &	WHEN?	MEASURED BY?
• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	• Collaborate to... • Complete a portfolio or performance... • Demonstrate a behavior... • Demonstrate a proficiency...	Select date using calendar	Narrative Box

SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: Department Chair, Teachers, Administration
The percentage of students proficient in ELA will increase from 48% to 53% by the end of the school year as measured by FSA ELS assessment.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Increase standards-based instruction with HOQ (higher order questions), increased rigor in instruction and lesson plan roadmaps Use diagnostic assessments (iReady, RI, Writescore) to form and drive instruction Utilize AVID WICOR strategies	Administrative walkthrough with feedback PLC Discussions with Administrative feedback Teacher lesson plans reflect adherence to District Pacing Guide Formative assessments and progress monitoring assessments Prepared Higher Order Questioning prior to instruction Student grades, goal setting Readings Response Logs Data Chats Close Readers

Mathematics Goal	**Goal Manager:** Department Chair, Teachers, Administration
The percentage of students proficient in math will increase from 54% to 61% by the end of the school year.	

Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Teachers will focus on increasing student engagement, critical thinking skills, and student ability to measure their learning/progress based on District guidelines. Formative assessments, including dry erase boards for immediate feedback Prepared Higher Order Questioning prior to instruction More sections of Intensive Math will be offered to assist struggling students with mathematic remediation. Utilize AVID WICOR strategies in the classrooms	Teacher lesson plans reflect adherence to District Pacing Guide Student grades, goal setting Performance Matters Assessment results, student data chats

Science Goal	**Goal Manager:** Department Chair, Teachers, Administration
The percentage of students proficient in science will increase from 54% to 59% by the end of the school year.	

Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Increase placement of students from minority subgroups in advanced and accelerated coursework where warranted. Increase activities that require reading and analysis of complex text to a minimum of two times per week. Continue hands-on, inquiry-based activities to a minimum of one time per unit. Increase experiential learning activities (field trips, guest speakers, STEM night) to a minimum of one time per semester for each student. Utilization of data to scaffold and differentiate instruction. Utilize AVID WICOR strategies	Student placement in courses Cycle Assessment Scores Formative Assessments Integration of HOQ's and collaborative lesson planning Observation Feedback

⬡ Other School Goals* / Use Only as Needed

*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 Schools, etc.)	
Goal Name: Healthy Schools	**Goal Manager:** Healthy Schools Team
Achieve Bronze status per the Alliance for a Healthier Generation	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Continue with School Wellness Team already established. Extend participation to other staff members that are interested in participating. Hold meetings to insure all members (a) have an input in generating overall school goals; (b) are aware of our current status (monitoring); and (c) have input as to how to increase our status toward respective goals.	Evidence will be supported via the links forwarded to the Healthy Schools team documenting progress. Status will be updated per district established dates and monitoring which will continue throughout the school year.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Social Studies	**Goal Manager:** Department Chair, Teachers, Administration
The percentage of students proficient in Social Studies will increase from 61% to 67% by the end of the school year.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Teachers incorporate text marking, higher order thinking skills, and other literacy strategies to raise achievement levels. Social Studies teachers will utilize data to develop scaffolding to students. Teachers engage students in instructional activities that include higher order thinking skills. Teachers receive professional development around inclusion of higher order questioning techniques as well as DBQ training. Teachers work in PLC groups to review standards and create instructional materials (including learning goals and scales) aligned to the rigor of their contents benchmarks. Teachers include AVID WICOR strategies.	Progress monitoring results Administrative walk-throughs Lesson plans will be monitored for being standards-based District wide and school-based training opportunities PLC meeting minutes

Other School Goal (STEM, Social Studies, Gifted, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Gifted Goal # 1	**Goal Manager:** Gifted Teachers, Gifted Coordinator and Administration
80% of gifted students will score at a level 4 or 5 on the ELA FSA Assessment.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Complex reading and writing activities will be incorporated into all content areas. ELA curriculum specific to gifted learners will be utilized, including College of William and Mary gifted learning units. Learning models and WICOR strategies specific to gifted learners will be used in all classrooms Keep parents informed of academic initiatives through newsletters and other forms of communication Hold one parent education night per semester (fall - parenting techniques to nurture gifted children geared toward 6th grade parents and parents new to gifted magnet; spring - book study on gifted topics and share info from NAGC conference) Each academic team should provide one field trip per semester	FSA ELA scores Write score assessment results SRI test results

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Gifted Goal # 2	**Goal Manager:** Gifted Teachers, Gifted Coordinator and Administration
Increase enrollment in the Center for Gifted Studies to at least 5 courses per grade level.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Replenish marketing materials including post cards, brochures, exhibits, and pencils	Comparison data from last year's applicant numbers to current year
Revise marketing materials to a more professional product	Comparison data from last year's acceptance numbers to current year

Continue to provide shadows and tours on a weekly basis beginning in September, 2017	Comparison data from number of students who shadowed vs. number of students accepted
Visit feeder schools to discuss opportunities for gifted magnet with potential 5th grade students and parents	Track data for retention of students each year, noting reasons for withdrawal
Send postcards and flyers to inform potential students and parents of discovery night, application deadlines, and orientation dates	

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	**Goal Manager:** STEM Coordinator
STEM: Retain all STEM Academy 20 participants both semesters and increase participants in STEM Family Night by 10% as measured by STEM Academy Roster and extracurricular STEM participation lists/counts.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Early recruitment	Enrollment in our STEM program Academy
Contact with parents of students from previous academic year	Lesson Plans
Close contact with students currently enrolled in STEM	STEM Family Night survey and student count.
Close contact with math, science and computer teachers to advertise and market STEM academy & STEM family night.	
Incorporate STEM ideas in daily instruction	
Open membership recruitment 2nd semester	

⬡ Academic Achievement Gap / Required Goals

Subgroup Goal (African-American)	**Goal Manager:** Teachers & Administration
To increase the representation of African-American students in advanced courses from 63% to 70% by the beginning of next school year.	

Actions / Activities in Support of African-American Student Goal	**Evidence to Measure Success**
Continue with the implementation of restorative practices and professional development of the faculty and staff Strategically place African-American students into more advanced courses.	Use School Profiles to track discipline data and make comparisons between subgroups

	Use FOCUS database to track the number of African-American Students in ADV courses.

Subgroup Goal (ELL)	Goal Manager: Teachers, Administration
Increase the number of students taking and scoring at the proficient level of the ACCESS by 10%	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Increased access to ELL classroom supports. Teachers will utilize ELL test data in order to plan differentiated lessons specifically for their ELL students Accurate enrollment into the Reading and language arts ESOL courses	ACCESS exam scores Students' grades

Subgroup Goal (ESE)	Goal Manager: Department Chair, Teachers, Administration
All ESE students in reading classes will show a year's worth of growth on the Reading Inventory by the end of the school year.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Every reading teacher must give the Reading Inventory three times a year. Both Read 180 and iReady courses differentiate instruction based on the data that teachers collect Utilize AVID WICOR strategies in the reading classes	Teacher Lesson plans Student Grades Data Chats WriteScore Data The Read 180 and iReady reports will indicate which students are struggling with specific skills and need additional remediation

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade Select	Grade Select	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	122	82	100						
Students with excessive absences / below 90 %	12	18	16						
Students with excessive behavior / discipline**	67	98	35						
Students with excessive course failures**	15	24	4						
Students exhibiting two or more Early Warning indicators	0	3	6						

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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.
Decrease the number of students absent from school 10% or more of the time by 5%.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Informal Check and Connect process	FOCUS
Recognize students with Perfect Attendance	Classroom Student Counts
Bi-monthly child study team meetings that address students that have missed 10% or more of school. The CST will look for trends for why students are not attending school.	Attendance Codes
Completion of the PSW for attendance quarterly to assist with problem-solving to determine the most common reasons students miss school.	
Develop attendance incentive programs and competitions.	

⬡ **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Reduce the total number of discipline referrals from 1,433 to 1,290 (10%) by the end of the school year.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
P.B.S. Phantom Store	FOCUS
MTSS Processes to support at-risk students	Increased attendance in classes
Violence Prevention Specialist will provide additional support for students through prevention group meetings.	
Behavior Specialist will intervene with students before discipline referrals are written.	
Modified Check and Connect Process	

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
Place goal statement here (only if needed).	
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.

Extended Learning Program, Tutoring (Before school, during lunch, after school), MTSS Processes

Early Intervention / Extended Learning Goal   Please ensure that your goal is written as a SMART goal.
To increase the participation in the all of the academic interventions

Actions / Activities in Support of Goal	Evidence to Measure Success
PBS – student rewards for participating in these efforts	Progress Reports
MTSS	FOCUS, Teachers' Gradebooks
A letter improvement in an academic course will receive PBS rewards	

{Section 3} – Required Items / Resources

⬡ Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.		
# of Instructional Employees (total number)	63	% with advanced degrees		30
% receiving effective rating or higher	75	% first-year teachers		0
% highly qualified (HQT)*	71	% with 1-5 years of experience		19
% certified in-field**	69	% with 6-14 years of experience		35
% ESOL endorsed	32	% with 15 or more years of experience		24

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

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

The administrative team actively searched for highly qualified minority teachers as well as administrative candidates. We are beginning a "Teachers new to MFMS" Committee as well as assigning school-based mentors to each of our teachers new to the school.

⬡ SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group

Lee	Mortimer	White	Teacher
Anthony	Francois	Black	Principal
Carl	Tandatnick	White	Parent
Isaac	Tandatnick	White	Student
Aaron	Tandatnick	White	Student
Eric	Olsen	White	Parent
Karen	Lucinda	White	Parent
LaCrecia	Wright	Black	Parent
Christie	Murray	White	Parent
Arrow	Woddard	White	Parent
Barbara	Chiparro	White	Parent
Shirley	Whiting	Black	Support Employee
Arabella	Guerra	Hispanic	Teacher
Taylor	Whaley	Multi	Teacher
Letarshia	Hobson	Black	Support Employee
Kathleen	Hinkle	White	Teacher
Jamie	Waddell	Hispanic	Teacher
Andy	Nguyen	Asian	Parent
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

⬡ SAC Compliance

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

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

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

☒ Yes	☐ No	Committee Approval Date:

SBLT / MTSS Leadership Team

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

☒ Yes	☐ No	Chairperson:	SBLT - Mr. Francois; MTSS - Dr. Witcher

Please state the days / intervals that your team meets below.
Both teams will meet the first week of each month throughout the school year.

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. Attached budget if preferred.

Teacher scholarships: these funds are allocated to teachers for purchases or services to enhance the learning in their classroom. All funds will be utilized for instructional purposes and align with the learning goals and learning targets for their discipline of study. Professional Development: these funds are used to progress teachers' knowledge and professional growth. The professional development must align with instructional enhancements within a teacher's learning environment. Technology: these funds are used to make purchases to enhance student learning through technology. The allocation of finds is $5.00 per student.