



School Improvement Plan 2017-18

Safety Harbor Middle

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Carrie Armstrong	SAC Chair: Dean Harmeson
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School Vision	Dedicated to finding a way for 100% student growth every day.
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School Mission	SHMS embraces our diverse community by providing a safe, welcoming and inclusive environment committed to academic and behavioral growth and success for every student every day.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1198	3.3%	8.5%	23.2%	3.3%	61.4%	.3%

School Grade	2017: C	2016: B	2015: A	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	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	48	49	57	57	55	52	71	70	77	77		
Learning Gains All	46	50	54	55								
Learning Gains L25%	33	44	34	43								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Carrie	Armstrong	FT	11-20 years
Asst Principal	Danny	Boulieris	FT	11-20 years
Asst Principal	Kim	Miller	FT	11-20 years
Asst Principal	Matt	Miller	FT	11-20 years
MTSS Coach	Annette	Gallagher	FT	11-20 years
Counselor	Eartha	Mims	FT	20+ years
Counselor	Brittany	Cindric	FT	Less than 1 year
Counselor	Donna	Baker	FT	Less than 1 year
Total Instructional Staff:	57		Total Support Staff:	42



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 is dedicated to providing a safe learning environment that has a profoundly positive impact on all of our students. The expectation is that students will come to school with zero distractions from this learning environment so that they can focus on their own growth within the classroom. In an effort to help the students do so, Safety Harbor has revamped their PBIS system for the 17/18 school year. Using the acronym SOAR (Safe Actions, Organize Your Life, Always Do Your Best, Respect Yourself and Others) behavior expectations will be displayed throughout the school common areas and on the buses. Staff will provide students with Seahawk Bucks when they are "caught" displaying positive behaviors throughout the school. Students will have multiple chances to turn in their Seahawk Bucks with various rewards at different levels being offered throughout the school year. There will be a major push at the beginning of the school year to inundate the students with Seahawk Bucks so that the distribution and reward system will become commonplace. Other forms of student recognition will be Seahawk of the Day, Seahawks in Action, Seahawks of the Month and Pizza Patrol. Rewards for these will include courtyard marquee recognition, certificates, recognition on the morning announcements or NEWSCAN, an awards breakfast and more. Grade recognition for students will be presented after each report card period with an excellent conduct ice cream party, a principal list pizza party and a soda social for honor roll.

Teachers will be rewarded throughout the school year with marquee recognition, announcements on NEWSCAN and rewards given throughout the year which include preferred parking spot, jeans for the week, lunch from the admin team, etc.

- 1) All teachers and staff have an agreed upon and common approach to dealing with discipline through the PBIS framework which we call SOAR.
- 2) The entire staff approaches discipline as a positive opportunity to reteach expectations to students and to restore any damage done to the school community as a result of the infraction that created the need for discipline.
- 3) The school operates through four positively stated expectations. Safe Actions, Organizing Your Life, Always Do your Best, and Respect Yourself and Others.
- 4) These expectations were explicitly taught to our students by all staff during the first week of school. The PBIS team created a plan with specific lessons plans for each teacher to teach the expectations to students. Various times throughout the year such as after breaks, etc. the whole staff will reteach the expectations to students through these lesson plans as a reminder.
- 5) There is a process of distributing SOAR bucks and monthly and quarterly awards that reinforce the expectations and rewards students for meeting these expectations.
- 6) A bi weekly incentive calendar for students who meet expectations is implemented to help discourage violations of behavior.
- 7) The behavior team meets once monthly and also meets in SBLT once a month to review discipline data and make adjustments to the plan based on need.

The SOAR program and all of it's related documents are located in a comprehensive schoolwide behavior plan posted on our website.

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?

Behavior posters will be created based off of SOAR (Safe Actions, Organize Your Life, Always do your Best, and Respect Yourself and Others) and placed in all common places throughout the school. Teachers are expected to devote one bulletin board to PBIS posters and the schoolwide SOAR Behavior Matrix. At the beginning of the school year, each individual teacher will teach the schoolwide behavior expectations to their students. Using these expectations, each teacher will then create behavior plans for each of their classes. Students are expected to be a part of this process. Teachers will also create their own reward system for the turn in of Seahawk Bucks, so that students have class based incentives that are specific to their different classrooms.

The use of Restorative Practices will be used to help ensure that student behavior is handled in an equitable manner. This year SHMS will be using a computer based digital behavior program called ABE to report and track student behaviors. The goal of this system is to reduce the number of paper referrals that are turned into the office, and allow teachers to step back and not write reactive referrals. When a behavior is reported into ABE the admin team will be able to review the behavior reported and decide on the proper consequence. If it is deemed necessary, students will be given a paper referral and consequence. All students will be given a chance to explain their side of what happened prior to any sort of consequence given. Consequences will be given based on the situation, the student and the circumstances surrounding the incident in an effort to not have a "one size fits all" discipline system. Admin will use circles at necessary times to help solve behavior issues and will promote meetings between teachers and students to discuss problems if there seems to be an ongoing discipline matter in that teacher's classroom. Teachers are expected to follow a discipline procedure for every student and will be trained at the beginning of the year on minor and major behavior infractions. The goal of SHMS is that all students feel as if they are treated equitably at all times by all members of staff.

The schoolwide expectations matrix, lesson plans, incentive calendar and process for analyzing discipline are all located on the school website in our SOAR Comprehensive Schoolwide Behavior Management Plan.

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.

SHMS has an MTSS team that meets weekly to review data. Two times a month, the team focuses on academic data, one time a month the focus is attendance, and one time a month the focus is behavior. This team analyzes data to determine students in additional need for intervention and to determine any strengths or weaknesses in overall core instruction. Members of the MTSS team then take this data back to weekly grade level and subject level PLC meetings and share this information with teachers. During this meeting, teachers use this information to create a plan for Tier 2.

The MTSS team creates plans for all Tier 3 students that are administered and implemented through the administrative team (examples – alternative behavior plans, social worker visits for attendance concerns, etc.).

Current systems embedded into the schedule are Seahawk of the Day, SOAR, 10 minutes in first period for character education and restorative practices.

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?

The admin team, counselors and appropriate school staff members will conduct weekly meetings to discuss MTSS/Child Study concerns. Once a student is identified as having an area of need (behaviorally,

academically, attendance) the team will decide on the best course of action for that student. Once a course of action is decided, steps will be put into place to ensure that the proper staff member is put in charge of following through on that step.

The team first starts with examining multiple data sources such as ODR's, academic progress in classrooms, subject specific screening tools and attendance records. Based on this data, the team will determine what the most significant area of need is.

Once that area of need is determined, the team will utilize the created and documented bank of interventions to select the most appropriate intervention to provide service and assistance to this student. If the team needs outside assistance, the team will discuss completing a district support form to request the appropriate area of need.

The team will formally review all data and students for Tier II and Tier III interventions on a weekly basis in SBLT meetings.

Teachers will be responsible for updating a schoolwide Tier II and Tier III spreadsheet with ongoing data so that the MTSS team can make further decisions regarding intervention success.

Admin and counselors will provide an open door policy for students so that they feel comfortable coming to talk about any issues that may present themselves. If someone is not available to speak to the student immediately the office clerk will provide them with a form to document why they would like to speak with the administrator or counselor. The administrator or counselor will then meet with that student as soon as possible.

The ESE team works with administration and counselors to provide students with the proper accommodations for any physical or emotional disability through IEPs and 504 plans. Parents are welcome to come in and discuss updates or concerns at any point during the school year.

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).

The MTSS and SBLT teams review data weekly using ABE, FOCUS, Dashboard, My Unify for academic, behavior, and attendance data. The MTSS team tracks this data in meetings to look for progress or decline in specific areas. This progress or decline will be reviewed in spreadsheets submitted by teachers updating the data in the various interventions. The MTSS meetings will be designed to first review this updated data and second review new students in need of assistance and intervention.

Monitoring of student data is maintained by the bi-weekly MTSS meetings, bi-weekly Cohort meeting with administrative team and guidance counselor. Data will be disaggregated using the following sources: School Profiles dashboard, Write Score data, Performance Matters/Unify data and Focus reports – student achievement, discipline, Cohort report to include college readiness, scholastic potential and accelerated data. The disaggregation of data will also spotlight the disparity between ethnic groups across campus. In addition, the development of a committee to monitor the achievement gap between sub groups will be designed and implemented as a new Professional Learning Community. Additional student services support systems will also include: Administrator and Guidance Counselor meeting with students to map out high school courses credit checks, check in/out procedures with documentation in Unify to track student supports and data collection; grade forgiveness pathways and credit recovery plans (ELP and also Summer Bridge). Behavior Specialist will also serve as a case manager for students who are meeting 3 or more Early Warning Indicators to include – check and connect, Social Skills groups, lunch group hot topics.

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?

School leadership ensures that staff members have high expectations through regularly scheduled walkthroughs and observations. Leadership has created a comprehensive calendar for walkthroughs that includes regular weekly group walkthroughs.

During observations and walkthroughs, leadership assesses whether teachers are utilizing the instructional non-negotiables provided by the administrative team. The instructional non-negotiables include:
 Common board configuration
 Evidence of goals and scales posted and being used
 Evidence of differentiated instruction
 Evidence of monitoring strategies

This evidence is collected using iObservation and documented in a lesson plan template provided to staff by the administrative team. Teachers are given regular feedback based on walkthroughs, observations and lesson plans. This feedback is given electronically, in quarterly individual teacher meetings scheduled with administration and in weekly PLC meetings attended and/or facilitated by administration. Weekly PLC meetings focus on rigorous instruction and teachers planning using backwards design.

Teacher support has been designed through a monthly meeting calendar. Teachers meet with grade level administrators in grade level/team meetings and department meetings on a rotating basis. PLC leaders have been identified and all new teachers have been assigned a mentor. In the PLC meetings, teachers receive explicit training in high quality and rigorous instruction most specifically focused on AVID and differentiation strategies. In addition, teachers are scheduled on a quarterly basis to meet individually with grade level administrators to review teacher specific data and to receive guidance on instructional adjustments to create improvements in this data. These meetings are then used to help drive the weekly PLC meeting topics.

Teachers who are struggling are given a plan to work with administrators on a bi weekly basis and are assigned a mentor teacher. In addition, these teachers are strongly encouraged to attend additional PD offered by the district and will be given TDE's to do so when and if necessary.

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?	
By the end of the 17/18 school year, SHMS students will consistently demonstrate SOAR expectations as assessed by a variety of measurement tools such as positive referrals, discipline and attendance records which will decrease the overall percentage of students receiving referrals by 15%, decrease schoolwide tardies by 10% and increase the student attendance rate by 5%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The implementation of PBIS through the school wide system SOAR. Seahawk Bucks and an extensive reward system will focus on POSITIVE behaviors exhibited by students during the school year.	All members of 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.	
By the end of the 17/18 school year, the gap between black vs. non black student referrals will decrease by 50% as evidenced by the GAP report.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Placing Black students in higher level courses and electives that contribute to the school as a whole. Promoting the 5,000 Role Model club school wide and giving the students in the club more responsibility around	Administration

<p>campus, securing mentors for Black students from the Safety Harbor Community and monitoring progress of Black students. Through the network of the school wide Professional Learning Communities, the TSHS Instructional and Administrative staff will continue to work together to identify prevention strategies for discipline. These will include – Academic/Behavior plans, threat assessments to determine if a threat is eminent, safety plans, check and connect systems in addition to parent conferences. As far as decreasing the learning gap, Instructional professional development will be provided to staff in early August. Discussion and implementation of school wide instructional strategies, AVID strategies plus Literacy and STEM strategies.</p>	
<p>Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	
<p>Name of person(s) responsible</p>	



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 work in PLC’s and departments to ensure their instruction aligns to state standards and that they are increasing academic rigor and student engagement. PLC’s are required to meet once a week during planning and once a week in a facilitated session before school. This year the PLC groups will be more active in their focus on differentiated instruction and AVID instructional strategies, 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 will a focus on scales, monitoring, collaborative planning, targeted writing instruction aligned to standards, AVID, and differentiated instruction.

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?

A review of recent FSA Math and Reading data demonstrates a need to focus on learning gains. Across all FSA Levels and subject areas – most in need is Reading, SHMS students are not making appropriate learning gains. In particular, the lowest quartile scored in the bottom 10% of schools in the state for Math and Reading learning gains. This demonstrates a need for more rigorous instruction and higher expectations of ALL of our students – particularly our struggling students.

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.

This year, teachers will be working in PLC's to monitor cycle assessment data and create common assessments using FSA style questions in order to determine student progress towards meeting FSA standards.

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.

This school year, we will be implementing a new partnership program with Safety Harbor Elementary school and Countryside High school to assist students in their transition into middle school and high school. This partnership will include school visits, family nights that will integrate students, staff and parents from all schools.

In addition, there will be an additional focus on building the AVID elective and focus on college and career readiness embedded schoolwide – Cornell Notes, AVID Family nights, college emphasis and the use of binders schoolwide.

 **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?	
SHMS will increase learning gains by at least 10% for all of our students and to 50% or better for our lowest quartile by implementing the “SHMS 3 big rocks: differentiated instruction, MTSS, and PBIS” during the 2017-2018 school year.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected in cycle assessments, common formative classroom assessments, discipline and attendance data, and ELP attendance data. This data will be monitored in weekly SBLT, MTSS and PLC meetings.	Administration
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?	
SHMS will increase overall proficiency by at least 10% in each tested subject area by implementing acceleration programs such as AVID, Algebra Support Class, ELP.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected in cycle assessments, common formative classroom assessments, discipline and attendance data, and ELP attendance data. This data will be monitored in weekly SBLT, MTSS and PLC meetings.	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 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, school committees, informal programs, 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 individually in a scheduled meeting with administration and weekly in PLC’s.

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. In addition, our PBIS program SOAR has a built in teacher incentive program to recognize teachers weekly and monthly with incentives for their work.

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.

The master calendar for teachers for the school year includes one subject area PLC a week during planning and one grade level or department level PLC a week before school. The focus of these meetings will be on the SHMS big rocks, collaborative planning, and common formative assessments.

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.

Next steps are to build rigor and acceleration for students by differentiating instruction for ALL students and to monitor this during the schedule walkthroughs from administration and regularly scheduled feedback sessions to individual teachers and PLC’s. In addition, trend data will be pulled from iObservation to review in teacher PLC’s by grade level and subject area.

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?
Summer Core Content PD	Summer	Teachers	Teachers receive content based PD specific to their individual needs
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
Rules, Tardy Policy, Discipline, Dress Code	Pre-school	Teachers	Teachers have an understanding of school policies
School/Individual/ Student Goal setting	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.
PBIS/SOAR/Restorative Practices	Pre-School	Teachers	Teachers will gain an understanding of PBIS and Restorative Practices to implement in a schoolwide behavior plan.
Differentiated Instruction	Preschool	Teachers	Teachers will learn how to adapt differentiated instruction into their lessons to help ALL students.



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).

In review AdvancEd and survey data of families and the community is a more inclusive approach that includes more consistent communication from administration, more opportunities for collaboration and more parent events focused on students and their accomplishments.

This year we plan to hold two AVID family nights – one in the fall and one in the spring that will focus on building college and career readiness, helping parents create goals and a plan with their child for college and career readiness, and building the organization and lifeskills necessary to reach those goals. In addition, we plan to hold two parent conference nights in the fall and spring. The Principal plans to begin a weekly newsletter and phone call to families and staff to inform them of upcoming events and weekly information.

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.

SHMS is building communication with parents via monthly parent events that focus on data, student led conferences, AVID college and career readiness, as well as transition nights.

SHMS has a comprehensive family engagement calendar that involves at least one event a month where parents will be involved in analyzing student data, student led conferences on their own data, AVID family nights where students are given study skills strategies and tips for how to prepare their students for college and career readiness. In addition, there is at least one monthly event on the calendar where parents are invited to see their student in the awards or performance spotlight. These events will specifically target students who are not typically involved in awards ceremonies.

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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, 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, email or home visits.	<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 (especially those linked to student learning).	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Family Engagement / Key Goals and Strategies

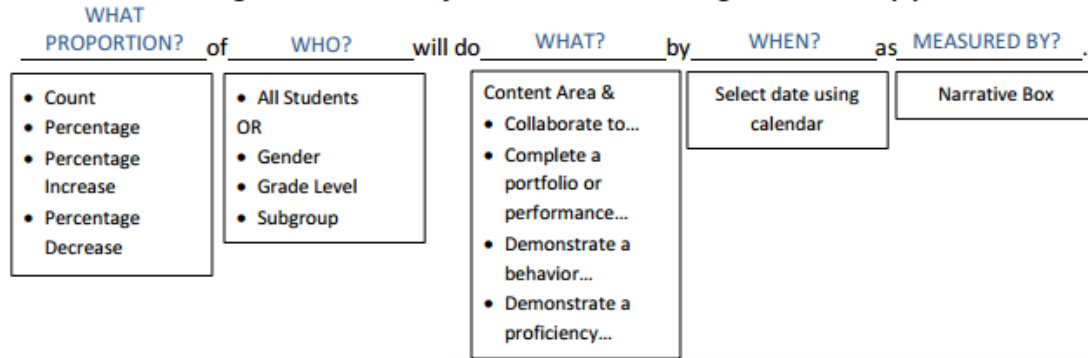
Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
SHMS will increase family satisfaction by 25% as evidenced by AdvancEd survey data by building in a monthly family event that will specifically focus on student data, accomplishments, and strategies for accelerating student achievement (AVID family night, career and college planning).	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Implementing monthly events based on parent feedback and student need.	Administration
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?	
SHMS will increase business partnerships by 20% by reaching out to the community on a regular basis to build partnerships.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Principal will communicate regularly with the community to build partnerships.	Carrie Armstrong
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.



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: Carrie Sepulveda-Jimenez		
In 2016/2017, 48% 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 2018 will increase from 48% to 53% or at least by 5%.			
Actions / Activities in Support of ELA Goal	Evidence to Measure Success		
<p>ELA and Reading teachers implement instruction to support student success with LAFS.</p> <ul style="list-style-type: none"> English language arts (ELA) teachers follow a common pacing calendar for focusing on the same LAFS. ELA teachers have a planning roadmap available to choose strategies and resources for use as they plan, to ensure high engagement, rigor, and progress monitoring. ELA and reading teachers attend ongoing Core Connections Training to analyze student work from exemplar lessons and plan for instruction based on student data. 	<p>Write Score Data Progress Monitoring Data Common Assessment Data Lesson Plan Review by PLC teachers and administrators Walkthrough data collected by administration</p>		
<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.</p> <p>*Administrators encourage teachers to allow students to struggle and work through vocabulary and comprehension using appropriate strategies.</p>	<p>Data Review of Write Score Data and progress monitoring data Lesson Plan Review Administrator Walkthrough Data Evidence of differentiated instruction used in lesson plans and collected in administrative walkthrough data.</p>		

*Teachers conduct bi-annual data chats with students and support students with setting learning goals based on data and monitoring progress each semester.	
Place goal statement here.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
	Interactive Notebooks

Mathematics Goal	Goal Manager: Susan Loucks
In 2016/2017, 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 2018 will increase from 57% to 67% or at least by 10%.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<ul style="list-style-type: none"> • Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods. • Math teachers provide students with opportunities to read informational 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 administrator and math teacher(s) collaborate to determine next steps. • Math team and Administration uses the ISM walk-through tool to identify trends and make plans to increase the amount of students' math achievement. • Teachers meet in Professional Learning Community (PLC) at least once a month to review student response to tasks and plan instructional lessons incorporating the MAFS and Practice Standards. • Principal will attend PLC meetings at least once a month. • Assistant Principal of Curriculum (APC) meets with teachers twice 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>*Principal works with the Math Team and leading the Learning Cadre (LLC) to plan agendas for PLCs to ensure the process is consistent.</p>	<p>Progress Monitoring data Lesson Plan Review Administrative Walkthrough Data Summative Assessments Formative Assessments FSA Data</p>

<p>Mathematics teachers implement instruction to support student success with MAFS. 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 district level trainings.</p> <ul style="list-style-type: none"> • Assessments aligned to Florida Florida Standards are used in grades 6 – 8. 	<p>Progress Monitoring data Lesson Plan Review Administrative Walkthrough Data Summative Assessments Formative Assessments FSA Data</p>
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Science Goal	Goal Manager: Natalie Bobrovetski	
<p>Science SSA proficiency will increase by 5% when science teachers implement differentiated instruction and literacy strategies to engage students in reading and analyzing complex text and assess students using text dependent questions and performance tasks aligned to the standards.</p>		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
<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>Progress Monitoring data Lesson Plan Review Administrative Walkthrough Data Summative Assessments Formative Assessments FSA Data</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 gradeappropriate complex texts in science classes. •Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress. 	<p>Progress Monitoring data Lesson Plan Review Administrative Walkthrough Data Summative Assessments Formative Assessments FSA Data</p>
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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 School Goal	Goal Manager: Robert Warren
Healthy School Goal-Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, school was eligible for national recognition in 2 out of 6 Alliance for a Healthier Generation’s Healthy Schools	By April 1, 2018, the Healthy School Team will edit the school’s Healthy

<p>Program Assessment modules. For 2017-18, 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 2017-18, is to become eligible for national recognition in 3 out of 6 Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Career-Technical	Goal Manager: Nick Tsotsos
75% of all students who are enrolled in a CTE course at SHMS will receive an industry certification by the end of the 17/18 school year.	
Actions / Activities in Support of Goal	Evidence to Measure Success
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. Provide before and after school help sessions when needed. Use scales and rubrics to help students understand their level of progress and expectation

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Social Studies	Goal Manager: Tiffany Sneden
6 th grade US History will have a school average on the End of Course exam of at least 72%. 7 th grade Civics will have a school average on the End of Course exam of at least 85%. 8 th grade US History will have a school average on the End of the Course exam of at least 75%.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Teachers engage students in instructional activities that include higher order thinking skills and questioning to raise achievement levels and integrate differentiated instruction with Tier 2 interventions when needed. Scales/Rubrics will be created to ensure student understanding of necessary skills for each unit/assignment. Teachers will receive professional development that will focus on HOT questioning techniques, Level	Progress Monitoring data Lesson Plan Review Administrative Walkthrough Data Summative Assessments Formative Assessments FSA Data

<p>2 DBQ strategies, and Differentiated Instruction strategies. Teachers will monitor the activities that include HOT skills and questioning to ensure use throughout the school year. Teachers will use MTSS processes to integrate Tier 2 interventions for students in need. 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>Students will be made aware of their scores in a timely manner after taking the mid term. Students will set goals around their mid term data. Teachers will provide students with help on areas of need based off of the analysis of the common formative assessments and midterm scores. Formative assessments, as well as tests, quizzes and class assignments will be monitored closely by teacher and student to ensure continuing growth throughout the year. Students not making growth will receive additional intervention in Tier 2.</p>	<p>Progress Monitoring data Lesson Plan Review Administrative Walkthrough Data Summative Assessments Formative Assessments FSA Data</p>

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Carrie Armstrong
<p>In the 2017-2018 school year, Black students will demonstrate at least a 10% growth in overall academic achievement in all tested subject areas and at least a 20% growth in overall learning gains in all tested subject areas.</p>	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>Implement a system for providing walkthroughs and observations for teachers that give specific feedback on differentiated instruction, culturally relevant lesson planning, and systems for monitoring and providing intervention to students in need.</p>	<p>Teachers will receive professional development on culturally relevant instruction, differentiated instruction and MTSS processes through a comprehensive schoolwide training calendar. Administrators will have a scheduled walkthrough plan to regularly conduct group walkthroughs at least once a week.</p>
<p>Develop a process for students to use cycle assessment data, common formative assessment data and FSA assessment data</p>	<p>Evidence of student goal setting sheets in student binders.</p>

to create individualized goals and plans for themselves to drive their instructional focus for the year.	Students will be able to articulate their goals and a general understanding of the importance of understanding the data to be able to achieve their goals.
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Subgroup Goal (ELL)	Goal Manager:
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
<p>Students will engage in interactive dictated stories to support listening speaking, reading, and writing comprehension.</p> <ul style="list-style-type: none"> · All content instructors will employ opportunities for listening, speaking, reading and writing daily in their content. · Instructors will utilize language objectives to guide the instructional support of their students. · Each core content instructor will provide individualized tutorial opportunities for ELL –Students specific to their area of deficiency. · Instructors will emphasize relationships over content to heighten the motivation of ELL Students. · Require all core content instructors to complete quarterly grading reflections to evaluate the impact their instruction has had on ELL Students. 	<p>Students will increase their score on their Access 2.0 Language Proficiency Test.</p> <ul style="list-style-type: none"> · Measure each achievement gap at each cycle assessments · Increase in number of ELL students in advanced courses and the AVID Program. · Monitor to academic success of ELL Students in all core courses · Quarterly Instructional Grading Reflections.
<p>Students will engage in content based DLA to support listening, reading, speaking, and writing in mainstreamed classes.</p> <p>The implementation of writing, inquiry, collaboration, organization, and reading across all content areas with an emphasize on:</p> <ul style="list-style-type: none"> · Reading and Writing · Collaboration · Organization (school-wide binders and graphic organizers) 	<p>Students will increase their score on FSA exams from previous years.</p> <p>Teacher will document improvement in content based assessments or portfolios.</p>

Subgroup Goal (ESE)	Goal Manager: Matt Pfeiffer
ESE students will demonstrate a 25% growth in overall learning gains in all tested subject areas and a 10% overall increase in the number of ESE Students demonstrating proficiency in all tested subject areas by the end of the 2017-2018 school year.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
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VE teachers work with ESE students in core academic subjects to differentiate and scaffold instruction that will ensure ESE students are getting appropriate exposure to grade level standards and complex text on a daily basis.	IEP progress report data FSA results Increase in cycle assessment data and formative common assessment data.
Unique skills classes to be taught by ESE teachers to remediate basic skills in Reading, Writing, and Math that will incorporate grade level materials using differentiate instruction.	Performance Matters data Data from classroom tests Student goal setting sheets

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 <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	127	160	130					417	34
Students with excessive absences / below 90 %	56	87	87					230	17
Students with excessive behavior / discipline**	53	71	90					214	16
Students with excessive course failures**	96	102	69					269	20
Students exhibiting two or more Early Warning indicators	95	114	105					314	24

*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.
By the end of the 2017-2018 school year, SHMS will decrease the number of students absent from school 10% or more by 5%.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Develop a calendar of monthly attendance incentives events for students who have perfect attendance or 95% or better average daily attendance rate.		Overall average daily attendance rate will be 95% or higher.
Create and implement a Tier 2 and 3 intervention plan for students with 10% or more days of absences with the School Social Worker.		Less than 5% of students will have excessive absences.

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
By the end of the 2017-2018 school year, less than 5% of students at SHMS will have excessive (as defined by more than three incidents reported in FOCUS) discipline incidents.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
<p>SHMS will fully implement a consistent schoolwide behavior plan through PBIS called SOAR.</p> <p>Bi monthly child study teams with all required members present will address students who have missed 10% or more of school days and look for trends as to why students are not attending.</p> <p>Completion of PSW attendance quarterly will be used to assist with problem solving to determine the most cost effective reasons/barriers for students missing school.</p> <p>CST will review in school profiles the reasons absent report and develop interventions that target trends of why students are absent. If “pending” is listed, the team will research why the student is missing school.</p> <p>The team will utilize the new attendance letters that include graphs comparing the absences of peers.</p> <p>Family nights will always include a component that educations families on the importance of attendance and engage them in attendance related activities.</p>		Less than 5% of students have three or more documented discipline incidents in FOCUS.

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
By the end of the 2017-2018 school year, minority student discipline incidents will decrease by at least 10% and demonstrate a proportionate balance of discipline incidents when compared to non-minority students.		
Actions / Activities in Support of Goal	Evidence to Measure Success	
A campus monitor position will be created at the school and a para position will be created so that these two positions can focus on mentoring, discipline, tracking discipline and implementing Tier 2 interventions for students in need.	Positions will be hired and filled with minority applicants. Monthly discipline tracking will show a downward trend in minority discipline incidents.	

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 is revising and implementing a new, comprehensive MTSS plan. The MTSS team will meet once a week to review academic, discipline and attendance data. This team will determine core, supplemental and intensive needs of students. The MTSS team then has weekly scheduled PLC’s with teachers to share this data and help the teachers with training and professional development that will improve the core and better determine the instructional intervention needs of students. In addition, students in the lowest quartile will be tracked weekly for progress. All Lowest Quartile students are being targeted for the ELP program.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
By the end of the 2017-2018 school year, at least 50% of students will make overall learning gains and at least 50% of the lowest quartile students will make learning gains as evidenced by FSA scores.	

Actions / Activities in Support of Goal	Evidence to Measure Success
All Tier 2 and Lowest Quartile students will be targeted, recruited and monitored for ELP attendance.	ELP attendance monitoring. Cycle and common formative assessment data.
A comprehensive MTSS system will be created and monitored on a weekly basis with an emphasis on targeting Tier 2 and Lowest Quartile student progress.	MTSS data and minutes Cycle and common formative assessment data.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	64	% with advanced degrees	21.7
% receiving effective rating or higher		% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	28
% certified in-field**	100	% with 6-14 years of experience	18
% ESOL endorsed	23.2	% with 15 or more years of experience	18

*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.

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. Implementation of the SOAR Teacher Incentive Plan.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Matt	Miller	White	Other Instructional Employee
Carrie	Armstrong	White	Principal
Stephanie	Crawford	Black	Support Employee
Youssef	Elsayed	Black	Business/Community
Shelley	Hurley	White	Parent
Rita	Hargrove	Black	Parent

School Improvement Plan 2017-18

Michael	Pate	White	Business/Community
Mindy	Cain	White	Parent
Alex	Velez	Hispanic	Teacher
Sharlie	Jurado	Hispanic	Teacher
Michelle	Antona Shultz	Hispanic	Parent
		Select	
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		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>

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: 9/5/2017
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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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Please state the days / intervals that your team meets below.
Weekly on Tuesdays from 1:30 – 2:30

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.

<p>SIP Funds will be used to pay for TDE’s for coaching and collaborative planning for teachers. TDE’s - \$2000 Additional Coaching Support - \$4000 – Safety Harbor Middle has not been assigned a district coach but is working with the district and other schools to partner with them on coaching days to gain extra support while coaches are at other schools or in training before and after school.</p>
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