



# **School Improvement Plan 2017-18**

## **Palm Harbor Middle School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

<b>Principal:</b> Melissa Athanson	<b>SAC Chair:</b> Michelle Lampert
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<b>School Vision</b>	The Vision of Palm Harbor Middle is 100% Student Success.
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<b>School Mission</b>	Our Mission is to educate and prepare each student for college, career and life.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1320	4%	2%	13%	3%	78%	0

<b>School Grade</b>	<b>2017:</b> B	<b>2016:</b> B	<b>2015:</b> A	<b>Title 1 School?</b> <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 %
<b>Proficiency All</b>	60	63	65	66	60	62	76	75	71	73	n/a	n/a
<b>Learning Gains All</b>	52	55	57	55								
<b>Learning Gains L25%</b>	45	46	48	40								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Melissa	Athanson	FT	Less than 1 year
Asst. Principal	Donald	Comeau	FT	11-20 years
Asst. Principal	Michelle	Lampert	FT	4-10 years
Asst. Principal	Julius	Wynn	FT	11-20 years
Behavior Specialist	Tara	Bossert	FT	1-3 years
VE Specialist	Shona	Kistner	FT	20+ years
Counselor	Christine	Everett	FT	11-20 years
Counselor	Caroline	Maisel	FT	4-10 years
Counselor	Liza	Vogus	FT	Less than 1 year

Total Instructional Staff:	82	Total Support Staff:	37
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# 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).

Palm Harbor uses PBS and includes the following:

- Be respectful
- Be responsible
- Be an active learner

Classroom Expectations:

- Be on time
- Be prepared
- Stay seated
- Follow directions

Hallway/Courtyard Expectations:

- Use an indoor voice
- Keep hands/feet to yourself
- Keep moving-walk and talk
- Keep walkways clear

Restroom Expectations:

- Keep talking to minimum
- Report any issues to an adult
- Use, wash hands, and leave
- Return to class when finished

Cafeteria Expectations:

- Stay seated until directed
- Keep legs under the table
- Raise hand for assistance
- Clean up trash

The above the items are Palm Harbor Middle School’s Guidelines for Success, Classroom Expectation and Common Area Expectations, These items are reviewed yearly by the discipline committee and then presented to the staff. Lesson plans are created by departments and then shared with all students. All of the above expectations are also discussed by administrators during grade level assemblies at the beginning of the school year. Additionally, these expectations are posted throughout the school and in every classroom.

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?

Palm Harbor Middle School has a behavior plan that aligns with a positive and proactive approach to behavior, utilizes data and the problem-solving method, and meets the key components listed in the Bradley MOU. The school-wide behavior plan is designed to meet the needs of most students across all subgroups. Instructional staff will review data including:

- school-wide data
- individual classroom data
- grade level
- ethnicity
- disabilities
- Other subgroup levels.

Each teacher/staff member is expected to follow the school wide discipline plan as follows:

- giving verbal warnings
- phone calls to parent/guardians
- Detentions
- Referral to the guidance counselor
- Referral to an administrator

The plan is posted and reviewed in each classroom to allow student understanding of the plan. In addition, positive referrals and positive phone calls are highly encouraged by all staff when positive behaviors have been observed, especially with those who can be most challenging. Administrators will conduct regular walk-throughs of classrooms to ensure correct implementation of school-wide expectations are being followed consistently. In addition, the discipline committee will analyze data monthly and recognize buses that have no referrals each semester to encourage positive behaviors.

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

The SBLT (School Based Leadership Team) meets monthly and looks at either academic or behavior data, including but not limited to: behavior referrals, attendance data, class academic average, RI data, and FSA scores. This data helps the team to determine what is and isn't being effective and this in turn guides how effective the core instruction is where resources should be allocated as well as small group and individual needs. Meeting minutes are located in our staff notebook and available to all staff. Staff members received training on Equitable Practices during pre-school training. In addition, Community Tampa Bay presented to all staff regarding meeting the needs of our diverse population. This data is shared with parents at monthly School Advisory Council meetings as well as with the staff at monthly staff meetings and monthly goal manager's meetings. Palm Harbor Middle School also has a literacy team that meets monthly. Its function to is create and deploy a School Literacy Improvement plan, which will create a school wide environment rich in effective literacy processes, make decisions on how to use its resources to support literacy and develop effective staff development to improve cross curriculum literacy. Minutes and agendas are created and posted on the school events calendar. The team is made up of members of all the curriculum sub groups presently on campus.

**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?

Each grade level has a Counselor who works closely with the administration and teachers to keep them abreast of various issues that arise with students. When needed, the school's social worker and psychologist are also consulted. Periodically, or as needed /requested, outside services or referrals are suggested by the

counselor or the school based leadership team. This is a combination of the inflow and outflow process of the SBLT. As an intensive support, we've also included our behavior specialist to conduct social stories, role-playing and individual interventions as needed. Also, we are beginning the second year of Check and Connect with numerous staff members, which is a weekly mentor check on students who need extra supports, as well. We plan, do, study, act according to each individual case. In addition to these strategies, we connect with the district personnel, ADAPT, SRO, school psychologist and social worker, and any local agencies that offer additional support.

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).

Administration runs reports on a routine basis that focuses on students including: grades, discipline and attendance. This information is then shared and discussed with the MTSS, CST, SBLT and PLCs. Based on the outcomes, interventions are implemented through a team approach. All minutes are posted and additional information is shared in grade level meetings.

Information is pulled from the following sources: Focus, Performance Matters, School Profile Report, Unify, early warning system and quarterly gradebook grades.

For our Tier 3 students, we monitor our students PBIP/FBAs and PSWs through frequent data collection using daily/weekly progress monitoring forms and individualized data collection. If a child is identified on a Tier 2 or 3, they tracked on a weekly basis, either through a counselor, behavior specialist, social worker or teacher.

During the PTSA and SAC monthly meetings, data is shared regarding academics and discipline.

**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?

Professional development is provided at both school and district level for teachers to understand and implement rigorous and differentiated instruction. Quarterly analysis of benchmark assessments is implemented for teachers to reflect individually and as a team to assess instruction implementation and progress of their students. This reflection is reviewed by administration. In addition, walk-throughs are conducted by administration on a regular basis with feedback provided. Administration reviews weekly lesson plans to make sure teachers are covering content that is differentiated and rigorous. During grade level subject PLCs, teachers review and reflect on student progress on the state standards.

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

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Decrease the overall disciplinary referrals by 10% by utilizing restorative practices, as measured by Focus data and provide equitable practice training to all staff through professional development that is provided to all staff throughout the year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Review AdvancEd data from previous year	Melissa Athanson, Julius Wynn, Don Comeau, Michelle Lampert, Hillary VanDyke
Surveys conducted at the beginning of the year, by principal and Community Tampa Bay, as well individual teacher surveys throughout the year	

<p>Professional development will be offered in Equitable practices during pre-school as well as cultural competence through Community Tampa Bay.</p> <p>Check and Connect Program will also continue to be implemented to help build and establish relationships with all of our students.</p> <p>Strategies will focus on growth mindset, metacognition, collaboration, active listening, restorative justice, nonjudgmental dialogues and differentiating instruction to meet the needs of all learners.</p>	
<p><b>Goal 2:</b> 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.</p>	
<p>To decrease the number of referrals of black students by 5% by April 2018 as measured by Focus data.</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>
<ol style="list-style-type: none"> <li>1. Enroll students into the 5000 Role Models/Girlfriend Club</li> <li>2. Secure mentors for black and Hispanic students</li> <li>3. Master scheduler specifically will place students into rigorous course with stretch goals, while keeping parent communication line open; offer ELP to all for extra support.</li> <li>4. Monitoring qualitative and quantitative data; qualitative data will be analyzed on the Portal/Focus System, as well as during the CST; meetings; quantitative data will be analyzed through PM, Write Score, Reading Inventory and FSA. Possible barriers include lack of participants to mentor, hence why we are training numerous new teachers to the Check and Connect program.</li> <li>5. The SBLT will review our progress on the Bridging the Gap data and shared with SAC and PTSA on a monthly basis</li> </ol>	<ol style="list-style-type: none"> <li>1. Julius Wynn</li> <li>2. Jackie Bersch</li> <li>3. Don Comeau, Michelle Lampert</li> <li>4. SBLT</li> </ol>
<p><b>Optional Goal:</b> 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?

Palm Harbor Middle School instructors use CPALMS and the provided pacing chart to keep students on track for completing core courses. The school district’s program, FOCUS Learning Network is used to enable teachers to retrieve curriculum maps, lesson plans and activities that correlate with state benchmarks. Lesson plans are submitted weekly for administrators to review. Administrators and goal managers conduct regular walk-throughs in the classes to ensure teachers are aligning their instruction with the given Florida

Standards. Performance Matters Tests are administered several times a year and the data is reviewed by the administrators and teachers and discussed in regard to student and teacher performance. Also, during the fall, we administer the PSAT and results are discussed in student's mathematics and ELA courses. Students sign up for the College Board/Khan Academy to allow students to practice skills that are most challenging to them. This is carried over into the high school for future usage. Successes that we have seen thus far, include higher scores than the district averages in each common assessment given in the core subjects, as well as being above district and state averages on the FSA tests. Teachers review data in grade level subject areas and department PLCs and discuss individual successes and strategies for attainment.

**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?

Through walk-throughs and observations and reviewing lesson plans, as well as using data from Performance Matters data, areas for improvement include communicating with other staff members and vertically/horizontally between subjects and grade levels lessons and strategies to engage students, as well as offering more rigorous assignments. Performance Matters results are routinely reviewed, however, teachers need to communicate more with students and parents the standards that are not being mastered. FSA results are reviewed in various aspects and collaboration amongst teachers and administrators in PLCs are conducted several times per month. An area of academic focus this year is increasing student exposure to rigorous questions as found on FSA assessments. Teachers will utilize strategies in test taking skills in this area to improve in FSA performance.

**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.

Through the weekly PLCs and data chats using Performance Matters, PSAT, FOCUS, FSA and other systems, teachers work with other teachers and also discuss progress with individual students. Teachers have incorporated Marzano scales to allow students to conduct self-assessments with reasoning towards tracking their own progress. Teachers use this data to guide instruction within their individual classes. Candid conversations are occurring beginning in June and throughout the year to discuss what is working and what is not within individual classrooms.

**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).

Prior to the new school year beginning, our 6th grade counselor goes to the incoming elementary schools and discusses the middle school experience and how to prepare for it. She also discusses the electives offered and how to get involved in the various activities at the school. Fieldtrips are coordinated with feeder elementary schools for tours of the school so the students can become familiar with their new surroundings. During pre-school days in August, the counselors facilitate the "Panther Camp" to introduce the students to the school's layout, lockers, and expectations. Fun activities are also incorporated to make the middle school transition easier for the newcomers and to make them feel more comfortable.

In the Spring, there is a sixth grade orientation, as well as a gifted night and ASD introduction to incoming students. It is to introduce students to staff members and take a tour of the facilities. We offer this so that they may be informed prior to making a decision for placing their child with PHMS. Our National Junior Honor Society facilitates the tours and allows incoming students to ask questions about middle school experiences.

Our 8th grade counselor conducts classroom guidance sessions throughout the year to prepare 8th grade students for high school. She coordinates high school counselors to come to the middle school to do a "meet and greet" and to go over high school electives and various tracks students can do, or to help

complete applications for the different magnet schools offered to students in the county. She highly encourages students and parents to attend high school information night offered at the middle school, as well as attending visitations of the local schools and their offered programs.

PTA will offer focus nights including magnet programs, transition to high school, testing, expectations and bullying awareness.

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

<b>Goal 1:</b> 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?	
Increase academic proficiencies in all students by 5% in mathematics and reading on the FSA in April, 2018 by providing professional development to staff on how to incorporate rigor, higher engagement activities and being culturally sensitive to student needs.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Administrators and teachers will collect data from Unify, Focus and state assessments. Each PLC will be data driven and discussions will ensue.	All teachers and administrators
Provide professional development on rigor, various student engagement activities including AVID strategies to be incorporated into all classes throughout the year.	Teachers, administrators
<b>Goal 2:</b> 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?	
Increase the use of collaborative structures in all classes by 50% by April 2018, as measured by weekly walk-throughs	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walk through observations, informal and formal assessments & cycle assessments	Melissa Athanson, Julius Wynn, Don Comeau, Michelle Lampert, guidance counselors, teachers
Review of weekly lesson plans	
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Increase equity and excellence for all learners	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walk through observations specifically targeting use of differentiation of content to meet the needs of all students; monitoring students enrolled in our ELP program as well as students grades & discipline.	Melissa Athanson, Julius Wynn, Don Comeau, Michelle Lampert



**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.

As seen in the AdvancED survey, staff craves more collaboration time. Where possible, common planning will be put into place to allow that collaboration. Administration will conduct appreciative inquiry, so as to have input from teachers and staff, so positive and trusting relationships will grow among all. Teachers were surveyed at the beginning of the year to determine what professional growth they wanted to receive that was school-based. Teachers identified areas of personal strengths to facilitate staff professional development.

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

Teachers and administrators attend PLCs each Tuesday. First Tuesday of the month, team or grade level subject teachers meet. Second Tuesday, grade level teachers and administrators meet. Third Tuesday, departments meet. Fourth Tuesday, the staff meets as a group. For the 2017-18 school year, we are having common planning for most teachers for each grade level subject. Data is discussed during the PLCs that include FSA, EOC, Performance Matters, PSAT scores, and Reading Inventory data.

**Professional Development**

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

During 2016-17 school year, our professional development focus was on creating practices that meet the needs of a diverse population of students. A school wide book study was held to create a dialogue during monthly PLC’s utilizing the text “Reaching the Wounded Student”.

Administratively, an increase in referrals was noted. This is being attributed to an acquisition of 14 new teachers at PHMS, many of those being brand new to the teaching field. Teachers were encouraged to attend classroom management courses during the summer and follow-up with administrators will occur at the start of the 2017-18 school year. Also, during pre-school training, teachers will be receiving professional development on cultural competency and rigor so as to actively keep students interested and engaged throughout the class, while decreasing misbehaviors that lead to referrals.

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?
Integrated Unit Planning with Effective Use of Learning Goals & Scales	Summer 2017	L. Smith	Understanding and implementing learning goals and scales in an effective manner

MTSS	Summer 2017	Guidance Counselors	Understand the process and expectations of MTSS
Grade 6 Math Summer Institute	Summer 2017	6 <sup>th</sup> Grade Math teachers	Comprehend 6 <sup>th</sup> grade standards
Summer Bridge Mathematics, Science, Reading	Summer 2017	B. Lueken, D. Sheehy, A. Herrmann, S. Bellucci, A. Maher	Learn and implement Summer Bridge math program
Office 365	Summer 2017	All employees	Learn and apply various aspects of the Office 365 program
Level II Principal Certification Program	June 2017-May 2018	Michelle Lampert	Principal certification
National Institute for School Leadership	June-Dec 2017	Michelle Lampert	Leadership understanding and implementation of ideas with the program
The Digital Classroom	Summer 2017	Health Teachers	Learning how to integrate computers into health classes
Universal Design for Learning, Secondary Education	Summer 2017	Math Teachers	Learning new ways to instruct
Middle School Classroom Processes and Behavior Management	Summer 2017	Various Teachers	Improved processes and behavior in classes
Youth Mental Health First Aid	Summer 2017	Various Teachers	Being able to identify at risk students in need of mental health support
Clinical Education Training	Summer 2017	Various Teachers	Develop teacher leaders to be mentors
ECET 2	Summer 2017	Various Teachers	Celebrating teachers, while providing new teaching strategies
AVID Summer Institute	Summer 2017	Various Teachers	Learn new AVID strategies to incorporate into lessons
Transition to Teaching	Summer 2017	Various Teachers	Develop new teachers in various ways
Teacher of the Year Roundtable	Summer 2017	V. Ko	Discussion of TOY expectations, workshops
ESY Curriculum Training	Summer 2017	ESE Teachers	Various training on curriculum and how to support ESE students
Carnegie Math	Summer 2017	Algebra Teachers	Learn how to incorporate Carnegie Math program into the Algebra classes
Middle School Math: Using the New Instructional Materials to Teach Mathematics	Summer 2017	Algebra/Geometry Teachers	Become familiar with new materials for the upcoming year
Creating Classroom Assessments in Performance Matters/Unify	Summer 2017	Various Teachers	Learn how to use PM to develop assessments online

Rigor in Secondary ELA/Reading Classroom	Summer 2017	ELA/Reading Teachers; health teacher	Learn how to increase rigor/expectations in ELA/reading classes
6-8 ELA Embrace Pinellas	Summer 2017	ELA/Reading Teachers	Various outcomes, including how to increase rigor
Brain Based Learning	Summer 2017	T. Bossert	Understand how the brain works during learning
Trauma, Anxiety, Resiliency	Summer 2017	T. Bossert	Understand how various scenarios need to be dealt with by teachers and staff
ESE-Partnering for Children with Disabilities	Summer 2017	S. Mederos	How to work effectively with ESE students
ESOL Essentials	Summer 2017	L. Carbery, J. Brzycki	Learn how to incorporate various strategies for students that are ESOL and how to make them more successful
Matrix of Services	Summer 2017	ESE Teachers	Identify multiple services available to all students and how to incorporate it into IEPs/504 plans
AVID Math Strategies	Summer 2017	E. Kurtovic	Learn how to incorporate AVID strategies as it pertains to mathematics classes
Check & Connect	Summer 2017	J. Brzycki, L. Berendt, L. Serpa, M. Smith	Becoming a mentor to ESE students and implementing various strategies for success and follow-up
ASD Certification	Summer 2017	ASD Teachers	Becoming "highly qualified" instructor
Developing Quality IEPs	Summer 2017	ESE Teachers	Learn to develop proper IEPs that best suits the student
ASD Institute	Summer 2017	T. Bossert	Various topics that include how to deal with students who are identified as ASD
ESOL- English in 3D	Summer 2017	S. Joyce, J. Rivera	Learn how to incorporate ESOL strategies into English courses
Teengagement (reading)	Summer 2017	S. Joyce, M. Anderson	Understand the newest program called "Teengagement"
Communication	Summer 2017	T. Bossert	Understand and implement effective communication with staff, students and parents
Inclusion	Summer 2017	T. Bossert	How to work with other teachers and plan within an ESE classroom
Work Systems	Summer 2017	T. Bossert	Unknown
Behavior Management	Summer 2017	T. Bossert	Learn how to manage students who challenge us most

MS Science Just in Time- Standards Based Science	Summer 2017	M. Leonard	Understand the current MS science standards
Planning Effectively Using HMH	Summer 2017	D. Chludzinska	Unknown
Writing Process Planning Strategies	Summer 2017	D. Chludzinska	Understand and implement writing process planning for students in ELA/reading courses
Text and Lessons in MS	Summer 2017	D. Chludzinska	Understand and develop lessons that include text
Folding in the Rigor	Summer 2017	D. Chludzinska	Learn to develop lessons that are rigorous
Classroom Behavior and Culture	Summer 2017	K. Brzycki	Learn how to manage students who challenge us most, while building a trusting classroom
PLC Informed Instruction	Summer 2017	K. Brzycki	Learn how use the PLC as support for instruction
Culturally Relevant Teaching	Summer 2017	K. Brzycki	Develop culturally sensitive lessons
Design Question 1: Learning Goals & Scales, Tracking Student Progress, Celebrating Success	Summer 2017	K. Brzycki	Understand and develop goals and scales
Design Question 2-4: Achieving Rigor	Summer 2017	K. Brzycki	Understand how to achieve rigor within the classroom
Design Question 5: Student Engagement	Summer 2017	K. Brzycki	Learn how to keep student actively and authentically engaged
Design Question 6-9: Establishing Conditions for Learning	Summer 2017	K. Brzycki	Understand routines and processes to make a classroom successful
Monitoring for Learning	Summer 2017	K. Brzycki	Understand how to monitor students with formative assessments and feedback
Building Your Digital Classroom with One Note Class Notebook	Summer 2017	K. Brzycki	Understand how to use the One Note Class Notebook program and utilize it effectively
Instruction for All Students Module 1	Summer 2017	K. Brzycki	Unknown
ESE: FLDOE Section 504 Online Introductory Course	Summer 2017	K. Brzycki	Introduction to 504s and the importance of them
Suicide Prevention Comprehensive	Summer 2017	K. Brzycki	Understand the signs of suicide and how to provide support for the individual
Writing Quality, Rigorous Classroom Assessments	Summer 2017	K. Brzycki, J. Brzycki	Learning how to write assessments for students that are rigorous and has purpose
Single Block Intensive Reading-3	Summer 2017	C. Johnson	Understand and implementation of intensive reading block expectations and standards

Reading Cadre	Summer 2017	C. Johnson	Work with others on sharing and developing quality reading lessons
Cultural Sensitivity	August 2017	All teachers	Become aware of cultural issues that may affect teaching students
AVID Social Studies Path	Summer 2017	J. Brzycki	Learn AVID strategies for social studies classrooms
Reading Competency 2:POR-PD (researched-based practices)	Summer 2017	J. Brzycki	Learn and implement reading strategies that benefit all students
MS Social Studies Just in Time Standards Based Instruction	Summer 2017	J. Brzycki	Understand social studies standards and how to implement it into the classroom
Foundations of Culturally Responsive Instruction	Summer 2017	J. Brzycki	Learn how to create a culturally sensitive lessons and how to implement them.
Sexual Anatomy and Response: getting under your skin.	Summer 2017	D. Porter	Learn how to incorporate new strategies and lessons on anatomy
Community Tampa Bay	August 2017 and Oct 2017	All staff	Meeting the needs of diverse learners
Equity and Excellence	August 2017	All staff	Equity for all students through differentiation within the classroom
O365 training	August 2017	All staff	Teachers will learn various aspects of the program and how to use it within their daily work schedule
Engagement within the classroom	Monthly	All staff	Project based learning, engaging activities, AVID strategies
Rigor for all students	Monthly	All staff	WICOR strategies, AVID strategies to use in the classroom
Literacy	Monthly	All staff	Toolbox of strategies that are utilized school-wide to incorporate into daily lessons
Technology	Monthly	All staff	Online lesson plans, FOCUS, Performance Matters, Plickers, other various technology lessons
Differentiation in class	Monthly	All staff	More knowledge, strategies for teachers to integrate into lesson



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).

Continue to strive to increase communication with parents and key stakeholders through the following avenues: weekly Connect Ed messages, Facebook/Twitter accounts, progress reports, report cards, teacher/parent contact via phone calls or email. PTA and SAC meeting agenda minutes are posted and all are invited to attend. We will utilize surveys to families to continually monitor how we can improve our relations. Survey results will be reviewed and analyzed to identify areas of need, specifically geared to our areas of minority students and how we can best serve and support them (via ELP, social services, mentors, etc). Lastly, we are continuing to institute information in Spanish and offer information nights in Spanish. A mentor for students, communication with parents regarding behavior is a priority, as well as the usage of the Check & Connect program to those in need of extra support. High School Information Night is offered to parents and students to allow understanding of high school requirements and magnet programs.

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.

The Palm Harbor Middle School website is updated on a regular basis that informs students, parents and the community of the events occurring at the school. The school's marquee is updated daily of upcoming events. A newsletter is also written and posted on the website. Teachers and staff are invited to submit articles in the local community paper of upcoming events. The administration also uses Parent Connect to communicate various news topics from distribution of report cards to other updated information. Administration sends home progress reports half-way through each grading period to inform parents of their students’ progress. Portal is updated weekly and notifications are sent to parents via email of failing grades. Families are encouraged to share information about their child on how they learn, obstacles they may be facing and as a school, put into place strategies and supports to help the child become successful. Guidance counselors and assistant principals meet with students each quarter who are not being academically successful and call parents to make sure they are aware of the challenges facing the students. Mid-year, counselors contact parents via letter, to have students who failed first semester core classes, to enroll in course recovery classes before or after school. For PSAT reports, letters are sent home, along with a parent connect announcement and posted on the school’s website, how to interpret the scores as well as how to connect the PSAT scores with Khan Academy for future use.

**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.

<b>Planning Inventory</b>	Very few of our families	Some of our families	Most of our families	Nearly all of our families
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Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

### Family Engagement / Key Goals and Strategies

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Our Family and Community Liaison will strive to increase our business partnership, volunteers and recruitment of mentors to help support our students and school.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Progress reports for students four times per year, communicate through various school events, including orientations, newspaper, marquee, emails, flyers and Parent Connect messages. We will also develop spirit nights with local businesses and create more community partnerships that includes mentors and tutors for our students.	Jackie Bersch and PTSA
<b>Goal 2:</b> 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?	
Develop more community involvement with mentoring and tutoring, craft show, Panther Fest, drama presentation and other special events.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Utilize volunteers to help communicate and build relationships, provide workshops that will draw family interest such as with the craft fair.	Jackie Bersch, PTSA
<b>Optional Goal:</b> 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?

<ul style="list-style-type: none"> <li>Count</li> <li>Percentage</li> <li>Percentage Increase</li> <li>Percentage Decrease</li> </ul>	<ul style="list-style-type: none"> <li>All Students OR</li> <li>Gender</li> <li>Grade Level</li> <li>Subgroup</li> </ul>	<p>Content Area &amp;</p> <ul style="list-style-type: none"> <li>Collaborate to...</li> <li>Complete a portfolio or performance...</li> <li>Demonstrate a behavior...</li> <li>Demonstrate a proficiency...</li> </ul>	<p>Select date using calendar</p>	<p>Narrative Box</p>
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**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.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Frances Rodriguez
Sixty-eight percent of all students will demonstrate proficiency by April 2018 as measured by the FSA results	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
<p><b>Teachers engage in close reading of complex text along with text-dependent questions and performance tasks aligned to LAFS.</b></p> <ol style="list-style-type: none"> <li>All teachers receive professional development around close reading, instructional shifts, standards, assessment and instructional methods.</li> <li>Using supplemental texts, teachers regularly include shorter, challenging passages that elicit close reading and re-reading, through Core Connections.</li> <li>Principals, with the Literacy Leadership Team (LLT) and staff developer monitor students' close reading of complex text by using the Implementation Rubric for Secondary ELA and Reading.</li> <li>Teachers and administrators meet in Professional Learning Community (PLC) at least once per month to discuss skills/strategies to implement during core classes to include complex text.</li> </ol> <p><b>ELA and reading teachers implement instruction to support student success with LAFS.</b></p> <ol style="list-style-type: none"> <li>ELA and reading teachers attend ongoing Core Connections Training</li> <li>Close reading, marking the text and collaboration strategies will be incorporated across all curriculums</li> </ol>	<p>Analysis of Write Score data, FSA Writing, as well as formative and summative assessments given by teachers.</p> <p>Walk through observations</p> <p>FSA data, Write Score, RI and formative and summative assessments; data chats</p>



<p>3. Use of technology will be embedded into various classes</p> <p>4. Higher order questioning and metacognition practices will be incorporated into daily lessons.</p> <p><b>ELA and reading teachers utilize data to differentiate and scaffold instruction to increase student performance.</b></p> <p>1. Teachers and administrators 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>2. Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.</p> <p><b>Teachers provide students with extensive research and writing opportunities (claims and evidence).</b></p> <p>1. ELA Teachers use Write Score for collecting and assessing writing, reviewing student data, and guiding instruction.</p>	<p>with students that also include PSAT scores with 8th graders, iReady Diagnostic and Standards Mastery Tasks Walk-through observations</p> <p>Formative and summative assessments including Write Score, teacher generated rubrics for the Core Connection Exemplar Lessons; RI three times per year; iReady Diagnostic three times per year; iReady Standards Mastery three times per year data chats with students and other teachers</p> <p>Implementation of Exemplar Lessons with feedback from rubrics; Write Score</p>

<b>Mathematics Goal</b>	<b>Goal Manager:</b> Patricia Gregory
Sixty-eight percent of all students will demonstrate proficiency by April 2018 as measured by the FSA results	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
<p><b>Teachers engage in instructional activities that incorporate higher order thinking questions, the Standards for Mathematical Practice and performance tasks aligned to Mathematics Florida Standards (MAFS).</b></p> <p>1. Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods.</p> <p>2. Administrators conduct walkthroughs for evidence of mathematics practice standards usage in math classrooms.</p> <p>3. Teachers meet in Professional Learning Community (PLC) at least once per month to review student response to tasks and plan instructional lessons incorporating the MAFS and Practice Standards.</p> <p>4. Grade level mathematics teachers will have common planning.</p> <p>5. Collaboration strategies, use of technology, higher order questioning and metacognition will be embedded into mathematics courses regularly.</p>	<p>Teacher attendance rates at professional development.</p> <p>Feedback from administration to individual teachers via iObservation.</p> <p>Teachers and administrator discuss feedback and adjust instruction to ensure student success</p> <p>Lessons/assessments are created based upon data and shared with administration</p>

<p><b>Appropriately place students that have not achieved a Level 3 or higher and correct improper placement for students who are Level 1 or 2.</b></p> <ol style="list-style-type: none"> <li>1. Administration and guidance counselors review FSA data to determine appropriate placement.</li> <li>2. Mathematics teachers review their class lists for proper placements and report to counselors concerns for adjustments to be made, including L3, L4 and L5 into more rigorous courses. Level 1 students are placed into intensive mathematics courses for remediation.</li> </ol>	<p>Proper placement completed and adjusted by October by counselors</p> <p>Teachers will analyze data from Carnegie, Reflex Math (acquired through a grant) and TTM and benchmark assessments.</p>

<b>Science Goal</b>	<b>Goal Manager:</b> Ashlynn Maher	
Sixty-seven percent of all eight grade students will demonstrate proficiency by May 2018, as measured by the FCAT Science		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
<p><b>Teachers apply critical reading strategies using complex text along with text-dependent questions and performance tasks aligned to standards.</b></p> <ol style="list-style-type: none"> <li>1. Instructional leaders are available to science classes for the purpose of implementing standards based science lessons built around the 5E instructional model and differentiated for students based on data.</li> <li>2. Teachers receive professional development around critical reading strategies, instructional shifts, standards, assessment, problem-based learning, and personalized-learning instructional methods.</li> <li>3. Teachers meet in PLC's at least once per month to review benchmark assessments; collaborate on how to incorporate higher level questions and implementation of critical reading strategies during core instruction with students to support their success with complex text.</li> <li>4. Administrators monitor and support the implementation of literacy in the science content area – including the use of grade-appropriate complex texts in science classes.</li> </ol> <p><b>Teachers will provide extensive inquiry based instruction which includes research, scientific thinking, problem-solving, and writing opportunities (claims and evidence).</b></p> <ol style="list-style-type: none"> <li>1. Teachers use short and extended writing opportunities with rubrics.</li> <li>2. Science teachers utilize the parallel teaching approach teaching Nature of Science throughout the year in labs.</li> </ol>	<p>Attendance at monthly PLCs by science teachers and administrators. Walk throughs are conducted and recorded into iObservation, with feedback. Attendance at PLCs, DWT</p> <p>Attendance by teachers and incorporating new knowledge into daily lessons; observations by administrators</p> <p>Administrators review lesson plans and conduct observations, recording feedback into iObservations.</p> <p>Formative and summative assessments/progress reports</p>	

<ol style="list-style-type: none"> <li>3. Science teachers provide students with opportunities to write lab reports during inquiry-based science projects.</li> <li>4. Teachers will include STEM into their lessons.</li> <li>5. Teachers will use hands on activities for collaboration and real world applications.</li> <li>6. Teachers provide students the opportunity to make a claim, test it and defend their results with evidence.</li> <li>7. 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.</li> </ol> <p><b>Science teachers will utilize data to differentiate and scaffold instruction to increase student performance.</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.</li> </ol>	<p>Feedback is shared and corrective measures are put into place for instructional improvement.</p> <p>Implementation of text dependent questions; review data related to Performance Matters and analyze Formative assessments</p> <p>Results from benchmark assessments Rubrics are embedded in labs and projects.</p> <p>Administrative walk-throughs and giving feedback to teachers, formative assessment data</p>

**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 School, etc.)	
<b>Goal Name:</b> Civics	<b>Goal Manager:</b> Leighann Carberry
In Civics, eighty-five percent of all students will demonstrate proficiency by May 2018 on the Civics EOC.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p><b>Teachers engage students in instructional activities that include higher order thinking skills and questioning to raise achievement levels.</b></p> <ol style="list-style-type: none"> <li>1. Teachers receive professional development around inclusion of higher order questioning techniques as well as DBQ (focus on writing) strategies.</li> <li>2. Teachers work in PLC groups twice a month to review standards and create instructional materials (including learning goals and scales) aligned to the rigor of their contents benchmarks.</li> <li>3. Teachers will attend Civics Congress and review videos from the district</li> <li>4. Administrators encourage teachers to provide students with exposure to a variety of primary source documents</li> </ol>	<p>PLC attendance and minutes.</p> <p>Rubrics, Performance Matters Administration attends PLCs, records minutes of topics discussed NHD final projects, DBQ rubrics</p> <p>Attendance of teachers at Civics Congress</p>

<p>at varying complexities throughout the year and the time to struggle through the document analysis process.</p> <p>5. Teachers include AVID strategies daily to support students' achievement at all levels. Some teachers are incorporating interactive student notebooks into their classrooms, as well as weekly wrap-up videos for review.</p> <p>6. Teachers will include real world applications in preparation for the EOC.</p>	<p>Summative and formative assessments, Performance Matters</p> <p>Administrative walk-throughs providing feedback through iObservation</p> <p>Unit assessment data provided by district</p>

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Healthy School	<b>Goal Manager:</b> Debbie Porter
Work towards Bronze Level recognition with the Alliance for Healthier Generation.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
<p>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 2017.</p> <p>Target for 2017-18, is to become eligible for national bronze recognition in 5 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.</p>	<p>By April 1, 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is no eligible for national recognition.</p>

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Career-Technical	<b>Goal Manager:</b> Jen Tauchnitz
Eighty percent of all students enrolled in DIT classes will demonstrate proficiency by May 2018 as measured by the Microsoft certifications, including Microsoft Word, Power Point and Excel.	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>
<p><b>Encourage students to enroll in DIT classes and increase the number of students taking the certification exams.</b></p> <ol style="list-style-type: none"> <li>1. Provide information to students in all grade levels regarding the DIT classes</li> <li>2. Provide ELP time for those in need of extra support to pass certification exams.</li> <li>3. The guidance counselors during the spring will go to their grade level classes and share information regarding classes that are offered, with an emphasis in the ability to earn certification in Microsoft Word, Excel,</li> </ol>	<p>Review the number of students enrolled in the DIT courses.</p> <p>Ensure a high number of students ready to complete the certification exams.</p> <p>Student passing rate of certification exams.</p>

<p>Power Point, Spark, and IC3GS5 Bundle; offer Gmetrix to simulate actual test taking for improved scores.</p> <p>4. District is to provide Microsoft Office to all students for home use.</p> <p>5. There is a need for a proctor for the certification exams as well as for FBLA written competition, which is not the CTE teacher. Administration will seek a proctor to assist her.</p>	

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
<b>Goal Name:</b>	<b>Goal Manager:</b>
Actions / Activities in Support of Goal	Evidence to Measure Success

**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager: Julius Wynn</b>
African-American students will increase proficiency by ten percent or more on the FSA ELA and mathematics tests by May 2018.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<ol style="list-style-type: none"> <li>1. Provide differentiated instruction</li> <li>2. Review and monitor course selections for black student to ensure enrollment in rigorous ELA and mathematics courses; offer extra support through ELP</li> <li>3. Provide behavior supports in the form of an effective school wide behavior plan</li> <li>4. Provide a variety of enrichment activities for black students including the 5000 Role Model, STEP and Girlfriends Club, as well mentors</li> </ol>	Increase in the number of students in rigorous courses and track their success at the end of the first quarter.

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b>
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ELL students will increase proficiency by ten percent or more on the FSA ELA and mathematics tests by May 2018.

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<ol style="list-style-type: none"> <li>1. Provide differentiated instruction</li> <li>2. Review and monitor course selections for proper placement including an intensive reading/ELA ESOL course to build vocabulary and basic English reading skills</li> <li>3. Provide enrichment activities before and after school including tutoring and clubs.</li> <li>4. Pair ELL students with student and/or adult mentors</li> </ol>	Reviewing and analyzing Access 2.0 scores to check for improvement and understanding of the English language

Subgroup Goal (ESE)	Goal Manager: Shona Kistner
ESE students will increase proficiency by ten percent or more on the FSA ELA and mathematics tests by May 2018.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
<ol style="list-style-type: none"> <li>1. Implement accommodations across all settings per IEP</li> <li>2. Provide enrichment activities before and after school including tutoring and clubs</li> <li>3. Pair ESE students with adult mentors</li> <li>4. Case managers will monitor and track student progress on their goals on quarterly basis</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrative walk-throughs, Lesson plan reviews, monthly consult logs</li> <li>2. Attendance of ELP attendance</li> <li>3. Check &amp; Connect logs</li> <li>4. Quarterly progress reports are placed into student folders</li> </ol>

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)	77	80	127					284	22%
Students with excessive absences / below 90 %	n/a	58	76					134	10%
Students with excessive behavior / discipline**	15	42	49					106	8%
Students with excessive course failures**	n/a								
Students exhibiting two or more Early Warning indicators									

\*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**

<b>Attendance Goal</b>	Please ensure that your goal is written as a SMART goal.
The percentage of all students absent from school 10% will decrease by 5% or more as measured by Focus by May 2018.	
<b>Actions / Activities in Support of Attendance Goal</b>	<b>Evidence to Measure Success</b>
<ol style="list-style-type: none"> <li>Bi-monthly the Child Study Team will identify students who have excessive absences and/or tardies</li> <li>Counselors and secretaries follow-up with the students, parents. We request conferences, mail correspondence and work with the school attendance specialist and social worker to make home visits when necessary.</li> <li>Some students are referred to teen court and/or truancy court if they do not have proper documentation as to why the absences occur.</li> </ol>	Focus reports on absences on individual students  SWIMMS notes Phone logs recorded in Focus CST minutes

**EWS - Discipline**

<b>Discipline Goal</b>	
Please ensure that your goal is written as a SMART goal.	
The overall percentage of discipline referrals across all sub-groups will decrease by 10% by May 2018, as measured by Focus.	
<b>Actions / Activities in Support of Discipline Goal</b>	<b>Evidence to Measure Success</b>
<ol style="list-style-type: none"> <li>1. Identify students with excessive number of referrals and administrators will reach out to the family prior to school beginning.</li> <li>2. Administration will begin introducing the concept of restorative justice with teachers, so as to assist in reducing the number of referrals.</li> <li>3. Students will meet with the counselor; students will be assign mentors, encourage parental involvement, recommend student participation in enrichment activities</li> <li>4. Refer students to the MTSS team for review</li> <li>5. The behavior specialist will develop a PBIP or FBA when deemed appropriate</li> <li>6. Regular review of data with MTSS and the Discipline Committee</li> <li>7. When needed, the social worker will be contacted for additional support and assign mentors</li> <li>8. Teachers will provide differentiated instruction</li> <li>9. Restorative justice practices will begin to occur</li> <li>10. Panther Rewards for academics and behavior excellence will be rewarded</li> </ol>	<p>Discipline Committee will monitor the discipline referrals to see decrease in numbers</p> <p>MTSS will continuously monitor students who are active in the MTSS process</p> <p>Discipline Committee will analyze behavior and academic data and share with staff</p>

<b>Discipline Goal – Other</b> (as needed)	
Please ensure that your goal is written as a SMART goal.	
Specify	
Place goal statement here (only if needed).	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

**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.



A schedule is created for tutoring by individual teachers, as well as the National Junior Honor Society. Mentors are assigned to students who are in need of extra academic support; AVID strategies are incorporated into each classroom; guidance counselors, teachers and/or administrators meet with individuals to track learning goals; quarterly progress reports are sent with students each grading period and parents are encouraged to login into Portal on a weekly basis. Enrichment programs are offered before and after school to increase student participation and interest, that include tutoring, rocketry, robotics, FBLA, Green Team, art and music and other athletic activities that include Frisbee and sports. The schedule is posted in each classroom, the offices and on the school website. Mentors and other volunteers are utilized to assist students in their studies. Check and Connect mentors will be assigned to various students to offer extra support/mentorship. The behavior specialists collects and analyzes data for FBAs and PBIPs and meets with teachers, parents and students to problem solve. The Child Study Team meets twice a month to discuss students with chronic attendance issues. The attendance specialist and social worker work parents and students to help find solutions to difficult family situations to improve attendance. FSA, Write Score, Performance Matters, formative and summative assessments, RI data, and various Portal reports will be used to assist in identifying the students who are in the highest need of academic interventions.

<b>Early Intervention / Extended Learning Goal</b>	Please ensure that your goal is written as a SMART goal.
The number of overall students who attend ELP will increase by 10% as compared to last year's data, by May 2018.	

Actions / Activities in Support of Goal	Evidence to Measure Success
<ol style="list-style-type: none"> <li>1. Identify students who need course recovery to make up credits (whether it be full year or at semester's end)</li> <li>2. Recruit qualified teachers to have tutoring or enrichment programs before or after school</li> <li>3. Assistant Principal will create a schedule of activities and post on the school website and have teachers post them in their classrooms.</li> <li>4. Teachers will take attendance during their ELP/enrichment course; assistant principal will monitor ELP grades</li> </ol>	Level of enrollment and participation in the ELP/enrichment programs will be monitored; counselors and assistant principal will review participation data and track progress of ELP participants for completion of course recovery grades

### {Section 3} – Required Items / Resources



#### Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	73	% with advanced degrees	32
% receiving effective rating or higher	TBD	% first-year teachers	0
% highly qualified (HQT)*	97	% with 1-5 years of experience	23
% certified in-field**	97	% with 6-14 years of experience	39
% ESOL endorsed	98	% with 15 or more years of experience	38

\*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 attends the district placement fairs, refers the transfer lists, seeks quality interns, create web postings, and attend programs such as Experience. Pinellas/TTT programs all provide a pool of instructional applicants from which we recruit and retain highly qualified personnel. There are several nationally certified teachers who offer their assistance to any new teachers and there are two lead mentors and an assistant principal that meet regularly with the new teachers to give support. We have established a New Orientation Committee where a handbook of processes and strategies specific to Palm Harbor Middle School are discussed and shared. In addition, we have a partnership with Saint Petersburg College and University of South Florida in which we take on as many interns as possible. From that pool of interns, if we have a position available, we hire from that group.

### SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Melissa	Athanson	White	Principal
Michelle	Lampert	White	Other Instructional Employee
Julius	Wynn	Black	Other Instructional Employee
Carmen	Allison	White	Parent
Jennifer	Gemmill	White	Parent
Glenn	Hayes	White	Business/Community
Angela	Katz	White	Parent
Amy	Keller	White	Parent
Melissa	Lazinski	White	Parent
Jen	Mekler	White	Parent
Jana	Mira	White	Parent
Randy	Nilsson	White	Business/Community
Gladys	Portela	Hispanic	Teacher
Hillary	Regan	White	Business/Community
Juan	Rivera	Hispanic	Teacher

### 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.)*

We pulled the demographics of the community

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

Yes     No    Committee Approval Date: 7/26/2017

**SBLT / MTSS Leadership Team**

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

Yes     No    Chairperson: Caroline Maisel

Please state the days / intervals that your team meets below.  
 MTSS: meets first Wednesday of each month  
 SBLT: meets first Monday of each month

**Budget / SIP Funds**

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

\$2500 for professional development  
 \$2000 for classroom enrichment including Scholastic Magazine, literature and materials for classrooms.  
 \$2200 Technology for the classroom

Mid-Year Reflection: