

Leon County Schools

Swift Creek Middle School



2019-20 School Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	12
Title I Requirements	19
Budget to Support Goals	22

Swift Creek Middle School

2100 PEDRICK RD, Tallahassee, FL 32317

<https://www.leonschools.net/swiftcreek>

Demographics

Principal: Sue Rishell

Start Date for this Principal: 9/10/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: A 2016-17: A 2015-16: A 2014-15: A 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Leon County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Swift Creek Middle School is to provide each student a diverse education in a safe, supportive environment that promotes self-awareness, creativity, motivation, and a love of learning. The SCMS team joins our parents and community in helping students develop life-long skills to become productive members of society who will succeed and contribute positively to our global community.

Provide the school's vision statement

Swift Creek Middle School exists to serve the whole-child through programs that account for the academic, physical, social, and emotional needs of all students. The staff at SCMS is committed to creating and fostering a structured, trusting, and caring environment that engages students to actively contribute to their educational growth.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Rishell, Sue	Principal	
Lovern, Kim	Guidance Counselor	
Hanna, Robert	Teacher, K-12	
Lynch, Kelly	Dean	
Wetherington, Ron	Assistant Principal	
Givens, Tonya	Teacher, K-12	
Robinson, Larissa	Teacher, K-12	
Sears, Christy	Instructional Coach	
Simpkins, Caroline	Teacher, K-12	
Clary, Sandra	Instructional Technology	
Mazyck, Isabel	Teacher, K-12	
Rousseau, Matthew	Teacher, K-12	
Tyler-McIntosh, Brandy	Assistant Principal	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	269	302	253	0	0	0	0	824
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	45	46	39	0	0	0	0	130

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Tuesday 9/10/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	19	16	21	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	5	15	3	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	0	0	0	66	48	47	0	0	0	0	161

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	13	13	7	0	0	0	0	33

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	19	16	21	0	0	0	0	56
One or more suspensions	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	5	15	3	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	0	0	0	66	48	47	0	0	0	0	161

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	13	13	7	0	0	0	0	33

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	65%	55%	54%	67%	56%	53%
ELA Learning Gains	56%	53%	54%	59%	54%	54%
ELA Lowest 25th Percentile	48%	42%	47%	46%	48%	47%
Math Achievement	69%	59%	58%	68%	59%	58%
Math Learning Gains	58%	58%	57%	67%	59%	57%
Math Lowest 25th Percentile	37%	47%	51%	59%	52%	51%
Science Achievement	63%	49%	51%	67%	53%	52%
Social Studies Achievement	85%	75%	72%	78%	72%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	269 (0)	302 (0)	253 (0)	824 (0)
Attendance below 90 percent	0 (19)	0 (16)	0 (21)	0 (56)
One or more suspensions	0 (0)	0 (1)	0 (1)	0 (2)
Course failure in ELA or Math	0 (5)	0 (15)	0 (3)	0 (23)
Level 1 on statewide assessment	45 (66)	46 (48)	39 (47)	130 (161)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	65%	54%	11%	54%	11%
	2018	65%	57%	8%	52%	13%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	58%	56%	2%	52%	6%
	2018	63%	54%	9%	51%	12%
Same Grade Comparison		-5%				
Cohort Comparison		-7%				
08	2019	65%	59%	6%	56%	9%
	2018	69%	62%	7%	58%	11%
Same Grade Comparison		-4%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	63%	53%	10%	55%	8%
	2018	65%	59%	6%	52%	13%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	62%	60%	2%	54%	8%
	2018	63%	55%	8%	54%	9%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				
08	2019	46%	45%	1%	46%	0%
	2018	51%	44%	7%	45%	6%
Same Grade Comparison		-5%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	58%	44%	14%	48%	10%
	2018	63%	49%	14%	50%	13%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	70%	30%	67%	33%
2018	100%	69%	31%	65%	35%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	75%	8%	71%	12%
2018	76%	73%	3%	71%	5%
Compare		7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	69%	29%	61%	37%
2018	99%	71%	28%	62%	37%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	97%	67%	30%	57%	40%
2018	100%	60%	40%	56%	44%
Compare		-3%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	41	38	33	38	26	30	53	50		
ELL	40	82		70	64						
ASN	83	71		93	71		80	92	100		
BLK	47	48	40	46	48	32	38	77	69		
HSP	63	57	60	66	60	50	45	71			
MUL	68	63		76	66		70	90			
WHT	72	58	54	79	60	42	73	94	77		
FRL	47	49	48	49	49	34	43	71	65		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	23	45	40	32	59	58	36	46			
ASN	84	77		95	89		93	90	89		
BLK	49	48	43	47	56	49	45	57	33		
HSP	60	59	57	60	66	91	70	73	50		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	71	48		75	81						
WHT	75	64	47	78	70	66	73	87	65		
FRL	52	50	43	47	56	50	45	60	29		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Students within SCMS's lowest 25% did not do as well as previous years in making adequate learning gains in mathematics. This is a large acceleration of three year declines in this particular component. Contributing factors may include the school wide implementation of IXL one day a week, particularly low scores in identified grade level sub skills, and a higher amount of students in need of higher amount of points to achieve a learning gain.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Same as above

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Same as above

Which data component showed the most improvement? What new actions did your school take in this area?

SCMS had a 7% jump in students being proficient in Civics. Actions include hiring a new civics teacher as well as instituting common formative assessments and planning. Civics teachers were also put into close proximity to each other for planning purposes.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is an area in which SCMS can improve. Students who miss a lot of school inherently miss much instruction which can manifest itself in the form of poor grades and standardized testing.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Increase learning gains in all students with a special targeting of the lowest 25%
2. Increase proficiency in all tested subjects school wide.
3. Increase acceleration where possible
4. Improve SCMS's only ESSA (Every Student Succeeds Act) score that is not above where it should be.(ESE)
5. Continue to improve professional development for faculty with regard to social and emotional learning as well as trauma informed care.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Arts
Rationale	The rationale for these targeted goals is prior years' state assessment data, teacher input, and collaborative discussions as to the culture and dynamics of Swift Creek.
State the measurable outcome the school plans to achieve	-68% of SCMS students will score 3 or above on the FSA ELA, a 3% increase on previous years' performance -49% of the lowest 25% of students as determined by the 2019 Florida Standards Assessment will achieve learning gains, increase of 1% proficiency on top of SCMS past years' performance.
Person responsible for monitoring outcome	Larissa Robinson (robinsonl@leonschools.net)
Evidence-based Strategy	Teacher best practices -Collaborative Planning at least once a quarter STAR Reports -Achieve 3000---Remedial reading and assessment system - Quarterly assessments - Common assessments/standards checks -Rewards -Supportive tutoring/ "AMp it up" morning help -Universal Design for Learning & Fostering Resilient Learning: Strategies for Creating a Trauma-Sensitive Classroom Professional development -G.R.I.T. lessons -Common Lit -Individualized student conferencing/ One Student-One Teacher -STAR assessment monitoring -The V.I.P. administrative conferencing program (incentive based academic improvement)
Rationale for Evidence-based Strategy	The use of Achieve 3000, quarterly common assessments/ standards checks will be reviewed. Standards checks STAR reports FSA (Florida Standards Assessment) results
Action Step	
Description	
Person Responsible	[no one identified]

#2	
Title	Mathematics
Rationale	The rationale for these targeted goals is prior years' state assessment data, teacher input, and collaborative discussions as to the culture and dynamics of Swift Creek.
State the measureable outcome the school plans to achieve	<ul style="list-style-type: none"> -SCMS would like to see a 1% increase in math proficiency from 69% to a 70% on FSA - 50% SCMS students in the lowest 25% making learning gains, up from 37% on FSA -92% of Geometry students scoring proficient on the End of Course exam 95% of Algebra I students scoring proficient on the End of Course exam
Person responsible for monitoring outcome	Caroline Simpkins (simpkinsc@leonschools.net)
Evidence-based Strategy	<ul style="list-style-type: none"> Teacher best practices -Updated teacher websites -Supplemental instructional material -Unify for tracking student progress/standards checks -Common assessments among courses -Collaborative planning at least once a month -Morning tutoring sessions to work with students one-on-one -Accessibility to parents - "AMp it up" -Multiple day morning tutoring sessions -Parent communication Emotional and social support (New Horizons and guidance) -Exposure to FSA type questions -Universal design for Learning training -GRIT training -Quarterly Individualized goal focused conferencing Exposure to more FSA style questioning Targeting struggling sub skills Khan Academy data Data from Math Nation test yourself tool FSA results -The V.I.P. administrative conferencing program (incentive based academic improvement) Using common assessments with FSA type questions and comparing the data at collaborative planning meetings. Using the data and information collected to plan for future lessons District progress monitoring baseline data
Rationale for Evidence-based Strategy	
Action Step	

Description

Person Responsible

Caroline Simpkins (simpkinsc@leonschools.net)

#3	
Title	Science
Rationale	<p>-The rationale for these targeted goals is prior years' state assessment data, teacher input, and collaborative discussions as to the culture and dynamics of Swift Creek.</p> <p>- SCMS would like to see a 4% increase in FCAT science proficiency.</p> <p>-Students taking high school credit Biology should maintain a very high level of achievement as in years' past.</p>
State the measureable outcome the school plans to achieve	<p>*At least 67% of Matched-Curriculum 8th Graders at Swift Creek Middle School who take the FCAT Science 2.0 will score a level 3 or higher.</p> <p>*At least 95% of Swift Creek biology students will score level 3 or higher on the Biology EOC exam</p>
Person responsible for monitoring outcome	Robert Hanna (hannar2@leonschools.net)
Evidence-based Strategy	<ul style="list-style-type: none"> - "NGSSS Science Standards Breakdown" Notebooks - NGSSS Science Standards/Pacing Guides/Curriculum Map/FCAT Science 2.0 Item Specifications - Argument Driven Inquiry/5-E Lesson Models - Classroom Standard Checks/Common Assessments - UDL Professional Development - Collaborative Planning & data discussions - WeatherSTEM - Biology pacing guide - Progress monitoring assessments - Florida EOC Coach - "AMp it up" - VIP Program - UDL follow up Mentorship & Fostering Resilient Learning - GRIT training - Quarterly Individualized goal focused conferencing (1Student-1Teacher) - NGCARPD Strategies (Next Generation Content Area Reading Professional Development) - Achieve 3000 science articles - Expanded STEM electives - Study Island
Rationale for Evidence-based Strategy	<p>Students are administered the district's progress monitoring assessments quarterly and common formative assessments will serve as ongoing data tracking.</p> <ul style="list-style-type: none"> - FCAT Science results - Common standards checks during each unit - Students will participate in yearly school-wide science progress monitoring (FSSA practice) at the end of 6th grade, the end of 7th

grade, and the middle of 8th grade to track and respond to science achievement deficits.

Action Step

Description

Person Responsible [no one identified]

#4

Title Civics
Rationale The rationale for these targeted goals is prior years' state assessment data, teacher input, and collaborative discussions as to the culture and dynamics of Swift Creek. Due to a recent dip in civics scores SCMS is re-adjusting our school goal to ensure that 80% of students show proficiency down from 83%.

State the measureable outcome the school plans to achieve

*80% of Swift Creek Middle School students will score a 3 or above on the end of course assessment.
 *85% of Swift Creek Middle School students will participate in site-based service learning projects

Person responsible for monitoring outcome

Tonya Givens (givenst2@leonschools.net)

Evidence-based Strategy

- Common planning and assessments (Sumative\ formative) for all civics teachers
- Quarterly Civics Professional development
- Plan and implement service learning projects for all students enrolled in Civics (change from last year because it is not just 7th graders taking Civics)
- Universal design for Learning training
- GRIT training
- Quarterly Individualized goal focused conferencing
- VIP program
- "AMp it up"
- Modifications to lesson plans
- Common assessments
- Data review between Civics teachers
- Unify built common assessments
- Civics End of Course results

Rationale for Evidence-based Strategy

Action Step

Description

Person Responsible [no one identified]

#5	
Title	Every Student Succeeds Act Federal Index
Rationale	As a tier 1 universal support school Swift Creek takes pride in the ESSA calculation. However we always strive to improve in all areas we look this year to target our lowest percentage component item which is the under performing of students with disabilities
State the measureable outcome the school plans to achieve	Increase the underperforming of students with disabilities to 41% as required under the ESSA calculation.
Person responsible for monitoring outcome	Kim Lovern (lovernk@leonschools.net)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Fostering Resilient Learners: Trauma Informed classrooms Professional Development 2. G.R.I.T. school wide focus 3. ESE pullouts/consultation 4. ESE classes (Unique Skills) 5. V.I.P program (incentive based academic improvement program)
Person Responsible	Kim Lovern (lovernk@leonschools.net)

#6

Title	Family Engagement & Social Emotional Learning
Rationale	Collaborative discussions about the culture and dynamics at Swift Creek and it's community.

State the measureable outcome the school plans to achieve	To increase positive communication, boundaries, and knowledge between parents/gaurdians and their teen/tweens.
--	--

Person responsible for monitoring outcome	Susan Griggs (griggss@leonschools.net)
--	--

Evidence-based Strategy	
--------------------------------	--

Rationale for Evidence-based Strategy	
--	--

Action Step

Description	Swift Creek will host six parent and tween engagement nights throughout the year. Community partners will lead the four social-emotional learning nights, while teachers will lead the two academic engagement nights. Staff is engaged in professional development about social/emotional learning, trauma informed care, and cultural responsiveness.
Person Responsible	Susan Griggs (griggss@leonschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

School classroom news is communicated to parents via the school website, FOCUS, listserv, emails, handouts, teacher websites, and through our SAC meetings and PTSO meetings.

6 Family Engagement nights, Open House, curriculum night, family nights, etc. ensure positive methods of introducing parents to teachers, administrators, and our school community;

Offer Professional Development concerning effective strategies for developing supportive and effective home/school connections;

Create format for (Family Nights, Open House, etc.) the school community;

Positive notes, letters, phone calls home;

Effective use of the schools' marquee.

Increase parent/community volunteers and mentors through PTSSO Newsletters, school listservs and social media

Positive social media presence

Community partnerships

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We provide individual counseling; adult mentors; character education; small group opportunities for self-esteem building; teacher interventions; parent conferences; teacher/student advisement sessions; and referrals to community counseling. We have adopted a course specifically designed to address social and personal skills among students in the most need of this course entitled Unique Skills.

Mentors are assigned to students based upon identified concerns;

Instruction and various campus activities are provided that address social/emotional needs of students;

Students are connected to agencies who have Cooperative Agreements or are on campus (CCYS, Turn About, etc) to assist with their unique needs; New Horizons on campus and referral process for Youth Counseling Services

The Multi-Tiered Support System utilizes sources such as the Grade Level Team Nomination Form which identifies external and/or internal behaviors tied to individual student academic/behavior targeted concerns.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder (elementary and high) schools. Staff members implement a formal process that promotes productive discussion about student learning. School

personnel can clearly link collaboration to improvement results in instructional practice and student performance. In addition, biannual meetings are held with our feeder elementary schools and high school for making decisions regarding student placement and instructional design.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school Multi-Tiered System of Support (MTSS) Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement and behavioral expectations for all students. The team meets twice monthly. Examples of activities during bi-weekly meetings include reviewing student data (screening, progress monitoring, and discipline). The review of data will facilitate the identification of students who are meeting/exceeding benchmarks, or those at moderate or high risk for not achieving benchmarks. Based on evaluation of data and identification of student needs the team will identify professional development and resources needed. Grade Level teams, academic departments, and the Administrative team work closely with the MTSS Team to identify students who could benefit from the MTSS process. These teams also assist in the implementation of strategies as appropriate. TEC and Title II funding will be used in core academic areas to enhance teaching and learning through professional training. Resources will be utilized to supplement existing inventories of textbooks and other instructional materials.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Several initiatives and programs have been established to foster a college/career bound culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives include:

- The inclusion of Bridge to Advanced Placement (AP) courses in all grade levels
- The Alpha Success elective class
- New Forensics class
- The promotion of increased student participation and performance in high school credit coursework
- The use of the HMH Collections® curriculum to increase rigor in English Language Arts classes in middle and high schools
- The use of the Go Math curriculum
- STEM 1 and STEM 2 elective courses
- Computer Industry Certifications class (Microsoft Business Suite and Internet Business Associate)
- V.I.P. Program

Teachers, guidance counselors, and administrators work with students to align course selections with individual student goals and interests. Students are directed to electives that will assist in providing background knowledge for their career/academic interests.

Part V: Budget

1	III.A	Areas of Focus: English Language Arts	\$0.00
2	III.A	Areas of Focus: Mathematics	\$0.00
3	III.A	Areas of Focus: Science	\$0.00
4	III.A	Areas of Focus: Civics	\$0.00
5	III.A	Areas of Focus: Every Student Succeeds Act Federal Index	\$0.00
6	III.A	Areas of Focus: Family Engagement & Social Emotional Learning	\$0.00
Total:			\$0.00