

Hernando County School District

# FOX CHAPEL MIDDLE SCHOOL



## 2024-25 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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Fox Chapel Middle School's mission is to provide knowledge through a rigorous and globalized learning environment to enable students to become successful life-long learners.

#### Provide the school's vision statement

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Learn, Lead, Succeed

### B. School Leadership Team

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Dye, Tom

##### Position Title

Principal

##### Job Duties and Responsibilities

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Facilitate Lesson Planning

Facilitate SBLT Meetings

Facilitate PLC's/PD

Review of State Test Data

#### Leadership Team Member #2

##### Employee's Name

Smith, Josh

##### Position Title

Assistant Principal

##### Job Duties and Responsibilities

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Facilitate Lesson Planning

Facilitate PLC's/PD  
Facilitate schoolwide PBIS  
Facilitate Crisis Management Team

### **Leadership Team Member #3**

**Employee's Name**

Ruiz, Maria

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Facilitate Lesson Planning  
Facilitate PLC's/PD  
Review State Test Data  
Facilitate i-Ready/Edgenuity

### **Leadership Team Member #4**

**Employee's Name**

Schlechter, David

**Position Title**

Instructional Coach

**Job Duties and Responsibilities**

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Facilitate Enrichment Lesson Planning

### **Leadership Team Member #5**

**Employee's Name**

Witt, Roxanne

**Position Title**

Other

**Job Duties and Responsibilities**

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Monitoring State Assessment Testing  
Monitoring State Assessment Data  
Scheduling State and District Assessments  
Facilitate Professional Development

## Leadership Team Member #6

### Employee's Name

Davis, Janice

### Position Title

Dean of Students

### Job Duties and Responsibilities

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Review Discipline Data

Facilitate Professional Development

Lead PBIS Data

## Leadership Team Member #7

### Employee's Name

Howland, Tiffany

### Position Title

Math Coach

### Job Duties and Responsibilities

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Department Chairperson

Grade Level Data Analysis

Facilitate Lesson Planning

## Leadership Team Member #8

### Employee's Name

### Position Title

### Job Duties and Responsibilities

---

No Answer Entered

## Leadership Team Member #9

### Employee's Name

Kufner, Cindy

### Position Title

School Counselor

### Job Duties and Responsibilities

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Threat Assessments

MTSS Support  
Counsel Students

## Leadership Team Member #10

### Employee's Name

Blevins, Trina

### Position Title

Other

### Job Duties and Responsibilities

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MTSS

Tier II and Tier III data

## Leadership Team Member #11

### Employee's Name

Zammetti, Danielle

### Position Title

Reading Coach

### Job Duties and Responsibilities

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Facilitate Lesson Planning

Grade Level Data Analysis

Department Chairperson



## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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Parents, students, and employees participate in a survey to obtain input. Additionally, the School Advisory Committee (SAC) meets to get additional input to inform the SIP areas of focus.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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Progress monitoring, attendance, behavior, and summative assessment data will be reviewed during monthly School Based Leadership Team meetings to evaluate effectiveness of Tier 1 instruction. This data will be disaggregated by subgroups. Monthly problem-solving meetings will be held for students who need additional intervention.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>49.2%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>TSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)*</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)*</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*</b>
<b>SCHOOL GRADES HISTORY</b> *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	<b>2023-24: C</b> <b>2022-23: D*</b> <b>2021-22: C</b> <b>2020-21:</b> <b>2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							124	106	145	375
One or more suspensions							73	95	42	210
Course failure in English Language Arts (ELA)							5	0	2	7
Course failure in Math							5	1	1	7
Level 1 on statewide ELA assessment							57	146	80	283
Level 1 on statewide Math assessment							75	117	59	251
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							120	109	173	402

#### Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024				2023			2022**	
ELA Achievement *	35	44	53	31	40	49	39	43	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	43	50	56				40		
ELA Learning Gains Lowest 25%	51	48	50				34		
Math Achievement *	31	48	60	25	42	56	35	34	36
Math Learning Gains	46	56	62				44		
Math Learning Gains Lowest 25%	61	65	60				55		
Science Achievement *	29	38	51	24	39	49	45	47	53
Social Studies Achievement *	47	60	70	55	59	68	68	53	58
Graduation Rate								47	49
Middle School Acceleration	58	62	74	31	54	73	47	54	49
College and Career Readiness								68	70
ELP Progress	31	38	49	36	60	40		63	76

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	43%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	432
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
43%	37%	45%	47%		44%	50%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.



## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	28%	Yes	5	5
English Language Learners	34%	Yes	5	
Black/African American Students	35%	Yes	5	
Hispanic Students	42%	No		
Multiracial Students	43%	No		
White Students	47%	No		
Economically Disadvantaged Students	40%	Yes	2	

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	17%	Yes	4	4
English Language Learners	36%	Yes	4	
Asian Students	65%	No		
Black/African American Students	25%	Yes	4	1
Hispanic Students	33%	Yes	1	
Multiracial Students	31%	Yes	1	1
White Students	36%	Yes	1	
Economically Disadvantaged Students	34%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	28%	Yes	3	3
English Language Learners	37%	Yes	3	
Native American Students				
Asian Students				
Black/African American Students	33%	Yes	3	
Hispanic Students	44%	No		
Multiracial Students	53%	No		
Pacific Islander Students				
White Students	46%	No		
Economically Disadvantaged Students	44%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	35%		43%	51%	31%	46%	61%	29%	47%	58%			31%
Students With Disabilities	12%		35%	44%	9%	40%	55%	5%	23%				
English Language Learners	22%		43%	44%	20%	42%	65%	19%	23%				31%
Black/African American Students	27%		40%	60%	17%	43%	36%	24%	30%				
Hispanic Students	33%		45%	48%	26%	41%	58%	27%	41%	63%			33%
Multiracial Students	33%		41%	38%	33%	50%	50%	33%	38%	73%			
White Students	37%		41%	53%	35%	48%	67%	29%	54%	56%			
Economically Disadvantaged Students	31%		40%	49%	26%	46%	61%	23%	44%	55%			29%

	2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	31%				25%			24%	55%	31%			36%
Students With Disabilities	12%				10%			15%	32%				
English Language Learners	27%				27%			20%	53%				53%
Asian Students	70%				60%								
Black/African American Students	19%				17%			0%	65%				
Hispanic Students	30%				21%			21%	51%	22%			54%
Multiracial Students	26%				25%			19%	47%	36%			
White Students	33%				28%			29%	56%	36%			
Economically Disadvantaged Students	29%				22%			21%	48%	29%			55%

	2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	
All Students	39%		40%	34%	35%	44%	55%	45%	68%	47%			
Students With Disabilities	16%		28%	24%	15%	40%	47%	21%	34%				
English Language Learners	38%		48%	33%	20%	37%	46%	8%	69%				
Native American Students													
Asian Students													
Black/African American Students	25%		37%	28%	22%	39%	31%	28%	53%				
Hispanic Students	36%		43%	38%	31%	44%	60%	35%	68%	41%			
Multiracial Students	44%		43%	42%	39%	46%	71%	71%	53%	64%			
Pacific Islander Students													
White Students	42%		39%	31%	38%	44%	54%	48%	72%	48%			
Economically Disadvantaged Students	36%		40%	34%	33%	45%	55%	39%	68%	48%			

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

2023-24 SPRING						
Ela	6	43%	55%	-12%	54%	-11%
Ela	7	25%	45%	-20%	50%	-25%
Ela	8	32%	33%	-1%	51%	-19%
Ela	9	90%	54%	36%	53%	37%
Math	6	35%	50%	-15%	56%	-21%
Math	7	18%	42%	-24%	47%	-29%
Math	8	25%	51%	-26%	54%	-29%
Science	8	28%	41%	-13%	45%	-17%
Civics		45%	62%	-17%	67%	-22%
Algebra		51%	44%	7%	50%	1%
Geometry		79%	42%	37%	52%	27%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

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

---

The data component that showed the most improvement was in eight grade science with an increase of 5%. The new actions that were taken was as follows:

- Facilitated Lesson Planning
- Reaching the rigor of the standards
- Science Boot Camps

##### Lowest Performance

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

---

7th grade math was our lowest performing group with a proficiency score of 18%. The biggest factor in this score was 85% of them scored below grade level in 6th grade. All of our teachers at 7th grade were also very inexperienced (less than two years teaching) and were working towards gaining familiarity with the 7th grade math standards and curriculum. Discipline practices also needed to be put in place to regain control of the classrooms from the previous year.

##### Greatest Decline

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

---

The data component that showed the greatest decline from the prior year was 7th grade in general. They showed a 13% decline in math and a 5% decline in language arts. The factors that contributed to this decline was first, when these students began middle school, they came into a school environment with no consistent rules and structure. Secondly, most of the faculty at that time was TPG teachers and instruction was not reaching the necessary level of rigor needed for mastery of the standards. Lastly, this group of students had the greatest number of disciplines in the school.

##### Greatest Gap

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.

---

7th and 8th grade Math were both 29% below the state average. 7th grade had the highest Office



Discipline Referral rate on the campus while also having all TPG teachers for their math classrooms. 8th grade percentages don't account for the large number of students who are enrolled in Algebra (a 3 or higher on the FAST test the previous year) which skews the numbers on a downward trend.

### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

---

No Answer Entered

### **Highest Priorities**

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

---

No Answer Entered

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Collaborative Planning, Student Engagement

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Collaborative planning is a vehicle which allows teachers to work collaboratively to build common lesson plans across the grade level and departments. This collaboration creates more rigorous lesson plans as teachers work to meet the rigor of the state standards within their curriculums. It fosters a focus on designated areas of lesson implementation such as differentiation, engagement, and the development of higher order thinking skills. It was identified as a need after a review of lesson plans submitted to administration that were created during summer planning sessions for the following school year.

Student Engagement is a measure of the involvement students have in the learning process while in the classroom whether it is active or passive engagement. Engagement strategies are seen as a need after conversations and feedback from staff and onsite coaches. Engagement strategies help students become more involved in the lesson, retain concepts covered in class, and focuses classroom behavior on academic learning through active engagement versus allowing down time to become a factor in the classroom.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Fox Chapel Middle School will work to increase student proficiency in all academic areas by 4% for the 24-25 school year. In 23-24 FCMS gained 6% in math from 25% to 31%. Our goal for 24-25 will be to increase from 31% to 35% in combined achievement. In 23-24 FCMS went from 31% to 34%. Our goal this year will be to increase from 34% to 38% in combined achievement. 8th grade Science FCAT scores went from 23% to 28% in during the 23-24 school year. The 24-25 goal will be to increase from 28% to 32% in 8th grade science. 7th grade Civics went from a 54% to a 45% during the 23-24 school year. The goal for the 24-25 school year will be to increase from a 45% to a 55%, 10% growth, to recoup the drop this past year.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Twice a month staff and administration will meet within core curriculum areas for admin data chats to discuss progress monitoring measures from PM1, PM2, AP1 and AP2 through FAST benchmarks and iReady measures. Science will look at MAP testing data from their benchmark exams. Administration will also meet with onsite curriculum coaches once a month to further develop plans for PLCs, facilitated lesson planning, and monthly PD sessions. During these conversations plans and adjustments will be made to instruction to ensure that staff are meeting the rigor of the standards through engaging lessons being taught in class. Administration will also be monitoring lesson plan development and completion in a timely manner through the Planbook platform which allows them to run reports as part of lesson plan monitoring.

**Person responsible for monitoring outcome**

Administration who oversee the individual academic departments.

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Collaborative planning: Teachers will plan weekly with in their departments before school. Teachers will be provided with additional collaborative lesson planning opportunities after school and during the summer.

**Rationale:**

An administrative review of lesson plans, submitted by staff, indicated a need for more rigorous lesson plans requiring a focus on engagement, differentiation, and higher order thinking skills.

**Tier of Evidence-based Intervention:****Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Lesson plan rigor and quality control.

**Person Monitoring:**

FCMS Administrative Team

**By When/Frequency:**

Weekly/Bi-monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

Administrative discussion with academic coaches around lessons being built through facilitated lesson planning, plans implemented through collaborative teaching and modeling, with results juxtaposed against test scores and classroom observations completed by administration. Teachers will be entering lesson plans into Planbook with designated sections for differentiation, engagement, and HOTS to be addressed during the implementation of the lesson.

**Action Step #2**

Timely lesson plan completion

**Person Monitoring:**

Admin Team

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action****step:**

Admin will run a weekly report to make sure staff are creating and turning in their lesson plans well in advance of teaching the actual lessons. This will help insure quality instruction in the classrooms with intentional steps and practices put in place to meet the needs of all students.

## IV. Positive Culture and Environment

**Area of Focus #1**

Positive Behavior and Intervention System (PBIS)

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus for positive culture and environment will be PBIS. 49.4% of our students had 1 or more discipline referrals during the '23 - '24 school year. By focusing on PBIS we will work to foster a climate and culture on the campus that allows the students and teachers to develop stronger student-to-teacher relationships as well as stronger student-to-student relationships. By decreasing our disciplines we will see an increase in the amount of instruction that the student receives to contribute to their academic growth while also fostering a more positive climate. Additionally, we had 154 students (20% of our student body) who were suspended two or more times during the school year. By reducing these suspensions through the growth and development of a positive culture we expect to see a reduction in suspensions issued.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the '23-'24 school year 49.4% of our students received at least one Office Discipline Referral [ODR], 32.3% had at least one suspension during the year, and 20% of our students had two or more

suspensions throughout the school year. Our goal will be to reduce the percentage of our student body earning at least one ODR by 15%. We will look to reduce the percentage of students getting at least one suspension by 10%. Additionally we will look to cut the number of students being issued two or more suspensions by 5%.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Discipline data will be shared monthly at PBIS meetings as well as faculty meetings.

Discipline data will be shared monthly at SBLT meetings with plans made to provide interventions to students exhibiting violations of the Student Code of Conduct (SCoC).

PBIS survey will be provided to students and staff throughout the year (3-4 times) after monthly PBIS events to monitor effectiveness and enthusiasm around PBIS efforts on campus.

### **Person responsible for monitoring outcome**

Josh Smith

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

PBIS is an evidence-based tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. For the 24-25 school year, our school is entering into the second year of re-implementation and we will continue to build on last year's progress with a focus on teaching and modeling classroom expectations and incentivizing students who meet expectations. Last year, the focus was on common area expectations and schoolwide incentives so our next step is to have a strong implementation at the classroom level with an increased focus on not only incentives but our house system which will build peer-to-peer relationships.

#### **Rationale:**

When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. Last year, the common area expectations were a focus. We saw a 43% decrease in SESIR violations from the 22-23 school year and an overall drop of 27% in all ODRs written on the campus. Last year, 72.9% of our ODRs came out of the classroom, so PBIS will be working towards a more in-depth implementation in the classroom as well as more thorough implementation of the PBIS model campus wide to reach model school status.

#### **Tier of Evidence-based Intervention:**

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

#### **Action Step #1**

PBIS Committee Enhancement

**Person Monitoring:**

Joshua Smith

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The school will look enhance the PBIS committee by seeking to have representation from each grade level and department. We will also be looking to add parents and students as stakeholders on the PBIS committee.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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All Title I schools share their SIP, UniSIG budget, and SWP with stakeholders during SAC and Title I Committee Meetings. Initial achievement data and findings are shared, and then goals, strategies, and metrics are discussed for input and feedback. In the Title I Annual Meeting packets, information on participating in SAC and Title I Committee Meetings is shared, and details on where to find copies of the SIP are included. For families unable to attend the Annual Meeting, packets get sent home. Administrators share updates on SIP progress in various forums throughout the school year. Parents are encouraged to seek support from site-based personnel and members from the Federal Programs Department as needed for clarification regarding any district SIPs, UniSIG budgets, and SWPs.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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Teachers and administrators use multiple strategies to contact families, and other community stakeholders including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff, to engage with community agencies and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through Skyward Family Access Portal, (4) inviting families, and other

community stakeholders to participate in SAC and PTA Boards, (5) inviting families, and other community stakeholders to attend PTA meetings and participate in school related events, (6) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (7) advertising events on school marquees, actively participating and inviting families, and other stakeholder to the Family and Community Engagement Teams quarterly meetings, (9) and numerous other out-reach strategies developed by school staff.

### **Plans to Strengthen the Academic Program**

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

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In an effort to strengthen our academic program in the school, we will be placing the following in effect:

- Weekly morning facilitated lesson planning
- Instructional Coaches providing PLCs bi-weekly
- Bi-weekly administrative data chats
- Common lesson planning across all departments by using Plan Book
- Five additional teacher allocations providing intensive math and ELA interventions for struggling students
- Monthly professional development during half-days

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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Using a collaborative approach, each school-based leadership team builds its SIP with the district's Curriculum, Instruction, and Assessment team, comprised of representatives from the Assessment and Accountability, College and Career Programs, Curriculum, Exceptional Student Education, Federal Programs, Student Services, Instructional Technology, Technology, and Information Services, and Professional Development Departments. Work sessions include time for information share-outs, question and answer sessions, and plan building. This collaboration allows for cross-coordination between federal grants, departments, and access to support agencies and programs. This cross-coordination includes but is not limited to Title I, II, III, IV, IX, McKinney-Vento, IDEA, MTSS, Carl Perkins, the Early Learning Coalition, BayCare, the Dawn Center, and Wilton-Technical College to meet the needs of students. Once plans are built, school leaders share details with their



stakeholders.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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School based mental health staff are identified as school psychologists, school counselors, school social workers and nurses. Hernando County follows the MTSS Tiered process - Tier 1- all Hernando County Schools are Positive Behavior Support Schools. In addition, Hernando County Schools has a fulltime masters level school social worker at each school site. Each school MTSS team monitors the early warning indicators (academic, behavior, attendance) Each school site has a referral process that is documented and sent to the social worker to assess the student to determine if they would benefit from additional services and support with parental consent. In addition, our MTSS process refers students for additional support that may include mentoring, tier 2 behavioral/emotional intervention, referrals to community agencies and data is collected on these referrals.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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Hernando Schools recognizes the importance in preparation for, and awareness of postsecondary opportunities and the workforce as a crucial aspect of secondary education that aims to equip students with the skills, knowledge, and resources necessary to succeed in their chosen career paths after high school. All five of our high schools, four middle schools, three K-8 schools and four elementary schools offer courses that provide students with the opportunity to engage in career and technical education (CTE) program activities.

Our CTE programs combine academic instruction with hands-on training and experience. They can range from fields such as healthcare, manufacturing, technology, and trades to business, agriculture, and more. Students who participate in our CTE programs gain practical skills that can lead to direct entry into the workforce or provide a strong foundation for further education. Through these programs, students are offered the opportunity to develop specific skills and knowledge relevant to a particular industry or profession.

Work-based learning experiences through our cooperative education programs (OJT), offer students the opportunity to gain practical work experience while still in high school. These experiences provide valuable insights into specific industries, help students apply classroom learning to real-world situations, and allow them to develop essential workplace skills. Work-based learning can also help students build professional networks and enhance their resumes.

To broaden students' access to postsecondary opportunities, HCSD offers advanced coursework that allows students to earn college or postsecondary credit while still in high school. Through dual enrollment our students can enroll in five six postsecondary institutions, enabling them to take college-level courses alongside their regular high school curriculum. These courses are taught by qualified high school teachers who meet college standards. By successfully completing these courses, students can earn both high school and college credit, thereby accelerating their progress toward a postsecondary degree.

### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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All schools use a tiered system to support the various needs of students. Tier 1 includes the core instruction and system that is provided to all students. Tier 2, or supplemental instruction and intervention, is provided to some students not meeting expectations and is often delivered to small groups of students who will likely benefit from instruction focused on the same target skill(s). Tier 3, or intensive intervention, is intended for a few students experiencing significant barriers to learning or behavior. Tier 2 and 3 interventions are evidence-based, aligned with Tier 1, and include additional instructional time focused on critical skills. Schools utilize the PBIS framework.

### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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The LEA will implement professional learning activities that are focused on areas that will lead to greater student achievement through Standards based professional development. These learning activities will include LEA-wide initiatives that will provide consistency and understanding in instructional methodology, high impact instructional strategies in ELA, math, science and writing, web-based learning tools, instruction that is driven by student performance outcomes from progress

monitoring and state assessments. The LEA- initiatives will include addressing the learning needs of our diverse population, particularly ELL students, students with disabilities, and students that are not meeting performance expectations on state standards. In addition, learning activities that focus on the learning needs of students that are unique to each school will be provided. These areas of focus are determined through an analysis of student performance data reported through a comprehensive needs assessment completed by each school, surveys conducted across the district with instructional staff to determine the needs of each school and specific learning needs and interests of personnel.

Induction and Mentoring Support - The LEA will implement the use of TOSAs to increase the effectiveness of beginning teachers as well as teachers that are new to the district. The TOSA will provide embedded professional learning to beginning teachers, as well as, those teachers that are new to the district and/or identified as struggling. The school-based administrators and TOSA will work closely together with the beginning teachers and new teachers through the new teacher induction program to identify the indicators in the performance appraisal instrument (Danielson) that need strengthening and then assign specific domains for the beginning teacher / new teacher to complete. This strategy gives the administrator, TOSA, and teacher the freedom to provide purposeful and meaningful professional learning that is individualized to the need of the teacher. The TOSA will additionally be actively involved in the mentoring program for new teachers: to include induction content trainings, mentor trainings, clinical education, site visits to support mentors/ mentees, etc. In addition, the TOSA will assist with recruitment and retention efforts during the year. The TOSA will be actively engaged in these professional learning activities daily throughout the school year.

In an effort to recruit and support our new teachers, the LEA will provide a new teacher induction program for all new teachers to our district. The program will consist of four (4) face to face training days and ongoing mentoring and collegial work in like groups. This program is designed to meet the professional needs of new teachers through professional collaboration with trained mentors. We recognize that new teachers will need different levels of support, according to their experience and certification status. Mentors are required to have yearly training, meet with their mentees monthly and complete the observation cycle once per semester at an average of 30+ hours per year. To target high needs schools, we will be utilizing classroom supplements that will enable a mentor at a designated high needs site to mentor for one period daily for the year.

Capacity building for Administrators - The LEA will support all school leaders with participation in professional development opportunities that will lead to strengthening their skills as an instructional leader in ELA, math, science and writing, as well as, high impact instructional strategies, high student

engagement that is meaningful and rigorous. School-based leaders will also receive professional learning opportunities to further their skills in how to use observation data, honing their skills with inter-rater reliability, giving quality feedback to personnel, how to optimize the strengths of school based personnel, how to analyze student data and how to use the analysis to make informed decisions to drive curriculum and instruction. Professional Learning activities for School-Based Leaders, district leaders and aspiring leaders will be supported through a variety of conferences, the Superintendent's Leadership Academy, Principal and Assistant Principal Cadre's, the Aspiring Leaders Academy, learning walk, book studies and through one-on-one guidance from the supervising district administrators. HCSD provides professional development for current and prospective school leaders through the Gulf Coast Partnership through USF for the Level II Principal certification program.

**Endorsement Course Offerings-** The LEA will implement a program for teachers who are flagged as out of field. The retention of effective teachers is essential to the district and this should increase the percentage of teachers that are retained.

**The use of instructional coaches -** The LEA will implement the use of Instructional Coaches to increase the effectiveness of all teachers through effective evaluation and high quality, personalized professional development. The Instructional Coaches at each school will provide job embedded professional learning to all teachers regardless of where each teacher's skill level resides on the mastery spectrum. Additionally, the instructional coaches will lead LEA wide initiatives that will provide consistency and understanding of instructional methodology, high impact instructional strategies, data analysis of student performance assessment outcomes and other professional learning activities that are focused on the learning needs of students that is unique to each school. For teachers that are struggling, the school based administrators and Instructional Coaches will work closely together with those teachers to identify the indicators in the performance appraisal instrument (Danielson) that need strengthening and then assign specific domains for the teacher to complete. This strategy will give the administrator and Instructional Coach the freedom to provide purposeful and meaningful professional learning that is individualized to the need of each teacher to strengthen their instructional practices and increase student performance outcomes. Instructional Coaches will use a variety of professional learning strategies (one on one, job embedded, group PD) to deliver PD to teachers at each school including the intensive coaching cycle, modeling, and mentoring.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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The school district's Early Learning Specialist collaborates with the Early Learning Coalition to

welcome district kindergartners into district schools through various means; this includes a transition fair, information videos, social media posts on registration requirements, school open house schedules, and appropriate supplies. Schools also host separate Kindergarten open house events for students and families in support of gaining access to campus in a less crowded manner with more individualized attention.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**



BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00