Inverness Middle School
School Improvement Plan 2018-2019

Mission/Vision: The mission of the IMS learning community is to empower our students to reach their full potential; to respect the diversity of others and to become responsible citizens and lifelong learners.

EQ: How can we improve instructional effectiveness and increase student achievement and performance?

Areas of Focus:
1. Improve Student Engagement (5D)
2. Increase reading and writing across all content areas
3. Building relationships with all stakeholders

Action Steps		Evaluation
Strategies/Steps	Measures of Progress	

Core Content Areas
 	
1. Facilitate professional development on the 5-D tool, covering all dimensions, with a focus on Student Engagement.
-Pre-planning week
  - Welcome letter from principal to staff discussing the focus for the year
  -Overview of each dimension
  - Teacher reflection on each dimension
  - Lesson plan expectations and overview of walkthrough tool
-Monthly
  -Core team completes walkthrough with focus on 5D and feedback is provided to teachers
  -Detailed presentation of one dimension (first Wednesday of the month)
  - Staff meeting share session (third Wednesday of the month). Staff members share out best practices and student work samples
  -Monthly department meeting sharing best best practices within content area with a focus on 5D and WICOR strategies
-Weekly
  -PLC meetings to develop lesson plan activities with a focus on student engagement, specifically student talk
	Walkthrough- core team weekly walkthroughs based on department
	
	Core Team Meetings- weekly review of walkthrough data and professional development schedule/plans
	
	Department Meetings- monthly sharing of best practices focused on WICOR and student engagement
	
	Data analysis by department- using Citrus Assessments and classroom assessments, grade level- review of students on the watch list
	
	Surveys- Staff, students, and parents
		Students scoring at or above a level 3 in all subject areas will meet or surpass district and state proficiency levels.

Action Steps		Evaluation
Strategies/Steps	Measures of Progress	
Core Content Areas (cont.) 2. Schedule Professional Development focusing on reading and writing (literacy) across all content areas 　-Core Connections Professional Development: continued for ELA and introduced to Social Studies and Science 　-Embed reading and writing in staff led professional development, including WICOR strategies 3. Building Relationships for ALL stakeholders 　-Week 1- Student handbook and PBS expectations 　　　- Use of restorative practices, small group setting 　-Character Education- Monthly focus led by PBS Committee and IMS Innovators 　　　- Morning show features, PBS quarterly activity days 　-Staff celebrations- Quarterly whole staff celebrations 　-SAC- promoting and maintaining community and parental involvement 　-Title 1 Family Nights- December- Curriculum/STEAM, March- Family Fun 　-Communication 　　　-Weekly call-outs through School Messenger 　　　-Social media- sharing information, student and staff celebrations 　　　-Staff weekly bulletin 　　　-Monthly newsletter		

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<table>
<tr><th colspan="3">Action Steps</th><th rowspan="2">Evaluation</th></tr>
<tr><th></th><th>Strategies/Steps</th><th>Measures of Progress</th></tr>
<tr>
<td>Behavior</td>
<td>-PBS Team facilitate PD on behavior and share data quarterly
-Teach expectations to all students through department specific plans during the first week of school (smaller group sessions through Social Studies)
-Review expectations in grade level assembly (beginning of each semester)
- Morning show crew reviews weekly behavior expectations</td>
<td>-PBS meeting minutes
-Morning show
- Discipline data</td>
<td>Decrease negative referral by 10% from the previous year</td>
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<td>Acceleration</td>
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School Grades								
2010	2011	2012	2013	2014	2015	2016	2017	2018
A	A	B	B	B	B	B	C	B

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Early Warning System

Required for schools including any of grades K-8, pursuant to section 1001.42(18)(a)2., F.S

1. Describe the school's early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:
    i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
    ii. One or more suspensions, whether in school or out of school
    iii. Course failure in English Language Arts **or** mathematics
    iv. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Attendance: Social Worker and guidance department will lead weekly CST meetings, homeroom teachers are contacted home for a third consecutive absence
Suspensions: Follow-up with students while in ISS, follow up with OSS students with Social Worker, parent contact and conference requested
Course failures: Guidance conference, parent contact, and conference requested. Guidance will schedule students in credit recovery in second semester if student is at risk of failing
Level 1 ELA or Math- Students enrolled in 90 minute math block or additional 45 minute reading class, Student progress is monitored through interventions in Skyward and Achieve 3000 for Reading and Aleks for Math.

2. Provide the following data related to the school's early warning system:
    i. The number of students by grade level that exhibit each early warning indicator listed above
    ii. The number of students identified by the system as exhibiting two or more early warning indicators

	Attendance	Suspension	Course Failure	Level 1		Two or More EWS Indicators
Grade 6	50	53	6	105	Grade 6	47
Grade 7	58	83	1	73	Grade 7	52
Grade 8	65	81	0	94	Grade 8	71

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Attendance- Social worker and guidance supporting families with attendance- home visits, CST, individual and small group check in/conferencing
Suspension- Critical Thinking course to support ESE and gen ed students with multiple behavior concerns, MTSS Student of Concern Action Plan through school psychologist
Course failure- Guidance monitors grades and works with lab coordinator to utilize credit recovery through Edgenuity
Two or more indicators- Quarterly grade level meetings to monitor current interventions and develop new plans of action

4. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Pre-planning week- opportunities to meet and greet with new staff, getting to know you activities, share sessions
Grade level content area teachers will have common planning and scheduled PLC meeting weekly during planning, monthly department meeting to showcase student work/teacher lessons, quarterly grade level meetings to analyze effectiveness of classroom intervention strategies for students with two or more EWS indicators
Quarterly team building activities with staff- luncheons, collaborative acitivies
Quarterly student celebrations through PBS- activity day, ice cream socials, daytime awards

5. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Walkthrough tool- monitors posted we will statement, connection to standards, and clearly guiding instruction
Curriculum TOSA- will lead professional development and support new teacher and teachers who need assistance

6. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Student data is used in the beginning of the year to determine scheduling for intensive reading and math courses and Successmaker Lab.
Our plan will focus on increasing student engagement by incorporating student talk, small and collaborative groups to differentiate to meet the needs of all students