

Citrus Springs Middle School

School Improvement Plan 2018-2019



Mission/Vision: Student Success in a Balanced Learning Environment

EQ:

- Areas of Focus:
1. Implement 5D Rubric with an initial focus on Purpose
 2. Improve performance of economically disadvantaged students
 3. Shift mindset regarding academic and behavioral interventions

Action Steps		
Strategies/Steps	Measures of Progress	Evaluation
<p>Core Content Areas</p> <ol style="list-style-type: none"> 1. Schedule PD focusing on improving performance of economically disadvantaged students <ol style="list-style-type: none"> a. Poverty Simulation b. Community bus ride c. Representative will attend Restorative Practices 2. Schedule PD focusing on improving classroom management <ol style="list-style-type: none"> a. Time to Teach / Refocus b. Staff book study: "Better Than Carrots or Sticks" to begin in November c. Student book study: "7 Habits of Highly Effective Teens" to begin in September 3. Prioritize students of highest need <ol style="list-style-type: none"> a. Utilize FSA/state assessment data and teacher input to develop students' schedules b. Assign bottom quartile students to strongest ELA & Math teachers c. Schedule students into the most appropriate challenging/support classes to include AVID, intensive courses, and advanced courses 	<p>Monthly review of data at core meeting to include:</p> <ul style="list-style-type: none"> - Academic Intervention (ALEKS, Achieve3000, SuccessMaker) - Behavioral Intervention (referrals, referral outcomes) 	<p>5% reduction in achievement gap between economically disadvantaged students and their non-ED peers</p> <p>5% reduction in office discipline referrals</p>



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Action Steps		
Strategies/Steps	Measures of Progress	Evaluation
<p>Core Content Areas (cont.)</p> <p>4. Implement 5-D tool</p> <p>a. Schedule PD for the first week back to establish, communicate and implement electronic walk-through tool unpack the indicators for the Purpose dimension of the 5D Rubric. Unpack indicators for other 4 dimensions at staff meetings throughout the year.</p> <p>b. Teachers identify an indicator on which to focus for each dimension and post indicator in their classroom</p> <p>c. Develop and implement an electronic walk-through tool</p> <p>i. Develop and adhere to a walk-through schedule</p> <p>ii. Provide targeted feedback at the conclusion of each walk-through</p> <p>5. Techniques to support Focus Areas</p> <p>a. Pre-School /First Week</p> <p>i. Send out email to staff welcoming them back; including school year focus and allowing teachers time to plan</p> <p>ii. Hold transition meetings</p> <p>iii. Create and share meeting templates to include AVID strategies and data collection</p> <p>iv. Introduce Calendar and use of Microsoft Teams</p> <p>b. Monthly</p> <p>i. Facilitate walk-throughs with a focus on the identified 5D indicator</p> <p>ii. Discuss walk-through data, citing evidence of the monthly identified indicator with core team and determine what needs to be shared with staff/departments</p> <p>iii. Teachers share out evidence of using AVID strategies at department meetings</p> <p>iv. Staff share academic and behavioral data at department meetings</p>	<p>Monthly review of walk-through data at core meetings</p> <p>Quarterly review of walk-through data at staff meeting</p>	



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Action Steps									
Strategies/Steps					Measures of Progress			Evaluation	
Behavior - Modify current correctional behavior strategies to reflect a more interventional approach. - Review student handbook & code of conduct - Establish core team beliefs and progress as a unified front - Identify staff members for PBS team & schedule PBS meetings - Plan PBS events and incentives - FNN videos to reinforce expectations & admin appearances on FNN								- Meeting calendar - Monthly data review at core meetings	
Acceleration Review FSA and formative assessment data to identify students requiring acceleration. Review FSA data to identify teachers for whom working with accelerated students is a strength. Identify students participating in AVID Review student placement recommendations from teachers								- Placement Matrix - Master schedule	
School Grades									
2010	2011	2012	2013	2014	2015	2016	2017	2018	
A	A	A	A	A	A	B	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

CSMS will use an Filemaker, an electronic Early Warning System to identify and monitor students in the following categories:

- i. Attendance below 90 percent, regardless of whether absence is excused or a result of a out-of-school suspension
- ii. One or more suspension, whether in school or out of school
- iii. Course failure in English Language Arts or mathematics
- iv. Level 1 score on the statewide standardized assessment in English Language Arts or mathematics

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	24	29	6	66	Grade 6	26
Grade 7	26	49	1	48	Grade 7	26
Grade 8	41	68	0	69	Grade 8	41

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).

Behavior- Time to Teach strategies, Club 7- student book study 7 Habits of Highly Effective Teens, Revamping ISS to incorporate instruction in replacement behaviors and social skills
Attendance- Guidance Intervention, Social Worker home visits,
Course Failure- Credit recovery using E 20-20, Guidance grade monitoring process, AVID strategy, Grade Level Discussion for at risk students
Level 1- Student scheduled in intensive reading and math course,

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

Strive to give common planning time, schedule collaborative grade level and department meeting times to allow for collaboration, Staff PBS, initiative for staff to start each day sharing a positive with another staff member and/or student

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

Establish 5-D Framework (Purpose)
Lesson Frames are required to be posted and aligned with Florida standards
All programs and curriculum are aligned with state adoption standards
Evaluation of teacher lesson plans

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.

Students are provided a variety of courses to meet their various academic needs including remedial and advanced courses in reading, mathematics and science. Acceleration course are offered in algebra and geometry.
Students who do not demonstrate proficiency in ELA standards are enrolled in a mid-level or intensive reading course depending on FSA scores and teacher recommendations. Students who do not demonstrate proficiency in Math standards are enrolled in an intensive math course utilizing ALEKS or an intervention period utilizing SuccessMaker.