Nova MS (1311)

School Improvement Plan (SIP)

School Info

Board Approved

The School Improvement Plan (SIP) is a live document that is subject to change based on School Advisory Council (SAC) recommendations.

School Grade (2017 - 2018)	A
Title 1 School	Yes
Differentiated Accountability (DA)	No

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA, Unified Arts, Guidance/ESE, Reading & Critical Thinking, Math, Science, Social Studies	Monday Tuesday Wednesday Thursday Friday	2nd, 3rd, 4th, 5th	8/8/2018 - 5/9/2019	11:15 AM - 12:00 PM	6, 7, 8

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

GRADUATION/COLLEGE AND CAREER READINESS (EARLY WARNING INDICATORS)

Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
			Data for: 2016-2017			
06	454	5.50	16.30	13.00	23.30	14.50
07	420	9.00	13.30	9.30	24.00	14.30
08	425	5.90	10.40	5.20	19.80	6.80

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

A variety of intervention strategies are employed by the school to improve academic performance of students. Students who exhibit early warning indicators of academic failure are referred to the CPST team, which consists of teachers, administrators, guidance counselors, school social work, school psychologist, and the ESE specialist. The team reviews each individual case and develops an intervention plan unique to the individual student needs. Each student is monitored as they move through this RtI process. In addition, students with specific math and reading deficiencies are placed in enrichment academic elective courses designed to remediate the skills the students are lacking. Struggling readers are placed in Reading classes utilizing Achieve 3000! software which provides reading instruction at the students lexile level and uses scaffolding strategies to increase reading performance. The FAIR Assessment data is utilized as a tool for specialized instruction to the students with critical needs.

In addition, he school's Community Liaison will monitor attendance to help maximize instructional time. In addition, we will have the extended learning opportunity (ELO) program on select Saturdays to help students prepare for the FSA and EOCs.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday Friday	1st, 2nd, 3rd, 4th	9/5/2018 - 5/29/2019	10:00 AM - 3:45 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	**Overall Rating**
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	
Explain the activities in which your school will participate to increase your overall rating. Include specific details.	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1311_12202018_SAC-12_18_2018_Meeting-Notes.docx	December	A+ Funds	1/18/2019
SAC-Agenda_December-18_2018-(2).docx	December	Developed	12/21/2018
12_18_2018_SAC-Sign_In-Sheets.pdf	December	Developed	12/19/2018
11_27_2018_1311_SAC-Meeting-Minute-Notes.docx	November	A+ Funds	12/12/2018
SAC-Sign-In_11_27_2018.pdf	November	A+ Funds	11/29/2018
SAC-Agenda_November-27.docx	November	A+ Funds	11/29/2018
SAF-11-24-18-Minutes20181127.pdf	October	Developed	11/27/2018
SAC_Sign-In-Sheet_Nov-1.pdf	November	SAC ByLaws	11/2/2018
SAC-ByLaws-11_01_2018.html	November	SAC ByLaws	11/1/2018
SAC-Meeting-Minutes_10-23-18.docx	October	Developed	10/25/2018
SAC--Sign-In--Sheet___October-23.pdf	October	Developed	10/24/2018
SAC-Agenda_October-23.docx	October	Developed	10/24/2018
09_25_18_SAC_Sign-In-Sheets.pdf	September	Developed	9/28/2018
SAC-Meeting-Minutes-Final-9-26-18.docx	September	Developed	9/28/2018
SAC-Meeting-Notes_August_Revised.docx	September	Developed	9/26/2018
SAC-Commitee_Sign-_In_Sheet-for-August-28_1028.pdf	August	Developed	8/31/2018
SAC_-Agenda_Nova-Middle-School-Advisory-Council.docx	August	Developed	8/31/2018

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	562	10 of 71	5	81	161

GOALS

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

The area of focus is Mathematics. Our academic gains have been minimal, stagnant, or have decreased in Mathematics in the past few years. Our target focus is Mathematics Lowest Quartile because these students are not showing Learning Gain growth.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

The BEST Practices implemented are collaborative schools visits with schools within our SES Band, the effective implementaion of the Instructional Practice Guide (IPG), and the implementation of data cycles.

Describe in detail how the BEST Practice(s) will be scaled-up.

The trends gathered from the collaborative visits will be compiled and addressed through leadership and department meetings. The professional development team will advise trainings that will assist in addressing the concerns. The teachers will use the IPG as a guidance tool for lesson planning. The department administrators will use the IPG as a tool for data chats with individual teachers.

What specific school-level progress monitoring data is collected and how often?

The specific school level progress monitoring data collected is CARE data for grade levels 6-8. This data is collected in cycles every 2-4 weeks.

How does the school ensure the fidelity of students not progressing towards school and district goals?

The schools ensures the fidelity of students not progressing towards school and district goals by providing remediation of previously taught standards, rigorous instruction that is data driven in both Math and ELA and a paraprofessional who supports our lowest quartile students in Math.

How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

Not applicable

How does the school ensure Tier 1 Standards-Based classroom instruction is being implemented properly and effectively?

The school ensures that TIER One standards based classroom instruction is being implemented properly and effectively by using Collections and STEM scopes.

Describe texts used for core, supplemental, and intervention programs at each grade level. How does the school ensure students have access to a balance of literary and informational text in a variety of mediums?

The texts used for core, supplemental and intervention programs for grade levels 6-8 are USA Test Prep, Achieve 3000 for Intensive Reading students, Collections and curriculum as a diagnostic assessment and monitoring tool, the ELA learning gains of the lowest quartile improved as well as the overall profieciency.

The school ensures students have access to a balance of literary and informational text in a variety of mediums by providing resources such as consumables, scholastic action magazines, scholastic scope magazines and newspapers on grade equilavent lexile levels.

STRATEGIES & ACTIVITIES

Strategies	Persons responsible	Deadline	Professional Development	Budget
Teacher/Sub Coverage Plus SEL	Cassandra Woehr	6/9/2019		$3,600.00
Staff Development for curriculum distribution/collection	Darryl Baker	6/9/2018		$200.00
USA Test Prep	Melissa Johnkins	6/9/2018		$4,000.00
Materials for Extended Learning Opportunity	Juliet Rezende	6/9/2019		$1,500.00
One on One Writing Conferences	Karen Proia/Angel Welsh	6/9/2018		$5,200.00
Consumables materials, (Scholastic Magazines SCOPE/ACTION JR. Scholastic Subscriptions)	Celia Benitez	6/18/2019		$500.00

Strategies	Persons responsible	Deadline	Professional Development	Budget
Implementing The Cognitive Behavior Model, Second Step Program,	Administration, Guidance and SEL Coach	5/31/2019	PLC, SEL trainings, RtI/MTSS trainings, School Wide SEL Trainings, Educate Teachers about the SEL Plan	$1,200.00

BPIE Files

File Name	Uploaded Date
1311_11022017_NovaMS_BPIE.pdf	9/13/2018