



## Micanopy Middle School, Inc.

708 NW OKEHUMKEE, Micanopy, FL 32667

<http://micanopymiddle.com/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Combination	No	74%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	Yes	0%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	D	C	I

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Micanopy Middle School is to recognize and nurture all human intelligence so that the students and staff of varied cultural and social backgrounds will achieve their full potential. The founders envisioned a school that creates an inclusive community working together to support student achievement and a strong sense of self worth. The school will offer a comprehensive educational program by placing a strong emphasis on math, science, and history while infusing technological changes as well as the arts. Micanopy Middle School will foster an environment where students, parents, staff and the community are partners in the educational process of all its students.

##### **Provide the school's vision statement**

Micanopy Middle School aims to provide, in partnership with the parents, a quality education so that all students are able to reach their full potential within a caring, secure environment.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

At the beginning of the academic year the teachers will request a written assignment that ask the students to describe their backgrounds. Later, the teacher will have a presentation by the student that involves the many cultures that comprise the class. Personal essays are assigned throughout the year. Subsequently, the teachers will assign the students to research other cultures in an effort to better understand the many differences as well as similarities.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The school has adopted a No-Bullying policy. Students are encouraged to leave messages anonymously. Teachers are asked to stand outside their classes during the exchange of class. At the end of the day, teachers are visible inside and outside the building in an effort to ensure a safe environment. Teachers encourage students to come to them and discuss any problems.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The staff and faculty coordinate with each other to ensuring that discipline procedures are consistent for the appropriate conduct with the mind set of first reducing the number of out of school suspensions. Emphasis is placed on keeping the students in the classroom and parental collaboration.

##### **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**

The school will focus its efforts to ensure there is collaboration with the parents. Mentoring is available through various community agencies and whenever applicable, one on one consultation is implemented.



### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school utilizes the ABC method for tracking students that are susceptible for retention. The school is in step with the district policy of parental notification for excessive absences, adverse behavior issues and course failures. The school has in place an Educational Planning Team that will assist the faculty in evaluating and implementing a plan of action that is conducive to addressing the specific needs of the student. Title One provides additional Reading and Math instruction for Level One students through the use of Achieve 3000 and Study Island.

#### Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	6	7	8	9	
Attendance below 90 percent	0	1	0	2	3
One or more suspensions	2	1	0	1	4
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	2	1	1	0	4

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

- 1) Counseling.
- 2) Intensive Reading and Intensive Math help - Achieve 3000 and Study Island.
- 3) Credit Retrieval online.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

Meetings will be coordinated with the parents, teachers and administration. During these meetings, surveys will be taken that shall cover a wide range of topics whose center focus is on the enhancement of the student's academic achievement.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school uses a host of ways to sustain partnership with the local community. Chief among them are: PTO, SAC, newsletters, school web site, school Facebook page, and call multiplier. The school participates in local festivals and events. We work with the neighboring elementary school to promote school awareness. Students go downtown and interact with the local businesses several times a year. They pass out brochures and tell the store owners about current events in the school. The local ice cream shop will sometimes donate certificates for honor roll students. Businesses are also invited to our yearly Open Houses in the Fall and the Spring.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Lowe-Phillips, Tara	Principal
Black, Kristin	Administrative Support

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Principal: Provides vision, ensures the school faculty is implementing strategies that support high achieving goals by supporting the process of collecting and analyzing the school's aggregate data for the purposes of collaborative input. Serves as the Disciplinary Dean when students break the school rules. The teachers follow the Alachua District pacing guides to teach all the required coursework and state standards.

***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 team meets once a week to review data that will facilitate identification of students who are meeting/exceeding benchmarks, at moderate or high risk for not achieving benchmarks. Based on evaluation of data and identification of students needs, the school will identify professional development and resources needed. The fundings received will be used to enhanced the learning of the students at MMS. In addition to research based books, the school will have a pull out program and extended day program. This will allow a concentrated effort on those students that need additional help. Those students that have fallen behind, or are in danger of not reaching the expected benchmarks, will be given the much needed help they require.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Brandy Haney	Business/Community
Chris Stokes	Business/Community
Janet Geiger	Parent

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The school's board members acted as the SAC as well. The Board meets once a month to discuss all school events, curriculum, and the budget. The SIP was in compliance with the Florida Statutes 1001.452.

*Development of this school improvement plan*

This SIP was compiled from inputs received from the faculty, board members, parents, and locally interested community agencies. It is in compliance with Florida Statutes 1001.452.

*Preparation of the school's annual budget and plan*

The school board members, in conjunction with the principal, reviewed the budget and plan from the previous year and collaborated on this year's budget with minimum changes.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

School improvement funds were used to fund all Parent Involvement Activities and purchase materials for those events. This included the Annual Meeting, Science Day, History Fair, the FCAT Testing Informative Meeting, and Reading and Math Pull-out group materials. In addition, the funds were used to pay the Title One Lead Teacher who organized and directed four pull-out groups daily and organized all Parent involvement events.

Personnel: \$19,000

Parent Involvement Activities and materials: \$436.50

Parent Involvement food: \$48.50

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

## Literacy Leadership Team (LLT)

### Membership:

Name	Title
Lowe-Phillips, Tara	Principal
	Assistant Principal
Black, Kristin	Teacher, K-12

## Duties

### ***Describe how the LLT promotes literacy within the school***

The LLT will engage in professional development, study groups, reading programs, research based reading strategies and work with PLC's. They will administer and monitor the Achieve 3000 Reading program.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

The teachers at our school work together. They share ideas, concerns, gains, and all things concerning the students in our school. They discuss topics and current lessons in the weekly faculty meeting and email each other on a daily basis. Teachers are encouraged to work together and have a united front for the students. Teachers are encouraged to be a team. Teachers work together before, during, and after school.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

MMS is partnering new teachers with veteran staff, recruitment from Teachers-teach.com, regular meetings, ongoing PD classes and New Teacher Induction program. All teachers' certifications are kept up to date and are closely monitored by Michael Jacobi in the Alachua School Board office.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Micanopy Middle School has bi-weekly meetings with the staff. There will be cooperative enrichment activities with students, daily face to face meetings with teachers, and the more experienced teachers will be paired with those with minimal experience. Teachers with more experience work with new teachers. They discuss problems and offer suggestions.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

All of our textbooks, workbooks, and supplementary materials follow the Florida benchmarks. New Science and Civics books have been purchased for the 2015-16 school year. We can download the most up-to-date materials off the internet when needed. We have practice standardized testing materials for the students to utilize, which has an array of sample test questions.

#### **Instructional Strategies**

**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**

Data is collected by the teachers from assignments, interim reports, homework, quizzes, Quarterly assessments, and report cards. Those students that are not performing well are assigned to the Title One Pull-Out groups. These students have additional time to complete assignments and are placed in small groups to better enhance their learning skills in Reading and Math.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 9,500

Students will be assigned to Enrichment classes where they can finish homework assignments, get one-on-one tutoring from peers and teachers, and get practice in preparation for FSA tests in the Spring.

**Strategy Rationale**

The school assigning of enrichment classes affords the students the opportunity to review past assignments and complete any assignments that are currently incomplete. Students can get help from fellow students and teachers. They also get extra FSA test practice in the Spring.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Lowe-Phillips, Tara, tara2ufl@yahoo.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected by the teacher from assignments turned in and monitoring of the interim reports, FAIR assessments, quarterly assessments, report cards, quizzes, and tests. The aggregate data will serve as a barometer to evaluate the progress of the student

**Strategy: Extended School Day**

**Minutes added to school year: 4,560**

Title One provides additional Reading help through the Achieve 3000 online program. Students who score below grade level on the pretest or score a level one on the FSA are placed in this program.

**Strategy Rationale**

This program provides extra help for struggling readers. It is a personalized program that will help with individual problem areas.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Black, Kristin, kblackmms@gmail.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected through the Achieve 3000 online Reading program. It shows the change in scores every 30 days. We will determine if the student should remain in the program, have a reduction of hours, or be removed.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Micanopy Middle School employs a number of strategies for transitional students. These are: field trips, buddy assignments, community mentoring and parental involvement. Students are given agendas and taught how to use them to keep assignments and due dates organized.

**College and Career Readiness**

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

Career Day is scheduled at least once during the year so that students can talk to business people face to face. Students are assigned research projects about careers that interest them. The school has partnered with the local YMCA and many businesses of the community.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

As a middle school, MMS has career days designated through the year. We intertwine these events with a curriculum that is in step with nurturing an atmosphere that is conducive to exploring the vast careers that awaits the students upon their secondary academic completion.

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

MMS will continue to seek out advice from district administrators, appropriate schools and those individuals that are knowledgeable about the Professional Development as a way of educating the staff about currently researched ideas that are at the forefront of education. Achieve 3000 offers information about the requirements of careers that the students are interested.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Raising the test scores of those students who scored the lowest 25% on the Reading/ELA FSA Spring 2015 test is an important goal. We want to raise their scores by at least 10% by the end of the year. We want all students to have the opportunity to achieve at their highest potential.
- G2.** Using models from the Alachua County instructional guidelines, a ninth grade mathematics comprehensive annual pacing calendar will be developed that aligns to the common core standards and follow the adopted basal text so that an increase of 10% will be achieved on standardized tests.
- G3.** To implement processes and protocols which facilitate and support best mathematics instructional practices so that all students have opportunities to achieve at their highest potential when assessed on ninth grade mathematics state benchmarks.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*



**G1.** Raising the test scores of those students who scored the lowest 25% on the Reading/ELA FSA Spring 2015 test is an important goal. We want to raise their scores by at least 10% by the end of the year. We want all students to have the opportunity to achieve at their highest potential. 1a

G073650

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	10.0

**Resources Available to Support the Goal** 2

- Work with the principal and lead teacher to plan efficiently.
- Professional Development Classes.
- Work with the principal and lead teacher to use the textbook to its fullest capacity.

**Targeted Barriers to Achieving the Goal** 3

- Inconsistencies in using textbook State Standards.

**Plan to Monitor Progress Toward G1.** 8

Mini assessments, chapter tests, observations, Achieve 3000 data, and lesson plans will all be monitored

**Person Responsible**

Tara Lowe-Phillips

**Schedule**

Every 3 Weeks, from 10/26/2015 to 4/29/2016

**Evidence of Completion**

Evidence will include data review and analysis, observing differential instruction, ongoing progress monitoring and student assessment results which demonstrate student mastery of the tested benchmarks.

**G2.** Using models from the Alachua County instructional guidelines, a ninth grade mathematics comprehensive annual pacing calendar will be developed that aligns to the common core standards and follow the adopted basal text so that an increase of 10% will be achieved on standardized tests. 1a

 G073651

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Achievement	10.0

**Resources Available to Support the Goal** 2

- Pacing calendar and basal text

**Targeted Barriers to Achieving the Goal** 3

- Teacher Planning, lack of knowledge, inconsistencies in implementing high quality assessments

**Plan to Monitor Progress Toward G2.** 8

Home work, quizzes, mini assessments, weekly test report cards.

**Person Responsible**

Tara Lowe-Phillips

**Schedule**

Monthly, from 10/26/2015 to 4/29/2016

**Evidence of Completion**

The teacher will meet with the principal weekly to assess the progress of the students.

**G3.** To implement processes and protocols which facilitate and support best mathematics instructional practices so that all students have opportunities to achieve at their highest potential when assessed on ninth grade mathematics state benchmarks. 1a

G073652

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	64.0

**Resources Available to Support the Goal** 2

- Math software-Text materials Differentiated Math Materials from adopted Text Curriculum pacing calendar Math Mini Assessments Extended day

**Targeted Barriers to Achieving the Goal** 3

- One ninth grade math teacher Teacher Planning due to four math preparations Lack of knowledge of best instructional practices Lack of knowledge of how to develop and implement a ninth grade math pacing calendar Inconsistencies in implementing high quality assessments for instructional decision making and instructional practice

**Plan to Monitor Progress Toward G3.** 8

The goal of increasing 9th grade student mathematics achievement will be utilized through the following strategies: Development of a year long 9th grade mathematics plan that is aligned to a pacing calendar and the utilization of FSA tested benchmarks.

**Person Responsible**

Tara Lowe-Phillips

**Schedule**

Every 3 Weeks, from 10/26/2015 to 4/29/2016

**Evidence of Completion**

Evidence of completion will consist of the pacing calendar document, teacher lesson plans reflecting implementation of the pacing calendar which include data review and analysis, differential instruction and ongoing progress monitoring and student assessment results. Results should demonstrate student mastery of the tested benchmarks, reflect the best practices of data review and analysis, differential instruction and ongoing progress monitoring.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Raising the test scores of those students who scored the lowest 25% on the Reading/ELA FSA Spring 2015 test is an important goal. We want to raise their scores by at least 10% by the end of the year. We want all students to have the opportunity to achieve at their highest potential. **1**

 G073650

**G1.B4** Inconsistencies in using textbook State Standards. **2**

 B192336

**G1.B4.S1** The teachers will work with the principal and lead teacher to ensure he or she covers the designed sections timely. Differentiated instruction will be practiced and observed throughout the year. Close attention will be paid to the weekly lesson plans to ensure that the textbook is being utilized. The Reading program Achieve 3000 will be used on a daily basis for those low achieving students. **4**

 S203799

### Strategy Rationale

The textbook is a wonderful source and has all of the State Standards built in. Achieve 3000 is a proven program that has allowed devoted students to make dramatic gains in their reading levels.

### Action Step 1 **5**

The teachers will work closely with the principal to make sure the student instruction is being differentiated and the textbook is being followed.

#### Person Responsible

Tara Lowe-Phillips

#### Schedule

Biweekly, from 10/26/2015 to 4/22/2016

#### Evidence of Completion

Observations, student assessments, data from Achieve 3000.

**G2.** Using models from the Alachua County instructional guidelines, a ninth grade mathematics comprehensive annual pacing calendar will be developed that aligns to the common core standards and follow the adopted basal text so that an increase of 10% will be achieved on standardized tests. 1

G073651

**G2.B1** Teacher Planning, lack of knowledge, inconsistencies in implementing high quality assessments 2

B192337

**G2.B1.S1** The teacher will work with the principal to ensure she covers the designed sections timely. Differentiated instruction and mini assessments are inclusive. 4

S203800

### Strategy Rationale

To ensure state standards and school goals are aligned.

### Action Step 1 5

The math teacher will utilize the instructional pacing calendar with the expectation of staying on track with math instructional goals.

#### Person Responsible

Tara Lowe-Phillips

#### Schedule

Biweekly, from 10/26/2015 to 4/29/2016

#### Evidence of Completion

90 day monitoring is completed

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The teacher will use basal text as a resource for development of high quality mini assessments

#### Person Responsible

Tara Lowe-Phillips

#### Schedule

Monthly, from 10/26/2015 to 4/29/2016

#### Evidence of Completion

Observation, test quizzes and homework

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

The principal will work with the staff to develop a pacing calendar that aligns with state benchmarks and follow the basal text for a 90 day plan

**Person Responsible**

**Schedule**

Monthly, from 10/26/2015 to 4/29/2016

**Evidence of Completion**

90 day plan completed

**G3.** To implement processes and protocols which facilitate and support best mathematics instructional practices so that all students have opportunities to achieve at their highest potential when assessed on ninth grade mathematics state benchmarks. 1

 G073652

**G3.B1** One ninth grade math teacher Teacher Planning due to four math preparations Lack of knowledge of best instructional practices Lack of knowledge of how to develop and implement a ninth grade math pacing calendar Inconsistencies in implementing high quality assessments for instructional decision making and instructional practice 2

 B192338

**G3.B1.S1 Professional Development Classes 4**

 S203801

**Strategy Rationale**

PD classes will allow the teachers to realize other strategies that have not been utilized.

**Action Step 1 5**

Seek PD classes that will facilitate the improvement of the math instructional practices.

**Person Responsible**

Tara Lowe-Phillips

**Schedule**

Every 6 Weeks, from 10/26/2015 to 4/22/2016

**Evidence of Completion**

Evidence will be in observations and lesson plans. Student test scores will be monitored.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

The principal and lead teacher will work closely with the LLT and the PLC's to ensure that there are weekly reviews and that best practices are being followed.

**Person Responsible**

Tara Lowe-Phillips

**Schedule**

Weekly, from 10/26/2015 to 4/22/2016

**Evidence of Completion**

Each weekly meeting by the faculty should show positive results for the school as a whole. This will be measured by weekly tests, quizzes and report cards.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

The status of the student body will reviewed with the faculty bi weekly.

**Person Responsible**

Tara Lowe-Phillips

**Schedule**

Biweekly, from 10/26/2015 to 4/29/2016

**Evidence of Completion**

Students achievement or lack thereof will be discussed with all faculty members. Struggling students will be listed and solutions proposed.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A1	The teachers will work closely with the principal to make sure the student instruction is being differentiated and the textbook is being followed.	Lowe-Phillips, Tara	10/26/2015	Observations, student assessments, data from Achieve 3000.	4/22/2016 biweekly
G2.B1.S1.A1	The math teacher will utilize the instructional pacing calendar with the expectation of staying on track with math insructional goals.	Lowe-Phillips, Tara	10/26/2015	90 day monitoring is completed	4/29/2016 biweekly
G3.B1.S1.A1	Seek PD classes that will facilitate the improvement of the math instructional practices.	Lowe-Phillips, Tara	10/26/2015	Evidence will be in observations and lesson plans. Student test scores will be monitored.	4/22/2016 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Mini assessments, chapter tests, observations, Achieve 3000 data, and lesson plans will all be monitored	Lowe-Phillips, Tara	10/26/2015	Evidence will include data review and analysis, observing differential instruction, ongoing progress monitoring and student assessment results which demonstrate student mastery of the tested benchmarks.	4/29/2016 every-3-weeks
G2.MA1	Home work, quizzes, mini assessments, weekly test report cards.	Lowe-Phillips, Tara	10/26/2015	The teacher will meet with the principal weekly to assess the progress of the students.	4/29/2016 monthly
G2.B1.S1.MA1	The principal will work with the staff to develop a pacing calendar that aligns with state benchmarks and follow the basal text for a 90 day plan		10/26/2015	90 day plan completed	4/29/2016 monthly
G2.B1.S1.MA1	The teacher will use basal text as a resource for development of high quality mini assessments	Lowe-Phillips, Tara	10/26/2015	Observation, test quizzes and homework	4/29/2016 monthly
G3.MA1	The goal of increasing 9th grade student mathematics achievement will be utilized through the following strategies: Development of a year long 9th grade mathematics plan that is aligned to a pacing calendar and the utilization of FSA tested benchmarks.	Lowe-Phillips, Tara	10/26/2015	Evidence of completion will consist of the pacing calendar document, teacher lesson plans reflecting implementation of the pacing calendar which include data review and analysis, differential instruction and ongoing progress monitoring and student assessment results. Results should demonstrate student mastery of the tested benchmarks, reflect the best practices of data review and analysis, differential instruction and ongoing progress monitoring.	4/29/2016 every-3-weeks
G3.B1.S1.MA1	The status of the student body will reviewed with the faculty bi weekly.	Lowe-Phillips, Tara	10/26/2015	Students achievement or lack thereof will be discussed with all faculty members. Struggling students will be listed and solutions proposed.	4/29/2016 biweekly
G3.B1.S1.MA1	The principal and lead teacher will work closely with the LLT and the PLC's to ensure that there are weekly reviews and that best practices are being followed.	Lowe-Phillips, Tara	10/26/2015	Each weekly meeting by the faculty should show positive results for the school as a whole. This will be measured by weekly tests, quizzes and report cards.	4/22/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B4.S1.A1	The teachers will work closely with the principal to make sure the student instruction is being differentiated and the textbook is being followed.	\$0.00
2	G2.B1.S1.A1	The math teacher will utilize the instructional pacing calendar with the expectation of staying on track with math insructional goals.	\$0.00
3	G3.B1.S1.A1	Seek PD classes that will facilitate the improvement of the math instructional practices.	\$0.00
<b>Total:</b>			<b>\$0.00</b>