

Progress Village Middle Magnet School



2014-15 School Improvement Plan

Progress Village Middle Magnet School

8113 ZINNIA DR, Tampa, FL 33619

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

56%

Alternative/ESE Center

No

Charter School

No

Minority

63%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	31

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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is "Setting the Stage for Progress with the Spotlight on You!"

Provide the school's vision statement

Our Vision is to unite students, families, and communities by promoting high academic standards through an arts-integrated learning environment. The focus centers on building interpersonal relationships and achieving excellence in all areas of the curriculum.

School Environment

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

The process by which the school learns about students' cultures through extracurricular arts-based events where students perform in the presence of their parents and the community. Through these creative endeavors, our teachers take part in supportive relationships with their parent advocates. These unifying experiences synergize and strengthen the on-going student/teacher relationships.

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

Through the Positive Behavior Support (PBS) system and the diligent work of caring adults, students are aware of safety and respect expectations and demonstrate these core values across their school day.

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

Our PBS system enhances engagement and focus by minimizing distractions and encouraging positive behavioral outcomes. As we maximize instructional time, systems are in place to positively redirect classroom disciplinary incidents to immediately amend student behavior and gain understanding for the next steps in their learning process. The PBS Team trains all school personnel to reward examples of desired behavior and ensure equitable delivery for all students.

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 Problem Solving Leadership Team (PSLT) serves as a cohort to support students within tiers one, two, and three to identify areas of need. Through the thorough study of discipline, absence, and academic data; our PSLT meets bi-weekly to implement and execute plans which feature counseling, mentoring, and other systematic and individualized programs to meet the acute needs of each individual student.

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	
Attendance below 90 percent	14	35	34	83
One or more suspensions	9	42	53	104
Course failure in ELA or Math	5	26	17	48
Level 1 on statewide assessment	61	60	55	176

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	10	42	46	98

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

- PBS System
- PSLT Team
- Thematically experienced based events
- Lunch and Earn to complete missing assignments
- Lunch Detention
- Daily tardy lockouts
- Guidance meetings following progress reports
- Mentoring Program

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

The school builds positive relationships with families and increases parent involvement through a myriad of activities including the following: Back-to-school Community Outreach, weekly parent link phone calls, monthly web-based newsletter, monthly FCCLA Family At the Table, Fall Family Dinner Night, Fall Festival, Spring Fling, Spring Family Dinner Night, and Musical. We also hold marketing events at the YMCA, Boy Scouts and Girl Scouts of America, local elementary and direct feeder magnet schools, and Parent Information Nights at local high schools and libraries. Additionally, Parent University, Parent Conference Nights, PTSA events, and partnerships with the Progress Village Civic Council promote awareness of our mission and vision. Our continued relationships with our graduates and their families facilitates enrollment of younger siblings and their current grade level peers.

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

Our community and business partners are Patel Conservatory, Instruments of Change, Mosaic, Florida Aquarium, Progress Village Civic Council, MacDill Air Force Base, local dance studios, Home Depot, community vendors for student and teacher incentives. Our regional community and business partners are both thematically and academically aligned with our mission and vision and we ensure that our mission and vision is enhanced and carried out through our partnerships to benefit achievement in all areas. These on-going relationships avail relevant two-way communication to promote excellence within all areas of our school.

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

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Olson, Andrew	Principal
Simpson, Thomas	Other
Johnson, Lillie	Assistant Principal
Kummelman, Vicki	Assistant Principal
Keding, Kinsey	Teacher, K-12

Duties

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

Andrew Olson as the Principal is the primary instructional leader and guides teachers to fulfill the mission and vision of the school on a daily basis.
 Vicki Kummelman as the Assistant Principal for Curriculum creates a framework for learning through the master schedule where all students are provided opportunities to achieve success through academic and artistic programming.
 Lillie Johnson as the Assistant Principal for Administration oversees our campus's safety, functionality, and facilities to provide an optimal environment for learning.
 Robert Chisholm as the Lead Arts Teacher is responsible for delivering our school's theme across all

areas of the curriculum, furthermore, he serves as the Elective Team Leader, Marketing Recruitment Director, and the on-site Professional Developer.

Kinsey Keding serves as a SAC Member, SIP co-author, and Science Subject Area Leader.

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

Our school goals- data-driven instruction and Reading strategies across the curriculum

In an effort to engage in a systematic data-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:

o Analyze student outcomes and make data-driven decisions:

1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)

o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

o Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).

o Develop and target interventions based on confirmed hypotheses.

o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.

o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measurable (e.g., SMART goals).

o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).

o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

o Assess the implementation of the strategies on the SIP using the following questions:

1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

At the end and beginning of each year, schools take an inventory of resource materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.

To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Support the implementation of high quality instructional practices during core and intervention blocks.
3. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.

4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.

To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the PSLT:

- Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.
- Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
- Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.
- Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.
- Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
- Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
- Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)
- Strengthen Tier 1 core instruction by:
 - o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
 - o Supporting PLCs with planning and delivering rigorous core instruction.
 - o Ensuring opportunities for common assessments are provided across each grade level.
 - o Reviewing common assessment data to monitor students Response to Core Instruction.
 - o Monitoring the fidelity of instructional practices.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Robert Chisholm	Teacher
Kinsey Keding	Teacher
	Student

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

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goal(s). That analysis will then guide the development of this year's SIP.

Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, evaluate progress towards meeting the prior year's school improvement goal(s), develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

The SAC committee will be involved in the generation of the Standard and Non-Standard Waiver approvals and the SAC composition form. In addition members of the SAC will construct in collaboration with the School- Based Leadership Team (SBLT), the SAC budget. The SAC committee will be involved in the adoption of the SIP and in mid-year reflection and report. The SAC committee will be involved in overseeing professional development to aid faculty and staff in maintaining fidelity with maintaining SIP goal.

All the steps that are part of the school improvement plan reflect and relate to the areas of curriculum, instruction, assessment and behavior. Input, with time for reflection, was sought from staff and SAC committee to do the analyses of these areas. Using data and all components of the school improvement plan, the goals of the SAC committee will be directly tied to student achievement progress.

Preparation of the school's annual budget and plan

SAC submits a budget within the SIP to support strategy implementation and/or professional development.

In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have been completed.

The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget.

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

Describe the use of SAC funds.

Name and Number of Strategy from the School Improvement Plan Description of Resources that improves student achievement or student engagement Projected Amount Final Amount

Attendance 1.1 Monthly student recognition 300.00

Reading (All) Saturday School Teachers 500.00

CTE Strategy 1.1 Family night events 300.00

Awards and Incentives PBS system and honor roll activities 1500.00

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

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Olson, Andrew	Principal
Kummelman, Vicki	Assistant Principal
Johnson, Lillie	
Simpson, Thomas	Other

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team integrates Reading strategies across the curriculum and is supported by all PLC's to enhance student literacy by developing skills transferrable to all areas of the curriculum. These foundational comprehension and higher order thinking skills and strategies galvanize student to develop mindsets of analysis, synthesis, and evaluation to maximize progress and learn rigorous material to master the Florida Standards.

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

A collegial and empowering atmosphere to utilize teacher strengths through professional relationships to enhance didactic and pedagogical prowess is developed through PLC's, Teach Me Tuesdays, Learning Walks, Arts Integration, whole school events, subject and grade specific common planning, and collaborative Data Analysis Days. Classroom educators are also surveyed to gauge and evaluate Professional Development needs and desires, given feedback through Classroom Walkthroughs, and provided growth opportunities through in-house developed and tailored professional development, professional journal articles, and book studies.

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

The administrative staff identifies highly effective teachers from a myriad of observation data including but not limited to: formal and informal classroom observations, classroom walkthroughs, value add data, learning gains, teachers supporting students through additional tutorial, empowering leadership opportunities through data leads and PLC Facilitators. The willingness of leadership to delegate and share decision-making through modeling best practices across all areas fosters an environment where highly effective teachers feel valued and appreciated. The highly effective teachers are charged to identify and develop future leaders through the framework of PLCs. Highly effective teachers are given leadership opportunities within areas of strength and expertise to positively nurture growth for colleagues in areas needing improvement.

During the interview process, our highly effective teachers are empaneled to interview prospective applicants and articulate the expectations of the position for which they are interviewing while promoting the high standards of a highly effective teacher. With a diverse population in place, our hiring practices promote diversity and cultural competence. Through strong professional subject specific relationships, the school's leadership seeks to recruit teachers of the highest quality with a track record of success in their area(s) of certification. When the right person is identified without prior certification, we support the

individual with highly effective teachers and the professional development to one day make these individuals highly effective.

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

Our county peer mentor, Kimberland Jackson, serves as our site-based first level source for academic support. Through the PLC framework, subject area colleagues, professional development, and bi-weekly new teacher meetings with the principal, teachers are encouraged, able to receive valuable guidance, and assisted with any lesson planning and other teacher needs. New teachers engage in self-reflection to determine strengths to positively address areas of weakness and identify areas for professional development assistance.

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

The school utilizes curriculum guides to formulate lessons based upon the new Florida Standards. Through implementation of the county purchased and created curricula imbedding the standards, all instructional programs, materials, and resources are aligned to the Florida Standards and with all other district middle schools. Standards based informal and formal assessments are also aligned with the new Florida Standards

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

Our school utilizes ELP Saturday School; data analysis, chats, and re-teaching; and arts integration among other strategies to provide differentiated instruction and meet the diverse needs of students. See below for more detailed information.

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: 1,440

Saturday School will be held from 8 AM to 4 PM on three Saturdays for strand specific remediation and enrichment aligned with the FSA and EOC exams within all subject areas.

Strategy Rationale

Through additional instruction and guided practice with highly effective subject specific teachers offering different strategies and helping to develop additional skills from the students' assigned classroom teachers, the learners will be better equipped to demonstrate mastery on the Florida Standards Assessment and End of Course Exams.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kummelman, Vicki, vicki.kummelman@sdhc.k12.fl.us

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

Students will be invited based upon academic grade and prior assessment performance data. The students will be remediated and enriched based upon formative classroom assessments to ensure that the necessary strands are targeted for each student. The program will be assessed through data analysis by the program's instructors to determine learning gains resulting from the intensive, focused instruction.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: Extended School Day

Minutes added to school year:

Data Analysis, chats, and re-teaching

Strategy Rationale

Teachers will disaggregate formative assessment data to guide instructional practices and lesson planning to meet the differentiated needs of all students. Students will develop an awareness of areas of strength and areas requiring skill building and strategy acquisition to guide their own learning and facilitate future gains.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Olson, Andrew, andrew.olson@sdhc.k12.fl.us

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

Previous years' FCAT data and formative assessments will be indicators. Teachers will develop formative assessments following the identification of areas of need to determine future instructional practices.

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

Our school provides a number of opportunities for parents and students to smoothly transition from elementary school to middle school. These include: recruiting and marketing to arts motivated students, tours, shadowing, fifth grade orientation, Premiere Night, Guidance presentations related to middle school transitioning and expectations, anti-bullying presentations, and the exploratory wheel. Our eighth graders receive high school articulation, several side-by-side events with our feeder high school, AVID program and accompanying field trips, arrangement of shadowing opportunities to high schools, intentional design of eighth grade course load to provide pre-requisite courses for their ninth grade year within their areas of interest and focus, and high school scheduling assistance through eighth grade lunch.

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

Through the AVID Program, students develop organizational and critical thinking skills to be college ready. AVID students take numerous field trips to area colleges and universities and develop a greater awareness of careers, colleges, and scholarship opportunities. Faculty and staff are also encouraged to wear t-shirts celebrating the colleges from which they graduated to make students aware that college is attainable. Our theme based electives offer pre-professional opportunities that partner with area artists and universities. Our Mosaic Scholars Program provides an artistic and

academic framework designed to capture the individual experiences and accomplishments of each student on our campus.

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

The Career and Technical Education Programs are Stagecraft, Technology, Costume Design, and Culinary Arts. Industry certifications may be earned through Regional, State, and National recognition, medals, and office holders in FCCLA.

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

Efforts to integrate Career and Technical Education with academic courses involve our backstage crew supporting all of our performance-based events at our school, FCCLA (At the Table) to promote family values and build a culture of family/school unity.

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

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.** Utilize data driven instruction
- G2.** Increase students reading skills across all content areas through reading strategies.

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. Utilize data driven instruction 1a

G050656

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0
ELA/Reading Lowest 25% Gains	70.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Formative Assessments
- Instructional Planning Tool
- Data Logs and Chats
- PLCs
- Walkthroughs

Targeted Barriers to Achieving the Goal 3

- Teachers unfamiliar with interpreting data

Plan to Monitor Progress Toward G1. 8

Data leads, SALs, APs, and the Principal will monitor progress quarterly through progress analysis from one formative assessment to another. Student achievement should increase when data leads monitor effectiveness and continuously trouble-shoot.

Person Responsible

Andrew Olson

Schedule

Quarterly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Learning gains from formative assesements

G2. Increase students reading skills across all content areas through reading strategies. 1a

G037081

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Reading Coach
- AVID teacher
- Reading certified teachers
- Extended lunch time
- PLCs
- TIF2 Trainings
- CRISS Trainings
-

Targeted Barriers to Achieving the Goal 3

- Teachers unfamiliar with strategies

Plan to Monitor Progress Toward G2. 8

Formative Assessments, FAIR data, Reading program computerized assessments

Person Responsible

Andrew Olson

Schedule

On 5/29/2015

Evidence of Completion

Learning gains

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. Utilize data driven instruction **1**

 G050656

G1.B1 Teachers unfamiliar with interpreting data **2**

 B126920

G1.B1.S1 Data leads training content grade specific PLCs **4**

 S138897

Strategy Rationale

Data leads are the teachers who are most adept at interpreting data and can train their colleagues to become self-sufficient to interpret their own data.

Action Step 1 **5**

Teachers will identify the baseline data which will be brought for analysis to the PLC. The PLC will analyze the data and assist the teacher in developing an action plan for instructional delivery. Frequent progress monitoring and re-assessments following re-teaching will occur.

Person Responsible

Andrew Olson

Schedule

Biweekly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Pre-assessment, post-assessment, interim assessment, FSA, EOC

Person Responsible

Andrew Olson

Schedule

Quarterly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Learning gains across all curricular areas

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Data leads will monitor effectiveness and troubleshoot remaining teacher issues and concerns with data. These data leads will determine the needs of the teachers and if new plans require development.

Person Responsible

Andrew Olson

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Learning gains within formative assessments

G2. Increase students reading skills across all content areas through reading strategies. 1

G037081

G2.B1 Teachers unfamiliar with strategies 2

B089016

G2.B1.S1 Train teachers to implement reading strategies into content area lessons in small group settings. 4

S099652

Strategy Rationale

Teachers will have developed an awareness and comfort with utilizing and implementing the strategies and can be monitored in a small, risk-free environment to ensure mastery.

Action Step 1 5

SALs and Reading coach will meet and plan lessons

Person Responsible

Vicki Kummelman

Schedule

Monthly, from 8/19/2014 to 5/26/2015

Evidence of Completion

lesson plans and demonstration classrooms

Action Step 2 5

Lunch and Learns

Person Responsible

Vicki Kummelman

Schedule

On 5/26/2015

Evidence of Completion

walk throughs and reflections

Action Step 3 5

Targeted high yield strategies

Person Responsible

Vicki Kummelman

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

There will be a strategy highlighted each month, such as vocabulary and main idea, on which teachers will be trained and students will be instructed.

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

Walk throughs

Person Responsible

Andrew Olson

Schedule

Weekly, from 8/19/2014 to 5/29/2015

Evidence of Completion

objectives, lesson plans, and exams

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

All data leads are performing walkthroughs through all classrooms and completing walkthrough forms which yield walkthrough data to be disaggregated and guide instructional practices and professional development.

Person Responsible

Andrew Olson

Schedule

Weekly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Objective posted, higher order thinking, PBS implementation, student engagement, and classroom discussions.

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

Professional development and conferences with data leads, as well as all teachers

Person Responsible

Andrew Olson

Schedule

Biweekly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Student learning, student engagement, and classroom management

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
G2.B1.S1.A1	SALs and Reading coach will meet and plan lessons	Kummelman, Vicki	8/19/2014	lesson plans and demonstration classrooms	5/26/2015 monthly
G1.B1.S1.A1	Teachers will identify the baseline data which will be brought for analysis to the PLC. The PLC will analyze the data and assist the teacher in developing an action plan for instructional delivery. Frequent progress monitoring and re-assessments following re-teaching will occur.	Olson, Andrew	8/19/2014		5/29/2015 biweekly
G2.B1.S1.A2	Lunch and Learns	Kummelman, Vicki	10/14/2014	walk throughs and reflections	5/26/2015 one-time
G2.B1.S1.A3	Targeted high yield strategies	Kummelman, Vicki	8/19/2014	There will be a strategy highlighted each month, such as vocabulary and main idea, on which teachers will be trained and students will be instructed.	5/29/2015 monthly
G1.MA1	Data leads, SALs, APs, and the Principal will monitor progress quarterly through progress analysis from one formative assessment to another. Student achievement should increase when data leads monitor effectiveness and continuously trouble-shoot.	Olson, Andrew	8/19/2014	Learning gains from formative assessments	5/29/2015 quarterly
G1.B1.S1.MA1	Data leads will monitor effectiveness and troubleshoot remaining teacher issues and concerns with data. These data leads will determine the needs of the teachers and if new plans require development.	Olson, Andrew	8/19/2014	Learning gains within formative assessments	5/29/2015 monthly
G1.B1.S1.MA1	Pre-assessment, post-assessment, interim assessment, FSA, EOC	Olson, Andrew	8/19/2014	Learning gains across all curricular areas	5/29/2015 quarterly
G2.MA1	Formative Assessments, FAIR data, Reading program computerized assessments	Olson, Andrew	8/19/2014	Learning gains	5/29/2015 one-time
G2.B1.S1.MA1	Professional development and conferences with data leads, as well as all teachers	Olson, Andrew	8/19/2014	Student learning, student engagement, and classroom management	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Walk throughs	Olson, Andrew	8/19/2014	objectives, lesson plans, and exams	5/29/2015 weekly
G2.B1.S1.MA3	All data leads are performing walkthroughs through all classrooms and completing walkthrough forms which yield walkthrough data to be disaggregated and guide instructional practices and professional development.	Olson, Andrew	8/19/2014	Objective posted, higher order thinking, PBS implementation, student engagement, and classroom discussions.	5/29/2015 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.

G1. Utilize data driven instruction

G1.B1 Teachers unfamiliar with interpreting data

G1.B1.S1 Data leads training content grade specific PLCs

PD Opportunity 1

Teachers will identify the baseline data which will be brought for analysis to the PLC. The PLC will analyze the data and assist the teacher in developing an action plan for instructional delivery. Frequent progress monitoring and re-assessments following re-teaching will occur.

Facilitator

all data leads

Participants

all instructional staff

Schedule

Biweekly, from 8/19/2014 to 5/29/2015

G2. Increase students reading skills across all content areas through reading strategies.

G2.B1 Teachers unfamiliar with strategies

G2.B1.S1 Train teachers to implement reading strategies into content area lessons in small group settings.

PD Opportunity 1

SALs and Reading coach will meet and plan lessons

Facilitator

Linda Carlson

Participants

all instructional staff

Schedule

Monthly, from 8/19/2014 to 5/26/2015

PD Opportunity 2

Lunch and Learns

Facilitator

Linda Carlson

Participants

all instructional staff

Schedule

On 5/26/2015

Technical Assistance Items

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

G2. Increase students reading skills across all content areas through reading strategies.

G2.B1 Teachers unfamiliar with strategies

G2.B1.S1 Train teachers to implement reading strategies into content area lessons in small group settings.

PD Opportunity 1

Targeted high yield strategies

Facilitator

Linda Carlson

Participants

all instructional staff

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Budget Rollup

Summary	
Description	Total
Goal 1: Utilize data driven instruction	0
Grand Total	0

Goal 1: Utilize data driven instruction		
Description	Source	Total
B1.S1.A1 - TIF2 Funds will be spent on professional development.	Other	0
Total Goal 1		0