

Southwestern Middle School



2014-15 School Improvement Plan

Southwestern Middle School

605 W NEW HAMPSHIRE AVE, Deland, FL 32720

<http://myvolusiaschools.org/school/southwesternmiddle/pages/default.aspx>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

75%

Alternative/ESE Center

No

Charter School

No

Minority

52%

School Grades History

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

School Board Approval

This plan is pending approval by the Volusia 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>.

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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 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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Believing that all students WILL learn and be a successful part of society. We, at Southwestern Middle School will provide rigorous and engaging educational experience in which all students will learn and become active participants in their own education. We are dedicated and committed to the education of EVERY student and will continue to strive toward academic excellence.

Provide the school's vision statement

One School-One Vision: Excellence

School Environment

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

Hispanic Heritage Celebration- Students are given the opportunity to showcase their culture by sharing ethnic dishes, music and history with the school and local community. Community members, students through Social Studies classes and teachers visit the celebration throughout the day.

Black History Celebration- Students and teachers presented historical presentations, lyrical dances and speech reciting for the local community members and parents.

STARTS- Two weeks prior to school starting our Student/Teacher Leaders provide educational and informational activities to orientate incoming 6th graders and parents to the school.

1. Getting to know you activities
2. Classroom scavenger hunt
3. Meet their future teachers
4. Receive preliminary schedules/purchase lockers and PE uniforms
5. Parents participate in an orientation

Southwestern Middle School has over twenty clubs, before school and after school based on the requests of the students. A few are listed below:

-CATALYST-Sponsor recognized by Volusia County School District

-Model Airplane Club-students are provided the opportunity to fly at the DeLand Airport

-Robotics Club-placed in competition for the first year

-DREAM Male Mentoring Club, sponsored by C.A.T.A.Y.L.S.T. -weekly interaction with students from Bethune-Cookman University and Volusia County School Mentors.

-TAB (Tigers Against Bullying)- a student led club connects with Stetson University to implement Anti Bullying and Student Safety Program

There are Opportunities for Success (Early Bird Tutoring) 7:00 a.m. to 8:50 p.m., and Open Media Lab, two nights a week for students who have no computer or internet at home to work on assignments and projects with support from teachers. This is also an opportunity for students who are enrolled in Odyssey courses to make progress.

Administrators and teachers meet with all students to review the district Code of Conduct as well as Southwestern Middle's Student Handbook throughout the school year.

All school announcements are made at the end of the day so not to interfere with the start of the school day.

There is a specific process in place for student attendance and tardies with the school attendance office, guidance counselors and school social worker.

Behavior Leadership Team posters are posted throughout the campus as a reminder of the

procedures in the various locations.

There are various support groups before, during and after school sponsored by both school and community members. (SWAT, TAB, Success by Design, and House Next Door)

As a middle school we also monitor the Early Warning System for students who are in need of additional support. As a team we then confirm the right strategies and support personnel are in place for their success.

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

Before--designated, supervised areas. Administration, teachers, and campus advisers are always visible. TAB (Tigers Against Bullying), morning clubs open to all students

During--Administration, teachers, and campus advisers are always visible. Guidance counselors available.

After--Administration, teachers, and campus advisers are always visible. Afternoon clubs available to students

Teachers participate in mentoring groups within their curriculum day.

School Counselors hold various group sessions through out the year based on the needs of the students.

Administrators meet with students on a case by case basis to discuss their concerns. They also meet with students, usually during lunch to review their grades.

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

A student code of conduct rubric was created and shared with the faculty to provide guidance to the teachers when determining a students conduct grade for interim and report cards. Students were made aware of/reviewed the rubric through PE classes. Students are also aware of our 10/10 rule, no one leave the class during the first and last ten minutes of instructional time.

Teachers are advised to have rules and procedures specific to their classes in place and posted in their rooms. All teachers reviewed these during the first 15 days of school. Parent contact is encouraged when a teacher has concerns about a student and are to seek assistance from their peers and administrators as needed.

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

School Counselors are available daily. They also provide support groups and one on one sessions with students as needed. They continue to monitor the students throughout the year.

There is continued support through the Catalyst Program. Students are connected with mentors from the community. Mentors meet with the students during their lunches several times a month.

Educational counseling for ESE students on an as needed basis with the students case manager.

The Behavior Specialist is available to meet with the students, shadow them and consult with teachers to meet the needs of the students. The schools Program Specialist is contacted when additional services are needed for both students and teachers.

During first period, sixth grade teachers will meet individually with their students for mentoring/data chats. Teachers will conference with each student to discuss academics, behavior and social skills.

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--Pam Beckles, school social worker, is immediately involved. The social worker partners with the Mrs. Baldwin-Moore and Mr. Sean Richter, school counselors, to develop an action plan. Parents will be invited to a PST meetings with the school counselors to collaborate in creating a success plan.

Students who are suspended, in or out of school, meet with administrators frequently to discuss overall behavior and academic grades. Parents are contacted and are invited to visit the school and observe their student.

Students failing core courses are offered assistance through Open Media, Mondays and Thursdays, and remediation with classroom teachers before school, during lunch, and after school. Additionally, students are also pulled out during their elective or physical education classes to remediate all failing grades. For those students who are receiving an A,B, or C grade, have no referrals, and are not late to classes, they receive a PAW pass. The PAW pass allows students small rewards during lunch. Rewards include first entry to the lunch line, sit with a friend, recess outside, and participation in Wii Wednesday. PAW passes are printed every seven to fourteen days.

Level 1 students are scheduled for Intensive Reading classes. Those students scoring a Level 1 in Mathematics are given extra support through tutoring offered at Southwestern. ESE students also receive support from the Ascend Math program.

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	1	4	1	6
One or more suspensions	5	14	1	20
Course failure in ELA or Math	8	11	6	25
Level 1 on statewide assessment	21	35	23	79

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	21	35	23	79

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

Monthly/updated Early Warning System reports are discussed and monitored in administrative/guidance meetings. Quarterly discipline data reports are also shared/monitored by the school during MTSS and during PLC meetings. Tier 2 and tier 3 supports/interventions and the responses to these interventions are entered into the electronic PST system. Parents will be invited to a PST meetings with the school counselors to collaborate in creating a success plan. All administrators and school counselors will monitor PST. Summary reports within the system are available to MTSS school-based

leadership (i.e. administrators, PST Chairs-School Counselors, and school psychologist).Additionally, students will be taught how to access the automatic grade progress monitoring tool in the pinnacle

online gradebook system as well as encouraged to attend tutoring as needed. Tutoring is offered most days before and after school.

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?

Yes

PIP Link

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

Description

N/A

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 builds and sustains partnerships with the local community by a mutual agreement of support. The school includes and recognizes their Community/ Business Partners, Volunteers, and Mentors at all school events. All parties involved are shared on our school website as well as through banners displayed at the school's parent pick-up area.

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
Boyce, Abigail	Assistant Principal
Bynum, Charles	Assistant Principal
DiMuro, Harriett	Instructional Coach
Oatis, Mamie	Principal
Wiseman, Kristina	Assistant Principal
Nigro, Linda	Instructional Coach
Richter, Sean	Guidance Counselor
Giudotti, Monica	Teacher, K-12
Manning, Joel	Teacher, K-12
Presley, Tai	Teacher, K-12
Rosekelly, Mark	Teacher, K-12
Finkle, David	Teacher, K-12
Finkle, Andrea	Teacher, K-12
Pait, Kellie	Instructional Media
Smith, Lorinda	Teacher, ESE
Curran, Melissa	Teacher, K-12
Jones, Jessica	Teacher, K-12
Brown, Sharon	Teacher, ESE
Wilson, Shirley	Teacher, ESE
Baldwin-Moore, Michelle	Guidance Counselor
Calloway, Willie	Teacher, K-12
Richter, Karen	Teacher, K-12

Duties

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

The MTSS Leadership Team. The school-based team identifies school based resources (both material and personnel) to determine the continuum of academic and behavioral supports available to students at the school. Academic and behavioral data are considered in order to determine priorities and functions of existing teams (i.e. Problem Solving Team, Behavioral Leadership Team, and Professional Learning Communities). The Problem Solving process (i.e. Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and a plan is in place to monitor progress. Teams are actively involved in the development of intervention strategies and ongoing follow up.

Mamie Oatis, Principal -

Abigail Boyce, Assistant Principal - monitors data, assist teachers with differentiating instruction, ensures implementation of intervention support, and documentation to help our students meet School Improvement Goals; mentors students

Charlie Bynum, Assistant Principal - monitors data, assist teachers with differentiating instruction, ensures implementation of intervention support, and documentation to help our students meet School

Improvement Goals; mentors students

Kristina Wiseman, ESE Assistant Principal - monitors data, assist teachers with differentiating instruction, ensures implementation of intervention support, and documentation to help our students meet School Improvement Goals; mentors students

Harriett Dimuro, Reading Coach – monitors reading data, assist teachers with differentiating instruction and developing interventions to help our students meet School Improvement Goals; mentors students

Sean Richter, Guidance Counselors/PST Chairperson: shares data, data analysis, assist teachers with differentiating instruction, ensures implementation of intervention support, and documentation to help our students meet School Improvement Goals; assist with schedule parent/teacher conferences; addresses attendance behavior concerns; facilitates problem solving team meetings; mentor students

Linda Nigro, Math/Science Coach - monitors math and science data, assist teachers with differentiating instruction and developing interventions to help our students meet School Improvement Goals; mentors students

All team members provide support for the needs of the students and teachers to ensure a safe and successful school environment.

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 school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data driven framework that seeks to find solutions/resources matched to student needs in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on resources. Recommended interventions (supports) are tiered to the targeted problems; and a plan is implement to monitor progress. The EARLY WARNING SYSTEM is monitored, shared and discussed during Administrative, Leadership, and Professional Learning Communities (PLC) meetings throughout the school year.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mitch Aten	Parent
Tina Aten	Parent
Linda Berner	Parent
Mari Bruno	Parent
Lisa Buscher	Parent
Aimee Carla	Parent
Tiffanee Cook	Teacher
Cathy Cortes	Parent
Andrea Finkle	Teacher
David Finkle	Teacher
Dora Freed	Parent
Nicole Garbacik	Parent
Monica Guidotti	Teacher
Abdul Hannan	Parent
Michelle Housely	Education Support Employee
Audra Jolliffe	Parent
Jessica Jones	Teacher
Joel Manning	Teacher
Kimberly McKinney	Principal
Holly Owens-Atwood	Parent
Ilsa Santiago	Parent
Jimmy Sieg	Parent
Angie Spriggs	Parent
Bess Sharkey	Parent
Traci Tapp	Parent
Miranda Viay	Parent
Colleen Winburn	Education Support Employee
Sean Richter	Teacher
Mamie Oatis	Principal
Tony Tussing	Business/Community
Peggy Flomerfelt	Parent
Chandra Davis	Business/Community
George Lyons	Parent
Sarah Sieg	Parent
	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

Upon receiving the 2013/2014 summative school data (FCAT test scores, yearly discipline data, yearly attendance report and retention / promotion report), the SAC committee reviewed and discussed the effectiveness of the interventions utilized during the prior school year. The committee continues to support the Southwestern Middle School's initiative to increase student achievement in core academic especially in math, reading and writing.

Development of this school improvement plan

During the designated monthly meeting SAC examines all aspects of the school when developing the School Improvement Plan (SIP). The team uses information from the prior year's SIP, FCAT test results, and school specific information to formulate goals with explicit accountability measures. SAC members are aware of individual student needs and that needs are based on school data. Upon quarterly data reviews, the SAC committee will suggest potential interventions that meet the needs of the school in order to increase overall student success. We recognize student performance and needs from the data and recommend interventions for students that will take them to proficiency. Expectations for SAC include; Prioritizing the needs of the school; developing strategies for improving areas of need to improve student performance and providing input on the annual budget. SAC will: review the school budget to assure spending in accordance with the goals of the plan.

Preparation of the school's annual budget and plan

The team uses information from the prior year's SIP, FCAT test results, District Assessments, 2013/2014 financial needs and fund allocations, proposed projects, stakeholder input, and school specific information to allocate annual funds to meet Southwestern Middle School's measurable improvement goals, maintain high academic standards and improve overall student performance. Funds may be requested for projects that meet the 2014/2015 school improvement goal and is requested with a minimum of 3 days notification prior to the SAC meeting. With a quorum, SAC members determine the distribution of funds using a majority vote. The SAC members collaborate with stakeholders and are aware of individual student needs based on school data. Additionally, Upon quarterly data reviews, the SAC committee will suggest potential interventions that target the identified improvement goal and the needs of the school.

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

The beginning balance is \$213.39. Projected used of school improvement funds will be used to develop and implement identified areas in the SIP and to provide professional development opportunities for administrators, faculty/staff and other support staff that will enable students to meet the state's proficient levels of student performance.

*Student Recognition-PAWS, Honor Roll (magnet PAWS, Star Student)

Requested by: Lorinda Smith, Sixth Grade Lead Teacher

Amount: \$75.00

* Materials for Book Study

Requested by:Michelle Baldwin Moore

Amount: \$75.00

Mamie Oatis, Principal

Book Study/Professional Development (Data Driven, Engaging Students, Mission Impossible)

Amount: \$50.00

Any additional allocated funds may be used for the following projected activities:

*Parent Workshops – provide information on parenting, academic resources access, and continuing education activities such as Family Nights - STAR WARS Reading, Science Fair, Math and Social Studies Fair

* Implementing interventions that support lowest quartile

*Supporting the purchase of technology to enhance student achievement

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
DiMuro, Harriett	Instructional Coach
Boyce, Abigail	Assistant Principal
Bynum, Charles	Assistant Principal
Nigro, Linda	Instructional Coach
Oatis, Mamie	Principal
Richter, Sean	Guidance Counselor
Wiseman, Kristina	Assistant Principal
Oyler, Rebecca	Teacher, K-12
Christensen, Jean	Teacher, K-12
Giudotti, Monica	Teacher, K-12
Grasso, Joanna	Teacher, K-12
Hays, Heather	Teacher, K-12
Roussakos, Alexandra	Teacher, K-12
Finkle, David	Teacher, K-12
Finkle, Andrea	Teacher, K-12
Pait, Kellie	Instructional Media

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

Major initiatives of the LLT this year will be to provide reading/literacy professional development during Professional Learning Communities and monthly faculty meetings; identifying struggling readers and intervening to help them become proficient and expanding the reading power of non readers. We will also continue implementation last year's initiatives:

*School Wide- Plagiarism Policy to help deter plagiarism and to encourage academic honesty

*Incorporate AVID strategies and Differentiated Instruction across the curriculum

* Professional Learning Communities activities related to the Common Core for all content areas.

The LLT's major goal is to ensure that all students are effective readers, writers, and learners. Professional Development activities will include Close Reading Strategies, Implementing Literacy Standards in Common Core and motivational strategies.

The school-based LLT spearheads school-wide projects such as plagiarism and cross-curricular activities including Family Literacy events, Read A Latte, Reading Count Book Challenge and Read Across America Day. Activities help students become more focused becoming college/life ready, promoting

higher educational opportunities and the higher level literacy skills needed to be successful at the post-secondary level and in life.

-Book Fair

-Read a Latte

-Battle of the books (school-wide reading competition)

-Book Swap (students are allowed to read and swap free books offered during lunch)

The Literacy Leadership Team will provide staff support through:

* Peer Coaching

* PLC's throughout the school year

* Book Study/Study Groups

*Reading Coach-coaching sessions/classroom visits

*Reading Coach-modeling lessons in classrooms

*Analyzing,reviewing, sharing and reporting FAIR and/or SRI and DIA data

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

Common planning, Professional Learning Communities (PLCs), Book Studies, collaboration during Early Release Wednesdays, and academic coaching are in practices to help build positive, collaborative relationships on our campus among teachers.

Common planning: Each subject area has common planning this year. During this time they will meet as a Professional Learning Communities twice a month on designated days. These sessions will consist of teachers sharing ideas/strategies that are working in their classes, common assessment results, professional development to include training with general education teachers with their co-teachers/ support facilitation teachers.

Book studies: Teach like a Champion,Reaching and Teaching Students in Poverty, and Learning in the Fast Lane. All of the opportunities are open to all teachers on campus and will need to show proof of implementation of the strategies learned.

Use of academic coaches:

Reading Coach: Facilitating interdepartmental conversations, open door policy, small group professional development based on the needs of the teachers.

Math/Science Coach: will conduct a training on proper planning for curriculum. Encouraging teachers to share resources who teach the same subjects. Incorporating technology in the classroom (clickers, simulation, iPads)

Early Release Wednesdays:Teachers will be given time during early release professional development to collaborate with teachers working on identical domain components for their Deliberate Practice Plan.

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

Interested applicants are given a tour of the campus during interviews. The entire staff creates a friendly/ welcoming climate. Our Data Assistant Principal, Charlie Bynum closely monitors the master schedule to ascertain that teachers who have been assigned are highly qualified. Key leaders (leadership team) and administrators mentor, coach and collaborate with new staff. Our administrative team make every effort to make sure that every teacher is successful. Curriculum Assistant Principal Abigail Boyce and ESE Assistant Principal Kristina Wiseman assigns a mentor to new teachers/staff members.New members participate in professional learning communities that are subject area determined.

Through the combined efforts of administration, leadership team, grade level chairs and security team all school based behavior or security measures are discussed and addressed monthly. Any concerns brought to this group is addressed immediately.

By providing teachers with the opportunity to work with technology like SmartBoards, iPads, Clickers/ Mobi document cameras in classrooms, teachers have opportunities they might not have in other school. Administrators are also working to strengthen discipline at the school. Kristina Wiseman and Abigail Boyce schedule CHAMPS and Classroom Management Professional Development.

The opportunity to teach in a safe and orderly learning environment is a desirable trait in a school, and helps us to recruit and maintain highly qualified teachers.

Professional Learning Communities (PLC's) are scheduled twice a month during common planning periods and led by administrators, instructional coaches and department chairs. During PLC's the facilitator provides teachers opportunities to collaborate and to identify essential benchmarks. In addition, teachers are able to work together to create data driven lessons to meet the need of learners. Teachers receive the support they need in content and instruction. Administrators give regular feedback after classroom walk-throughs and unscheduled/scheduled observations. In addition, college students from Stetson, Bethune- Cookman University and Daytona State College complete Classroom Practicums, and Internships on our campus.

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

New teachers are paired based on subject area and mentor teacher experience. Both mentor and mentee (math, physical education, language arts, science, and vocational/elective) are same subject certified. Mentors are well-selected, well-trained, and given time to work intensively with their assigned teacher. Mentor/mentee orientation training is scheduled during pre-planning week. Both complete the school checklist as a team. New teachers also meet monthly with administrators during designated PLC's. Southwestern Middle School mentoring program supports teachers as they develop skills in team teaching, interpersonal and written communications, and behavior management.

District level PARs are assigned to first year/no experience teachers. Our reading and math coaches work one-on one to coach beginning teachers to improve their performance wherever their skill level. Mentors and mentees are given support and time (some common planning time) to participate in the conferences and professional development.

David Finkle, ELA Department Contact provides orientation to Writing Strategies and Instructional Practices in the classroom, Implementation of Spring Board Common Core State Standards. The principal supports and provides release time and substitute coverage for mentors/mentees to participate in large group sessions.

Kellie Pait, Media/Technologist Specialist schedule classroom visits to offer valuable tips and general guidelines on how to use School Media Services, Destiny and provides SAM Orientation/Training. Harriett Dimuro, ELL Contact offers practical strategies, activities for teaching English Language Learners of all levels and ELL lessons connected to core standards.

Kristina Wiseman, ESE Assistant Principal, Lorinda Smith, ESE Department Contact share ideas co-teachers support facilitation teachers can implement in the classroom to increase student learning and engagement, co teaching/support facilitation roles and responsibilities, accommodations for students, and how to establish a positive classroom climate.

Description of Strategy Person Responsible

New Mentoring Program Mamie Oatis, Principal

Abigail Boyce, Curriculum AP

Charlie Bynum, Data AP

Kristina Wiseman, ESE AP

Harriett Dimuro, Reading Coach

Linda Nigro, Math and Science Coach

Tai Presley, Science Contact

David Finkle, ELA Contact

Joel Manning, Math Contact

Willie Calloway, Physical Education Contact

Mark Rosekelly, Social Studies Contact
Joseph Powell, Band/Chorus Director

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 Volusia County public middle school programs meet or exceed state requirements. At the secondary level, the district leads teacher teams to create the curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. Schools leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments. Professional Learning Communities (PLCs), and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous. Grade level team meetings are held to review student data.

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

With teachers participating in common planning, they are given the opportunity to review the data from their formative and summative assessments and adjust their teaching accordingly. Once the students are identified as needing remediation, teachers will have targeted instruction for these students, allow them to attend tutoring sessions, work with academic coaches or attend a support workshop. Teachers will work together to create targeted lessons throughout the year. Students are given numerous opportunities to remediate throughout the week. Morning and afternoon tutoring is available 4 to 5 days a week. There are also teachers available during the school day on Wednesdays to work with any student in need during non-core classes. In addition to PLC meetings, grade level meetings are held to review any student who might have either an academic or behavioral concern in any content area. This allows for all parties to have a shared responsibility to meet the needs of the student.

The use of data, administrative walk-throughs, and academic coaches will determine what the approach taken with the faculty to meet the needs of the students. Administrators, academic coaches and school guidance counselors will meet bi-weekly to discuss the findings the areas follow-up is needed. This is also a time to share exemplary teachers and teachers in need of support. Exemplary teachers could possibly be videotaped for training or observed by other teachers. Academic coaches will work with teachers to enhance instruction.

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: 5,400

* After School Enrichment Programs- Model Airplane (Science/Math), Robotics (Math/Science/Technology), *
D.R.E.A.M. (Boys Mentoring/Tutoring Program) , MathCounts, and the Tigers of 4-H open possibilities for targeted boys and girls to increase their interest in math, science, and technology. These Enrichment activities also provides an environment where students can become engaged in STEM fields. Program sponsors (many who are school/community volunteers) help students develop better attitudes toward school and higher educational aspirations. The D.R.E.A.M. Program, sponsored by C.A.T.A.L.Y.S.T. (VSC/SMS Mentors) focuses not just on academic support, but also offer enrichment activities. It seeks to foster positive relationships between club members and mentors; promotes high levels of student engagement (Bethune Cookman University Mentors) and offers skill building activities.

Strategy Rationale

These opportunities provide students with an opportunity to expand their knowledge or engage in activities that will broaden their current academic and relationship skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Oatis, Mamie, moatis@volusia.k12.fl.us

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

Student grades and discipline will be monitored to determine the effectiveness of the programs offered at the school. Students involved in these enrichment programs must maintain a specific grade point average and level of character to remain in the activities.

Strategy: Extended School Day

Minutes added to school year:

Southwestern Middle School make use of multiple strategies to increase the amount and quality of learning time and extended learning opportunities before and after school. Many times, teacher will work with students seeking additional academic support before and after the school day. Students have an opportunity to participate in various tutoring opportunities before and after school through Title One STAR and SMS along with Open Media twice a week.

Strategy Rationale

Students who scored a level 1 on their FCAT reading or math were invited to attend STAR tutoring to increase their skills for success during the school year. Students who need additional support in their core academic classes have an opportunity to attend SMS tutoring. Students who need assistance with a specific assignments or projects can attend Open Media Nights twice a week. This also allows students more access to computers for core grade retrieval.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Boyce, Abigail, apboyce@volusia.k12.fl.us

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

Data is collected through Interim, Nine Weeks Grade Reports, and Odyssey Lab Grade Retrieval.

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

Students entering middle school in the sixth grade have a few different opportunities to have a smooth transition. Southwestern Middle School representatives attend articulation meetings for the students who warrant an Individual Education Plan. Incoming sixth graders also have an orientation prior to the school year beginning. This includes getting to know you activities, tour of the school and parent orientation.

Students leaving the middle school who warrant an Individual Education Plan also participate in an articulation meeting. The parents and students have an opportunity meet with a high school representative to answer any questions they might have. High school representatives also hold a meeting with all outgoing eighth grade students to share the different opportunities for a successful experience. The guidance department also coordinates with the high school a transition night where the representatives come the middle school and the students and parents participates in a day in the life of a high school student.

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

Students are provided opportunities throughout core and elective classes to build on their foundation and broadening their understanding of work and careers. By the time they are ready to exit middle school they should have assessed their interests and connected those interests with careers. Students have limited selections as they progress through the middle school curriculum in preparation for their high school career. However, during their eighth grade year, all students participate in a Career Planning course (CHOICES) through their social studies class in order to explore career options and aptitudes in preparation for the course selection.

In grade 8 students begin making scheduling decisions. They can even begin earning high school credit. Thus, the importance of establishing goals and building plans.

School counselors along with our feeder high school counselors work together to schedule the ninth grade scheduling process which our students complete in the Spring of their eighth grade year. Sixth and seventh grade students are introduced to different careers through class assignments, interactive activities, field trips and guest speakers. Additionally, mentors and tutors interact with students in each grade levels to spark their interest in professional and vocational occupations.

College banner displayed around campus including on administrators, teachers, staff doors. Guest speakers are frequently invited for our annual Career Fair or for classroom/school-wide presentations.

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

Southwestern Middle School offers students elective courses in Art, Exploratory Technology, Band/Chorus, and Career Study. Course changes this year include AVID Elective, Culinary, Music Appreciation. Many of these courses focus on career readiness.

Southwestern Middle School's AVID program now serves grades 6th, 7th and 8th. Advancement Via Individual Determination (AVID) is a college-readiness system designed to increase the number of students who enroll in and complete a degree at four-year colleges, focusing on students in the academic middle. The purpose of AVID is to move students from average level classes to more rigorous college-preparatory coursework while providing academic support in this elective. AVID's goal is to raise expectations of students. When selected for the program, students are programmed into college preparatory classes designed to fulfill the requirements needed for entry into college. Additionally, as part of the AVID class, students receive approximately 40 minutes of tutoring from trained volunteers who facilitate small groups of students during tutorials. Scheduled field trips to local universities and colleges, and interaction in community and cultural activities enhance the AVID program.

Southwestern Middle School focuses on career and college exploration through guest speakers, college tours, and research assignments for all grade levels. Every year, students and parents participate in a course selection/curriculum fair that exposes them to next year's curriculum to inform their course selection. After the fair, students meet with a counselor to decide what classes will be taken. Although based on their abilities and FCAT Reading/Math scores, students are encouraged to take Advanced classes. Through our elective classes, students are exposed to a variety of professions through hands on activities, guest speakers and assignments. The elective classes work in conjunction with core subjects to supplement student understanding of potential careers that require college or technical training. Using student owned portable technology and school supplied computers, students will increase their knowledge of secondary career and college choices.

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

Strategies will include efforts embedded in the curriculum, special test preparation opportunities, as well as academic advising and career planning events hosted by the school.

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

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.** All teachers will implement a rigorous Writing with Reading plan to increase achievement across the curriculum.

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. All teachers will implement a rigorous Writing with Reading plan to increase achievement across the curriculum. 1a

G040206

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0
AMO Reading - All Students	68.0
FSA - English Language Arts - Proficiency Rate	
FSA - English Language Arts - Proficiency Rate	

Resources Available to Support the Goal 2

- Academic Coaches
- Professional Development: Uniform writing strategy know as SLAM
- District/Administrative Support Title I Funding
- Department/Subject Area Professional Learning Communities During Common Planning
- District Interim/Benchmark Assessments and teacher assessments Teachers will develop a common formative assessments based on curriculum map and course descriptions while waiting for district or state assessments.
- Open Media Nights (Monday and Thursday)
- Write On! (parents/students involved in after-school writing camp) Orlando Science Center Family Night Parent Internet Cafe Read A Latte STAR WARS (Reading, ELA, Science) Family Math Night STEM Day
- Accommodations made for ESE/ESOL/504 students
- Strategies such as small groups and hands on activities, pair-share/shoulder partner activities

Targeted Barriers to Achieving the Goal 3

- A small percentage of teachers are resistant to implementing innovative strategies and ideas into the classroom.
- Students have a limited vocabulary.
- Students have difficulty making connections to the content.

Plan to Monitor Progress Toward G1. 8

Administrative Walk-throughs and observations.
 Volusia Literacy Test results

Person Responsible

Kristina Wiseman

Schedule

Weekly, from 9/22/2014 to 4/30/2015

Evidence of Completion

Student Volusia Literacy Test results Presentation of projects in school and district fairs

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. All teachers will implement a rigorous Writing with Reading plan to increase achievement across the curriculum. 1

G040206

G1.B1 A small percentage of teachers are resistant to implementing innovative strategies and ideas into the classroom. 2

B097184

G1.B1.S1 Provide teachers the opportunity to be exposed to new teaching strategies through professional development 4

S108401

Strategy Rationale

Action Step 1 5

Teachers will participate in identified book studies, 1/2 and full day Professional Development for each core subject area.

Book Study:

- * Mission Impossible--Eva Moskowitz, Arin Lavinia
- * Focus Factor--James Ballanca
- * Meeting students where they live--Richard Curwin

1/2 day Professional Development:

- * ELA PLC and Data Chat
- * Classroom Management / Positive Behavior Support (PBS)/ CHAMPS training
- * Science and Reading PLC with Orlando Science Center
- * All subjects (selected teachers) BYOT Collaboration and Planning PLC

Full Day Professional Development

*Math PLC and Data Chat

Administrators Book Study:

Visible Learning for teachers: Maximizing impact on learning--John Hattie

Person Responsible

Kristina Wiseman

Schedule

On 5/30/2015

Evidence of Completion

Observation and documentation of new strategies and best practices implemented in classrooms Other evidence will include: PLC agendas Walk-through

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

Observations
Walk-throughs

Person Responsible

Kristina Wiseman

Schedule

On 5/30/2015

Evidence of Completion

Evidence is provided visually during observations and academically through class grades
VSET observations

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

Monitoring data through Pinnacle, district assessments, and PMRN.

Person Responsible

Kristina Wiseman

Schedule

On 5/30/2015

Evidence of Completion

student achievement gains

G1.B2 Students have a limited vocabulary. 2

 B097186

G1.B2.S1 Teachers will build background knowledge, preview, and review vocabulary. 4

 S117963

Strategy Rationale

Teachers will use content specific vocabulary to aid students in making connections to their content as well as across the curriculum.

Action Step 1 5

ALL Teachers will use content specific vocabulary to aid students in making connections to their content as well as across the curriculum as evidenced in their reading tasks, writing and oral presentation.

Person Responsible

Harriett DiMuro

Schedule

Daily, from 9/22/2014 to 5/30/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

During walk-throughs and observations, administrators and coaches will observe content specific vocabulary interchanges in action.

Person Responsible

Harriett DiMuro

Schedule

Daily, from 9/22/2014 to 5/30/2015

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Observations in classrooms and usage of specific terminology in academic conversation and writing will be noted by all teachers.

Person Responsible

Harriett DiMuro

Schedule

Daily, from 9/22/2014 to 5/30/2015

Evidence of Completion

G1.B3 Students have difficulty making connections to the content. 2

B097187

G1.B3.S1 Implement writing strategies for using evidence to support arguments after reading academic texts. 4

S108404

Strategy Rationale

If strategies are implemented that require students to use supporting evidence from text, evidence will show whether or not they are comprehending the content.

Action Step 1 5

Each subject area will have writing strategies specific to their content:

Social Studies:

- 1) Document Based Questions
- 2) Interactive Notebooks
- 3) Extended Essay Questions

Science:

- 1) Extended Essay Questions
- 2) Lab Reports and Lab Summaries
- 3) Interactive Notebooks

Mathematics:

- 1) Cornell notes with complete explanation of mathematical procedures that includes concrete details, mathematical terminology, and notation.

ELA:

- 1) Various reading and writing throughout the school year with the curriculum guide as a map
- 2) Informative/Explanatory Text Based Writing
- 3) Argumentation Text Based Writing

Physical Education:

- 1) Daily/Weekly Logs with content specific vocabulary
- 2) Writing specific to the Health component

Electives:

Cross-curricular activities with core subjects

Person Responsible

Abigail Boyce

Schedule

On 5/30/2015

Evidence of Completion

Exit Tickets, Extended Essay Questions, Summaries, Research Paper or Project, Interactive Notebooks, Volusia Literacy Test (VLT)

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Professional Learning Community meetings that are held twice a month which will include data from student writing.

Person Responsible

Mamie Oatis

Schedule

Weekly, from 9/22/2014 to 4/30/2015

Evidence of Completion

Agendas and data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

PLC

Administrative Walk-throughs and observations
 District Personnel Walk-throughs--Specific to each content area

Person Responsible

Charles Bynum

Schedule

Weekly, from 9/22/2014 to 4/30/2015

Evidence of Completion

Agendas Data Walk-through evidence

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.B1.S1.A1	Teachers will participate in identified book studies, 1/2 and full day Professional Development for each core subject area. Book Study: * Mission Impossible--Eva Moskowitz, Arin Lavinia * Focus Factor--James Ballanca * Meeting students where they live--Richard Curwin 1/2 day Professional Development: * ELA PLC and Data Chat * Classroom Management / Positive Behavior Support (PBS)/ CHAMPS training * Science and Reading PLC with Orlando Science Center * All subjects (selected teachers)	Wiseman, Kristina	9/22/2014	Observation and documentation of new strategies and best practices implemented in classrooms Other evidence will include: PLC agendas Walk-through	5/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	BYOT Collaboration and Planning PLC Full Day Professional Development *Math PLC and Data Chat Administrators Book Study: Visible Learning for teachers: Maximizing impact on learning--John Hattie				
G1.B3.S1.A1	Each subject area will have writing strategies specific to their content: Social Studies: 1) Document Based Questions 2) Interactive Notebooks 3) Extended Essay Questions Science: 1) Extended Essay Questions 2) Lab Reports and Lab Summaries 3) Interactive Notebooks Mathematics: 1) Cornell notes with complete explanation of mathematical procedures that includes concrete details, mathematical terminology, and notation. ELA: 1) Various reading and writing throughout the school year with the curriculum guide as a map 2) Informative/ Explanatory Text Based Writing 3) Argumentation Text Based Writing Physical Education: 1) Daily/Weekly Logs with content specific vocabulary 2) Writing specific to the Health component Electives: Cross-curricular activities with core subjects	Boyce, Abigail	9/22/2014	Exit Tickets, Extended Essay Questions, Summaries, Research Paper or Project, Interactive Notebooks, Volusia Literacy Test (VLT)	5/30/2015 one-time
G1.B2.S1.A1	ALL Teachers will use content specific vocabulary to aid students in making connections to their content as well as across the curriculum as evidenced in their reading tasks, writing and oral presentation.	DiMuro, Harriett	9/22/2014		5/30/2015 daily
G1.MA1	Administrative Walk-throughs and observations. Volusia Literacy Test results	Wiseman, Kristina	9/22/2014	Student Volusia Literacy Test results Presentation of projects in school and district fairs	4/30/2015 weekly
G1.B1.S1.MA1	Monitoring data through Pinnacle, district assessments, and PMRN.	Wiseman, Kristina	9/22/2014	student achievement gains	5/30/2015 one-time
G1.B1.S1.MA1	Observations Walk-throughs	Wiseman, Kristina	9/22/2014	Evidence is provided visually during observations and academically through class grades VSET observations	5/30/2015 one-time
G1.B3.S1.MA1	PLC Administrative Walk-throughs and observations District Personnel Walk-throughs--Specific to each content area	Bynum, Charles	9/22/2014	Agendas Data Walk-through evidence	4/30/2015 weekly
G1.B3.S1.MA1	Professional Learning Community meetings that are held twice a month which will include data from student writing.	Oatis, Mamie	9/22/2014	Agendas and data	4/30/2015 weekly
G1.B2.S1.MA1	Observations in classrooms and usage of specific terminology in academic conversation and writing will be noted by all teachers.	DiMuro, Harriett	9/22/2014		5/30/2015 daily
G1.B2.S1.MA1	During walk-throughs and observations, administrators and coaches will observe content specific vocabulary interchanges in action.	DiMuro, Harriett	9/22/2014		5/30/2015 daily

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. All teachers will implement a rigorous Writing with Reading plan to increase achievement across the curriculum.

G1.B1 A small percentage of teachers are resistant to implementing innovative strategies and ideas into the classroom.

G1.B1.S1 Provide teachers the opportunity to be exposed to new teaching strategies through professional development

PD Opportunity 1

Teachers will participate in identified book studies, 1/2 and full day Professional Development for each core subject area. Book Study: * Mission Impossible--Eva Moskowitz, Arin Lavinia * Focus Factor--James Ballanca * Meeting students where they live--Richard Curwin 1/2 day Professional Development: * ELA PLC and Data Chat * Classroom Management / Positive Behavior Support (PBS)/ CHAMPS training * Science and Reading PLC with Orlando Science Center * All subjects (selected teachers) BYOT Collaboration and Planning PLC Full Day Professional Development *Math PLC and Data Chat Administrators Book Study: Visible Learning for teachers: Maximizing impact on learning--John Hattie

Facilitator

Leadership Team, Reading/Math Coach, and/or identified District Support

Participants

Faculty (teachers)

Schedule

On 5/30/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0