Jackson Heights Middle School

2014-15 School Improvement Plan

Jackson Heights Middle School

41 ACADEMY AVE, Oviedo, FL 32765

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0291

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	30%

Alternative/ESE Center	Charter School	Minority
No	No	31%

School Grades History

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

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

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

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

The mission of the Seminole County Public Schools is to ensure that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

JHMS will ensure that all students possess the skills and knowledge necessary to achieve the highest levels of academic excellence in a safe, innovative learning environment.

School Environment

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

Students are offered numerous opportunities in the classroom to share aspects of their culture with their peers and teachers. For example, students write narratives, memoirs, poetry and journal entries that reflect their culture, heritage and values. Mentors will be assigned to students in the BLA to build cultural relationships between teachers and students. Professional Development will be used to monitor student data in at-risk subgroups. Data will be used to monitor individual student needs and to differentiate instruction.

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

Detailed supervision plans were created that accounts for individual faculty and staff at specific locations at specific times. In addition, we have security personnel and a SRO (school resource office) who are also visible and available before school, during class changes and after school.

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

Positive Behavior Support System is being utilized campus wide and is constantly being reevaluated for improvement based on student needs. School Dean monitors PBS systems for consistency across the classroom.

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

We have created a student services wing dedicated to the needs of students to include; guidance counseling, exceptional education services, school resource officer, and dean of students. Other services provided to student 's social-emotional needs are an Academic Intervention Specialist, school-wide anti-bullying videos/skits provided by our drama department. The Oviedo Police Department provides assemblies on bullying for parents and students. Finally, The GREAT Program hosted by our School Resource Officer is geared towards 6th grade students through the Life Skills class as well as the UpStanders Program sponsored by our Guidance Counselors. Mentors are provided for students as needed.

Early Warning Systems

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

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

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

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	3	4	5	12
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	3	4	5	12

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	3	4	5	12

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

We staff a full Multi-Tier System of Support Team to include an administrator, lead guidance counselor, academic intervention specialist, an literacy coach.

Our Academic Intervention Program with the goal of increasing and/or maintaining academic achievement. Academic support is provided on a one-to-one basis or small group setting. The setting is built on care, concern, and trust. Interventions may occur before school, lunch, or during the day

depending on schedules and classroom activities. Support included but not limited for the Bobcat Leadership Academy, Bring Them Back Up 51, AIP, MTSS RTI and 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

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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
Mansur, Sarah	Principal
Woods, Cynthia	Assistant Principal
Cashion, Kellie	Assistant Principal
Hanshaw, Brandon	Assistant Principal
Pitters, Siobhan	Dean
Menard, Kim	Instructional Coach

Duties

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

The JHMS Leadership Team serves as instructional leaders by ensuring professional learning across the content areas. The Marzano Art and Science of Teaching Instructional Model, Florida Standards, Florida Standards Assessment, Standards Based Assessment, writing across the content areas, data-driven instruction, and reflective teaching will all be taught through staff Professional Development during 2014-15 school year.
The use of electronic surveys will be used to assess and create professional development opportunities. The Leadership team also serves as instructional leaders by providing clear expectations and a clear vision for continuous improvement of instruction using best practices and high effect size strategies across the content areas and MONITORS for the extent of the desired effect.
Sarah Mansur-Blythe, Principal provides the school-based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school.
Kellie Cashion, Brandon Hanshaw and Cynthia Woods, the Assistant Principals, monitor specific departments as assigned by implementing the Marzano Instructional Model while providing coaching and professional development for classroom teachers.
Siobhan Pitters, Dean of Students monitors school-wide discipline and provide support for teachers, students and parents.
Kim Menard, the Literacy Coach as well as two additional instructional part-time coaches, Laura McKown and Lymaris Santana coach teachers with implementation of high effect strategies such as: Building Academic Vocabulary, cooperative learning structures, reciprocal teaching and close reading. Instructional coaches will monitor student data to assist teachers with data-driven instruction.

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

Jackson Heights Middle School will coordinate Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that support instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sarah Mansur-Blythe	Principal
Cynthia Woods	Principal
Sonja Moore	Teacher
Summer Sala	Teacher
Tracy Oxley	Teacher
Chris Lebl	Education Support Employee
Kristi Borrazzo	Parent
Terry Sewell	Parent
Tammi Kingsland	Parent
Kristin Denny	Parent
Christine Wydra	Parent
Johnetta Jarrett	Parent
Scott Hickey	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC spent time brainstorming resources, needs and barriers as they apply to the Jackson Heights Middle School. These were then included within the expected areas of improvement.

Development of this school improvement plan

SAC was invited to give input and suggestions regarding goals and targets for 2014-2015 School Improvement Plan. SAC also had input on our Professional Development Plan for 2014-2015.The SAC provides continuous input to the school leadership team on the needs of the school, areas for growth, ways to increase parental involvement, and parent and staff views.

Preparation of the school's annual budget and plan

School improvement funds will be allocated to staff development, student literacy, positive behavior reinforcement, transportation, Bobcat Leadership Academy and substitute teachers for teachers who are supervising off campus activities during the school day.

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

After-school tutorial bus - $4800
Video Production and Robotics - $4000
Substitutes for Professional Development or staff with students during contract hours - $400
Magazine subscriptions for non-proficient readers - $500
SAC has opted to place additional funds in line items as needed at a future date.

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
Menard, Kim	Instructional Coach
Walters, Beth	Teacher, K-12
McKown, Laura	Teacher, K-12
Santana, Lymaris	Teacher, K-12
Johnson, Alison	Guidance Counselor
Taylor, Kamya	Guidance Counselor
Woods, Cynthia	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Literacy Leadership Team functions as an Instructional Support Team that meets twice per week to discuss the support of literacy in and outside of the classrooms. The LLT provides support for teachers by coordinating professional development which addresses best practices. It also provides teachers with opportunities for peer observations, modeling instruction and side by side teaching. The LLT also reviews student data in order to identify instructional support to be provided to both teachers and students.

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

Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. develop a collaborative culture. teachers must learn to work in effective, high, high-performing teams. Time for collaboration is built into the school day and school calendar. Collaboratively agreed upon curriculum focuses on what students expected to learn based on Florida Standards. Common planning time/parallel scheduling. Teachers collaboratively agree upon curriculum focuses on what students are expected to learn.
Professional Learning Communities will continue to review DE data to determine skills and strategies to guide instruction. Also, Language Arts and Reading departments will meet in grade level teams to determine which skills and strategies need additional overlapping instruction. DE probes will be used by all content area teachers to reinforce skills.
In PLC's, departments have created a tracking system for students to set their own individual academic and/or social goal(s) where applicable for each class. All students will record in their planners on the "My Progress Monitoring" page their FCAT and DE goals and results for Reading, Math and Science.
Reading students will set goals and track their fluency progress and 8th grade students will record goals and results on 6 writing assessments.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.
The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.
Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

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 core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the 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

Administration works with Professional Learning Communities to develop common planning for units of instruction. Using Domain 2, Planning and Preparing, as well as Domain 3, Reflecting on Teaching of the Marzano Art and Science of Teaching Instructional Model as a guide, teachers and administrators work together to develop unit plans that account for the needs of ELL, ESE, and students who lack support for school. Upon completion of the unit, teachers and administration assess student data in a reflection of subgroup performance in order to make instructional adjustments prior to the next unit to ensure learning for all students. Using this cyclical approach in conjunction with baseline data provided from state assessments and progress monitoring assessments, Jackson Heights expects one year's of growth in one year's time for all students.

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: After School Program
Minutes added to school year: 2,500

. The JHMS tutorial plan is to meet each Wednesday from 3-5 PM. We chose Wednesday's as many of the targeted students are in Pop Warner football and we felt we would have a stronger turnout if we picked one day they did not have practice. We have targeted 35 black males that will be invited to participate in our tutorial group that we are now calling the Bobcat Leadership Academy. We will kick off our program with a spaghetti dinner for parents and students. Each session will begin with an "active" activity as the majority of these students do not have any electives... basketball, music etc... Afterwards, our focus will be on supporting them with their current academic coursework. We have included 3 classroom teachers: one reading, one math and one to support our extracurricular activities, as well as, provide support in academics. Each student will be assigned a mentor from the JHMS staff who will also participate in the academy from time to time. We will be contacting Oviedo High School for African-American male students to provide as role models both in the gym and in the classroom. Speakers from the district and the community will also participate in the academy. Food service has agreed to pay for the weekly snacks. The supply fund will be used for additional snacks, spaghetti dinner and dressing for success. These boys will be given shirts, ties etc... to wear at various events we hold here at school. It is our belief that if we focus on the talents of these young men, while providing them academic support, will inspire these students to always be the best students they can possibly be.

Strategy Rationale

When reviewing school data we found that our African American subgroup has the lowest proficiency and highest achievement gap in math and reading.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Woods, Cynthia, cynthia_woods@scps.k12.fl.us
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Grades
FCAT
FSA
Discovery Education
FPMA
DE Probes

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

Rising 6th graders from our feeder schools visit the campus at the end of the school year to learn about what to expect in middle school. Students are introduced to the administration team, provided

with a tour of the school as well as provided lunch before returning to their zoned school.
Rising 8th graders receive on campus presentations during the fall from the Choices Department and Crooms Academy of Information Technology. The Choices Presentation provides a full range of magnet school options. The Magnet schools offer a curriculum designed around a specialized theme, distractive curriculum, or academic focus that "attracts" students to the school. Crooms Academy of Information Technology (AOIT) Presenters come to speak with our rising 8th graders in an effort to "recruit" new students. Unlike the other magnet schools, students are not specifically zoned to attend Crooms. Crooms AOIT "attracts" students with their innovative teaching and learning opportunities as well as their integrated curriculum which includes the latest in cutting edge technology.
During January/February of the school year, our rising 8th graders also receive visits from both Hagerty and Oviedo High Schools to discuss course descriptions and course options. Guidance Counselors from both schools return again in March to set up individual student registrations.

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

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

We incorporate the standards into daily lessons. Instruction is based on those standards.

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

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.   Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model for reading, math and writing Florida Standards and NGSS Standards.

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. Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model for reading, math and writing Florida Standards and NGSS Standards. 1a

🔍 G053306

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	67.0

Resources Available to Support the Goal 2

- Reading coach will continue to model, observe and provide feedback for all teachers in all subject areas.

- Students will set individual academic goals.

- Increased the use of SCPS resources (DTL teachers on assignment TOA, cPalms, cMaps, DBQ, etc.)

- Peer Coaching of the Instructional Model

- Professional Learning Communities

- Common Planning

- Bobcat Leadership Academy (extended and differentiated instruction)

- All stakeholders will KNOW each of students targeted in the Bobcat Leadership Academy.

- Increased accountability for Curriculum Leaders regarding the use of the instructional model in their departments.

- Professional Development that is differentiated based on the needs and skills of instructional staff.

Targeted Barriers to Achieving the Goal 3

- After school transportation

- Professional Development

Plan to Monitor Progress Toward G1. 8

Instructional strategies in all content areas.

Person Responsible
Cynthia Woods

Schedule
Weekly, from 9/23/2014 to 4/29/2015

Evidence of Completion
DE Data, observation, grades, attendance, discipline data

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. Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model for reading, math and writing Florida Standards and NGSS Standards. 1

🔑 G053306

G1.B2 After school transportation 2

🔑 B134444

G1.B2.S1 Ask SAC to cover cost of transportation for Bobcat Leadership Academy Tutorial 4

🔑 S146292

Strategy Rationale

Some students are not within walking distance and have no other form of transportation to attend the program.

Action Step 1 5

Ask SAC to fund bus transportation for Bobcat Leadership Academy Tutorial

Person Responsible

Cynthia Woods

Schedule

Weekly, from 10/1/2014 to 4/29/2015

Evidence of Completion

SAC minutes

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

Tutorial Transporation

Person Responsible

Cynthia Woods

Schedule

Weekly, from 10/1/2014 to 4/29/2015

Evidence of Completion

Attendance, grades, DE assessment, discipline data

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

Transportation

Person Responsible

Cynthia Woods

Schedule

Weekly, from 10/1/2014 to 4/29/2015

Evidence of Completion

Attendance

G1.B4 Professional Development 2

B134446

G1.B4.S1 Student Data Systems Training, Quality Differentiated Professional Development on the Instructional Model 4

S146293

Strategy Rationale

For staff to understand why we are targeting black males and brainstorm classroom strategies for academic success.

Action Step 1 5

Review Data, Survey Instructional Needs, Monitor Instruction

Person Responsible

Sarah Mansur

Schedule

Biweekly, from 9/23/2014 to 4/29/2015

Evidence of Completion

Increased use of Instructional Model and Increased Student Results

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Data Training Attendance, Actionable Steps for Implementation, Monitoring for Improvement

Person Responsible

Sarah Mansur

Schedule

Weekly, from 9/23/2014 to 4/29/2015

Evidence of Completion

Quality Instruction

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Administrators will support teachers during PLC's and staff development

Person Responsible

Brandon Hanshaw

Schedule

Monthly, from 10/8/2014 to 4/29/2015

Evidence of Completion

Review of the data in PLC's, student grades, and instructional practices monitored by all Administration.

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.B2.S1.A1	Ask SAC to fund bus transportation for Bobcat Leadership Academy Tutorial	Woods, Cynthia	10/1/2014	SAC minutes	4/29/2015 weekly
G1.B4.S1.A1	Review Data, Survey Instructional Needs, Monitor Instruction	Mansur, Sarah	9/23/2014	Increased use of Instructional Model and Increased Student Results	4/29/2015 biweekly
G1.MA1	Instructional strategies in all content areas.	Woods, Cynthia	9/23/2014	DE Data, observation, grades, attendance, discipline data	4/29/2015 weekly
G1.B2.S1.MA1	Transportation	Woods, Cynthia	10/1/2014	Attendance	4/29/2015 weekly
G1.B2.S1.MA1	Tutorial Transporation	Woods, Cynthia	10/1/2014	Attendance, grades, DE assessment, discipline data	4/29/2015 weekly
G1.B4.S1.MA1	Administrators will support teachers during PLC's and staff development	Hanshaw, Brandon	10/8/2014	Review of the data in PLC's, student grades, and instructional practices monitored by all Administration.	4/29/2015 monthly
G1.B4.S1.MA1	Data Training Attendance, Actionable Steps for Implementation, Monitoring for Improvement	Mansur, Sarah	9/23/2014	Quality Instruction	4/29/2015 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 Opportuntities

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

G1. Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model for reading, math and writing Florida Standards and NGSS Standards.

G1.B4 Professional Development

G1.B4.S1 Student Data Systems Training, Quality Differentiated Professional Development on the Instructional Model

PD Opportunity 1

Review Data, Survey Instructional Needs, Monitor Instruction

Facilitator

Sarah Mansur-Blythe, Principal

Participants

All teachers

Schedule

Biweekly, from 9/23/2014 to 4/29/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model for reading, math and writing Florida Standards and NGSS Standards.	7,000
Grand Total	**7,000**

Goal 1: Teachers in all content areas will implement effective instructional strategies aligned to the Marzano Instructional Model for reading, math and writing Florida Standards and NGSS Standards.		
Description	**Source**	**Total**
B2.S1.A1 - Notes - Ask SAC to cover transportation costs $4800	School Improvement Funds	2,000
B4.S1.A1 - Notes - Costs of Substitutes will used out of PD Funds	Other	5,000
Total Goal 1		**7,000**