

Greenwood Lakes Middle School

601 LAKE PARK DR, Lake Mary, FL 32746

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0671>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

61%

Alternative/ESE Center

No

Charter School

No

Minority

51%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	40
Appendix 2: Professional Development and Technical Assistance Outlines	43
Professional Development Opportunities	44
Technical Assistance Items	47
Appendix 3: Budget to Support Goals	48

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 Greenwood Lakes Middle School 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

The vision of Greenwood Lakes Middle School is to engage students through academic learning time, introduce levels of cognitive complexity, provide literacy across all content areas, decrease the achievement gap through relationships, instructional relevance and rigor, and introduce instructional technology for the 21st century learner.

School Environment

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

GLMS has incorporated PRIDE time in the master schedule. During this time, teachers work to build relationships with students to build character, set goals, and monitor progress. Faculty also provides additional support and assistance with peers, homework and monitors progress in their content area courses.

GLMS faculty and staff recognize students who demonstrate positive behavior by providing positive feedback, school-wide recognition as well student incentives provided by local business partners. Additional avenues of relationship building includes parent/teacher conferences, email and phone communication, curriculum night and open house.

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

Faculty and staff are visible throughout the campus the entire school day and beyond. Administration monitors hallways before, during and after school. Teachers encourage students to visit with them before, during and after school to discuss homework, issues and concerns which may occur. Administration maintains an open door policy for parents and students and concerns are addressed immediately.

GLMS recognizes the diverse population and the needs of our students and hosts relevant cultural events throughout the school year.

All visitors and Dividends sign in at the front office and obtain a color-coded badge which changes daily. Faculty and staff are made aware of the identification system. Any visitor or Dividend who does not have the appropriate badge is addressed.

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

GLMS has a Positive Behavior Support program where students are recognized. The Success Suite provides an opportunity for students to receive behavioral intervention. The Multi-Tiered Support System identifies Tier 2 or Tier 3 support level students. Interventions

(behavioral and/or academic) provide opportunities for students' success.
Classroom expectations are posted in each classroom.
Students are encouraged to be role-models by adopting positive behaviors campus-wide.
Teachers conference with students, parents, counselors and interventionists.
Deans and administrators review referrals and take action accordingly.
All GLMS Stakeholders are to demonstrate respect, responsibility and be fully engaged.

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

Our PRIDE time serves as a non-instructional setting where students are encouraged to verbalize concerns and address issues relevant to their culture and lifestyle.
Administration, counselors and behavior support staff are available throughout the day to address needs of students. These include, but are not limited to, behavioral interventionist, MTSS specialist and the student study team.

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

GLMS has a MTSS Core Team and a coordinator. This team meets weekly to discuss behavior and academic plans as well as truancy. This team works closely with instructional staff to identify at-risk student indicators which include: attendance - below 90%; one or more suspensions; course failure in ELA or mathematics, and scoring of level 1 or below on ELA or Math standardized assessments.
Teachers provide individual interventions for struggling students.
The Behavior Interventionist provides support and guidance for decreasing non-productive behaviors. She monitors the success of the behavior interventions.

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	5	6	5	16
One or more suspensions	5	5	0	10
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	104	124	73	301

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	9	10	5	24

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

Before, during and after school tutoring is available to all students.
Academic guided referrals submitted to the Academic Suite.
Academic intervention 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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/53494>.

Description

A PIP has been uploaded for this school or district - see the link above.

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 Administration Manager solicits business partners throughout the year by way of direct contact with PTSA, SAC, local vendors, the Eagle Express and the GLMS website.

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
Abbott, Debra	Principal
McCracken, Victoria	Instructional Coach
Downes, Kim	Teacher, K-12
Erickson, Breezi	Assistant Principal
Harris, Priscilla	Instructional Coach
Slowik, Megan	Teacher, ESE
Smith, Jhamilia	Instructional Coach
Thomas, Danton	Assistant Principal
Barnett, Laura	Teacher, K-12
Longarzo, Kim	Guidance Counselor
Nelson, Diane	Teacher, K-12
Collins, Kathy	Teacher, K-12
Hartman, Wendy	Teacher, K-12
Gary, Robyn	Teacher, K-12

Duties

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

1. Principal/Assistant Principal: provide support, guidance and resources as needed to meet the needs of the students.
2. ESE Specialist: offer research based interventions and strategies to help regular education teachers better understand ways to assist and support the students.
3. Guidance: organize, schedule and support teachers and interventions as needed. Also acts as the family liaison.
4. Instructional Coach: analyze literacy data and provide suggestions and support for the team to support differentiated instruction.
5. Math Coach: analyze math data and provide suggestions and support for the team.
6. Behavioral Interventionist: provide support and guidance for decreasing nonproductive behaviors and monitors the success of the behavioral interventions.
7. Teachers: support, implement and document the interventions for each student and report the success of the interventions.

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 has a core Multi-Tiered System of Supports (MTSS) 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 determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

This team is scheduled to meet regularly on Friday of each week and as needed. Team roles include facilitator, recorder, timekeeper, and case liaison. Additionally, all teachers of the student are invited to attend in order to provide background information/data and appropriate intervention strategies.

The process includes the following:

- assess teacher concerns
- inventory student strengths, talents and resources
- review baseline data
- select target teacher concerns
- set academic goals
- set behavioral goals
- design an intervention plan
- identify the progress monitoring method
- review outcomes
- schedule a follow-up MTSS meeting within 6-8 weeks to review progress
- debrief

2014-15 Title I and 21st Century Funds funds will be used to support 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 facilitate small group 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
Hawley Jervis	Teacher
Jennifer Menello	Parent
Jhamilia Smith	Teacher
Kammi Berry-McCray	Teacher
Adriel Colon	Teacher
Victoria McCracken	Teacher
Steve Brown	Education Support Employee
Miriam Roth-Muprhy	Parent
Tina Richardson	Parent
David St. Clair-Husband	Parent
Jorge Meza	Parent
Dawn Rochette	Parent
Michelle Grass	Parent
Debra Abbott	Principal
Marcel Baez	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

The School Advisory Council met to discuss the 2014 FCAT data. Areas of gains and needs for improvement were identified.

Development of this school improvement plan

The SAC spent time brainstorming resources, needs and barriers as they apply to the Greenwood Lakes Middle School. These were then included within the expected areas of improvement. Review of the data for the 2013-2014 SIP revealed a need to maintain the current plans of action for the 2014-2015 school year.

Preparation of the school's annual budget and plan

School Improvement funds will be spent to support instructional strategies and promote academic excellence.

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

Projected use of School Improvement funds:

All funds will be applied to the continual improvement of technology and teacher professional development.

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
Abbott, Debra	Principal
Erickson, Breezi	Assistant Principal
Thomas, Danton	Assistant Principal
McCracken, Victoria	Instructional Coach
Harris, Priscilla	Instructional Coach
Smith, Jhamilia	Instructional Technology

Duties

Describe how the LLT promotes literacy within the school

Reciprocal Teaching across the curriculum to promote cross-curricular literacy. The focus of this strategy is to incorporate predicting, questioning, clarifying and summarizing into the lessons to promote student information processing. Professional development opportunities will be provided to teachers to assist in becoming highly effective with this strategy.

Writing across content areas. Daily writing will occur within the ELA and Reading classes. Feedback will be provided by the teacher. Weekly writing will occur in all other content and elective areas with a focus on basic conventions. Wednesday afternoon PRIDE time will incorporate reflection writing relevant to the PRIDE lesson. Writing PMAs will be administered in accordance with District expectations. ELA teachers will be provided time to review student writing and provide feedback.

Effective instruction as presented by Marzano's The Art and Science of Teaching. Members of the LLT will develop, coordinate and present professional development opportunities which address Marzano indicators as they relate to classroom instruction as identified by the teachers deliberate practice plans.

Focus on the lowest quartile students in both math and reading by providing intervention programs addressing these students' specific deficiencies. Before School - tutoring during school; academic intervention programs to include: pull out consultation with identified math and reading teachers; schedule revision to incorporate daily access to iReady reading and math computer program; and academic guided referrals to address individual student needs within the content area. After School - 21st Century which incorporates a forty-minute tutoring block. The LLT monitors student data and identifies students who qualify for these programs.

Weekly PRIDE Time each Wednesday, which provides Literacy, data chats, Citizenship and Goal Setting strategies as well as Silent Sustained Reading. The LLT develops the curriculum for this program with a focus on character education, reading and writing.

n/a

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

Subject area teachers share plan time. The PLC meets during this time to collaborate on SBA, plan, analyze and discuss student data which will be used to differentiate instruction. Opportunities are made available for teachers to co-teach, observe peers content area teachers and provide feedback accordingly.

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.

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.

Greenwood Lakes Middle School welcomes Junior and Senior interns and field study students. Person responsible for coordinating this effort with the district office - Breezi Erickson, A.P.

Greenwood Lakes retains highly qualified teachers by:

1. Providing new teachers with a mentor who assist with acclimating to the school, its policies and expectations. Person responsible - Kathy Collins.
2. With the help of the district office, GLMS identifies teachers who qualify for the induction program and

pairing him/her with a peer teacher. Person Responsible - Debra Abbott, Principal.

3. Providing professional development opportunities which facilitate certification, re-certification, and best instructional practices. Person responsible - School Instructional Support team, District Department of Teaching and Learning.

4. Building teacher leader capacity through workshops, PD opportunities, and mentoring on campus.

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 was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet weekly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. 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.

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 District provides opportunities for faculty to attend content-related workshops and professional development activities. Teachers work collaboratively to align State standards with District instructional plans. Teachers and Administrators work collaboratively to adopt materials aligning with State standards. Professional Development is provided to teachers and administrators to facilitate the understanding of the State 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

Greenwood Lakes Middle School obtains data from the sources below. Data is used to: place students in appropriate level courses; move intensive reading students to higher levels as mastery is achieved; identify students needing both academic and behavioral interventions; and differentiate instruction within the classroom.

- a. SCPS Reports (FCAT R,M,W, Science, re: data specific to school, level, teacher, placements, lowest quartile) AYP information
- b. Discovery Education
- c. Skyward
- d. EdInsight Reports
- e. School Data Book
- f. Teacher Assessments
- g. School based management system re: reading/math placements

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: Summer Program

Minutes added to school year: 4,140

GLMS provides Level 1 and level 2 readers with the opportunity to attend a summer reading program. Students entering grade 6 - 8 who have been identified as qualifying for the SRA B2 Corrective Reading and SRA Read to Achieve Corrective Reading programs are invited and encouraged to attend the Summer Bridges Program. The program is designed to use SRA reading strategies to build reading proficiency among non-proficient readers. Successful mastery of the program skills sets will allow students to progress to the next reading level course at the beginning of the school year.

Strategy Rationale

The goal is to promote literacy by enhancing reading strategies for our struggling readers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McCracken, Victoria, victoria_mccracken@scps.k12.fl.us

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

Data is initially collected using the DE Reading Progress monitoring assessments. Fluency test data is also reviewed. During the program, data from unit mastery tests are analyzed and a final assessment is used to determine the level of entry when school begins in August.

Strategy: After School Program

Minutes added to school year: 16,800

21st Century is an after school, federally funded program which provides academic intervention, project based learning, and enrichment.

Strategy Rationale

We provide additional non-student contact time for students to excel in core subjects which contribute to a well-rounded education. This program offers students the opportunity to participate in both on campus and off-campus, academically focused activities which might not otherwise be accessible in a traditional setting.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Abbott, Debra, debra_abbott@scps.k12.fl.us

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

Daily sign-in sheets are maintained. Applications are submitted by parents, counselors and teachers. Students grades and attendance (during the normal school day) is monitored.

Strategy: Extended School Day

Minutes added to school year: 4,800

Tutorial provided by certified teachers or paraprofessionals who work directly with students to support learning in specific areas of identified need based on assessments (district, school) and teacher feedback.

Strategy Rationale

By providing students additional enrichment activities, we are contributing to a well-rounded education.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thomas, Danton, danton_thomas@scps.k12.fl.us

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

Student intervention plans and tracking forms will be maintained in EdInsight for all participating students. Progress monitoring will be conducted on an ongoing basis to insure instructional improvement. Communication with students, parents, regular classroom teachers, the MTSS and student study teams will be ongoing using EdInsight.

Strategy: Extended School Day

Minutes added to school year: 870

BOOST camps for Algebra I, Geometry & Civics.

Strategy Rationale

Students are given the opportunity to build peer relationships and gain understanding through a peer's perspective.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Thomas, Danton, danton_thomas@scps.k12.fl.us

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

The teacher maintains sign-in sheets for all tutoring sessions. They also monitors the students progress using school based assessments and district based assessments.

Strategy: Extended School Day

Minutes added to school year: 10,530

Academic Intervention - facilitated by the Media and behavior paraprofessionals both in the morning, Monday - Friday (8:30 am - 9:00 am) and in the afternoon, Monday, Tuesday, Thursday, Friday (4:00 pm - 4:30 pm), Wednesday (3:00 pm - 4:30 pm). This provides the students time to meet with a paraprofessional to receive help and support with class assignments, projects, late work or work due to absences. It is also a time for students to have access to the computer for research, e-reading, Study Island, Dream Box, IReady, Amplify and Reading Plus.

Strategy Rationale

We provide additional non-student contact time for students to excel in core subjects which contribute to a well-rounded education.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thomas, Danton, danton_thomas@scps.k12.fl.us

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

Daily sign-in sheets are maintained, Files are kept for each students, Academic Guided Referrals are submitted by the teachers and completed by the paraprofessional. Student grade books are monitored for completion of work, grade recovery and improvement. Grades, as posted in Skyward, will be monitored weekly.

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

Incoming 6th grade parents and students are provided with a curriculum night and new student orientation to help transition to the Middle School. A summer enrichment program is provided for students who need to increase reading skills.

Outgoing 8th graders are provided opportunities to visit high school campus, apply to the magnet schools and identify curriculum best suited to their needs. A summer transition program is provided for those students who need additional help in transitioning to the high school.

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

1. The Choices Department and Crooms Academy visit GLMS and present the high school magnet opportunities to the 8th grade students.
2. Guidance Counselors meet with students to discuss course opportunities available for the following school year.
3. Parents are invited to attend a Spring Curriculum night to learn about the opportunities at GLMS.
4. 7th grade students are required to complete the SCPS virtual course, Career and Decision Making. This course provides the students with an opportunity to complete a 4-year plan for high school.
5. Students enrolling during the school year meet with counselors to identify required and relevant course to be added to the schedule.

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

GLMS currently offers courses in math and science providing students with problem solving opportunities. All students are required to complete a Science Fair project. All projects are entered into a school wide science fair. Each entry has the opportunity to be selected to progress to the District and State levels. In addition, math students participate in the District Math competition. GLMS currently offers course in Business Keyboarding, Career and Decision Making and Computing for College and Careers through Seminole Virtual School. Students take these classes in the computer lab during the regular school day. These courses introduce students to technology and facilitate the development of computer skills that will be needed in both the workplace and in college. GLMS also offers a Junior ROTC Program that introduces the students to a career in the military while also building leadership skills. GLMS is currently working closely with Lake Mary High School to connect with the LMHS Program of Emphasis in Forensic Science and Law Studies. GLMS has increased the level of the Forensics Science Program to include Forensic Science II and Speech and Debate courses in addition to the exploratory Forensic Science I course. GLMS continues to offer courses in both TV and print media. Both courses introduce students to the foundational requirements of developing, producing and implementing a TV newscast and newspaper. These courses enhance both writing and speaking skills.

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

The ELA Amplify program (grades 6-8) has transitioned to a full digital curriculum. Career and decision making through Florida Virtual School. Implementing authentic problem solving in math through the Amplify program.

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

Provide High School classes for Algebra I, Geometry and Spanish I. Successful completion of these courses will enable students to enter high school at a higher level and thus increase the opportunity of taking at least one Advanced Placement/IB course prior to graduation.

Team with Lake Mary High School to provide Gifted and Talented 8th grade students the opportunity to take the PSAT in October.

Place all Level 1 and Level 2 Readers into Intensive Reading courses to facilitate reading proficiency prior to entering high school.

Place all Level 1 Math students into Intensive Math courses to facilitate Math proficiency prior to entering high school.

Identify Gifted and Talented 7th grade students eligible to sit for the SAT and thus qualify for the DUKE TIPS Program.

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 comprehensive reading strategies that include questioning, predicting, summarizing and clarifying.
- G2.** All teachers will implement writing instruction aligned to standards including strategies that address the 6-Traits model.
- G3.** All teachers will implement effective teaching instruction aligned to Florida Standards, incorporating reciprocal teaching strategies.

Strategic Goals Detail

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

G1. All teachers will implement comprehensive reading strategies that include questioning, predicting, summarizing and clarifying. **1a**

G053327

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Reading - Asian	82.0
AMO Reading - African American	62.0
AMO Reading - ED	67.0
AMO Reading - ELL	54.0
AMO Reading - Hispanic	72.0
AMO Reading - SWD	57.0
AMO Reading - White	81.0
CELLA Listening/Speaking Proficiency	
CELLA Reading Proficiency	
FAA Reading Proficiency	
FSA - English Language Arts - Proficiency Rate	
ELA/Reading Gains	
ELA/Reading Lowest 25% Gains	

Resources Available to Support the Goal **2**

- Literacy Coach
- Reading Programs - Edge, Corrective, Read to Achieve, IReady
- Classroom set of books
- Weekly PRIDE time
- Classroom space
- Professional Development
- Teachers with reading certification

Targeted Barriers to Achieving the Goal **3**

- Content area teachers lack understanding of the reading program and its relationship to reciprocal teaching strategies
- Inconsistent use of time and resources to implement and develop differentiated instruction based upon individual student needs

Plan to Monitor Progress Toward G1. 8

Classroom instruction will reflect :

- increased student engagement
- increased modeling of R.T. strategies by teachers
- increased level of questioning
- increased student use of R.T. strategies
- increased cooperative learning

Person Responsible

Debra Abbott

Schedule

Quarterly, from 10/13/2014 to 5/27/2015

Evidence of Completion

6-8 grade students will increase reading proficiency from baseline 59.3% (from 2013-2014 FCAT 2.0) of students scoring proficient to 77% as measured by DE assessments from September, 2014 - February, 2015. Grade 6-8 black students will increase reading proficiency from baseline 35.8% (from 2013-2014 FCAT 2.0) of students scoring proficient to 62% proficient as measured from DE Assessments 2014-2015 and 2014-2015 FSA.

G2. All teachers will implement writing instruction aligned to standards including strategies that address the 6-Traits model. **1a**

G053328

Targets Supported **1b**

Indicator	Annual Target
CELLA Writing Proficiency	

Resources Available to Support the Goal **2**

- Writing is infused into Amplify digital curriculum
- Writing is infused into EDGE 2.0 Reading Program
- Highly Qualified teachers
- District K-12 Writing Plan
- District/Middle School Writing Plan
- Writing is infused in DBQs in US History & World History
- District support through writing training through ELA, social studies and reading

Targeted Barriers to Achieving the Goal **3**

- Lack of consistent writing opportunities in the electives and Science

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

All students will increase writing proficiency from baseline 53% scoring at 3.5 and above to 80% scoring at or above 3.5

Person Responsible

Breezi Erickson

Schedule

Daily, from 8/11/2014 to 5/27/2015

Evidence of Completion

Scores for PMA and FSA, weekly writing samples, increased writing opportunities, increased student use of the evidenced based/document based models

G3. All teachers will implement effective teaching instruction aligned to Florida Standards, incorporating reciprocal teaching strategies. **1a**

G053329

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	77.0
AMO Math - Asian	98.0
AMO Math - African American	61.0
AMO Math - ED	65.0
AMO Math - ELL	59.0
AMO Math - Hispanic	71.0
AMO Math - SWD	55.0
AMO Math - White	81.0
FAA Mathematics Proficiency	
FSA - Mathematics - Proficiency Rate	
Algebra I EOC Pass Rate	
Geometry EOC Pass Rate	
Math Gains	
Math Lowest 25% Gains	

Resources Available to Support the Goal **2**

- Highly qualified teachers
- Full-time Math Coach
- Classroom space
- Developed curriculum
- Instructional plans
- Common plan time
- Classroom set of books
- Professional Development
- Math intervention curriculum
- Standard specific tutoring
- Computer based standards aligned resource (Study Island and FCAT Explorer)
- Dream Box and IReady

Targeted Barriers to Achieving the Goal **3**

- Inconsistent application of reciprocal teaching strategies as they apply to math

Plan to Monitor Progress Toward G3. 8

SBA

Person Responsible

Danton Thomas

Schedule

Weekly, from 9/2/2014 to 5/27/2015

Evidence of Completion

6-8 grade students will increase math proficiency from baseline 68% (from 2013-2014 FCAT 2.0) of students scoring proficient to 77% as measured by 2014-2015 AMO. Grade 6-8 black students will increase math proficiency from baseline 57% (from 2013-2014 FCAT 2.0) of students scoring proficient to 61% proficient as measured from by 2014-2015 AMO.

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 comprehensive reading strategies that include questioning, predicting, summarizing and clarifying. **1**

 G053327

G1.B1 Content area teachers lack understanding of the reading program and its relationship to reciprocal teaching strategies **2**

 B134526

G1.B1.S1 Mini Professional Development **4**

 S146362

Strategy Rationale

We model how to incorporate strategies within the content area classrooms

Action Step 1 **5**

Design and deliver a mini professional development in quality reading instruction as utilized in the reading program

Person Responsible

Victoria McCracken

Schedule

Monthly, from 10/15/2014 to 5/6/2015

Evidence of Completion

Agenda, Sign-In sheets, Reflection logs

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

Design and deliver a professional development which addresses the quality reading instruction presented in the reading program

Person Responsible

Debra Abbott

Schedule

Biweekly, from 10/16/2014 to 5/27/2015

Evidence of Completion

Agenda, Sign-in sheets, reflection logs, classroom observations

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

Reciprocal teaching reading strategies, including questioning, predicting, summarizing and clarifying, will be used in the content area classrooms

Person Responsible

Victoria McCracken

Schedule

Biweekly, from 10/16/2014 to 5/27/2015

Evidence of Completion

6th - 8th grade students will Increase reading proficiency from baseline 59% of students scoring proficient to 77% proficient through PMAs via Discovery Education and FSA.

G1.B1.S5 Modeling the reading program in content area classroom 4

S146366

Strategy Rationale

Action Step 1 5

Provide opportunities for literacy coach and reading teachers to model reading strategies in content area classes

Person Responsible

Victoria McCracken

Schedule

Biweekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Videos, lesson plans, reflection logs

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

The literacy coach and reading teachers will co-teach/model reading strategies in the content area teacher's classroom

Person Responsible

Victoria McCracken

Schedule

Biweekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Coaches log, walk throughs, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Reciprocal teaching reading strategies, including questioning, predicting, summarizing and clarifying, will be used in the content area classrooms

Person Responsible

Debra Abbott

Schedule

Biweekly, from 8/18/2014 to 5/27/2015


Evidence of Completion

6th - 8th grade students will Increase reading proficiency from baseline 59% of students scoring proficient to 77% proficient through PMAs via Discovery Education and FSA.

G1.B5 Inconsistent use of time and resources to implement and develop differentiated instruction based upon individual student needs 2

 B134530

G1.B5.S1 Provide professional development in acquiring, interpreting and analyzing data 4

 S146367

Strategy Rationale

Teachers will be able to identify lower quartile, sub-groups and target deficiencies to teach down the achievement gap

Action Step 1 5

Teachers will be able to identify lower quartile, sub-groups and target deficiencies

Person Responsible

Victoria McCracken

Schedule

Monthly, from 8/13/2014 to 5/6/2015

Evidence of Completion

Agenda, sign-in sheets, learning logs

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Design and deliver a mini professional development in use of Ed Insight and DE

Person Responsible

Victoria McCracken

Schedule

Monthly, from 8/13/2014 to 5/6/2015

Evidence of Completion

Agenda, sign-in sheets, learning logs

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Design and deliver a mini professional development in use of Ed Insight and DE

Person Responsible

Victoria McCracken


Schedule

Biweekly, from 8/14/2014 to 5/27/2015

Evidence of Completion

Differentiated instruction will occur within the classroom

G1.B5.S2 Provide consistent dates and times for PLC collaboration 4

 S146368

Strategy Rationale

Allows grade level content area teachers to collaborate on developing differentiated instruction

Action Step 1 5

Develop a PLC schedule which allows each grade level content area teacher to collaborate on developing differentiated instruction

Person Responsible

Victoria McCracken

Schedule

Annually, from 8/4/2014 to 8/4/2014

Evidence of Completion

Agenda

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Grade level content area PLC members will establish a calendar which reflects collaboration time for the 2014-2015 year

Person Responsible

Debra Abbott

Schedule

Annually, from 8/4/2014 to 8/4/2014

Evidence of Completion

PLC Calendar

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Grade level content area PLC members will establish a calendar which reflects collaboration time for the 2014-2015 year

Person Responsible

Debra Abbott

Schedule

Annually, from 8/4/2014 to 8/4/2014

Evidence of Completion

Differentiated classroom instruction

G2. All teachers will implement writing instruction aligned to standards including strategies that address the 6-Traits model. 1

 G053328

G2.B1 Lack of consistent writing opportunities in the electives and Science 2

 B134536

G2.B1.S1 LA teachers will facilitate writing as identified in Amplify 4

 S146369

Strategy Rationale

Amplify has daily short writing for all students and unit writing

Action Step 1 5

Use of writing as identified in Amplify

Person Responsible

Breezi Erickson

Schedule

Biweekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Lesson plans/pacing guide, walk-throughs, observations, feedback, student writing samples

Action Step 2 5

Provide Amplify trainings

Person Responsible

Breezi Erickson

Schedule

Weekly, from 8/4/2014 to 5/27/2015

Evidence of Completion

In-service points, reflections logs

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

Reviewing student sample writings and observing classroom instruction

Person Responsible

Breezi Erickson

Schedule

Biweekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Student writing samples, lesson plans

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

Collect and monitor PLC Agendas, Data Logs, Coaching Feedback Logs, Student Tracking Charts, Teacher/student goal tracking charts


Person Responsible

Schedule

Evidence of Completion

The team will collect and review PMA scores, FCAT Writes 2014 scores and monitor student goals

G2.B1.S2 LA students to write one complete essay per quarter in addition to two District PMA requirements **4**

 S146370

Strategy Rationale

Action Step 1 **5**

Eighth grade LA students will write one essay per quarter.

Person Responsible

Breezi Erickson

Schedule

Quarterly, from 10/9/2014 to 5/27/2015

Evidence of Completion

Lesson plans, student writing samples

Action Step 2 **5**

Eighth grade LA students will complete two essays as prescribed by the District PMA requirements.

Person Responsible

Breezi Erickson

Schedule

Monthly, from 9/24/2014 to 12/18/2014

Evidence of Completion

Testing calendar, student assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S2 **6**

Provide secure testing classrooms and monitor student completion

Person Responsible

Joyce Moore

Schedule

Monthly, from 9/24/2014 to 12/18/2014

Evidence of Completion

Completed assessments from all students

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The team will collect and review PMA scores, FCAT Writes 2014 scores and monitor student goals

Person Responsible

Breezi Erickson

Schedule

Monthly, from 10/9/2014 to 1/16/2015

Evidence of Completion

Increase from 53% to 75% of the number of students who receive a writing score of 4.0 or greater

G2.B1.S3 Content area teachers will facilitate weekly writing opportunities for all students 4

 S146371

Strategy Rationale

Action Step 1 5

Design and deliver a professional development that reviews the basic conventions expected in a student writing sample.

Person Responsible

Breezi Erickson

Schedule

Monthly, from 9/17/2014 to 5/13/2015

Evidence of Completion

PD plan, Agenda, sign in sheets, reflection logs

Action Step 2 5

Content area teachers will provide a weekly writing opportunity which addresses the writing conventions

Person Responsible

Breezi Erickson

Schedule

On 5/22/2015

Evidence of Completion

Writing samples, lesson plans, observations, walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Design and implement ongoing support for teachers through structured PLCs (weekly) to analyze writing samples

Person Responsible

Breezi Erickson

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Lesson plans, scored writing samples

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Design and implement ongoing support for teachers through structured PLCs (weekly) to analyze writing samples

Person Responsible

Breezi Erickson

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Lesson plans, scored writing samples, teacher/student tracking charts

G3. All teachers will implement effective teaching instruction aligned to Florida Standards, incorporating reciprocal teaching strategies. 1

G053329

G3.B3 Inconsistent application of reciprocal teaching strategies as they apply to math 2

B134541

G3.B3.S1 Develop a PD which continues to enrich reciprocal teaching strategies 4

S146372

Strategy Rationale

We model how to incorporate strategies within the content area classrooms

Action Step 1 5

Design and deliver PD opportunities for Math teachers which focuses on the teaching strategies: predicting, clarifying/solving, questioning, summarizing

Person Responsible

Priscilla Harris

Schedule

Monthly, from 10/15/2014 to 5/20/2015

Evidence of Completion

Professional Development Calendar, Agenda, Sign-in sheets, Learning Logs

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Deliver PD opportunities for Math teachers which focuses on the teaching strategies: predicting, clarifying/solving, questioning, summarizing

Person Responsible

Schedule

Monthly, from 10/15/2014 to 5/20/2015

Evidence of Completion

Agenda, Sign-in sheets, completed learning logs, coaches logs, lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

SBLT will collect walk-through data which shows an increase in the use of the four steps of reciprocal teaching and supervising administrators will use the I-Observation tool to determine implementation effectiveness

Person Responsible

Danton Thomas


Schedule

Biweekly, from 10/16/2014 to 5/21/2015

Evidence of Completion

DE scores will reflect a steady increase in student achievement and FSA scores will increase from 74% scoring a Level 3 or higher to 77% scoring a level 3 or higher, I-Observation, coaches logs, Increased DE scores, Increased FCAT 2.0 scores, Increase in the AMO for black students from 34% to 61% proficient

G3.B3.S4 Teachers will incorporate all aspects of reciprocal teaching (predict, clarify/solve, question, summarize) on a daily basis 4

 S146375

Strategy Rationale

Action Step 1 5

Supervising Administrators and Math Coach will conduct weekly walk-throughs and offer feedback regarding the effectiveness of reciprocal teaching strategies.

Person Responsible

Priscilla Harris

Schedule

Daily, from 8/11/2014 to 5/27/2015

Evidence of Completion

Walk-through feedback, PLC Agenda, Math Coach notes, Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B3.S4 6

Supervising Administrators will conduct weekly walk-throughs and offer feedback regarding the effectiveness of reciprocal teaching strategies

Person Responsible

Danton Thomas

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Walk through feedback, PLC Agenda, Math Coach Notes

Plan to Monitor Effectiveness of Implementation of G3.B3.S4 7

SBLT will collect walk-through data which shows an increase in the use of the four steps of reciprocal teaching and supervising administrators will use the I-Observation tool to determine implementation effectiveness

Person Responsible

Danton Thomas

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

DE scores will reflect a steady increase in student achievement and FCAT scores will increase from 59.3% scoring a Level 3 or higher to 77% scoring a level 3 or higher, I-Observation, coaches logs, Increased DE scores, Increased FCAT 2.0 scores, Increase in the AMO for black students from 57% to 61% proficient

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	Design and deliver a mini professional development in quality reading instruction as utilized in the reading program	McCracken, Victoria	10/15/2014	Agenda, Sign-In sheets, Reflection logs	5/6/2015 monthly
G1.B1.S5.A1	Provide opportunities for literacy coach and reading teachers to model reading strategies in content area classes	McCracken, Victoria	8/11/2014	Videos, lesson plans, reflection logs	5/27/2015 biweekly

Seminole - 0671 - Greenwood Lakes Middle School - 2014-15 SIP
Greenwood Lakes Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A1	Teachers will be able to identify lower quartile, sub-groups and target deficiencies	McCracken, Victoria	8/13/2014	Agenda, sign-in sheets, learning logs	5/6/2015 monthly
G1.B5.S2.A1	Develop a PLC schedule which allows each grade level content area teacher to collaborate on developing differentiated instruction	McCracken, Victoria	8/4/2014	Agenda	8/4/2014 annually
G2.B1.S1.A1	Use of writing as identified in Amplify	Erickson, Breezi	8/11/2014	Lesson plans/pacing guide, walk-throughs, observations, feedback, student writing samples	5/27/2015 biweekly
G2.B1.S2.A1	Eighth grade LA students will write one essay per quarter.	Erickson, Breezi	10/9/2014	Lesson plans, student writing samples	5/27/2015 quarterly
G2.B1.S3.A1	Design and deliver a professional development that reviews the basic conventions expected in a student writing sample.	Erickson, Breezi	9/17/2014	PD plan, Agenda, sign in sheets, reflection logs	5/13/2015 monthly
G3.B3.S1.A1	Design and deliver PD opportunities for Math teachers which focuses on the teaching strategies: predicting, clarifying/solving, questioning, summarizing	Harris, Priscilla	10/15/2014	Professional Development Calendar, Agenda, Sign-in sheets, Learning Logs	5/20/2015 monthly
G3.B3.S4.A1	Supervising Administrators and Math Coach will conduct weekly walk-throughs and offer feedback regarding the effectiveness of reciprocal teaching strategies.	Harris, Priscilla	8/11/2014	Walk-through feedback, PLC Agenda, Math Coach notes, Lesson Plans	5/27/2015 daily
G2.B1.S1.A2	Provide Amplify trainings	Erickson, Breezi	8/4/2014	In-service points, reflections logs	5/27/2015 weekly
G2.B1.S2.A2	Eighth grade LA students will complete two essays as prescribed by the District PMA requirements.	Erickson, Breezi	9/24/2014	Testing calendar, student assessments	12/18/2014 monthly
G2.B1.S3.A2	Content area teachers will provide a weekly writing opportunity which addresses the writing conventions	Erickson, Breezi	8/18/2014	Writing samples, lesson plans, observations, walk-throughs	5/22/2015 one-time
G1.MA1	Classroom instruction will reflect : increased student engagement increased modeling of R.T. strategies by teachers increased level of questioning increased student use of R.T. strategies increased cooperative learning	Abbott, Debra	10/13/2014	6-8 grade students will increase reading proficiency from baseline 59.3% (from 2013-2014 FCAT 2.0) of students scoring proficient to 77% as measured by DE assessments from September, 2014 - February, 2015. Grade 6-8 black students will increase reading proficiency from baseline 35.8% (from 2013-2014 FCAT 2.0) of students scoring proficient to 62% proficient as measured from DE Assessments 2014-2015 and 2014-2015 FSA.	5/27/2015 quarterly
G1.B1.S1.MA1	Reciprocal teaching reading strategies, including questioning, predicting, summarizing and clarifying, will be used in the content area classrooms	McCracken, Victoria	10/16/2014	6th - 8th grade students will increase reading proficiency from baseline 59% of students scoring proficient to 77% proficient through PMAs via Discovery Education and FSA.	5/27/2015 biweekly
G1.B1.S1.MA1	Design and deliver a professional development which addresses the quality reading instruction presented in the reading program	Abbott, Debra	10/16/2014	Agenda, Sign-in sheets, reflection logs, classroom observations	5/27/2015 biweekly
G1.B5.S1.MA1	Design and deliver a mini professional development in use of Ed Insight and DE	McCracken, Victoria	8/14/2014	Differentiated instruction will occur within the classroom	5/27/2015 biweekly
G1.B5.S1.MA1	Design and deliver a mini professional development in use of Ed Insight and DE	McCracken, Victoria	8/13/2014	Agenda, sign-in sheets, learning logs	5/6/2015 monthly

Seminole - 0671 - Greenwood Lakes Middle School - 2014-15 SIP
Greenwood Lakes Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S2.MA1	Grade level content area PLC members will establish a calendar which reflects collaboration time for the 2014-2015 year	Abbott, Debra	8/4/2014	Differentiated classroom instruction	8/4/2014 annually
G1.B5.S2.MA1	Grade level content area PLC members will establish a calendar which reflects collaboration time for the 2014-2015 year	Abbott, Debra	8/4/2014	PLC Calendar	8/4/2014 annually
G1.B1.S5.MA1	Reciprocal teaching reading strategies, including questioning, predicting, summarizing and clarifying, will be used in the content area classrooms	Abbott, Debra	8/18/2014	6th - 8th grade students will increase reading proficiency from baseline 59% of students scoring proficient to 77% proficient through PMAs via Discovery Education and FSA.	5/27/2015 biweekly
G1.B1.S5.MA1	The literacy coach and reading teachers will co-teach/model reading strategies in the content area teacher's classroom	McCracken, Victoria	8/11/2014	Coaches log, walk throughs, lesson plans	5/27/2015 biweekly
G2.MA1	All students will increase writing proficiency from baseline 53% scoring at 3.5 and above to 80% scoring at or above 3.5	Erickson, Breezi	8/11/2014	Scores for PMA and FSA, weekly writing samples, increased writing opportunities, increased student use of the evidenced based/document based models	5/27/2015 daily
G2.B1.S1.MA1	Collect and monitor PLC Agendas, Data Logs, Coaching Feedback Logs, Student Tracking Charts, Teacher/student goal tracking charts		The team will collect and review PMA scores, FCAT Writes 2014 scores and monitor student goals	once	
G2.B1.S1.MA1	Reviewing student sample writings and observing classroom instruction	Erickson, Breezi	8/11/2014	Student writing samples, lesson plans	5/27/2015 biweekly
G2.B1.S2.MA1	The team will collect and review PMA scores, FCAT Writes 2014 scores and monitor student goals	Erickson, Breezi	10/9/2014	Increase from 53% to 75% of the number of students who receive a writing score of 4.0 or greater	1/16/2015 monthly
G2.B1.S2.MA1	Provide secure testing classrooms and monitor student completion	Moore, Joyce	9/24/2014	Completed assessments from all students	12/18/2014 monthly
G2.B1.S3.MA1	Design and implement ongoing support for teachers through structured PLCs (weekly) to analyze writing samples	Erickson, Breezi	8/11/2014	Lesson plans, scored writing samples, teacher/student tracking charts	5/27/2015 weekly
G2.B1.S3.MA1	Design and implement ongoing support for teachers through structured PLCs (weekly) to analyze writing samples	Erickson, Breezi	8/11/2014	Lesson plans, scored writing samples	5/27/2015 weekly
G3.MA1	SBA	Thomas, Danton	9/2/2014	6-8 grade students will increase math proficiency from baseline 68% (from 2013-2014 FCAT 2.0) of students scoring proficient to 77% as measured by 2014-2015 AMO. Grade 6-8 black students will increase math proficiency from baseline 57% (from 2013-2014 FCAT 2.0) of students scoring proficient to 61% proficient as measured from by 2014-2015 AMO.	5/27/2015 weekly
G3.B3.S1.MA1	SBLT will collect walk-through data which shows an increase in the use of the four steps of reciprocal teaching and supervising administrators will use the I-Observation tool to determine implementation effectiveness	Thomas, Danton	10/16/2014	DE scores will reflect a steady increase in student achievement and FSA scores will increase from 74% scoring a Level 3 or higher to 77% scoring a level 3 or higher, I-Observation, coaches logs, Increased DE scores, Increased FCAT 2.0 scores, Increase in the AMO for	5/21/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				black students from 34% to 61% proficient	
G3.B3.S1.MA1	Deliver PD opportunities for Math teachers which focuses on the teaching strategies: predicting, clarifying/solving, questioning, summarizing		10/15/2014	Agenda, Sign-in sheets, completed learning logs, coaches logs, lesson plans	5/20/2015 monthly
G3.B3.S4.MA1	SBLT will collect walk-through data which shows an increase in the use of the four steps of reciprocal teaching and supervising administrators will use the I-Observation tool to determine implementation effectiveness	Thomas, Danton	8/11/2014	DE scores will reflect a steady increase in student achievement and FCAT scores will increase from 59.3% scoring a Level 3 or higher to 77% scoring a level 3 or higher, I-Observation, coaches logs, Increased DE scores, Increased FCAT 2.0 scores, Increase in the AMO for black students from 57% to 61% proficient	5/27/2015 weekly
G3.B3.S4.MA1	Supervising Administrators will conduct weekly walk-throughs and offer feedback regarding the effectiveness of reciprocal teaching strategies	Thomas, Danton	8/11/2014	Walk through feedback, PLC Agenda, Math Coach Notes	5/27/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will implement comprehensive reading strategies that include questioning, predicting, summarizing and clarifying.

G1.B1 Content area teachers lack understanding of the reading program and its relationship to reciprocal teaching strategies

G1.B1.S1 Mini Professional Development

PD Opportunity 1

Design and deliver a mini professional development in quality reading instruction as utilized in the reading program

Facilitator

Literacy Coach, PD Coordinator, Reading Teachers

Participants

Instructional staff & administration

Schedule

Monthly, from 10/15/2014 to 5/6/2015

G1.B5 Inconsistent use of time and resources to implement and develop differentiated instruction based upon individual student needs

G1.B5.S1 Provide professional development in acquiring, interpreting and analyzing data

PD Opportunity 1

Teachers will be able to identify lower quartile, sub-groups and target deficiencies

Facilitator

School based leadership & learning systems technician

Participants

Instructional staff and administration

Schedule

Monthly, from 8/13/2014 to 5/6/2015

G2. All teachers will implement writing instruction aligned to standards including strategies that address the 6-Traits model.

G2.B1 Lack of consistent writing opportunities in the electives and Science

G2.B1.S1 LA teachers will facilitate writing as identified in Amplify

PD Opportunity 1

Provide Amplify trainings

Facilitator

Amplify representatives

Participants

Teachers, Coaches, Administrators

Schedule

Weekly, from 8/4/2014 to 5/27/2015

G2.B1.S3 Content area teachers will facilitate weekly writing opportunities for all students

PD Opportunity 1

Design and deliver a professional development that reviews the basic conventions expected in a student writing sample.

Facilitator

Department of Teaching and Learning, Assistant Principal overseeing LA, LA grade 8 teacher

Participants

All teachers

Schedule

Monthly, from 9/17/2014 to 5/13/2015

G3. All teachers will implement effective teaching instruction aligned to Florida Standards, incorporating reciprocal teaching strategies.

G3.B3 Inconsistent application of reciprocal teaching strategies as they apply to math

G3.B3.S1 Develop a PD which continues to enrich reciprocal teaching strategies

PD Opportunity 1

Design and deliver PD opportunities for Math teachers which focuses on the teaching strategies: predicting, clarifying/solving, questioning, summarizing

Facilitator

District Secondary Math Specialist, GLMS IST

Participants

Math Instructional Staff, ESE Facilitators

Schedule

Monthly, from 10/15/2014 to 5/20/2015

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