

A word cloud graphic featuring various educational terms. The most prominent words are 'students', 'school', 'teaching', 'improvement', 'strategic', 'collaborative', 'family', 'environment', 'instruction', 'needs', 'goals', 'mission', 'vision', 'public', 'and', 'community', 'involvement', 'planning', 'building', 'relationships', 'increased', 'achievement', 'ambitious', 'supportive', 'problem solving', '8-Step', 'effective', 'leadership', 'strategies', 'resources', 'assessment', 'college', 'and', 'career'. The words are arranged in a circular pattern, with 'students' and 'school' being the largest and most central.

## Alfred I. Dupont Middle School

2710 DUPONT AVE, Jacksonville, FL 32217

<http://www.duvalschools.org/dupont>

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

67%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

71%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

C

C

B

B

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### 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>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

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





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Our mission is to create a learning community promoting the acquisition of skills which empower students to fully participate in a complex global marketplace.

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

Students will advance from duPont Middle School to high school with the skills necessary for academic and personal success.

#### School Environment

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

Our faculty and staff take pride in fostering a diverse learning environment that motivates our students to reach their full potential. Our Spring 2014 Administration of the Gallop Poll indicated that 44% of students feel hopeful, 33% feel engaged, and 59% are thriving. The results show that approximately 200 students don't feel engaged while at school. In order to increase student engagement, we will invite students to join the Foundations Team and School Advisory Council. The school's Leadership Team will include a Student Roundtable at least once per quarter to encourage student input and suggestions. All administration, faculty, and staff will continue to ramp up our efforts to provide relevant Tier 2 and Tier 3 behavioral and academic interventions to assist struggling students. We will also implement Restorative Justice in our school this year. All faculty will participate in a book study on Response to Intervention, and Positive Behavior Intervention Strategies will be incorporated into our weekly Common Planning Sessions. We will continue to engage with district and community organizations such as Lutheran Social Services, Title I, ESOL and the Center for Language and Culture to assist us with improving the academic performance of all of our students.

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

We will implement the revised Code of Student Conduct and begin the Restorative Justice Program as outlined by the district. We will also increase our Tier 2 and Tier 3 interventions for behavior for students with a high number of disciplinary infractions. Using the template provided by the district, we will implement a comprehensive Positive Behavior Management System at our school. We have a Dean of Students, one Assistant Principal, one ISSP teacher, and two security personnel to assist with student safety before, during, 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**

To ensure high levels of student engagement, we will implement a classroom walkthrough feedback protocol to ensure that teachers receive timely feedback on instructional practices including lesson delivery (gradual release) and learning center implementation. The administrative team and Math and Reading Coach will meet daily to debrief classroom observations and determine next steps for struggling teachers and students. Using the new template provided by the district, the school will



implement a new Postive Behavior Intervention Program which will include a school-wide discipline plan. The school's Foundations Team will introduce and train teachers on new procedures and protocols including structured movement, cafeteria, classroom, and common area expectations.

**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 school will have a Multi-Tiered System of Support/Response to Intervention Team whose primary responsibility will be to identify systematic patterns of student need while working with school and district personnel to identify appropriate, evidence based intervention strategies for our students. The team will assist with whole group screening programs, Tier 1, Tier 2, and Tier 3 interventions and work collaboratively with the Leadership, Foundations, and Shared Decisions Making committees to support the work of the MTSS 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**

The MTSS team will meet once per month; sub groups will meet according to individual RtI/MTSS progress monitoring plans. The team will review universal screening data, current instructional practices, review progress data, identify students who are not meeting academic or behavioral expectations, design intervention plans, review plans, identify professional development needs, and facilitate the problem solving process.

**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	2	2	4	8
One or more suspensions	16	36	35	87
Course failure in ELA or Math	5	12	22	39
Level 1 on statewide assessment	92	89	106	287

*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	5	14	29	48

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

The MTSS will meet two times per month; sub groups will meet according to individual RtI/MTSS progress monitoring plans. The team will review universal screening data, current instructional practices, review progress data, identify students who are not meeting academic or behavioral expectations, design intervention plans, review plans, identify professional development needs, and facilitate the problem solving process. The intervention stratgies used include but are not limited to;

- \* Delivers Tier 1 instruction and the first step in the MTSS process
- \* Communicates with parents regarding student data
- \* Integrates Tier 1, core instruction, materials/instruction with Tier 2/3 activities
- \* Work with grade level team to support MTSS
- \* Work with grade level team to support Tier 1 and Tier 2 interventions
- \* Work with grade level team to complete the required MTSS referral process
- \* Assists in making data driven decisions about interventions and strategies that support Enrichment Math and Enrichment Reading teachers
- \* Provide information about Tier 2 instruction for math and reading
- \* Participate in student data collection

## Family and Community Involvement

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

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

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

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

Yes

#### **PIP Link**

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

#### **Description**

duPont will increase Parent Involvement by 5% from 2014-2015

**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**

We will continue to engage with district and community organizations such as Lutheran Social Services, Parent Academy, The Bridge of Northeast Florida, Girl Scouts; and our faith-based partners Shiloh Metropolitan Baptist Church and Hendricks Avenue Baptist Church to provide financial, school-based support, and wrap around services for our students.

## 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
Barnwell, Marilyn	Principal
Davis, Aatrice	Assistant Principal
McCreary, Imogene	Instructional Coach
Hall, Vincent	Instructional Coach
Seebol, Sharon	Teacher, ESE
Turner, Ira	Dean
Bean-Pinkney, Jo'Den	Teacher, K-12
Jenkins, Clarence	Teacher, K-12
Montgomery, Reginald	Teacher, K-12
Robinson, Dahlia	Guidance Counselor
Wilson, Joderia	Teacher, K-12
Luettchau, Marcia	Guidance Counselor
Royce, Erin	Teacher, K-12

### Duties

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

Marilyn Barnwell - Principal and Aatrice Davis - Assistant Principal of Curriculum

- \* provide a common vision for the use of data-based decision making using the problem solving method
- \* ensures the team members will attend MTSS professional training
- \* will design a master evaluation schedule to support state and district requirements as well as progress monitoring
- \* communicates with parents regarding school based MTSS plans and activities
- \* design a master schedule to support students and staff

Marcia Luettchau – Guidance Counselor – 504, ESOL, and Dahlia Robinson – Guidance Counselor – ESE

\*Oversee the MRT process, this process is required to move students from Tier 2/3 to Tier 3 EE/ESE (academic as well as behavior)

\* In addition to providing interventions, school and social workers will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success

Sharon Seebol - ESE Teacher, Nancy Leddy - ESE Teacher- Behavior Interventionist

- \* Present information to faculty on implementing MTSS, work with school based coached, and work with small collaborative groups of subject area/grade level teachers
- \* Attend district training sessions during the school year
- \* Facilitate the monthly problem solving team meetings
- \* Submit documentation citing the intervention services provided to each student
- \* Assist in the analysis of data to design and progress monitor appropriate interventions using the solving problem method
- \* Assist in the analysis of progress monitoring assessment results
- \* Assist in making data driven decisions about interventions and strategies that support the three tiers of MTSS including school and climate surveys
- \* Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies
- \* Assist with whole school screening programs, Tier 1, Tier 2, and Tier 3 interventions

- \* Work collaboratively with foundations to support a positive school climate
- \* Be an active member of Shared Decision Making Committee, and Building Leadership Team to support MTSS.

Imogene McCreary – Reading Coach, and Vincent Hall – Math Coach

- \* Present information to faculty on implementing MTSS, work with district specialists, and small collaborative groups of subject area/grade level teachers
- \* Attend district training sessions during the school year
- \* Develops, leads, and evaluates school core content standards/programs
- \* Conducts state and district requirements
- \* Assists in making data driven decisions about interventions and strategies that support the three tiers of MTSS including school climate survey
- \* Identifies systematic patterns of student data to support Tier 1 and Tier 2 instruction
- \* Develops or identifies the technology necessary to manage and display data
- \* Provides professional development and technical support to staff regarding data management
- \* Work with Building Leadership Team to support MTSS

General Education Teacher, Jo-Den Bean-Pinkney (Tier 1)

- \* Provides core information about core instruction
  - \* Participates in student data collection
  - \* Delivers Tier 1 instruction and the first step in the MTSS process
  - \* Communicates with parents regarding student data
  - \* Integrates Tier 1, core instruction, materials/instruction with Tier 2/3 activities
  - \* Work with grade level team to support MTSS
  - \* Work with grade level team to support Tier 1 and Tier 2 interventions
  - \* Work with grade level team to complete the required MTSS referral process
  - \* Assist in making data driven decisions about interventions and strategies that support
- Enrichment Math Teacher and Enrichment Reading Teacher
- \* Provide information about Tier 2 instruction for math and reading
  - \* Participate in student data collection
  - \* Deliver Tier 2 instruction and Progress Monitor students receiving Tier 2 instruction
  - \* Communicate with parents regarding student data
  - \* Attend professional development opportunities
  - \* Assist in the analysis of student data
  - \* Work with PLC to support MTSS
  - \* Assist in making data driven decisions about interventions and strategies that support

The MTSS will meet once per month; sub groups will meet according to individual RtI/MTSS progress monitoring plans. The team will review universal screening data, current instructional practices, review progress data, identify students who are not meeting academic or behavioral expectations, design intervention plans, review plans, identify professional development needs, and facilitate the problem solving process.

***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 MTSS/RtI problem solving process is used throughout the development of the school improvement plan. The School Leadership team will analyze the current assessment data as well as the Gallup and TNTP Spring 2014 survey data to drive decision making. The team will analyze the data and identify areas in need of improvement. Anticipated Barriers will be noted and the team will develop evidence based strategies, set up a progress monitoring plan which will include assessment, monitoring, and timelines. The plan will be shared with the School Advisory Council for their review and recommendations. The Leadership Team will finalize and implement the plan.

duPont Middle School will offer parents the opportunity to meet with our teachers and attend activities designed to raise student achievement. Parents will be invited to attend our monthly PTSA, School Advisory, and Parent Advisory Council meetings. We will host Progress Monitoring Night in January 2015 to share information with parents about all Safety Net Programs, their student's academic progress (including teacher formative and Curriculum Guide Assessment Results) and on usage of the grade portal. Parents will also receive information on Title I programs at the school. The school will also provide translators for the parents/guardians of our ELL students. duPont is currently a Community Eligibility Option School and provides free breakfast and lunch to all students. duPont will also host Literacy Night in December and Math and Science Night in April 2015. We will host a Community and Wellness Fair for parents and students in May 2015.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Michael Sullivan	Business/Community
Marilyn M. Barnwell	Principal
Deborah Saunders	Education Support Employee
Wendy Orr	Parent
Trenton Orr	Student
Carmen Polanco	Teacher
Erick Caceres	Parent

#### Duties

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

*Evaluation of last year's school improvement plan*

The School Advisory Council meets monthly on the second Tuesday of every month to receive status updates on the school and to evaluate the school improvement initiatives.

*Development of this school improvement plan*

The School Advisory Council meets every second Tuesday of the month to receive a status update on the school and to provide input on the Parent Involvement Plan and School Improvement Plan.

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

The School Advisory Council reviews all budget items at its first monthly meeting on the second Tuesday in September of each school year.

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

School improvement funds were used to purchase classroom printers for the 2013-2014 school year. School improvement funds will be used to fund items needed for classroom use during the 2014-2015 academic year.

***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
Barnwell, Marilyn	Principal
Davis, Aatrice	Assistant Principal
McCreary, Imogene	Instructional Coach
Seebol, Sharon	Teacher, ESE
Bean-Pinkney, Jo'Den	Teacher, K-12
Montgomery, Reginald	Teacher, K-12
Wilson, Joderia	Teacher, K-12
Royce, Erin	Teacher, K-12

#### Duties

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

The LLT will provide training on the new Language Arts Florida Standards to all content area teachers. All disciplines will collaborate with ELA/Reading teachers and Literacy Coaches to prioritize their curriculum to include Achieve3000 and adopted school-wide reading strategies to help raise reading proficiency across all grade levels. The LLT will conduct classroom walkthroughs, data analysis, and will engage in the work of Professional Learning Communities within their departments. The LLT will host Literacy Night to promote reading and writing with parents, students, and community.

### 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**

Per the TNTP survey data, the Instructional Culture Index at duPont Middle School is 7.0 on a scale of 1 to 10. The Domain(s) rated the lowest were Evaluation (5.8), Observation and Feedback (5.9), and Learning Environment (5.9). The TNTP survey results was presented to faculty during pre-planning and teachers will have opportunities to workshop through our lowest rated domains to offer suggestions for improvement in those areas. During common planning sessions, Instructional Rounds will be conducted with content area teachers which will consist of classroom visits and debriefing sessions at the end of the observations. We will also implement a classroom walkthrough feedback protocol to ensure that teachers receive timely feedback on instructional practices including lesson delivery (gradual release) and learning center implementation. The administrative team and Math and Reading Coach will meet daily to debrief classroom observations and next steps for struggling teachers and students. All content areas will utilize a common planning template to include strategies and next steps for reviewing student work, unpacking the new Florida State Standards, Review of Test Item Specifications, and Lesson Plan development.

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



- 1) Retention: regularly scheduled meetings with the new teachers and principal will be scheduled.
- 2) Retention: Provide teacher mentors for newly appointed instructors
- 3) Retention: Provide on-going professional development opportunities for newly appointed teachers
- 4) Recruit: Solicit recommendations from current employees
- 5) Recruit: Recruit practicum students from area colleges and universities

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

Our new teachers work collaboratively with the Professional Development Facilitator who pairs them with veteran teachers taking into account the subject matter and experience level of the mentor. We provide regular bi-weekly meetings as well as, informal and formal observations conducted by the PDF and administration. We also collaborate with district subject area specialists and the district MINT Specialist.

## **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***

Utilize weekly common planning to collaborate on lesson plan development using district curriculum guides and specified grade level materials. During common planning, all content area teachers will use a template to include strategies and next steps for reviewing student work, unpacking the new Florida Standards, review of test item specifications, and lesson plan development.

#### **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***

The team will review universal screening data including but not limited to: Achieve3000 performance results, CGA data, teacher created formative and summative assessment data. We will identify students who are not meeting academic or behavioral expectations, design intervention plans, review plans, identify professional development needs, and facilitate the problem solving process. The intervention strategies used include but are not limited to:

- \* Delivers Tier 1 instruction and the first step in the MTSS process
- \* Communicates with parents regarding student data
- \* Integrates Tier 1, core instruction, materials/instruction with Tier 2/3 activities
- \* Work with grade level team to support MTSS
- \* Work with grade level team to support Tier 1 and Tier 2 interventions
- \* Work with grade level team to complete the required MTSS referral process
- \* Assist in making data driven decisions about interventions and strategies that support Enrichment Math and Enrichment Reading teachers
- \* Provide information about Tier 2 instruction for math and reading
- \* Participate in student data collection
- \* Enroll struggling students in our after-school TEAM UP program.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 20,700

The core areas for the TEAM UP program are: 1) Academics including homework assistance, remediation and skill building, 2) Cultural Enrichment, 3) Life Skills/Youth Leadership, 4) Social Recreation, 5) Community Service Projects, 6) Parental involvement, 7) Youth Advisory Council. TEAM UP will begin after school at 4:20 p.m. and include a sign-in procedure with a double check system ensuring accountability, accuracy of information and safety of all students.

The focal strategy includes the five mandatory elements of shared vision for the school Leadership Team including School Principal, Bridge Program Manager Cyntoria Thomas, and Lead Teacher. The elements are: (1) regularly scheduled meetings of Leadership Team; (2) Program Manager participation in school-wide decisions at leadership meetings; (3) Vision statement for the program (4) Inclusion of principal in hiring of any new TEAM UP program manager (5) one teacher/one member of Youth Development Staff participating in positive youth development training.

### ***Strategy Rationale***

### ***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

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

Barnwell, Marilyn, barnwellm@duvalschools.org

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

The Bridge elected the Too Good for Drugs and Violence curricula from the Mendez Foundation for their evidence-based practice. It is science-based programming based on accepted theory using strategies and teaching key behavioral skills that research has shown to be related to good decision making and positive outcomes. Selection was influenced by the diversity of programs including substance abuse, violence and bullying curricula. This curriculum is taught twice a week until all students receive it. The data is collected by the Team-Up staff and analyzed to guide subsequent instruction and enrichment activities. This component of the program is slated to begin in December 2014.



**Strategy: Extended School Day**

**Minutes added to school year: 5,100**

The SAI program assists Level 1 and Level 2 Reading and Math students and students failing to meet proficiency levels required for promotion. The tutoring sessions are designed to assist our 6th, 7th, and 8th grade students who would like to improve their basic math, science, reading, and writing skills. The subject areas covered are Reading, Math, and Science.

The program is scheduled to occur Monday through Friday from November 2014 through April 2015. Instructional methods will vary from computer based to teacher led instruction.

**Strategy Rationale**

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Davis, Aatrice, [davisa3@duvalschools.org](mailto:davisa3@duvalschools.org)

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

Assessments will be completed using a variety of methods including but not limited to teacher developed assessments with opportunities for remediation. Teachers will review student mastery using Performance Matters as a diagnostic tool. The data from DAR, Achieve3000, and CGAs will be used to gauge student mastery and determine next steps.

**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**

duPont Middle School offers the SOS Transition course for incoming sixth graders which helps them to make the transition from elementary to middle school by focusing on social skills development, preparation for secondary education, and career readiness. duPont Middle School eighth grade students complete a career interest survey and plan a course of study for high school via the US History class.

**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**

N/A

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

N/A

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

N/A

***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

 = Problem Solving Step    S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase parent participation at school-based activities designed to raise student achievement in all content areas.
- G2.** To decrease the number incidents that result in of out of school suspension for students.
- G3.** In grades 6-8, 67% of students will achieve proficiency in Reading on the 2015 Florida State Assessment.
- G4.** In grade 8, 53% of students will achieve mastery in Science on the 2015 FCAT exam.
- G5.** In the middle school math acceleration courses, 90% of students will show proficiency on the Algebra 1 End of Course Assessment and 100% of student will show proficiency on Geometry End of Course Assessment.
- G6.** In grades 6-8, 62% (477) of students will achieve proficiency on the Math Florida Standards Assessment.

## 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.** Increase parent participation at school-based activities designed to raise student achievement in all content areas. **1a**

 G044791

**Targets Supported** **1b**

Indicator	Annual Target
	5.0

**Resources Available to Support the Goal** **2**

- School-based website, quarterly newsletter, School Messenger System, Parent meetings including but not limited to; PTSA, School Advisory Council, and Parent Advisory Council will be used to communicate events to parents and community members. Translation services such as Transact to communicate with parents will be used.
- District-based media outlets and community newspapers will also be used to communicate information to all stakeholders.

**Targeted Barriers to Achieving the Goal** **3**

- Language Barrier
- Work schedule of parents
- Lack of transportation

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

Increased parental participation at school-based activities

**Person Responsible**

Aatrice Davis

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Attendance Logs

**G2.** To decrease the number incidents that result in of out of school suspension for students. 1a

G044792

**Targets Supported** 1b

Indicator	Annual Target
	5.0

**Resources Available to Support the Goal** 2

- Dean of Students, Administrators, Guidance Counselors, ISSP Program, Attendance Intervention Team, MTSS Team, and Foundations Team

**Targeted Barriers to Achieving the Goal** 3

- Lack of parental involvement and difficulty communicating between home and school.

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

Reducing the number of out of school suspensions.

**Person Responsible**

Aatrice Davis

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Attendance records and discipline data.

**G3.** In grades 6-8, 67% of students will achieve proficiency in Reading on the 2015 Florida State Assessment. 1a

 G044793

**Targets Supported** 1b

Indicator	Annual Target
	67.0

**Resources Available to Support the Goal** 2

- We will utilize various resources through the implementation of different intervention programs which includes but is not limited to; Common Planning, Achieve3000, Write to Learn, Literacy Coaches, textbook resources, Performance Matters, Curriculum Guides, SRA Reading Program, TEAM-UP, SAI Before and After-School Tutoring, and Professional Development for faculty.

**Targeted Barriers to Achieving the Goal** 3

- 1) Students are lacking fundamental reading skills needed to comprehend grade level texts as outlined in the curriculum guide.
- 2) Teacher's limited knowledge of the new L.A.F.S. standards and how to utilize available resources impedes student learning outcomes.
- 3) ELL students have language barriers in phonemic awareness and fluency.

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

Classroom observations, Common planning minutes, and informal/formal assessment data.

**Person Responsible**

Marilyn Barnwell

**Schedule**

Daily, from 9/17/2014 to 6/5/2015

**Evidence of Completion**

Classroom walk-throughs, formal/informal observations, completed templates, and common planning minutes.

**G4.** In grade 8, 53% of students will achieve mastery in Science on the 2015 FCAT exam. 1a

G044795

**Targets Supported** 1b

Indicator	Annual Target
	53.0

**Resources Available to Support the Goal** 2

- Utilize Weekly Common Planning to collaborate on lesson plan development and review student data. Weekly collaboration with the district Science Coach. Implement technology including but not limited to Gizmos, Mimeo, Gaggles.net, and iPad technology.

**Targeted Barriers to Achieving the Goal** 3

- Students are below proficiency in Reading.

**Plan to Monitor Progress Toward G4.** 8

Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.

**Person Responsible**

Marilyn Barnwell

**Schedule**

Monthly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.

**G5.** In the middle school math acceleration courses, 90% of students will show proficiency on the Algebra 1 End of Course Assessment and 100% of student will show proficiency on Geometry End of Course Assessment. 1a

 G044796

### Targets Supported 1b

Indicator	Annual Target
	90.0

### Resources Available to Support the Goal 2

- Teachers will use Common Planning Model to drive instruction, lesson planning and data driven decisions. ELL Assistants, ESE Paraprofessionals, and Mathematics Coach will be used as classroom resources.

### Targeted Barriers to Achieving the Goal 3

- 1) Students lack ability to apply solutions to real world problems. Students have a lack of knowledge of prerequisite skills and need reinforcement of basic skills.

### Plan to Monitor Progress Toward G5. 8

Student work, student portfolios, informal and formal assessment data, lesson plans, and classroom observations.

#### Person Responsible

#### Schedule

Daily, from 9/22/2014 to 6/5/2015

#### Evidence of Completion

Student work, student portfolios, informal and formal assessment data, lesson plans, and classroom observations.



**G6.** In grades 6-8, 62% (477) of students will achieve proficiency on the Math Florida Standards Assessment. 1a

G044797

**Targets Supported** 1b

Indicator	Annual Target
	62.0

**Resources Available to Support the Goal** 2

- Students will use Carnegie Learning for Enrichment Mathematics Courses. Teachers will use Common Planning Model to drive instruction, lesson planning and data driven decisions. ELL Assistants, ESE Paraprofessionals, and Mathematics Coach will be used as classroom resources.

**Targeted Barriers to Achieving the Goal** 3

- Students have a lack of knowledge of prerequisite skills and need a reinforcement of basic skills.

**Plan to Monitor Progress Toward G6.** 8

Common planning sessions, student portfolios (including student tracking chart), Classroom walk-throughs, formal/informal observations, and Math Coaches' observations.

**Person Responsible**

Vincent Hall

**Schedule**

Daily, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Student work, student portfolios, informal and formal assessment data, lesson plans, and classroom observations.

## 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.** Increase parent participation at school-based activities designed to raise student achievement in all content areas. **1**

 **G044791**

**G1.B1** Language Barrier **2**

 **B110374**

**G1.B1.S1** We will provide translation services such as translators and Transact to communicate school-wide activities to parents of our English Language Learners which represent 16% of our total student membership. **4**

 **S121829**

### Strategy Rationale

The parents of English Language Learners require translation services to receive important information regarding events and academic initiatives at school.

### Action Step 1 **5**

Provide translation services at school-wide events and in school communications.

#### Person Responsible

Aatrice Davis

#### Schedule

Weekly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Attendance Logs and School messenger logs.

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

Maintain records of all translated correspondence and place in ESOL students cum folders.

**Person Responsible**

Aatrice Davis

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Attendance logs and translated correspondence.

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

The communication between ESOL parents and the school.

**Person Responsible**

Aatrice Davis


**Schedule**

Weekly, from 8/18/2014 to 6/5/2015


**Evidence of Completion**

All correspondence between the school and home including written and phone communication.

## G1.B2 Work schedule of parents 2

 B110375

**G1.B2.S1** We will offer alternative meeting times for parent groups to discuss school-wide policies and initiatives. 4

 S121830

### Strategy Rationale

To offer working parents multiple opportunities to hear about and participate in school-wide parent involvement activities.

### Action Step 1 5

We will offer alternative meeting times for parent groups to discuss school-wide policies and initiatives.

#### Person Responsible

Marilyn Barnwell

#### Schedule

Monthly, from 10/1/2014 to 6/5/2015

#### Evidence of Completion

Attendance logs at meetings.

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

Increased parent participation at meetings

#### Person Responsible

Marilyn Barnwell

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Attendance Logs

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

Increased parent participation at school-wide meetings and events.

**Person Responsible**

Aatrice Davis

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Attendance Logs

**G1.B3 Lack of transportation** 2

 B110376

**G1.B3.S1** We will use our Title I Parent Involvement Budget to provide transportation to events including, Literacy Night, Math/Science Night, and for the school-wide Community and Health Fair. 4

 S121831

**Strategy Rationale**

**Action Step 1** 5

Provide transportation for parents to applicable school-wide activities

**Person Responsible**

Aatrice Davis

**Schedule**

Monthly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Title I Budget and attendance logs

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

Increased parental involvement

**Person Responsible**

Aatrice Davis

**Schedule**

Monthly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

Attendance Logs

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

Usage of transportation services

**Person Responsible**

Aatrice Davis

**Schedule**

Monthly, from 10/1/2014 to 6/5/2015


***Evidence of Completion***

Attendance Logs

**G2.** To decrease the number incidents that result in of out of school suspension for students. 1

 G044792

**G2.B1** Lack of parental involvement and difficulty communicating between home and school. 2

 B110377

**G2.B1.S2** Increase services for students and parents provided by the Guidance Counselors and MTSS team. 4

 S121833

### Strategy Rationale

#### Action Step 1 5

Activate the MTSS team and additional Guidance Services

##### Person Responsible

Aatrice Davis

##### Schedule

Monthly, from 8/18/2014 to 6/5/2015

##### Evidence of Completion

Meeting agendas, anecdotal records, and attendance logs.

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

Increase in services for students and parents by the Guidance Counselors and MTSS Team.

##### Person Responsible

Aatrice Davis

##### Schedule

Weekly, from 8/18/2014 to 6/5/2015

##### Evidence of Completion

Meeting agendas, student performance data, anecdotal records, attendance logs, and discipline data.

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

Increased services for students and parents provided by the Guidance Counselors and MTSS team.

**Person Responsible**

Aatrice Davis

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**


Student performance and Discipline data.

**G3.** In grades 6-8, 67% of students will achieve proficiency in Reading on the 2015 Florida State Assessment.

1

 G044793

**G3.B1** 1) Students are lacking fundamental reading skills needed to comprehend grade level texts as outlined in the curriculum guide. 2

 B110378

**G3.B1.S1** Teachers will conduct peer observations of best practices focused on identified instructional needs. 4

 S121834

**Strategy Rationale**

To address areas of need for teachers based on; walk-through, informal and formal evaluation feedback from Literacy Coaches and Administrators.

**Action Step 1** 5

Teachers will self-evaluate with feedback from Literacy Coach and Administrators and select a peer to observe to identify targeted areas and best practices.

**Person Responsible**

Marilyn Barnwell

**Schedule**

On 6/5/2015

**Evidence of Completion**

Teacher reflection log.



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

Teachers will keep a peer observation log that serves as evidence.

**Person Responsible**

Marilyn Barnwell

**Schedule**

Weekly, from 9/17/2014 to 6/5/2015

***Evidence of Completion***

Completed peer observation logs and minutes from Common Planning Sessions.

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

Peer observations.

**Person Responsible**

Marilyn Barnwell

**Schedule**

Weekly, from 9/17/2014 to 6/5/2015

***Evidence of Completion***

Peer observation logs, student work, student assessment data, C.A.S.T. data, IPDP progress, and Common Planning debriefing sessions..

**G3.B1.S2** Implement structured Common Planning Sessions to unpack the new Florida Standards, analyze student work, and plan rigorous lessons. 4

 S121852

### Strategy Rationale

Teachers have limited knowledge of the new L.A.F.S. standards and will need targeted/specific professional development time to familiarize themselves with the new expectations.

### Action Step 1 5

Use adopted template to help guide Common Planning Sessions so they are focused on unpacking the standards and analyzing test item specifications, analyzing students work, and ensuring rigorous lessons.

#### Person Responsible

Marilyn Barnwell

#### Schedule

Weekly, from 9/17/2014 to 6/5/2015

#### Evidence of Completion

Minutes from Common Planning sessions and completed template.

### Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

The completed template and minutes from Common Planning Sessions.

#### Person Responsible

Marilyn Barnwell

#### Schedule

Weekly, from 9/17/2014 to 6/5/2015

#### Evidence of Completion

The completed template, Common Planning minutes, student work, student assessment data, C.A.S.T. observation data, coaching logs.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Classroom walk-throughs, formal/informal observations, and Literacy Coaches' observations.

**Person Responsible**

Imogene McCreary


**Schedule**

Daily, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Classroom walk-throughs, formal/informal observations, and Literacy Coaches' observations.

**G3.B1.S3** Provide additional and continuous professional development in SRA and Achieve3000. 4

 S121853

**Strategy Rationale**

Teachers will be able to better scaffold and deliver both programs to their students, thereby, increasing student achievement.

**Action Step 1** 5

ELA, Reading, Social Studies, and Science teachers will attend Achieve3000 training.

**Person Responsible**

Imogene McCreary

**Schedule**

Monthly, from 9/9/2014 to 11/28/2014

**Evidence of Completion**

Attendance logs from training sessions. Achieve3000 usage reports

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Develop common lesson plans and analyze student work during Common Planning.

**Person Responsible**

Marilyn Barnwell

**Schedule**

Weekly, from 9/9/2014 to 6/5/2015

**Evidence of Completion**

Common Planning attendance logs and minutes. Administrative observations.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

Review of student work, CGA data, Achieve3000 usage and performance data, informal and formal observations.

**Person Responsible**

Marilyn Barnwell

**Schedule**

Daily, from 9/9/2014 to 6/5/2015

**Evidence of Completion**

CGA results, Achieve3000, observation data.

**G3.B1.S4** All content area teachers will incorporate the S.R.E.E. method of writing into their curriculum.

4

 S121854

### Strategy Rationale

To ensure that students are citing the text when they respond to questions/prompts.

### Action Step 1 5

All Science teachers will train on the SREE method in order to assist students in citing the text in response to questions/prompts from informational text.

#### Person Responsible

Imogene McCreary

#### Schedule

On 9/8/2014

#### Evidence of Completion

Common Planning Attendance logs and minutes, classroom observations, and student work.

### Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Common planning sessions to include developing common lessons and analyzing student work.

#### Person Responsible

Marilyn Barnwell

#### Schedule

Weekly, from 9/8/2014 to 6/5/2015

#### Evidence of Completion

Common planning attendance logs and minutes. Classroom observations and review of student work samples.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S4** 7

Classroom observations, Common planning minutes, informal/formal assessment data.

**Person Responsible**

Marilyn Barnwell


**Schedule**

Daily, from 9/8/2014 to 6/5/2015

**Evidence of Completion**

Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.

**G3.B2** 2) Teacher's limited knowledge of the new L.A.F.S. standards and how to utilize available resources impedes student learning outcomes. 2

 B110391

**G3.B2.S1** ELA, Science, and Social Studies teachers will utilize Common Planning sessions to unpack the new Language Arts Florida Standards using test item specifications. 4

 S127190

**Strategy Rationale**

Exposing teachers to the requirements contained in the new Language Arts Florida Standards, teachers will be able to provide lessons that are more closely aligned to the Florida State Assessment.

**Action Step 1** 5

Create a common school-wide template in order to help guide common planning sessions so they are focused on unpacking standards, analyzing test item specifications, evaluating student work, and ensuring rigorous lessons.

**Person Responsible**

Imogene McCreary

**Schedule**

Weekly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

The weekly completed template, lesson plans, student work, walkthrough, and formal/informal observation results.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Completed template and common planning minutes. Completed lesson plans and student work. C.A.S.T. and formal/informal observations.

**Person Responsible**

Marilyn Barnwell

**Schedule**

Weekly, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

Completed template and common planning minutes. Completed lesson plans and student work. C.A.S.T. and formal/informal observations.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Daily classroom observations, walkthroughs, student work, and lesson plans.

**Person Responsible**


Marilyn Barnwell

**Schedule**


Daily, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

**G3.B3** 3) ELL students have language barriers in phonemic awareness and fluency. 2

 B110395

**G3.B3.S1** Attend professional development sessions with ESOL Specialist to learn how to implement effective ESOL learning strategies in the Social Studies classroom. 4

 S127198

### Strategy Rationale

To increase Reading and Writing proficiency for English Language Learners.

### Action Step 1 5

Attend ESOL Learning Strategies training during the first quarter.

#### Person Responsible

Aatrice Davis

#### Schedule

On 10/10/2014

#### Evidence of Completion

Attendance logs

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

Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.

#### Person Responsible

Aatrice Davis

#### Schedule

Daily, from 10/10/2014 to 6/5/2015

#### Evidence of Completion

Portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.



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

Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.

**Person Responsible**

**Schedule**

Daily, from 10/10/2014 to 6/5/2015


**Evidence of Completion**

Portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.

**G4.** In grade 8, 53% of students will achieve mastery in Science on the 2015 FCAT exam. 1

 G044795

**G4.B1** Students are below proficiency in Reading. 2

 B110385

**G4.B1.S1** Science teachers will utilize Common Planning sessions to unpack the Science and Language Arts Florida Standards using test item specifications. 4

 S121846

**Strategy Rationale**

Teachers lack of knowledge of the new Language Arts Standards and Science test item specifications negatively impact student learning outcomes.

**Action Step 1** 5

Science teachers will utilize Common Planning sessions to unpack the Science and new L.A.F.S. using test item specifications as a guide.

**Person Responsible**

Marilyn Barnwell

**Schedule**

Weekly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Completed Common Planning template, lesson plans, student work, and assessment data.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Completed common planning template, teacher lesson plans, student work, and informal/formal observations and walkthroughs.

**Person Responsible**

Marilyn Barnwell

**Schedule**

Daily, from 9/22/2014 to 6/5/2015

***Evidence of Completion***

Lesson Plans, Student work, and informal/formal observations, and completed common planning logs.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Completed common planning template, teacher lesson plans, student work, and informal/formal observations and walkthroughs.

**Person Responsible**

Marilyn Barnwell

**Schedule**

Daily, from 9/22/2014 to 6/5/2015


***Evidence of Completion***

Lesson Plans, Student work, and informal/formal observations, and completed common planning logs.

**G5.** In the middle school math acceleration courses, 90% of students will show proficiency on the Algebra 1 End of Course Assessment and 100% of student will show proficiency on Geometry End of Course Assessment. **1**

 G044796

**G5.B1** 1) Students lack ability to apply solutions to real world problems. Students have a lack of knowledge of prerequisite skills and need reinforcement of basic skills. **2**

 B110387

**G5.B1.S1** Teachers will strategically use data driven decisions to develop lessons and targeted learning centers placing emphasis on differentiated instruction and teacher led rotations. **4**

 S121847

### Strategy Rationale

Students require more targeted instruction in weak areas as identified by incoming data and teachers will provide small group instruction to reteach the identified benchmarks.

### Action Step 1 **5**

Implement learning centers in Algebra I and Geometry classrooms.

#### Person Responsible

Vincent Hall

#### Schedule

Daily, from 9/22/2014 to 6/5/2015

#### Evidence of Completion

CGA results, informal/formal observations, data chats and student work.

### Plan to Monitor Fidelity of Implementation of G5.B1.S1 **6**

Implementation of learning centers in Algebra I and Geometry classrooms.

#### Person Responsible

Vincent Hall

#### Schedule

Daily, from 9/22/2014 to 6/5/2015

#### Evidence of Completion

Student work, student portfolios, informal and formal assessment data, lesson plans, and classroom observations.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Implementation of learning centers in the Algebra I and Geometry classrooms.

**Person Responsible**

Vincent Hall

**Schedule**

Weekly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**


Student work, student portfolios, informal and formal assessment data, lesson plans, and classroom observations.

**G6.** In grades 6-8, 62% (477) of students will achieve proficiency on the Math Florida Standards Assessment.

1

 G044797

**G6.B1** Students have a lack of knowledge of prerequisite skills and need a reinforcement of basic skills. 2

 B110388

**G6.B1.S1** Implement C.U.B.E. strategy for word problems. 4

 S121848

**Strategy Rationale**

To help students break down the word problem.

**Action Step 1** 5

Teachers will utilize C.U.B.E. strategy for word problems.

**Person Responsible**

Vincent Hall

**Schedule**

Daily, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Common planning meeting minutes, student work, C.U.B.E. posters in classrooms.

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Completed common planning template, teacher lesson plans, student work, and informal/formal observations and walkthroughs.

**Person Responsible**

Vincent Hall

**Schedule**

Daily, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

Teacher lesson plans, student work, and informal/formal observations and walkthroughs.

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.

**Person Responsible**

Vincent Hall


**Schedule**

Daily, from 9/15/2014 to 6/5/2015

***Evidence of Completion***

Teacher lesson plans, student work, and informal/formal observations and walkthroughs.

**G6.B1.S2** Provide web-based and additional after-school resources to assist students in areas of deficiencies. 4

 S127214

### Strategy Rationale

To assist students with home-learning requirements.

### Action Step 1 5

Additional assistance will be provided to students via TEAM-UP and web-based resources.

#### Person Responsible

Vincent Hall

#### Schedule

Daily, from 9/22/2014 to 6/5/2015

#### Evidence of Completion

Data including but not limited to; homework, portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.

### Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Monitor websites and frequency of completed homework received, student work, walkthroughs.

#### Person Responsible

Vincent Hall

#### Schedule

Daily, from 9/22/2014 to 6/5/2015

#### Evidence of Completion

Monitor websites and frequency of completed homework received, student work, walkthroughs.

**Plan to Monitor Effectiveness of Implementation of G6.B1.S2** 7

Monitor websites and frequency of completed homework received, student work, walkthroughs.

**Person Responsible**

Vincent Hall


**Schedule**

Daily, from 9/22/2014 to 6/5/2015

***Evidence of Completion***

Monitor websites and frequency of completed homework received, student work, walkthroughs.

**G6.B1.S3** Incorporate more math vocabulary during instruction. 4

 S127215

**Strategy Rationale**

To increase student math vocabulary.

**Action Step 1** 5

Introduce math vocabulary using word wall/portable word wall.

**Person Responsible**

Vincent Hall

**Schedule**

Daily, from 9/22/2014 to 6/5/2015

***Evidence of Completion***

Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.

## Plan to Monitor Fidelity of Implementation of G6.B1.S3 6

Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.

### Person Responsible

Vincent Hall

### Schedule

Daily, from 9/22/2014 to 6/5/2015

### Evidence of Completion

Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.

## Plan to Monitor Effectiveness of Implementation of G6.B1.S3 7

Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.

### Person Responsible

Vincent Hall

### Schedule

Daily, from 9/15/2014 to 6/5/2015

### Evidence of Completion

Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.

## 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	Provide translation services at school-wide events and in school communications.	Davis, Aatrice	8/18/2014	Attendance Logs and School messenger logs.	6/5/2015 weekly
G1.B2.S1.A1	We will offer alternative meeting times for parent groups to discuss school-wide policies and initiatives.	Barnwell, Marilyn	10/1/2014	Attendance logs at meetings.	6/5/2015 monthly
G1.B3.S1.A1	Provide transportation for parents to applicable school-wide activities	Davis, Aatrice	10/1/2014	Title I Budget and attendance logs	6/5/2015 monthly
G2.B1.S2.A1	Activate the MTSS team and additional Guidance Services	Davis, Aatrice	8/18/2014	Meeting agendas, anecdotal records, and attendance logs.	6/5/2015 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Science teachers will utilize Common Planning sessions to unpack the Science and new L.A.F.S. using test item specifications as a guide.	Barnwell, Marilyn	9/22/2014	Completed Common Planning template, lesson plans, student work, and assessment data.	6/5/2015 weekly
G5.B1.S1.A1	Implement learning centers in Algebra I and Geometry classrooms.	Hall, Vincent	9/22/2014	CGA results, informal/formal observations, data chats and student work.	6/5/2015 daily
G6.B1.S1.A1	Teachers will utilize C.U.B.E. strategy for word problems.	Hall, Vincent	9/15/2014	Common planning meeting minutes, student work, C.U.B.E. posters in classrooms.	6/5/2015 daily
G3.B1.S1.A1	Teachers will self-evaluate with feedback from Literacy Coach and Administrators and select a peer to observe to identify targeted areas and best practices.	Barnwell, Marilyn	9/17/2014	Teacher reflection log.	6/5/2015 one-time
G3.B1.S2.A1	Use adopted template to help guide Common Planning Sessions so they are focused on unpacking the standards and analyzing test item specifications, analyzing students work, and ensuring rigorous lessons.	Barnwell, Marilyn	9/17/2014	Minutes from Common Planning sessions and completed template.	6/5/2015 weekly
G3.B1.S3.A1	ELA, Reading, Social Studies, and Science teachers will attend Achieve3000 training.	McCreary, Imogene	9/9/2014	Attendance logs from training sessions. Achieve3000 usage reports	11/28/2014 monthly
G3.B1.S4.A1	All Science teachers will train on the SREE method in order to assist students in citing the text in response to questions/prompts from informational text.	McCreary, Imogene	9/8/2014	Common Planning Attendance logs and minutes, classroom observations, and student work.	9/8/2014 one-time
G3.B2.S1.A1	Create a common school-wide template in order to help guide common planning sessions so they are focused on unpacking standards, analyzing test item specifications, evaluating student work, and ensuring rigorous lessons.	McCreary, Imogene	9/15/2014	The weekly completed template, lesson plans, student work, walkthrough, and formal/informal observation results.	6/5/2015 weekly
G3.B3.S1.A1	Attend ESOL Learning Strategies training during the first quarter.	Davis, Aatrice	10/10/2014	Attendance logs	10/10/2014 one-time
G6.B1.S2.A1	Additional assistance will be provided to students via TEAM-UP and web-based resources.	Hall, Vincent	9/22/2014	Data including but not limited to; homework, portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.	6/5/2015 daily
G6.B1.S3.A1	Introduce math vocabulary using word wall/portable word wall.	Hall, Vincent	9/22/2014	Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.	6/5/2015 daily
G1.MA1	Increased parental participation at school-based activities	Davis, Aatrice	8/18/2014	Attendance Logs	6/5/2015 weekly
G1.B1.S1.MA1	The communication between ESOL parents and the school.	Davis, Aatrice	8/18/2014	All correspondence between the school and home including written and phone communication.	6/5/2015 weekly
G1.B1.S1.MA1	Maintain records of all translated correspondence and place in ESOL students cum folders.	Davis, Aatrice	8/18/2014	Attendance logs and translated correspondence.	6/5/2015 weekly
G1.B2.S1.MA1	Increased parent participation at school-wide meetings and events.	Davis, Aatrice	8/18/2014	Attendance Logs	6/5/2015 monthly
G1.B2.S1.MA1	Increased parent participation at meetings	Barnwell, Marilyn	8/18/2014	Attendance Logs	6/5/2015 monthly
G1.B3.S1.MA1	Usage of transportation services	Davis, Aatrice	10/1/2014	Attendance Logs	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Increased parental involvement	Davis, Aatrice	10/1/2014	Attendance Logs	6/5/2015 monthly
G2.MA1	Reducing the number of out of school suspensions.	Davis, Aatrice	8/18/2014	Attendance records and discipline data.	6/5/2015 weekly
G2.B1.S2.MA1	Increased services for students and parents provided by the Guidance Counselors and MTSS team.	Davis, Aatrice	8/18/2014	Student performance and Discipline data.	6/5/2015 weekly
G2.B1.S2.MA1	Increase in services for students and parents by the Guidance Counselors and MTSS Team.	Davis, Aatrice	8/18/2014	Meeting agendas, student performance data, anecdotal records, attendance logs, and discipline data.	6/5/2015 weekly
G3.MA1	Classroom observations, Common planning minutes, and informal/formal assessment data.	Barnwell, Marilyn	9/17/2014	Classroom walk-throughs, formal/informal observations, completed templates, and common planning minutes.	6/5/2015 daily
G3.B1.S1.MA1	Peer observations.	Barnwell, Marilyn	9/17/2014	Peer observation logs, student work, student assessment data, C.A.S.T. data, IPDP progress, and Common Planning debriefing sessions..	6/5/2015 weekly
G3.B1.S1.MA1	Teachers will keep a peer observation log that serves as evidence.	Barnwell, Marilyn	9/17/2014	Completed peer observation logs and minutes from Common Planning Sessions.	6/5/2015 weekly
G3.B2.S1.MA1	Daily classroom observations, walkthroughs, student work, and lesson plans.	Barnwell, Marilyn	9/15/2014		6/5/2015 daily
G3.B2.S1.MA1	Completed template and common planning minutes. Completed lesson plans and student work. C.A.S.T. and formal/informal observations.	Barnwell, Marilyn	9/15/2014	Completed template and common planning minutes. Completed lesson plans and student work. C.A.S.T. and formal/informal observations.	6/5/2015 weekly
G3.B3.S1.MA1	Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.		10/10/2014	Portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.	6/5/2015 daily
G3.B3.S1.MA1	Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.	Davis, Aatrice	10/10/2014	Portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.	6/5/2015 daily
G3.B1.S2.MA1	Classroom walk-throughs, formal/informal observations, and Literacy Coaches' observations.	McCreary, Imogene	9/15/2014	Classroom walk-throughs, formal/informal observations, and Literacy Coaches' observations.	6/5/2015 daily
G3.B1.S2.MA1	The completed template and minutes from Common Planning Sessions.	Barnwell, Marilyn	9/17/2014	The completed template, Common Planning minutes, student work, student assessment data, C.A.S.T. observation data, coaching logs.	6/5/2015 weekly
G3.B1.S3.MA1	Review of student work, CGA data, Achieve3000 usage and performance data, informal and formal observations.	Barnwell, Marilyn	9/9/2014	CGA results, Achieve3000, observation data.	6/5/2015 daily
G3.B1.S3.MA1	Develop common lesson plans and analyze student work during Common Planning.	Barnwell, Marilyn	9/9/2014	Common Planning attendance logs and minutes. Administrative observations.	6/5/2015 weekly
G3.B1.S4.MA1	Classroom observations, Common planning minutes, informal/formal assessment data.	Barnwell, Marilyn	9/8/2014	Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.	6/5/2015 daily
G3.B1.S4.MA1	Common planning sessions to include developing common lessons and analyzing student work.	Barnwell, Marilyn	9/8/2014	Common planning attendance logs and minutes. Classroom observations and review of student work samples.	6/5/2015 weekly
G4.MA1	Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.	Barnwell, Marilyn	9/22/2014	Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Completed common planning template, teacher lesson plans, student work, and informal/formal observations and walkthroughs.	Barnwell, Marilyn	9/22/2014	Lesson Plans, Student work, and informal/formal observations, and completed common planning logs.	6/5/2015 daily
G4.B1.S1.MA1	Completed common planning template, teacher lesson plans, student work, and informal/formal observations and walkthroughs.	Barnwell, Marilyn	9/22/2014	Lesson Plans, Student work, and informal/formal observations, and completed common planning logs.	6/5/2015 daily
G5.MA1	Student work, student portfolios, informal and formal assessment data, lesson plans, and classroom observations.		9/22/2014	Student work, student portfolios, informal and formal assessment data, lesson plans, and classroom observations.	6/5/2015 daily
G5.B1.S1.MA1	Implementation of learning centers in the Algebra I and Geometry classrooms.	Hall, Vincent	9/22/2014	Student work, student portfolios, informal and formal assessment data, lesson plans, and classroom observations.	6/5/2015 weekly
G5.B1.S1.MA1	Implementation of learning centers in Algebra I and Geometry classrooms.	Hall, Vincent	9/22/2014	Student work, student portfolios, informal and formal assessment data, lesson plans, and classroom observations.	6/5/2015 daily
G6.MA1	Common planning sessions, student portfolios (including student tracking chart), Classroom walk-throughs, formal/informal observations, and Math Coaches' observations.	Hall, Vincent	9/22/2014	Student work, student portfolios, informal and formal assessment data, lesson plans, and classroom observations.	6/5/2015 daily
G6.B1.S1.MA1	Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.	Hall, Vincent	9/15/2014	Teacher lesson plans, student work, and informal/formal observations and walkthroughs.	6/5/2015 daily
G6.B1.S1.MA1	Completed common planning template, teacher lesson plans, student work, and informal/formal observations and walkthroughs.	Hall, Vincent	9/15/2014	Teacher lesson plans, student work, and informal/formal observations and walkthroughs.	6/5/2015 daily
G6.B1.S2.MA1	Monitor websites and frequency of completed homework received, student work, walkthroughs.	Hall, Vincent	9/22/2014	Monitor websites and frequency of completed homework received, student work, walkthroughs.	6/5/2015 daily
G6.B1.S2.MA1	Monitor websites and frequency of completed homework received, student work, walkthroughs.	Hall, Vincent	9/22/2014	Monitor websites and frequency of completed homework received, student work, walkthroughs.	6/5/2015 daily
G6.B1.S3.MA1	Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.	Hall, Vincent	9/15/2014	Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.	6/5/2015 daily
G6.B1.S3.MA1	Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.	Hall, Vincent	9/22/2014	Data including but not limited to; portfolios, interactive student notebooks, CGAs, teacher formal and informal assessments and observations.	6/5/2015 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G3.** In grades 6-8, 67% of students will achieve proficiency in Reading on the 2015 Florida State Assessment.

**G3.B1** 1) Students are lacking fundamental reading skills needed to comprehend grade level texts as outlined in the curriculum guide.

**G3.B1.S1** Teachers will conduct peer observations of best practices focused on identified instructional needs.

### PD Opportunity 1

Teachers will self-evaluate with feedback from Literacy Coach and Administrators and select a peer to observe to identify targeted areas and best practices.

#### Facilitator

Literacy Coaches and Administrators via Common Planning sessions.

#### Participants

All teachers, Administrators, and Literacy Coach.

#### Schedule

On 6/5/2015

**G3.B1.S2** Implement structured Common Planning Sessions to unpack the new Florida Standards, analyze student work, and plan rigorous lessons.

### PD Opportunity 1

Use adopted template to help guide Common Planning Sessions so they are focused on unpacking the standards and analyzing test item specifications, analyzing students work, and ensuring rigorous lessons.

#### Facilitator

Administrators, Literacy Coaches, and teachers.

#### Participants

Content area teachers.

#### Schedule

Weekly, from 9/17/2014 to 6/5/2015

**G3.B1.S3** Provide additional and continuous professional development in SRA and Achieve3000.

**PD Opportunity 1**

ELA, Reading, Social Studies, and Science teachers will attend Achieve3000 training.

**Facilitator**

Achieve3000 staff and Literacy Coach

**Participants**

Administration and content area teachers

**Schedule**

Monthly, from 9/9/2014 to 11/28/2014

**G3.B1.S4** All content area teachers will incorporate the S.R.E.E. method of writing into their curriculum.

**PD Opportunity 1**

All Science teachers will train on the SREE method in order to assist students in citing the text in response to questions/prompts from informational text.

**Facilitator**

Imogene McCreary

**Participants**

Administrators and Science Teachers

**Schedule**

On 9/8/2014

**G3.B3** 3) ELL students have language barriers in phonemic awareness and fluency.

**G3.B3.S1** Attend professional development sessions with ESOL Specialist to learn how to implement effective ESOL learning strategies in the Social Studies classroom.

**PD Opportunity 1**

Attend ESOL Learning Strategies training during the first quarter.

**Facilitator**

Katherine Barko

**Participants**

All content area teachers

**Schedule**

On 10/10/2014

**G6.** In grades 6-8, 62% (477) of students will achieve proficiency on the Math Florida Standards Assessment.

**G6.B1** Students have a lack of knowledge of prerequisite skills and need a reinforcement of basic skills.

**G6.B1.S1** Implement C.U.B.E. strategy for word problems.

**PD Opportunity 1**

Teachers will utilize C.U.B.E. strategy for word problems.

**Facilitator**

School-based and district math coaches

**Participants**

Math teachers and math coach

**Schedule**

Daily, from 9/15/2014 to 6/5/2015

**G6.B1.S2** Provide web-based and additional after-school resources to assist students in areas of deficiencies.

**PD Opportunity 1**

Additional assistance will be provided to students via TEAM-UP and web-based resources.

**Facilitator**

Vincent Hall, Deidre Hill-Cook

**Participants**

Math teachers and administration

**Schedule**

Daily, from 9/22/2014 to 6/5/2015

## 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