Lake Weir Middle School

2014-15 School Improvement Plan

Lake Weir Middle School

10220 SE SUNSET HARBOR RD, Summerfield, FL 34491

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	78%

Alternative/ESE Center	Charter School	Minority
No	No	44%

School Grades History

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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
Focus	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

Our mission is to ensure all students graduate from a safe and caring school equipped with knowledge, skills, and a desire to succeed! Lakeside Pride gives back to the community young adults prepared for a future that includes high school graduation, college and workforce readiness, and citizenship that promotes positive social change.

Provide the school's vision statement

Lakeside Pride motivates us to move from good to great by creating supportive environments for challenging, engaging, and satisfying work for each student, every day!

School Environment

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

As a positive behavior support school with a strong background in the middle school teaming model, a primary consideration for all stakeholders is how interactions among educators, students, families, and school leaders focus efforts toward the unique and individual needs of students, social-emotional development, and academic success. Frequent meetings among and between grade levels, departments, teams, and leadership provide a systematic approach to program evaluation, differentiated instruction, and shared accountability. Frequent parent involvement activities establish two-way communication and nurture strong partnerships between the school and community.

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

Positive Behavior Support research and high-expectations for student and adult behavior are the foundation for school safety. Teach, Model, Practice, Reward, as the pillars of procedures, routines, and school-wide expectations set the school for success! Our daily affirmation and school motto reflect the school-wide committment to positive, supportive environments and shared accountability for school safety. Persistent supervision of all school operations is a number one priority. Counseling services are provided to students and families when needed to ensure healthy social-emotional development. Bullying and other social barriers to learning are addressed throughout the school year through mentoring programs, behavior improvement plans, and MTSS processes.
Affirmation:
Today is a new day. I will use my education and relationships to overcome challenges and to achieve my hopes and dreams for the future. I will get something from today; what that will be is up to me. I choose hard work, responsibility, and respect for self and others because at Lake Weir Middle we SOAR!
Motto:
All means ALL! All staff will hold high expectations for all students. All students will learn and achieve. All parents will participate in their child's education in a meaningful way. All school leaders will support families, students, and teachers in order to return to the community educated and inspired youth.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Positive Behavior Support and the Quality Referral Process. All stakeholders are trained in the use of behavior interventions and behavior modification strategies supported through the Teach, Model, Practice, Reward approach. A school-wide token economy is used to recognize positive, supportive behaviors. Discipline data is frequently reviewed to identify areas in need of improvement. The school received model status last year for fidelity of PBS implementation. The quality referral process is designed to reduce the number of referrals by effectively intervening upon disruptive behavior.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school has several mentoring programs:
Deans meet with T2-T3 behavior students on a monthly basis for goal setting and behavior modification.
Daily "check in-check out" procedures are used with fidelity.
The middle school model of teaming is used to support positive and intimate relationships between adults and students. Teams meet bi-weekly to "own" their students, complete "care and concern" conversations, and establish interventions for individual and small groups of students.
Guidance Counselors and Admin meet with students on a monthly basis for goal setting and academic conversations.
Guidance Counselors meet individually and in small groups to assist students and families in overcoming barriers to learning, both in and outside of the school.
All stakeholders approach students with a mindset as reflected in our motto: All means ALL! All staff will hold high expectations for all students. All students will learn and achieve. All parents will participate in their child's education in a meaningful way. All school leaders will support families, students, and teachers in order to return to the community educated and inspired youth.

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

Early warning indicators include: school attendance, in-out of school suspensions, course failure in ELA or math, and level 1 proficiency status. Students who fall into one or more categories are identified so that all educators and staff associated with this student are able to participate in an intervention plan specific to the needs of the student. Educators are trained in strategies proven effective in addressing the specific need and participate in frequent progress monitoring to make a positive impact on change for the individual or small groups of students. MTSS processes, 8 Step Problem Solving, and weekly team, department, and grade level meetings ensure review of progress and innovative approaches for improvement.

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	56	54	12	122
One or more suspensions	69	92	57	218
Course failure in ELA or Math	19	21	11	51
Level 1 on statewide assessment	91	120	86	297

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	25	30	11	66

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

The following link provides a wide variety of strategies for engaging students and families in the educational process. Please take a moment to visit this tremendous resource. In lieu of itemizing all strategies, and since strategies are selected based upon unique student needs, a sampling is provided here. Please note that two school-wide models of intervention include student mentoring and the middle school model of teaming to promote a single focus and positive relationships among students and stakeholders.
http://www.schoolengagement.org/index.cfm/Attendance
Attendance- Social Work visits, Wake-up calls, Incentives
Suspensions- Check-in, check-out, Counselor and return, Behavior Contracts, PBS
Course Failure-21st Century (extended) Learning, Summer school, Goal settings, opportunities for Unit Recovery
Level 1s- MTSS, Academic Coaches, Intensive Reading and Math instruction, Success Maker

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/184878.

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

See online PIP

Lake Weir Middle builds partnerships with local businesses, churches, and community organizations, such as Kiwanis, in order to bring community support into the classroom. Our teachers work with business sponsorship and service learning to return to the community needed resources and valuable relationships toward the overall health and growth of the community.

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
Callaway, Stephanie	Principal
Zadnik, Paige	Assistant Principal
Watts, Columbus	Principal
Howard, Debra	Instructional Coach
Turner, Miranda	Instructional Coach

Duties

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

Serve the educational community through an innovative vision and mission and ensure the highest quality of instructional services toward positive social change. Lead the school in improvement processes that include on time promotion, high-school readiness and graduation, and college and/or workforce readiness. Facilitate organization development through reseach, practice, and program evaluation. Ensure a safe, positive, and caring learning environment. Be visible, create partnerships, and be an instructional leader!

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Program cohesion is possible as a result of understanding facets of organizational development that feed into one vision for how the school accomplishes work. Lake Weir Middle School believes that people and relationships matter most as evidenced in our focus on positive, supportive environments. As such funds are prioritized for personnel followed by professional development and technology. Administration is responsible for creating a year-long meeting schedule that addresses the diversity of faculty and student needs. Technology and media equipment is inventoried on an annual basis and the principal and Title I ISP meet monthly to review the plan for spending and how to apply resources for the highest impact.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Cynthia White	Teacher
Jimmie Heflin	Teacher
Shari Smith	Parent
Stephanie Callaway	Principal
Tami Tenney	Education Support Employee
Steven Shaw	Teacher
Laura Kutz	Teacher
Cathy Beal	Business/Community

Duties

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

Evaluation of last year's school improvement plan

At the first SAC meeting held in September, SAC reviewed the 2014 SIP and PIP and recommended changes to improve both plans for the 2014-2015 SY. The use of information and communication technologies at LWMS is a dominant concern.

Development of this school improvement plan

SAC members reviewed components of the old plan in light of structure and design changes for the creation of this year's plan. SAC made suggestions to improve communication and grade reporting policies, to include the printing and distribution of interims. SAC also recognizes the importance of building positive relationships through school events that inform parents and celebrate learning!

Preparation of the school's annual budget and plan

SAC budget has yet to be determined. But once allocated, the SAC will review how monies are best used to improve teaching and learning.

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

School improvement funds were used to purchase information and communication technologies.

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
Callaway, Stephanie	Principal
Zadnik, Paige	Assistant Principal
Watts, Columbus	Assistant Principal
Howard, Debra	Instructional Coach
Turner, Miranda	Instructional Coach
Taylor, Shannon	Teacher, K-12
Brooks, Michelle	Guidance Counselor
Sugar, Brenda	Guidance Counselor
Tripp, Janis	Guidance Counselor
Kutz, Laura	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

At monthly LLT meetings, the team analyzes literacy performance data and plans professional learning for areas in need of improvement. The academic coaches work together to facilitate action research, lesson studies, and program cohesion between the reading and ELA departments. The media specialist incorporates a variety of school-wide literacy events to include information and communication technologies.

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

Each day begins with common planning time for all teachers during which teachers are encouraged to collaborate with their peers. Additionally, a specific and intentional frame of support through a meeting matrix provides for collaboration from a variety of perspectives. As Lake Weir Middle utililzes the teaming model, each team meets twice a month to discuss student progress, needs, and concerns. The teams also use this time to calibrate their procedures and expectations. Additionally, teachers meet once a month as a department to discuss instructional pacing, academic needs, and resources. To ensure that teachers are collaboratively planning across the spectrum, teachers also meet once a month as a grade level. During these meetings teachers discuss needs particular to the grade level of students served and calibrate for consistency of expectations.

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

The prinicipal attends local college and university employee job fairs to meet educators poised to begin their career and to share the exciting opportunities found at Lake Weir Middle with these potential applicants. All available jobs for Lake Weir Middle are posted on the district online employment system, through which highly qualified and certified-in-field teachers are hired. All teachers new to Lake Weir Middle, whether a first-year or veteran teacher, are assigned a peer teacher who assists with ongoing support in the areas of academic instruction and school operation. Additionally, all teachers are part of a team and department through which instructional support is provided. Guidance counselors, deans, and academic coaches provide support in their areas of specialization and the administration provides ongoing support for all teachers. It is also important to the Lake Weir Middle teachers and staff that all employees feel they are an important part of the Lake Weir Middle family. A committee of teachers and

staff members focus on ongoing recognition of staff members by providing opportunities for recognizing peers for positive support and celebrating individual members.

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

All first-year teachers are assigned a mentor to support them through their initial year of teaching. These mentor teachers are selected based on their subject area of instruction, educational experience, and leadership strength. As outlined through the district mentoring program, the mentor teachers provide ongoing support, which is logged and documented with the district. The support of the teacher mentor is vital to the success of the first-year teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All instruction at Lake Weir Middle is aligned to the Florida Standards. Teachers utilize the curriculum maps provided by the district and directly aligned to the Florida Standards. Teachers also utilize CPALMS, aligned with the Florida Standards and provided by the Florida Department of Education for academic resources and planning. All textbooks and accompanying resources are adopted through the district and support the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

In addition to grade level course work, struggling students receive intensive remediation in the areas of reading and math. Students also receive differentiated opportunities for self-directed learning, practice, and self-evaluation through the use of rubrics, collaboartion, and computer-supported instruction and assessment. Student motivation, as a key element of academic adjustment, is addressed through social activities centered on collaboration, problem solving, and project based learning. The mastery teaching lesson design, otherwise known as direct instruction, supports differentiated learning through concept mapping, guided practices, Kagan structures, distributive summaries, and closure. Peformance data from AIMsweb, Success Maker, Learning Checks, Data Based Questions, Close Reading Lessons, Reading/Writing Assessments, and District Benchmark Assessments- along with Early Warning Indicators-provide multiple vantage points for progress monitoring individual and small groups of students. On going progress monitoring at weekly team, department, and grade level meetings ensures teacher collaboration with a single focus of helping students move to the next proficiency level.

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: 25,920

21st Century Learning Grant

Strategy Rationale

Federal and State initiative toward collaborative conditions of teaching and learning, critical thinking,and use of information and communication technologies (ICT).

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Callaway, Stephanie, stephanie.callaway@marion.k12.fl.us

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

Attendance, Course grades, Reading and Math proficiency levels, Early Warning Indicators

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

Each incoming student cohort is provided support by the grade-level teachers, the grade-level guidance counselor (who follows the cohort), academic coaches, deans, and the administration. Teachers meet by team and by grade level to ensure that the needs of the cohort are met and that the teachers are proactive in providing resources and support for the students. As each cohort moves throughout middle school the students are provided support to prepare them for becoming high school students prepared for the level of academic rigor and ready to take advantage of the many opportunities available in 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

All 8th grade students are required to take a course titled Choices, which assists students in identifying their interests and strengths and the careers with which these align. As part of the course, the students fill out a high school/career goals worksheet to help them plan for their future. This course is faciliated by the cohort's guidance counselor. All students will take part in a program called "It's My Future," through which students will explore potential careers, learn how to plan for and keep a job, and discover how to search for a job.

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

Elective choices for students include Exploration of Health Occupations, Exploration of Agriscience, Introduction to Technology, and Computer Applications in Business. There are no certifications earned at the middle school level.

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

The school provides a wheel of vocational courses to introduce students to a variety of topics, programs, and support for career and technical education. CTE instructors work collaboratively with core academic area teachers in providing meaningful interventions for struggling students. STEM instruction is most commonly found in the technology studies.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   All teachers will collaboratively establish expectations for differentiated instruction (DI) inclusive of engagement, rigor, and student feedback in the content areas and consistently meet those expectations in their classrooms.

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 collaboratively establish expectations for differentiated instruction (DI) inclusive of engagement, rigor, and student feedback in the content areas and consistently meet those expectations in their classrooms. 1a

🔍 G044691

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	66.0
AMO Reading - All Students	69.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Lead Teachers; Differentiated Accountability Team; District Staff: Title I School

- Coaches, K-12 Academic Services; CPALMS, Florida Standards Assessments

- Collaboration Matrix, Chalk Talks,

Targeted Barriers to Achieving the Goal 3

- Collective Responsibilty, School Commitment, Teacher Collaborations

- Quality Professional Development; Course Clarity;

Plan to Monitor Progress Toward G1. 8

AIMs reading and math performance data

Person Responsible
Miranda Turner

Schedule
On 5/25/2015

Evidence of Completion
Student performance data will show growth between administrations

Plan to Monitor Progress Toward G1. 8

Writing in the content areas (DBQs and SSWRs)

Person Responsible
Paige Zadnik

Schedule
On 5/25/2015

Evidence of Completion
Student growth in the area of argument writing and text-based evidence writing will show growth between administrations

Plan to Monitor Progress Toward G1. `8`

Science benchmark and FCAs

Person Responsible

Paige Zadnik

Schedule

On 5/25/2015

Evidence of Completion

Student growth in the area of the sciences will be evidence in growth between benchmark administrations and concept mastery through the use of FCAs.

Plan to Monitor Progress Toward G1. `8`

Learning Checks

Person Responsible

Stephanie Callaway

Schedule

On 5/25/2015

Evidence of Completion

Mastery learning of Florida Standards across the curriculum

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 collaborately establish expectations for differentiated instruction (DI) inclusive of engagement, rigor, and student feedback in the content areas and consistently meet those expectations in their classrooms. 1

🔑 G044691

G1.B1 Collective Responsibilty, School Commitment, Teacher Collaborations 2

🔑 B110043

G1.B1.S1 Teachers are given the opportunity to meet weekly for "Chalk Talks" 4

🔑 S124669

Strategy Rationale

Meeting weekly allows the teachers to work in partnership to share concerns, offer solutions, and identify new strategies that will benefit student success.

Action Step 1 5

Provide specific times for teachers to meet.

Person Responsible

Stephanie Callaway

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Action Step 2 `5`

Provide a template for an agenda to guide discussions

Person Responsible

Stephanie Callaway

Schedule

On 8/22/2014

Evidence of Completion

Hard Copy of template

Action Step 3 `5`

Establish a leadership presence as support

Person Responsible

Stephanie Callaway

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Each member of the leadership team is assigned to a specific team and department

Action Step 4 `5`

Develop sections broken into teams, department and grade level

Person Responsible

Stephanie Callaway

Schedule

On 8/7/2014

Evidence of Completion

Teaming Matrix

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

Leadership Team members are present during each "Chalk Talk", to monitor and provide assistance/feedback when necessary.

Person Responsible

Paige Zadnik

Schedule

Weekly, from 9/17/2014 to 5/29/2015

Evidence of Completion

An agenda and meeting notes are provided.

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

Person Responsible

Schedule

Evidence of Completion

G1.B2 Quality Professional Development; Course Clarity; 2

🔧 B110044

G1.B2.S1 Coaches, district personnel, lead teachers, and adminstration will provide bi-weekly quality trainings. 4

🔧 S125747

Strategy Rationale

Meeting bi-weekly provides the teachers with guidance in order for them to prepare and present effective and consistent instruction.

Action Step 1 5

Provide daily- uninterrupted planning time.

Person Responsible

Stephanie Callaway

Schedule

Quarterly, from 8/11/2014 to 6/8/2015

Evidence of Completion

Lesson Plans and Classroom Walk-throughs; Teams meet twice each month, Departments meet once each month, and Grade levels meet once each month

Action Step 2 5

The teachers will receive training on Differentiated Instruction and implement the training in their classrooms

Person Responsible

Stephanie Callaway

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Teachers will analyze the impact of differentiated instruction; Walk throughs, formal and informal observations

Action Step 3 5

The teachers will receive training on student engagement and implement the training into their classrooms

Person Responsible

Paige Zadnik

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

Evidence of Completion

The teachers will analyze the impact of student engagement; Walk throughs, formal and informal observations

Action Step 4 5

The teachers will receive training on unwrapping the standards to ensure course clarity

Person Responsible

Paige Zadnik

Schedule

On 12/19/2014

Evidence of Completion

Presentation of an unwrapped standard and its meaning at the end of training

Action Step 5 5

The school utilizes Title I dollars to provide additional human resources needed to develop teachers by way of two academic coaches and 4 paraprofessionals to assist teachers with differentiated instruction. Both academic coaches work with small groups of students and provide professional development in the classroom through modeling, coaching, and observation.

Person Responsible

Stephanie Callaway

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans, classroom walk-through data, PLC notes, Strategic Planning documents

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

Person Responsible

Stephanie Callaway

Schedule

On 5/29/2015

Evidence of Completion

Formative Observation; Walk-Throughs

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

Person Responsible

Schedule

Evidence of Completion

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 specific times for teachers to meet.	Callaway, Stephanie	8/18/2014		5/29/2015 weekly
G1.B2.S1.A1	Provide daily- uninterrupted planning time.	Callaway, Stephanie	8/11/2014	Lesson Plans and Classroom Walk-throughs; Teams meet twice each month, Departments meet once each month, and Grade levels meet once each month	6/8/2015 quarterly
G1.B1.S1.A2	Provide a template for an agenda to guide discussions	Callaway, Stephanie	8/18/2014	Hard Copy of template	8/22/2014 one-time
G1.B2.S1.A2	The teachers will receive training on Differentiated Instruction and implement the training in their classrooms	Callaway, Stephanie	9/22/2014	Teachers will analyze the impact of differentiated instruction; Walk throughs, formal and informal observations	5/29/2015 quarterly
G1.B1.S1.A3	Establish a leadership presence as support	Callaway, Stephanie	8/22/2014	Each member of the leadership team is assigned to a specific team and department	5/29/2015 weekly
G1.B2.S1.A3	The teachers will receive training on student engagement and implement the training into their classrooms	Zadnik, Paige	9/22/2014	The teachers will analyze the impact of student engagement; Walk throughs, formal and informal observations	5/29/2015 quarterly
G1.B1.S1.A4	Develop sections broken into teams, department and grade level	Callaway, Stephanie	7/22/2014	Teaming Matrix	8/7/2014 one-time
G1.B2.S1.A4	The teachers will receive training on unwrapping the standards to ensure course clarity	Zadnik, Paige	9/22/2014	Presentation of an unwrapped standard and its meaning at the end of training	12/19/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A5	The school utilizes Title I dollars to provide additional human resources needed to develop teachers by way of two academic coaches and 4 paraprofessionals to assist teachers with differentiated instruction. Both academic coaches work with small groups of students and provide professional development in the classroom through modeling, coaching, and observation.	Callaway, Stephanie	8/11/2014	Lesson plans, classroom walk-through data, PLC notes, Strategic Planning documents	6/5/2015 one-time
G1.MA1	AIMs reading and math performance data	Turner, Miranda	9/30/2014	Student performance data will show growth between administrations	5/25/2015 one-time
G1.MA2	Writing in the content areas (DBQs and SSWRs)	Zadnik, Paige	9/29/2014	Student growth in the area of argument writing and text-based evidence writing will show growth between administrations	5/25/2015 one-time
G1.MA3	Science benchmark and FCAs	Zadnik, Paige	9/23/2014	Student growth in the area of the sciences will be evidence in growth between benchmark administrations and concept mastery through the use of FCAs.	5/25/2015 one-time
G1.MA4	Learning Checks	Callaway, Stephanie	9/22/2014	Mastery learning of Florida Standards across the curriculum	5/25/2015 one-time
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Leadership Team members are present during each "Chalk Talk", to monitor and provide assistance/feedback when necessary.	Zadnik, Paige	9/17/2014	An agenda and meeting notes are provided.	5/29/2015 weekly
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]	Callaway, Stephanie	9/17/2014	Formative Observation; Walk-Throughs	5/29/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. All teachers will collaboratly establish expectations for differentiated instruction (DI) inclusive of engagement, rigor, and student feedback in the content areas and consistently meet those expectations in their classrooms.

G1.B2 Quality Professional Development; Course Clarity;

G1.B2.S1 Coaches, district personnel, lead teachers, and adminstration will provide bi-weekly quality trainings.

PD Opportunity 1

The teachers will receive training on Differentiated Instruction and implement the training in their classrooms

Facilitator

Differentiated Accountability Team; Debra Howard; Miranda Turner

Participants

Faculty and Selected Staff

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

PD Opportunity 2

The teachers will receive training on student engagement and implement the training into their classrooms

Facilitator

Differentiated Accountability Team; Debra Howard; Miranda Turner

Participants

Faculty and Selected Staff

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

PD Opportunity 3

The teachers will receive training on unwrapping the standards to ensure course clarity

Facilitator

Differentiated Accountability Team; Lead Teachers, Debra Howard; Miranda Turner;

Participants

Faculty and Selected Staff

Schedule

On 12/19/2014

PD Opportunity 4

The school utilizes Title I dollars to provide additional human resources needed to develop teachers by way of two academic coaches and 4 paraprofessionals to assist teachers with differentiated instruction. Both academic coaches work with small groups of students and provide professional development in the classroom through modeling, coaching, and observation.

Facilitator

Participants

Schedule

On 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**
Goal 1: All teachers will collaboratively establish expectations for differentiated instruction (DI) inclusive of engagement, rigor, and student feedback in the content areas and consistently meet those expectations in their classrooms.	220,000
Grand Total	**220,000**

Goal 1: All teachers will collaboratively establish expectations for differentiated instruction (DI) inclusive of engagement, rigor, and student feedback in the content areas and consistently meet those expectations in their classrooms.		
Description	**Source**	**Total**
B2.S1.A1 - Summer collaboration and strategic planning held throughout the school year provides time for teachers to review and analyze achievement data in order to plan differentiated instruction aligned to standards and student needs.	Title I Part A	20,000
B2.S1.A1		0
B2.S1.A5 - Salaries	Title I Part A	200,000
Total Goal 1		**220,000**