

Legacy Middle



2014-15 School Improvement Plan

Legacy Middle

11398 LAKE UNDERHILL RD, Orlando, FL 32825

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

70%

Alternative/ESE Center

No

Charter School

No

Minority

76%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

On a monthly basis, teachers spend time reviewing department data and formative assessment information, including demographics; they create lessons with a focus on closing the achievement gap based on formative assessments.

There is also an emphasis on:

- 1) High expectations for all students - expectations are stated and taught to students in groups and individually. Activities and assessments focus on higher order thinking and performance skills
- 2) Culturally relevant instruction - students have access to core content that incorporates 21st century skills which connects their school work to their personal experiences and interests
- 3) Promotion of caring relationships
- 4) Encouragement of parental and community involvement
- 5) Positive behavioral supports
- 6) Prevention and early intervention through our MTSS process

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

An environment of safety and respect is created by establishing clear rules, procedures and routines. Classrooms are expected to be neat and orderly to reduce accidents; adult supervision is provided throughout the school, especially during transitions. Teachers not only require respect from their students but model it among themselves and with students.

Our guidance program promotes positive peer relations with a focus on developing the whole child. Counselors and administrative deans work with students on a referral basis from teachers, administrators and/or parents. Students may also request individual guidance and advisement or referrals for outside resources.

We also provide bullying prevention and awareness to ensure the emotional and physical safety of our students.

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

Legacy Middle has a building-level Instructional Intervention Team comprised of teachers, administrators, the school psychologist, school counselor, reading coach, ESOL/CCT.

Appropriate classroom behavior is imperative for the success of each student and their peers. It is also important to address student behavior in environments outside of the classroom, such as

campus activities, during transportation to school and off campus. Teachers implement a behavior system within their classrooms which includes non-verbal redirection such as proximity, providing verbal warnings and redirection, planned ignoring of negative behavior and finally, intervention by a school administrator. Students are given opportunities to reflect on their behavior during PASS while still remaining in the school environment. School personnel utilize tools such as behavior contracts, positive rewards for individuals and groups of students, and positive praise. Students and parents are informed of behavior expectations, which align with the district Code of Conduct verbally and in writing.

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

Legacy Middle School celebrates and values the diversity that all children and families bring to our school. We promote. Guidance and counseling are available through the guidance department. Referrals can also be made for outside resources by the guidance counselors and/or school psychologist. Teachers provided meaningful and relevant instruction to meet the individual needs of students, but also incorporate conative skills in their activities.

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

Our Multi-Tiered System of Student Support (MTSS) identifies at-risk students through the analysis of readily available and highly predictive student academic and engagement data (e.g., absenteeism, course failure, GPA, credits, discipline). These data are reviewed on a regular basis. However, teachers are encouraged to notify administration when student attendance begins to drop; if they are having behavior problems which could lead to a suspension, or when grades indicate potential failure in a core content class. Teachers have a clear vision for student achievement beyond individual grade level or course and understand the impact of current school experiences on students success for college and career readiness. Our intent is to provide intervention and support early enough so that students avoid dropping out of school and reach the goal of graduation.

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	24	31	36	91
One or more suspensions	43	39	27	109
Course failure in ELA or Math	9	26	11	46
Level 1 on statewide assessment	77	63	81	221

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	35	44	29	108

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

The MTSS Leadership Team uses data to determine the appropriate intervention for students and their families. Intervention strategies include the use of behavior plans, one on one and small group instruction, referrals for outside resources for the child and family, as well as positive reinforcement for meeting individual goals.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Families are encouraged to participate in academic and extra-curricular events. PTSA and SAC are integral aspects of familial involvement and our goal is increased participation for both associations. We keep families informed through written communication, our school webpage and Connect Orange phone calls. Family members are encouraged to volunteer to chaperone field trips, be guest speakers, assist with fundraising efforts and simply show support of our students by being in attendance at all events.

Parents are kept informed of their child's progress via Parent Access to our school grading system (Progressbook), through emails and phone calls from teachers and administrators and parent teacher conferences.

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

Community stakeholders are provided with student achievement data and other information in order to be productive partners. Partnership activities are directly aligned with student achievement goals. We encourage meaningful roles for each by opportunities for collaborative and genuine effort. This is done through our Partners in Education, SAC, Open House/Parent Nights and opportunities to volunteer as guest speakers for AVID, career day, and STEM day.

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
Battoe, Shannon	Principal
Hancock, Jeffrey	Assistant Principal
Sheppard, Mitzi	Assistant Principal
Arrington, Vanessa	Dean
Grant, Gina	Dean
Hartwigsen, Jenny	Instructional Coach
Privitera, Julie	Instructional Coach

Duties

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

Dr. Shannon Battoe, Principal; Mr. Jeff Hancock, Assistant Principal of Instruction; Mitzi Sheppard, Assistant Principal; Ms. Jenny Hartwigsen, Curriculum Resource Teacher (CRT); Ms. Elizabeth Espinal, Reading Coach, Ms. Julie Privitera, Staffing Specialist; Ms. Ines Cordero, Curriculum Compliance Teacher (CCT); Ms. Gina Grant, Administrative Dean; Vanessa Arrington, Administrative Dean; Dr. Martina Study and Mrs. Mabel Lopez, Guidance Counselors; and Dr. Dayle Peabody, AVID Coordinator.

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

We use the continuous improvement model as a tool for monitoring. Student progress monitoring is ongoing by using FCAT performance data, EOC exam data, benchmark assessments, SRI, mini-assessments, and formative assessments. Departments progress monitor on a continuous basis and develop plans for targeted skill interventions and/or enrichment. Teachers meet and plan twice a week during their common planning time, and discuss learning targets, instructional strategies and performance data. Teachers participate in monthly professional development opportunities to increase teacher knowledge of instructional strategies/processes. Weekly classroom walk-throughs/ observations are conducted with focused and timely feedback.

*Title X Homeless: the guidance counselors serve as the coordinators for students who qualify under the McKinney-Vento Act

*Nutrition Programs: All students receive nutritious meals and the physical education department serves as our wellness and healthy school team

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Gina Grant	Teacher
Laura Scales	Parent
Kerry Purmensky	Parent
Jennifer Scales	Student
Melanie Williams	Parent
Nakia Moore	Parent
Linda Chase	Parent
Julie Privatera	Teacher
Shannon Battoe	Principal
John Scales	Parent
Keishan Moore	Parent
Dirk Joseph	Parent
Dominique Casiano	Parent
Bonnie Waldrop	Parent
Kelly Crumbaker	Parent
Eric Oestreich	Teacher
Zoila Palacio	Teacher
	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC met monthly during the school year to review progress towards SIP goals, the budget and professional development activities.

Development of this school improvement plan

The SAC provides community/parent insight and perspective, in the development of action plans connected to school improvement. They will continue to meet monthly to review progress towards this year's goals and assist with revision if necessary.

Preparation of the school's annual budget and plan

The SAC makes suggestions for allocation of certain budget items. They are informed of how the annual budget is being spent.

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

The school improvement funds will be encumbered based on school improvement needs identified in the 2014- 2015 plan. Currently, SAC has approved \$1,900.00 to be spent on laptops available for all students. A listing of the amount allocated for last year is as follows:

- Achieve 3000 \$10,000

This amount will likely deplete the SAC budget and the remaining funding will need to come from the school budget or outside resources.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The SAC is in the process of being completely revised. New officers have been elected. Parents, students, school faculty and staff and community stakeholders are being invited to participate in the SAC to ensure there is a racial, ethnic and economic balance of representation.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Battoe, Shannon	Principal
Hancock, Jeffrey	Assistant Principal
Sheppard, Mitzi	Assistant Principal
Hartwigsen, Jenny	Instructional Coach
Mahaffey, Melanie	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Major initiatives include:

- *Increase reading and writing proficiency in all grade levels
- *Monitor and support the use of Accelerated Reader, monitored through all language arts classes
- *Writing support across all content areas (to include DBQs)
- *Teacher support for writing across all content areas through professional development
- *Participation in the Battle of the Books Sunshine State books competition
- *Two book fairs during the school year
- *Celebrate Literacy Week

Literacy Leadership Team meets monthly, to monitor progress, plan Literacy activities, and review data. This includes:

- Aligning Instructional Focus Calendars to curriculum
- Providing time for meetings and collaboration

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

Teachers are assigned classrooms according to their content and have common planning. This is purposeful to encourage collaboration and sharing. Once a month faculty meetings provide opportunities for sharing/collaborating with the wider group, as well as monthly departmental time. Ongoing monthly professional development is offered based on data and aligned to school focus.

Teachers also participate in professional learning communities to research effective strategies and provide support for deliberate practice goals.

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

1. Varied and continuous professional development opportunities
2. Mentoring program
3. Weekly planning and collaboration time
4. Instructional coach and administrative support

We offer a weekly professional development schedule. Administration provides weekly planning and collaboration time for departments and teams in order to support instructional practices.

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

Teachers new to Legacy participate in a new teacher induction program that includes assigning a mentor to each new teacher and reviewing policies, procedures, technology, classroom management, curriculum and support services. The mentor and mentee communicate on a weekly basis to address questions and/or needs of the mentee.

* Ms. Davis is paired with Mr. Boo as they are peers within the Social Studies Department.

*Ms. Tiwari is paired with Ms. Bullis as they are peers within the Language Arts Department.

*Ms. Hartwigsen is paired with Mr. Moldan.

*Ms. Samadani is mentoring both Mr. Seepersad and Ms. Kessler as they are peers within the Science Department.

*Ms. Krzeminski is paired with Ms. Smith as they are peers within the Science Department.

*Ms. Klein is paired with Mr. Mansfield as they are peers within the Social Studies Department.

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

Teachers deliver instruction based on the district's curriculum which sets clearly- defined expectations for student learning, including essential knowledge and skills according to 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

Classroom teachers and guidance counselors monitor multiple data: student grades, attendance and discipline data. This data is used to determine the types or levels of interventions to be implemented to meet individual student needs. Academic coaches and the support facilitator assists teachers with the differentiation of instruction within their classrooms. Parent conferences are part of the process towards developing support structures. If additional intervention is needed, the school-based support team will meet to more

formally address the needs, develop plans for support systems and monitor progress. The school-based leadership team members function as a guiding system for support structures and interventions for

students requiring more than the core instruction in a classroom setting.

Classroom teachers monitor classroom data on a regular basis, individually and with their professional peers. When data show negative or questionable growth for a student or a group of students, the problem solving approach is implemented (What is the problem? Why is it

occurring? What are we going to do about it? Is it working?). If the problem cannot be solved by the classroom teachers implementing interventions within the class (interventions show questionable or negative response), another tier of support is developed by the support team

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: 10,000

The YMCA after school program provides quality programs at no cost to students. The programs include instruction that enriches core academic subjects, enrichment activities that are of interest to the students, as well as clubs and after-school tutoring. All students are encouraged to attend.

Strategy Rationale

Additional support and time results in growth for struggling students and provides enrichment and support to students on or above grade level.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sheppard, Mitzi, mitzi.sheppard@ocps.net

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

Effectiveness of the programs are measured by the attendance rate of the program activity and performance on benchmark or formative/summative assessments within the content area of the program activity.

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 year the guidance counselors meet with teachers, individual students and whole classes. They review students' current performance and course offerings to ensure that students understand the course progressions and choose meaningful classes. Several visits are made to elementary feeder schools to help students and parents make informed choices.

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

In the spring, our guidance counselors review the course offerings with each of our rising students for the following year. Visits by guidance and the AVID coordinator to our elementary feeder schools are conducted to explain student course offerings and middle school expectations. A parent meeting for rising sixth graders is held to provide information about program offerings and middle school life.

Guidance counselors introduce academic and career planning with all students; students are guided to select a path of study and build a plan for the future through FLChoices.org. During the school year, various meetings/presentations are offered to inform students on the available program paths in high school to include: Magnet, Advanced Placement, International Baccalaureate, Dual Enrollment, and AVID.

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

Our Career and Technical Education (CTE) courses (Project Lead the Way/Engineering and Business Technology), prepare our students for the rigorous demands of high school, college, and careers by providing students with hands-on opportunities that extend their learning through designing, problem solving, and critical thinking. Students are challenged to utilize their background knowledge from other advanced course work to effectively create and communicate. Students gain industry and career experience through cross curricular integration work which apply to the Common Core State Standards.

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

Strategies at Legacy Middle School include:

- * Integration of writing skills across content areas. Provide students with opportunities to write for a variety of purposes and utilize evidence to support inferences, opinions, and varied points of view.
- * Guidance counselors and AVID Coordinator assist students with high school readiness skills and post secondary awareness through field trips and guest speakers
- * Students have the opportunity to become industry certified through our Business Technology class
- * Through our Engineering Program, students are exposed to the high demands of critical thinking and problem solving, using advanced mathematics and science skills, helping them to prepare for future opportunities

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

In our AVID program, eighth grade students take the ACT Explore test which assesses math, reading, and writing skills. AVID students also have the opportunity to visit college campuses and interact with college students. Seventh grade students are provided an opportunity to participate in the Duke and Orange TIPs program. High school credit courses are offered in Technology, Algebra, Physical Science, Earth/Space science, and Spanish. These courses offer students access to a more rigorous curriculum. Students and parents are informed about these course offerings through the Guidance Department and school curriculum guide. The principal is a member of a Consortium of schools designed to ensure vertical articulation between feeder elementary, middle and high schools with the goal of all students graduating high school ready for College and Careers.

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.** Increase evidenced based writing across all content areas.
- G2.** Increase use of the inquiry process and higher order thinking across content areas.
- G3.** Reduce our OSS rate (out of school suspension).

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 evidenced based writing across all content areas. 1a

G056345

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	62.0

Resources Available to Support the Goal 2

- Experienced Academic Coaches and Administrators
- Access to district and school level professional development
- Spring Board - evidence based writing opportunities
- Core Connections training
- Document based questions (DBQs)
- Orange County Writes opportunities

Targeted Barriers to Achieving the Goal 3

- Lack of student knowledge on how to utilize evidence to respond to writing prompts and write essays
- Lack of teacher experience with utilizing DBQs / document based questions

Plan to Monitor Progress Toward G1. 8

Lesson plans, test reflections, mini-assessments, and benchmark assessments

Person Responsible

Jeffrey Hancock

Schedule

Monthly, from 10/27/2014 to 5/8/2015

Evidence of Completion

Student assessment results

G2. Increase use of the inquiry process and higher order thinking across content areas. 1a

G056346

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Experienced knowledgeable coaches
- Access to Professional Development
- Weekly planning and collaboration time

Targeted Barriers to Achieving the Goal 3

- Lack of repeated exposure to activities that promote problem solving and inquiry

Plan to Monitor Progress Toward G2. 8

Benchmark assessments, mini-assessments, teacher created formative assessments, student work samples

Person Responsible

Jeffrey Hancock

Schedule

Monthly, from 10/27/2014 to 5/8/2015

Evidence of Completion

Student assessment results and work samples

G3. Reduce our OSS rate (out of school suspension). 1a

G056347

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	
2+ Behavior Referrals	

Resources Available to Support the Goal 2

- PASS (Positive Alternative to School Suspension)
- After school activities

Targeted Barriers to Achieving the Goal 3

- Inconsistent implementation of positive and preventative steps for student behavior

Plan to Monitor Progress Toward G3. 8

Regularly evaluation of discipline and behavior intervention data

Person Responsible

Mitzi Sheppard

Schedule

Weekly, from 10/27/2014 to 5/8/2015

Evidence of Completion

Discipline data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase evidenced based writing across all content areas. **1**

 G056345

G1.B1 Lack of student knowledge on how to utilize evidence to respond to writing prompts and write essays

2

 B142399

G1.B1.S1 Use of weekly department time to focus on collaboration and planning to review assessed benchmarks and determine areas of student need in writing **4**

 S154505

Strategy Rationale

Review of assessments will help to determine focus of lessons and help to build common language among the content areas

Action Step 1 **5**

Professional development on use evidence based writing across the content areas

Person Responsible

Jenny Hartwigsen

Schedule

Quarterly, from 10/27/2014 to 5/8/2015

Evidence of Completion

PD sign-in, lesson plans, lab reports

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

Classroom observations

Person Responsible

Jeffrey Hancock

Schedule

Quarterly, from 10/27/2014 to 5/8/2015

Evidence of Completion

Observation feedback

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

Review student created work

Person Responsible

Jeffrey Hancock

Schedule

On 5/8/2015

Evidence of Completion

Student work samples

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

Assessments

Person Responsible

Jeffrey Hancock

Schedule

Quarterly, from 10/27/2014 to 5/8/2015

Evidence of Completion

Data from teacher created and stated assessments

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

Assessments

Person Responsible

Jeffrey Hancock

Schedule

Quarterly, from 10/27/2014 to 5/8/2015

Evidence of Completion

Student assessment data

G1.B1.S2 Incorporate DBQ writing activities across content areas 4

 S154506

Strategy Rationale

DBQs help with evidence based writing in the content area; increased exposure to the process will increase student proficiency

Action Step 1 5

Teacher collaboration across content areas, with a focus on DBQs

Person Responsible

Shannon Battoe

Schedule

Monthly, from 10/27/2014 to 5/8/2015

Evidence of Completion

Professional development, sign-in sheets, minutes, student work samples

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom observations

Person Responsible

Shannon Battoe

Schedule

Monthly, from 10/27/2014 to 5/8/2015

Evidence of Completion

Observation notes, lesson plans, student work samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review data

Person Responsible

Shannon Battoe

Schedule

Quarterly, from 10/27/2014 to 5/8/2015

Evidence of Completion

Data from benchmark assessments, teachers created assessment and state assessments

G2. Increase use of the inquiry process and higher order thinking across content areas. 1

G056346

G2.B2 Lack of repeated exposure to activities that promote problem solving and inquiry 2

B142403

G2.B2.S1 Focus our PD on elements 17 and 18 (helping students examine similarities and differences; helping students examine their reasoning) and increase use of AVID strategies school wide 4

S154508

Strategy Rationale

Elements 17 and 18 along with AVID strategies, incorporate the inquiry process and higher order thinking

Action Step 1 5

Provide professional development on Marzano strategies, Common Core and AVID strategies to increase higher order questioning and thinking.

Person Responsible

Jenny Hartwigsen

Schedule

Monthly, from 11/3/2014 to 5/8/2015

Evidence of Completion

Professional development sign-in sheets, lesson plans and student work samples.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom observations

Person Responsible

Jenny Hartwigsen

Schedule

Monthly, from 10/27/2014 to 5/8/2015

Evidence of Completion

Teacher reflections, observation feedback and student work samples

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Assessments

Person Responsible

Jeffrey Hancock

Schedule

On 5/8/2015

Evidence of Completion

Student assessment data

G3. Reduce our OSS rate (out of school suspension). 1

 G056347

G3.B3 Inconsistent implementation of positive and preventative steps for student behavior 2

 B142408

G3.B3.S1 Develop effective positive behavior system 4

 S154510

Strategy Rationale

An effective system will decrease time out of class, empower students and teachers, and reduce discipline referrals (and OSS).

Action Step 1 5

Establish behavior leadership team to create parameters for positive behavior system

Person Responsible

Mitzi Sheppard

Schedule

On 11/21/2014

Evidence of Completion

Completed PBS

Action Step 2 5

Develop positive behavior system

Person Responsible

Mitzi Sheppard

Schedule

On 12/5/2014

Evidence of Completion

Completed PBS, behavior intervention team minutes, staff meeting agenda and minutes

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

Teacher and administrative documentation of behavior interventions

Person Responsible

Mitzi Sheppard

Schedule

Weekly, from 10/27/2014 to 5/8/2015

Evidence of Completion

Behavior data

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

Tracking of behavior interventions

Person Responsible

Mitzi Sheppard

Schedule

Weekly, from 10/27/2014 to 5/8/2015

Evidence of Completion

Teacher and administrative behavior referrals, behavior data reported to district

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	Professional development on use evidence based writing across the content areas	Hartwigsen, Jenny	10/27/2014	PD sign-in, lesson plans, lab reports	5/8/2015 quarterly
G1.B1.S2.A1	Teacher collaboration across content areas, with a focus on DBQs	Battoe, Shannon	10/27/2014	Professional development, sign-in sheets, minutes, student work samples	5/8/2015 monthly
G2.B2.S1.A1	Provide professional development on Marzano strategies, Common Core and AVID strategies to increase higher order questioning and thinking.	Hartwigsen, Jenny	11/3/2014	Professional development sign-in sheets, lesson plans and student work samples.	5/8/2015 monthly
G3.B3.S1.A1	Establish behavior leadership team to create parameters for positive behavior system	Sheppard, Mitzi	10/27/2014	Completed PBS	11/21/2014 one-time
G3.B3.S1.A2	Develop positive behavior system	Sheppard, Mitzi	10/27/2014	Completed PBS, behavior intervention team minutes, staff meeting agenda and minutes	12/5/2014 one-time
G1.MA1	Lesson plans, test reflections, mini-assessments, and benchmark assessments	Hancock, Jeffrey	10/27/2014	Student assessment results	5/8/2015 monthly
G1.B1.S1.MA1	Assessments	Hancock, Jeffrey	10/27/2014	Student assessment data	5/8/2015 quarterly
G1.B1.S1.MA1	Classroom observations	Hancock, Jeffrey	10/27/2014	Observation feedback	5/8/2015 quarterly
G1.B1.S1.MA3	Review student created work	Hancock, Jeffrey	10/27/2014	Student work samples	5/8/2015 one-time
G1.B1.S1.MA4	Assessments	Hancock, Jeffrey	10/27/2014	Data from teacher created and stated assessments	5/8/2015 quarterly
G1.B1.S2.MA1	Review data	Battoe, Shannon	10/27/2014	Data from benchmark assessments, teachers created assessment and state assessments	5/8/2015 quarterly
G1.B1.S2.MA1	Classroom observations	Battoe, Shannon	10/27/2014	Observation notes, lesson plans, student work samples	5/8/2015 monthly
G2.MA1	Benchmark assessments, mini-assessments, teacher created formative assessments, student work samples	Hancock, Jeffrey	10/27/2014	Student assessment results and work samples	5/8/2015 monthly
G2.B2.S1.MA1	Assessments	Hancock, Jeffrey	10/27/2014	Student assessment data	5/8/2015 one-time
G2.B2.S1.MA1	Classroom observations	Hartwigsen, Jenny	10/27/2014	Teacher reflections, observation feedback and student work samples	5/8/2015 monthly
G3.MA1	Regularly evaluation of discipline and behavior intervention data	Sheppard, Mitzi	10/27/2014	Discipline data	5/8/2015 weekly
G3.B3.S1.MA1	Tracking of behavior interventions	Sheppard, Mitzi	10/27/2014	Teacher and administrative behavior referrals, behavior data reported to district	5/8/2015 weekly
G3.B3.S1.MA1	Teacher and administrative documentation of behavior interventions	Sheppard, Mitzi	10/27/2014	Behavior data	5/8/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase evidenced based writing across all content areas.

G1.B1 Lack of student knowledge on how to utilize evidence to respond to writing prompts and write essays

G1.B1.S1 Use of weekly department time to focus on collaboration and planning to review assessed benchmarks and determine areas of student need in writing

PD Opportunity 1

Professional development on use evidence based writing across the content areas

Facilitator

CRT

Participants

All content areas

Schedule

Quarterly, from 10/27/2014 to 5/8/2015

G1.B1.S2 Incorporate DBQ writing activities across content areas

PD Opportunity 1

Teacher collaboration across content areas, with a focus on DBQs

Facilitator

CRT, Social Studies Department Chair, LA Department Chair, AVID Coordinator

Participants

All teachers

Schedule

Monthly, from 10/27/2014 to 5/8/2015

G2. Increase use of the inquiry process and higher order thinking across content areas.

G2.B2 Lack of repeated exposure to activities that promote problem solving and inquiry

G2.B2.S1 Focus our PD on elements 17 and 18 (helping students examine similarities and differences; helping students examine their reasoning) and increase use of AVID strategies school wide

PD Opportunity 1

Provide professional development on Marzano strategies, Common Core and AVID strategies to increase higher order questioning and thinking.

Facilitator

CRT and AVID Coordinator/Site Team

Participants

All teachers

Schedule

Monthly, from 11/3/2014 to 5/8/2015

G3. Reduce our OSS rate (out of school suspension).

G3.B3 Inconsistent implementation of positive and preventative steps for student behavior

G3.B3.S1 Develop effective positive behavior system

PD Opportunity 1

Establish behavior leadership team to create parameters for positive behavior system

Facilitator

Assistant principals and administrative deans

Participants

All teachers

Schedule

On 11/21/2014

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