Meadowlawn Middle School

2014-15 School Improvement Plan

Meadowlawn Middle School

6050 16TH ST N, St Petersburg, FL 33703

http://www.meadowlawn-ms.pinellas.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	41%

Alternative/ESE Center	Charter School	Minority
No	No	40%

School Grades History

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

School Board Approval

This plan was approved by the Pinellas County School Board on 9/23/2014.

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
Focus	4	Jim Browder
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

MMS create a productive learning environment focused on producing self-disciplined students who will develop skills to become life-long learners.

Provide the school's vision statement

An academic environment that engages, motivates, and inspires students- 100% student success.

School Environment

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

Preschool trainings focusing on:
Building mutual respect and learning and dealing with student personalities
Staff and students will follow the Lancer Way in all areas of campus. Teachers will provide students with interest surveys in order to "Get to Know" their students. These surveys will be used to design collaborative groups based on alike interests.
School processes, procedures and expectations are posted in all hallways and will be followed by staff and students.

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

All teachers are on duty before, during and after school. We have cameras, bully boxes, and offer vairious clubs to encourage students to share their ideas. (PMAC, and student council)
https://www.anonymousalerts.com/pinellascs/default.aspx

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

One of the goals for the 2014-2015 school year is to increase student engagement and appropriate behavior by decreasing the number of referrals for class disruption by 20% as measured by discipline data. The second goal is to increase responsible student behavior by decreasing the number of referrals for disrespect, insubordination, classroom disruption and lack of cooperation by 20%.
Our community partnerships will assist in addressing disruptive behaviors through group and individual counseling sessions that are afforded in one-time sessions to long term group involvement.
Our campus is committed to narrowing the gap between black and non-black student's suspension rates. We will continue to utilize our 5000 Role Model program and Girlfriends which is active with character development as well as being a forum in which our Black males and females can discuss campus issues.
We will continue to progress monitor our behavior data through the analysis of our tardy data, suspension rate, attendance rate and academic levels.
We will also:
1. Generate grade reports every grading period to be reviewed by administrators and guidance

counselors.
2. Administrators and guidance counselors will meet with all students who receive two or more F's each grading period.
3. The School based Leadership Team will share tardy, discipline and attendance data with staff each month.
4. Attendance reports are reviewed by the Child Study Team monthly and communicated to staff each month by the grade level secretary.
Prevention/Intervention offered at Meadowlawn Middle School :
School wide Positive Behavior System Focus Groups
Peer Mediation MTSS/RtI Team
Principal's Multicultural Committee 5000 Role Models Program Mentors/tutors Girlfriends
Child Study Team Check and Connect
Violence Prevention Spec.
All interventions are progress monitored weekly by our MTSS and Administrative Team.
Discipline Procedures
Discipline is the responsibility of all personnel in the school. Student conduct, in the classroom is the teacher's responsibility. Teachers are expected to use progressive discipline in the classroom to improve student behavior. Progression discipline includes a progression of corrective actions, which includes warning, counseling and conferences with both the student and the parents. After progressive discipline actions are taken and the student continues to be disruptive, he/she may be referred to the appropriate administrator. No disciplinary referral should be made to the administrator unless progressive discipline efforts have been exhausted and parent contact is documented in Focus. If the severity of the infraction warrants an immediate administrative intervention a referral may be written, however a phone call must still be made from the teacher in order to explain the situation in detail. When writing referrals, it is important to remember to simply list facts, avoid hearsay and refrain from making irrational comments on a referral. Remember the referral is a legal document and is considered" a legal report" of a student's misconduct, should the situation end up in litigation.
The SRO is not a school administrator. District policy prevents an SRO from handling disciplinary referrals, unless an administrator requests his involvement. Therefore, no teacher should send referrals to the SRO, or request that he come to their classroom for disciplinary issues. This is the responsibility of the assistant principals.
Teachers are expected to stand outside their classroom between classes to supervise students in their immediate area, and to assist student in getting to class on time. This includes before and after school.
A teacher is never to touch or strike a student. The best rule is to not touch students when you are upset or angry. Keep a "hula hoops" distance from any student(s) when in a confrontational situation. Students are never to be left unattended. This applies to before or after school detentions, make-up sessions, help sessions, sports events, or student activities.

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

We have grade level counselors available for all students. They provide curriculum and support within the classrooms as well as by need. We work with our community to provide mentoring opportunities through Bethel.

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

•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
•One or more suspensions, whether in school or out of school
•Course failure in English Language Arts or mathematics
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
Students with 5 or more referrals

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	28	31	39	98
One or more suspensions	75	60	91	226
Course failure in ELA or Math	30	35	19	84
Level 1 on statewide assessment	197	275	283	755
Student with 5 or more Referrals	30	41	44	115

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	23	27	25	75

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

We have implemented a Saturday Academy for all L1 and L2 students. Students come to school from 9:00-11:00 to receive instruction in reading, writing, and math. They have an opportunity to work on iReady at this time which instructs them based on their academic need. We offer before and after school tutoring in all content areas. Our MTSS coach works with groups of students as does Ms. Murray our behavior coach. We have a detailed plan for documentation of students and assignment of interventions. This list and interventions will be progressed monitored weekly. We work with the Bethel Community to provide focus groups for these students as well as work with other Community partners that we are working to establish.

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

Increase SAC participation
increase BYPTSD from 2 to 3 times a year.
Communicate weekly through Connect Ed messages about reading and writing at home daily.
Encourage parental involvement through requirement of reading nightly.

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

.

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
Effiom, Claudius	Principal
	Assistant Principal

Duties

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

The School Based Leadership Team (SBLT), as members of the MTSS/RtI team, meet once per month, on Wednesday at 8:20 AM, in the media center to discuss Tier 1, school-wide behavior and academic supports. The team reviews data, both academic and behavioral, and makes data based decisions to implement new, or modify existing Tier 1 supports.

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 grade level RtI teams, consisting of grade level assistant principal, grade level guidance counselor, school social worker, school psychologist, behavior specialist and VE specialist (when necessary), also meets 3 times per month, one specified day per week, to discuss individual students requiring tier 2 or tier 3 academic or behavioral interventions. Again, the team reviews student data, and makes data driven decisions. The schedule is as follows: First week of the month, the RtI team focuses solely on 6th grade students, the second week of the month, the RtI team focuses solely on 7th grade students and the third week of the month, the RtI team focuses solely on 8th grade students. Progress Monitoring data is discussed and updated at each meeting to meet the needs of each student. The grade level counselor will collaborate with the teachers of each student to provide interventions as necessary.
Title I, Part A
Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through

collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Title I, Part D

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

Title II

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III

Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

Nutrition Programs

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Claud Effiom	Principal
Erich Heneger	Parent
Clara Ocampo	Parent
Olga Montengro	Parent
Myra Aldrich	Parent
Raul Santiago	Teacher
Bradley Thurman	Teacher

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

We conducted a survey to gain insight into the accomplishment of our goals. We are in agreement that we need to continue with our goals of best practices (formative assessment, use of collaborative structures, standards based instruction and GRRM)
We feel we are at varying stages of implementation and fidelity and therefore we do not feel we accomplished these goals.

Development of this school improvement plan

Summer SIP Planning
Presentation of SIP on September 26th, feedback and discussion
Monthly review of SIP goals and implementation
SAC members completed a survey related to the needs of the school. The SIP was developed based on this feedback. The SIP was then returned to SAC for additional input prior to submission.

Preparation of the school's annual budget and plan

Professional Development to cover our SIP goals related to use of instructional best practices.

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

Professional development of teachers, curriculum nights, and student recognition.

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
Effiom, Claudius	Principal

Duties

Describe how the LLT promotes literacy within the school

Support for common board configuration for standards based instruction
Support for planning lessons using the GRRM.
Support for use of collaborative structures including reciprocal reading
Support for implementation of Common Core State Standards
Support for implementation of formative assessments to plan and guide instruction
Support for the use of complex text and increased time spent reading text.

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

All teachers are required to attend weekly common planning as content/grade level groups. They will document their planning notes and reflect the collaboration in their lesson plans.
All teachers also attend monthly grade level PLCs and content area PLCs to discuss academic and behavioral data.

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

Administrators attend job fairs and interview all candidates. We provide weekly professional development school wide based on research based best practices and school wide initiatives. We assign mentors to all new staff members. Department heads work with all members of their teams. We participate in peer to peer observation allowing teachers to routinely observe and collaborative with one another.

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

Mentors will be paired with mentees in the same content area and preferably the same grade level. Observation of mentee's instruction and providing feedback. Planning lessons with mentee. Connecting lesson activities to content standards. Discussing student progress and analyzing student work. Modeling and co-teaching lessons.

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

We are implementing a homeroom reading program to be held every morning. The program is designed to ensure students/teachers are addressing specific Florida Standards each week. We have compiled questions to answer in response to text being read.
All content areas are also responsible for documenting the intended FS on lesson plans and reference these standards throughout their lessons. The CBC is written as a visual of these standards as well. We are training staff on ways to best cover these standards specific to their content areas both during preschool and ongoing during the year.

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

Our focus is on the use of formative assessment data to guide daily instruction. We will offer a training during preschool on differentiated instruction as well.
Instruction must include the use of collaborative structures in order for teachers to facilitate/ differentiate as needed. We are promoting the rotation model in all content classes in order to allow students to work on "what they need" in order to increase proficiency in all standards. We are at the beginning stages of implementation but will continue with training on differentiation.

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: 18,000

Teachers tutor students in their content area that need extra help in certain areas.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Pre test prior to start of after school tutoring, and post test upon completion.

Strategy: Weekend Program

Minutes added to school year: 2,500

Saturday Academy for Math and Reading

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Use of Lexia to collect data on student achievement and area of need. Use of Bridges for math data.

Strategy: Summer Program

Minutes added to school year: 7,200

Summer Bridge for students
Pre school training for staff members

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Students were given a pre and post test in each subject area.
Teachers received PD on our school wide goals of collaborative structures, CCSS, formative assessment, and the use of complex text.

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

We have our Honor's College that will transition students to the Northeast HS Honors College program.

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

School Counselors meet with students in their Social Studies classes several times throughout the year providing a college and career readiness curriculum with consists of lessons plans, power point presentations, student activity worksheets and pre-and post-assessments. The curriculum for 6th grade includes course selection, skills needed for post secondary success, career of interests, post secondary investigation, SMART goals, middle school academic planning and academic skills needed for post secondary work. The curriculum for 7th grade includes course selection, growth mindset, learning style inventory, income vs. expenses, build college belief, middle school academic planning and post secondary costs. The curriculum for 8th grade includes course selection, personal strengths, career and post secondary academic planning, careers in the community, high school academic planning and ready financially: post secondary institutions.

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

Incorporating STEM classes that incorporate science and math to offer real work applications through project based learning.

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

We offer a wood shop class as an elective.

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

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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. Student achievement will increase when students are engaged in respectful and cooperative behaviors.

G2. Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level and content area standards.

Strategic Goals Detail

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

G1. Student achievement will increase when students are engaged in respectful and cooperative behaviors. 1a

G056528

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	45.0
AMO Math - All Students	61.0

Resources Available to Support the Goal 2

- Christina Harvey, SBLT, Claud Effiom, Kristy Therrien, Diane Zitelli, Dennis Russo, Kathia Roberts, Karen Reed, Meagan Hess, Melissa Newman, Antoine Seay, Alfredo Blanco, Behavior Specialist

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity of implementation of the school wide behavior plan.

Plan to Monitor Progress Toward G1. 8

Percent of students engaged in respectful and cooperative behaviors will increase

Person Responsible

Schedule

Evidence of Completion

Walk through data Referral data

G2. Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level and content area standards. 1a

G056529

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Karen Reed Kathia Roberts Claud Effiom Kristy Therrien Diane Zitelli Dennis Russo LLT Springboard Curriculum for ELA Teachers

Targeted Barriers to Achieving the Goal 3

- Lack of a defined structure for common planning time.
- Lack of time spent reading and writing in content area classes.

Plan to Monitor Progress Toward G2. 8

Students engaged in rigorous tasks.

Person Responsible

Schedule

Evidence of Completion

Performance Matters Data FCAT 2.0 Data EOC Data FAIR Data Write Score Achieve 3000 READ 180 Academy of Reading VMath Student work posted with feedback Rubric/scale posted Lesson Plan Walk-through

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. Student achievement will increase when students are engaged in respectful and cooperative behaviors. 1

G056528

G1.B1 Lack of fidelity of implementation of the school wide behavior plan. 2

B142812

G1.B1.S1 Teachers will consistently plan and implement classroom management structures. 4

S154936

Strategy Rationale

Action Step 1 5

Tiered support provided to implement classroom management structures.

Person Responsible

Kristy Therrien

Schedule

Evidence of Completion

Coaches log Referral Data

Action Step 2 5

Cultural proficiency training

Person Responsible

Schedule

Evidence of Completion

Sign in sheets Coaching log

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

Students engaged in respectful and cooperative behaviors.

Person Responsible

Schedule

Evidence of Completion

Walk-through data Referral data

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

All teachers implementing the school wide behavior management plan.

Person Responsible

Schedule

Evidence of Completion

Walk through data Referral data

G2. Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level and content area standards. 1

G056529

G2.B1 Lack of a defined structure for common planning time. 2

B142813

G2.B1.S1 Teachers will participate in common lesson planning to develop and deliver standards based instruction in all content areas. 4

S154937

Strategy Rationale

Action Step 1 5

Provide tiered professional development in collaborative structures, formative assessments, differentiated instruction, GRRM, CIS, lesson planning and CCSS.

Person Responsible

Schedule

Evidence of Completion

Meeting/PD sign in sheets Coaches log

Action Step 2 5

Instructional coaches will use data to facilitate common planning to develop rigorous tasks aligned with grade level and content area standards with all teachers.

Person Responsible

Schedule

Evidence of Completion

Sign in sheets Lesson plans Coaching logs Common planning meeting minutes

Action Step 3 5

The implementation and delivery of standards based instruction will be monitored.

Person Responsible

Schedule

Evidence of Completion

Observation Lesson plans Student work Coaching logs

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

Teachers will be participating in common lesson planning to develop and deliver standards based instruction in all content areas.

Person Responsible

Schedule

Evidence of Completion

Common planning meeting calendar Lesson Plans Minutes/Feedback

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

Structured (feedback form includes members in attendance, standards discussed, data, planning and PD that has been addressed) common planning time.

Person Responsible

Schedule

Evidence of Completion

Minutes/Feedback Forms Lesson plans Walk-through data District pacing calendar

G2.B2 Lack of time spent reading and writing in content area classes. 2

B142814

G2.B2.S1 Increase time spent reading and writing in all content area classes. 4

S154938

Strategy Rationale

Action Step 1 5

Implementation of a homeroom reading and writing program aligned to ELA CCSS.

Person Responsible

Schedule

Evidence of Completion

Student writing in response to reading Teacher survey

Action Step 2 5

Provide tiered support with the use of scales and rubrics for writing in all content areas,

Person Responsible

Schedule

Evidence of Completion

Coaching Logs Student work Rubric/Scale Teacher feedback on exemplar work

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

Students reading and writing in all content areas.

Person Responsible

Schedule

Evidence of Completion

Student work posted with feedback Rubric/scale posted Lesson Plan Walk-through

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

More time reading and writing in content areas.

Person Responsible

Schedule

Evidence of Completion

Student work posted with feedback Rubric/scale posted Lesson Plan Walk-through

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	Tiered support provided to implement classroom management structures.	Therrien, Kristy	Coaches log Referral Data	one-time	
G2.B1.S1.A1	Provide tiered professional development in collaborative structures, formative assessments, differentiated instruction, GRRM, CIS, lesson planning and CCSS.		Meeting/PD sign in sheets Coaches log	once	
G2.B2.S1.A1	Implementation of a homeroom reading and writing program aligned to ELA CCSS.		Student writing in response to reading Teacher survey	once	
G1.B1.S1.A2	Cultural proficiency training		Sign in sheets Coaching log	one-time	
G2.B1.S1.A2	Instructional coaches will use data to facilitate common planning to develop rigorous tasks aligned with grade level and content area standards with all teachers.		Sign in sheets Lesson plans Coaching logs Common planning meeting minutes	once	
G2.B2.S1.A2	Provide tiered support with the use of scales and rubrics for writing in all content areas,		Coaching Logs Student work Rubric/ Scale Teacher feedback on exemplar work	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3	The implementation and delivery of standards based instruction will be monitored.		Observation Lesson plans Student work Coaching logs	once	
G1.MA1	Percent of students engaged in respectful and cooperative behaviors will increase		Walk through data Referral data	one-time	
G1.B1.S1.MA1	All teachers implementing the school wide behavior management plan.		Walk through data Referral data	one-time	
G1.B1.S1.MA1	Students engaged in respectful and cooperative behaviors.		Walk-through data Referral data	one-time	
G2.MA1	Students engaged in rigorous tasks.		Performance Matters Data FCAT 2.0 Data EOC Data FAIR Data Write Score Achieve 3000 READ 180 Academy of Reading VMath Student work posted with feedback Rubric/scale posted Lesson Plan Walk-through	once	
G2.B1.S1.MA1	Structured (feedback form includes members in attendance, standards discussed, data, planning and PD that has been addressed) common planning time.		Minutes/ Feedback Forms Lesson plans Walk-through data District pacing calendar	once	
G2.B1.S1.MA1	Teachers will be participating in common lesson planning to develop and deliver standards based instruction in all content areas.		Common planning meeting calendar Lesson Plans Minutes/ Feedback	once	
G2.B2.S1.MA1	More time reading and writing in content areas.		Student work posted with feedback Rubric/scale posted Lesson Plan	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Walk-through		
G2.B2.S1.MA1	Students reading and writing in all content areas.		Student work posted with feedback Rubric/scale posted Lesson Plan Walk-through	once	

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. Student achievement will increase when students are engaged in respectful and cooperative behaviors.

G1.B1 Lack of fidelity of implementation of the school wide behavior plan.

G1.B1.S1 Teachers will consistently plan and implement classroom management structures.

PD Opportunity 1

Tiered support provided to implement classroom management structures.

Facilitator

Christina Harvey

Participants

All instructional staff

Schedule

PD Opportunity 2

Cultural proficiency training

Facilitator

Christina Harvey, Phoenicia Wright

Participants

All instructional staff

Schedule

G2. Student achievement will increase when students are engaged in rigorous tasks that are aligned with grade level and content area standards.

G2.B1 Lack of a defined structure for common planning time.

G2.B1.S1 Teachers will participate in common lesson planning to develop and deliver standards based instruction in all content areas.

PD Opportunity 1

Provide tiered professional development in collaborative structures, formative assessments, differentiated instruction, GRRM, CIS, lesson planning and CCSS.

Facilitator

LLT, Claud Effiom, Dennis Russo, Kristy Therrien, Diane Zitelli, Karen Reed, Meagan Hess, Kathia Roberts, Christina Harvey, Shelli Sorrenson, Alfredo Blanco, Robert Wagner, Jessica Scott

Participants

All instructional staff

Schedule

PD Opportunity 2

Instructional coaches will use data to facilitate common planning to develop rigorous tasks aligned with grade level and content area standards with all teachers.

Facilitator

Karen Reed, Kathia Robers, Meagan Hess, Christina Harvey, Claud Effiom, Kristy Therrien, Diane Zitelli, Dennis Russo, LLT

Participants

All instructional staff

Schedule

PD Opportunity 3

The implementation and delivery of standards based instruction will be monitored.

Facilitator

Karen Reed, Kathia Robers, Meagan Hess, Christina Harvey, Claud Effiom, Kristy Therrien, Diane Zitelli, Dennis Russo

Participants

All instructional staff

Schedule

G2.B2 Lack of time spent reading and writing in content area classes.

G2.B2.S1 Increase time spent reading and writing in all content area classes.

PD Opportunity 1

Implementation of a homeroom reading and writing program aligned to ELA CCSS.

Facilitator

Meagan Hess, Kristy Therrien

Participants

All homeroom teachers

Schedule

PD Opportunity 2

Provide tiered support with the use of scales and rubrics for writing in all content areas,

Facilitator

Karen Reed, Kathia Roberts, Christina Harvey, Claud Effiom, Diane Zitelli, Dennis Russo, Kristy Therrien, Meagan Hess, LLT

Participants

All instructional staff

Schedule

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**