

Vernon Middle School



2014-15 School Improvement Plan

Vernon Middle School

3190 MOSS HILL RD, Vernon, FL 32462

<http://vms.wcsdschools.com>

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

45%

Alternative/ESE Center

No

Charter School

No

Minority

22%

School Grades History

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

School Board Approval

This plan was approved by the Washington County School Board on 11/10/2014.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

- CREATE a supportive environment where learning takes place for all students.
- MOTIVATE & EMPOWER all students to realize their ability to be productive citizens.
- EDUCATE students based on individual needs and prepare all students for college and career readiness.
- CELEBRATE success and learn from our disappointments.

Provide the school's vision statement

As we approach the future, the reality of change has to be addressed. We need to keep and strengthen those aspects that are working, but we also need a pragmatic plan that will address the changes that are a part of our present and future. Vernon Middle School is committed to a relevant, continuously upgraded educational program today to ensure that our students will be successful in the world tomorrow.

School Environment

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

VMS is a small school with a student population below 300 students. Many of the students and staff live within the community and attend community events together. The Students and Staff of VMS participate in community fundraiser and school activities. The VMS staff eat lunch with students and many are sponsors for many of the schools programs.

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

VMS is a small school with a student population below 300 students. Many of the students and staff live within the community and attend community events together. The students and Staff of VMS participate in community fundraiser and school activities. The VMS staff eat lunch with students and many are sponsors for many of the schools programs. The administration and guidance have open-door policies and provide the students and families the opportunity to share pertinent information with the school.

The school has mentoring programs and many activities that lend themselves to many of the students becoming more comfortable with talking with the staff.

VMS provides an anti-bullying program and a zero tolerance for bullying.

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

The schoolwide behavioral system is aligned with the county behavioral system and is displayed in every classroom. The teachers and staff have been trained in the use of Kagan Strategies to keep students engaged in classrooms. The school has implemented the AVID program and the use of Binders schoolwide to keep students focused and organized.

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 a guidance counselor and programs that students participate in to feel apart of the school community. The school is a small school and all teachers and students know each other on a first name basis. The faculty attends extracurricular activities and mentors students on a daily basis. We have a boys to men program, beta, and other extracurricular activities that students join. The teacher eat lunch with students. We have high school student who come and tutor our AVID students.

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

We have the use of progress monitoring and our school's FOCUS system. Our schoolmessenger calls parents on a daily basis when their child is late our not at school. We send out mid-nine weeks progress reports and report cards. We contact parents in regards to grades, attendance and discipline. We mail letters to parent of student who are suspended as well as contact parents in regards to the behaviors.

Teachers are constantly pulling data from DEA, FAIR, and the progress monitor system to monitor student growth and to make improvements in lesson planning in areas of student need through the use of differentiated instruction

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	14	30	41	85
One or more suspensions	8	8	1	17
Course failure in ELA or Math	4	5	0	9
Level 1 on statewide assessment	15	16	18	49

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	6	7	
Students exhibiting two or more indicators	3	5	8

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

The school uses progress monitoring to monitor the progress of students through the use of DEA and FAIR assessments. Teachers monitor student growth through progress monitoring and differentiated instruction.

The RTI process is used when students are referred to guidance/administration as students in need of interventions.

We hold Child Study Team meetings to discuss student attendance, discipline, and academic performance to determine the best plan of action and interventions needed to help student improvement in these areas.

Letters are sent home to students with frequent absences and parent meetings are held to discuss the importance of school attendance. Truancy Court is held once a month to ensure that parents are held accountable for their child's attendance throughout the school year.

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/190265>.

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

Chipola Trio is a mentoring program through Chipola College, which is used to encourage first generation college students who show academic promise of furthering their education.

High School dual enrollment students to tutor middle school in the AVID program.

Partnership with Wal-Mart and community businesses and banks that donate motivational items and school supplies to ensure students have the necessary items for academic success.

Many Churches help with student supplies and clothing to ensure that students have what they need on a daily basis.

During the winter break, an auction is held throughout the whole community to raise money for clothing and school materials for needy Vernon Middle School students and their families.

Students, staff, and community donate/create all the items to be auctioned.

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
Register, Kim	Principal
Barnes, Lora	Assistant Principal
Nelson, Malcolm	Guidance Counselor
Brown, Kimberley	Instructional Coach
Carter, Michele	Instructional Coach
Tyre, Chris	Teacher, K-12
Smith, Tammy	Teacher, K-12
Bare, Holly	Teacher, K-12
Brock, Taura	Teacher, K-12
Johns, Chevonnell	Teacher, K-12
Ballou, Erin	Teacher, K-12
Mims, Willye	Teacher, K-12

Duties

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

The Leadership Team will focus on: How do we implement more rigor in the curriculum that will improve test scores for our students and teachers while moving to Common Core Standards?

The team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The beginning goals of the RtI process will be to evaluate our core curriculum and make sure it is meeting our needs. Efforts will be continued based on evaluations and data from last year's RtI team.

- Every 4.5 weeks each grade level team meets on their students.
- Progress Report and Report Card Grades are discussed
- Academic progress and student behavior is discussed.
- FAIR and Discovery Education Data is used
- Academic Specialist and Data Analyst assist when necessary and provide data information on students
- District Guidance, Academic Specialists and Analyst meetings take place monthly to assist with the needs of the school, teachers and students..

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

- Literacy Nights Parents
- Two Book Fairs Per Year
- Literacy Week Activities

- Accelerated Reading Programs with all grade levels
- DEAR (Drop Everything and Read)
- STAR Testing
- FAIR Test (State based assessments three times per year)
- Discovery Education/ThinkLink Reading (Administered three times per year per)
- Take Your Parent To School Night
- Mandatory 20 minutes of reading homework for all students grades 6-8.
- *AVID Parent Awareness Night
- *School-wide Binders for AVID

Reading, mathematics, writing, and science intervention materials will be implemented to promote achievement within at risk student groups.

Enhanced instructional technology within the classroom will be utilized.

Spring Board curriculum is being used in all 6-8 Language Arts classes to provide more rigor in the curriculum.

Computer Technology classes were implemented in 7th and 8th grades that will better prepare students for high school and Microsoft Certification, improve writing and editing for better scores on FCAT Writing and EOC's.

- Kagan Training
- *AVID Training
- Six Traits of Writing
- Performance Matters Professional Development
- AP College Spring Board Professional Development
- OdysseyWare Training
- CAR-PD/Content Area Reading Professional Development
- Reading Endorsement Component Professional Development
- Common Core Professional Development
- MOBI Training
- STEM/Science Technology Engineering and Math Professional Development
- Text Complexity
- Leadership Training
- Holistic Scoring in Writing Professional Development.
- *AVID Training
- *Differentiated Instruction
- *Instructional Practices for Aligning Curriculum with Florida Standards
- All Homeless students are identified and provided with Free or Reduced Lunch and Breakfast;
- School supplies and book bags are offered to students who have a need.
- LEP, migrant, disabled and homeless student have equal access to school services to meet their needs..
- Safe and Drug Free Schools
- Olweus Bullying Prevention Program
- Cyberbullying Speakers for students.
- Career component taught within 7th and 8th grade Applied Computers I class..
- VMS Track and Connect (Race to the Top) Mentoring of at-risk students one period per week by 5 teachers from VMS
- Mentoring by volunteers take place weekly for several students across the all grade levels
- Take Stock in Children Mentors work with scholarship recipients each month .

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Holly Prescott	Teacher
Kim Register	Principal
Lora Barnes	Teacher
Kristen Dixon	Parent
Katherine Crew	Parent
Tamesha McDonald	Parent
Shane Borges	Parent
Laurie Simmons	Parent
Ashton Hudson	Student
Kyle Wilson	Parent

Duties

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

Evaluation of last year's school improvement plan

The 2013-2014 school improvement plan was discussed with the committee members. Data was provided to show the gains made by the school as compared to the rest of the state. AMO's were not met but gains were made throughout the school. Committee members were pleased with the gains and the changes in the testing for the upcoming year were discussed. Parents were please to see that they can do practice FSA testing with their children.

Development of this school improvement plan

The SAC Team meets a minimum of four times per year and assist the school and administration with local school site policies and procedures, assist with fundraising activities that has the potential to benefit all students on campus, discuss concerns of parents and students on better ways to communicate and partner between school and home, work with parents on the website information and planner information that will assist them in supporting their children at home with school work.

Preparation of the school's annual budget and plan

Last years budget of a remaining balance of \$174.45 will be used to pay for the planners for 2014-2015.

\$1994.50 is the budget that has been given for SAC that the committee will determine what the monies will be used for at later meetings.

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

1. Assist with cost of Reward AR Field Trip and awards. Approximately \$300.00
2. Purchase materials for the cost of completing student planners. \$436.13
3. Assist with the cost for students to attend the state and National Jr. BETA convention. Approximately \$500.00
4. Assist with the cost as needed for End-of-the-Year Academic Award Assemblies by possibly purchasing awards, trophies, certificates and gift cards.

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
Brown, Kimberley	Instructional Coach
Barnes, Lora	Assistant Principal
Register, Kim	Principal
Hall, Tammie	Teacher, K-12
Middlebrooks, Chuck	Teacher, K-12
Watson, Lindsey	Teacher, K-12
Hill, Corine	Teacher, K-12
Williams, Chris	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Plan events to promote literacy and motivate students to read.

- Mandatory 20 minutes of reading homework for all students grades 6-8
- STAR Testing
- Use of AP Spring Board Curriculum grades 6-8
- Accelerated Reading Programs with all grade levels
- Literacy Nights for Parents
- Two Book Fairs Per Year
- Literacy Week Activities

All staff support cause of literacy.

- Mandatory 20 minutes of reading homework for all students grades 6-8
- FAIR Test (State based assessments three times per year)

Common Core

- Accelerated Reading Programs with all grade levels
- Literacy Nights Parents
- Two Book Fairs Per Year
- Literacy Week Activities
- Staff Beta Mentor Program

Encourage writing in all classes.

- *Common Core ELA standards for Content Areas
- *Inclusion of writing responses on lesson assessments

Promote literacy in the home through partnerships with parents.

- Mandatory 20 minutes of reading homework for all students grades 6-8
- STAR Testing
- Accelerated Reading Programs with all grade levels
- Literacy Nights for Parents
- Two Book Fairs Per Year
- Literacy Week Activities

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

Grade level planning periods.

Vertical Teams and Grade Level Team meetings

Committees to handle various duties, such as Veteran's Day, Black History Program, 8th grade Graduation, AR incentives, etc.

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

--Work with local colleges, Chipola State, Gulf Coast State, FSU Panama City to recruit newly graduated teachers and assist them with their internship.

--Recruit only highly qualified teachers

--Always interview in a team of three or more to ensure quality and fit for our campus.

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

Academic Specialists are the appointed mentors for all beginning teachers in Washington County for the 2014-15 school year. Academic Specialists have been chosen to fill this role due to the flexible time nature of the position. It allows for more access for both members than mentor teachers have had in the past. Mentors and mentees will attend district wide meetings to participate in trainings to aid in the mentoring process. Mentor and mentee will meet regularly to discuss successes/needs/concerns and address best practices as identified by the district.

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 teachers went to countywide curriculum alignment meeting where the teachers worked collaboratively to align curriculum at all schools throughout the county to align with common core strategies.

The teachers use the curriculum created and have a daily common board displayed in the room to meet the common core 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

The school uses data to determine the best placement for students to provide the most effective use of differentiated instruction based upon student needs.

We use DEA, FAIR, classroom and state testing information and compare the data through the use of performance matters.

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:

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

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 provide open house for our incoming 6, 7, and 8 grade students. Graduation is provided for the 8th graders that are leaving use to go to the high school. The students attend an orientation in the spring to learn about the courses being offered in the high school and meet the teachers and learn about the programs offered at the high school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

In our Introduction to Computer classes in conjunction with the Guidance Counselor through the use of self interest and ability inventories, career speakers:

We explore with students how they can successfully live and work in a culturally diverse world.

Help students recognize their interests, aptitudes, and abilities, and understand adult roles.

Help students understand the broad scope of work and career possibilities available currently and in the future.

Help students broaden their aspirations beyond the stereotypes of gender, socioeconomic status, and ethnicity.

Integrate vocational and academic education to promote intellectual development, and the acquisition of higher level think and problem-solving skills.

Assist with students' development of social skills, personal values, and self-esteem.

Work with families to support their children's career aspirations..

The Guidance Counselor holds individual as well as group meetings about the selection of courses offered at the high school and online.

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

Math and Science projects are part of the lesson planning of our teachers. The Transformation of Energy Lab incorporated science, math, and language arts; the use of written and oral skills that are present in a variety of occupations. Journalism, Critical Thinking, and STEM classes are offered. In

our Civic classes debates are held. High School Students from the Future Business Leaders of America speak to our students.

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 has a computer technology class where we teach Microsoft office to students, basic typing and email etiquette. This is an introductory course that transitions over to the high school's Microsoft program for industry certification.

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.** Teachers will use orders of instruction to continue standards based teaching. Students will achieve proficiency in all AMO target areas of the FSA ELA and Math assessments. 60% of students in 8th grade will achieve proficiency in FCAT 2.0 Science assessment in 2015.

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. Teachers will use orders of instruction to continue standards based teaching. Students will achieve proficiency in all AMO target areas of the FSA ELA and Math assessments. 60% of students in 8th grade will achieve proficiency in FCAT 2.0 Science assessment in 2015. **1a**

G038765

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	67.0
AMO Reading - African American	49.0
AMO Reading - ED	65.0
AMO Reading - Hispanic	59.0
AMO Reading - SWD	47.0
AMO Math - All Students	59.0
AMO Reading - White	71.0
AMO Math - African American	45.0
AMO Math - ED	57.0
AMO Math - Hispanic	39.0
AMO Math - SWD	41.0
AMO Math - White	63.0
Algebra I EOC Pass Rate	100.0
FCAT 2.0 Science Proficiency	60.0
Middle School Performance in EOC and Industry Certifications	100.0
Middle School Participation in EOC and Industry Certifications	57.0

Resources Available to Support the Goal **2**

- FAIR Assessment, STAR Testing, FAIR data, Ongoing formal/informal classroom assessments, Florida Alternate Assessment, Accelerated Reader
- Performance Matters; DEA assessment
- Science Labs

Targeted Barriers to Achieving the Goal **3**

- Adjustments to instruction and practices to comply with the standards for common core

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

FAIR and DEA data that will be administered 2 times a year

Person Responsible

Kimberley Brown

Schedule

Quarterly, from 9/2/2014 to 4/30/2015

Evidence of Completion

FOCUS (FCAT Data), FAIR Data, Ongoing formal/informal classroom assessments

Plan to Monitor Progress Toward G1. 8

State assessments

Person Responsible

Malcolm Nelson

Schedule

On 4/30/2015

Evidence of Completion

Student achievement on state assessments. VAM 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. Teachers will use orders of instruction to continue standards based teaching. Students will achieve proficiency in all AMO target areas of the FSA ELA and Math assessments. 60% of students in 8th grade will achieve proficiency in FCAT 2.0 Science assessment in 2015. **1**

 G038765

G1.B1 Adjustments to instruction and practices to comply with the standards for common core **2**

 B093133

G1.B1.S1 Teachers will analyze student data to guide classroom instruction and develop differentiated instruction. **4**

 S104121

Strategy Rationale

Action Step 1 **5**

Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction.

Person Responsible

Kimberley Brown

Schedule

Semiannually, from 8/18/2014 to 4/30/2015

Evidence of Completion

FAIR Data, STAR Testing

Action Step 2 5

Writing Strategies

Person Responsible

Taura Brock

Schedule

Semiannually, from 8/18/2014 to 2/27/2015

Evidence of Completion

School-based writing assessment

Action Step 3 5

Differentiated Instruction

Person Responsible

Kimberley Brown

Schedule

On 7/31/2014

Evidence of Completion

Observation and Lesson Plans

Action Step 4 5

SpringBoard

Person Responsible

Kimberley Brown

Schedule

On 8/6/2014

Evidence of Completion

FAIR Data, STAR Testing

Action Step 5 5

AVID

Person Responsible

Lora Barnes

Schedule

Daily, from 7/7/2014 to 6/4/2015

Evidence of Completion

AVID classrooms and Binders used daily with Tutors that come in to provide support to the students and teachers.

Action Step 6 5

Dr. Srpyzka Science- PAEC

Person Responsible

Michele Carter

Schedule

Quarterly, from 8/19/2013 to 4/30/2015

Evidence of Completion

Srpyzka Test

Action Step 7 5

MOBITraining

Person Responsible

Michele Carter

Schedule

On 7/31/2014

Evidence of Completion

Observation

Action Step 8 5

CPalms

Person Responsible

Kimberley Brown

Schedule

On 8/4/2014

Evidence of Completion

Observation, lesson plans, order of instruction, State assessments

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

Classroom walk through, teacher observation, Teacher PD through on-line tutorials, face-to-face follow-up and VAM data

Person Responsible

Kim Register

Schedule

On 6/4/2015

Evidence of Completion

FAIR Data, STAR Testing, VAM Data, DEA, State Assessments - FSA

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

Orders of instruction

Person Responsible

Kimberley Brown

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teachers will use the orders of instruction and meet throughout the year to make adjustments as needed to meet the needs of the students.

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

Teachscape observation and walk-through

Person Responsible

Kim Register

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Use the teachscape evaluation to provide teachers with feedback on classroom instruction.

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

Through the use of classroom walk-through's and teacher observation the teachers will be provided feedback through teachscape online feedback.

Person Responsible

Kim Register


Schedule

On 6/4/2015

Evidence of Completion

FAIR Data, STAR Testing, DEA, FSA.

G1.B1.S2 Teachers will provide ongoing monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary. 4

 S104122

Strategy Rationale

Action Step 1 5

Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction. [copy]

Person Responsible

Kimberley Brown

Schedule

Semiannually, from 8/18/2014 to 4/30/2015

Evidence of Completion

FAIR Data, STAR Testing

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

The students will be monitored through the use of FAIR, DEA, and classroom instruction in all content areas.

Person Responsible

Kimberley Brown

Schedule

Daily, from 8/18/2014 to 4/30/2015

Evidence of Completion

DEA, FAIR, FSA Reading assessment results.

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

classroom walkthrough's; Data analysis, and teacher discussion to ensure that students are receiving the appropriate instruction through the use of differentiated instruction.

Person Responsible

Kimberley Brown


Schedule

On 4/30/2015

Evidence of Completion

DEA, FAIR, FSA assessment results, observations, daily and weekly classroom assessments.

G1.B1.S3 Continue teacher professional development based on student and teacher made assessments. 4

 S104123

Strategy Rationale

Action Step 1 5

Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction. [copy]

Person Responsible

Kimberley Brown

Schedule

Semiannually, from 8/18/2014 to 4/30/2015

Evidence of Completion

FAIR Data, STAR Testing

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S4 Continue to provide scientific research based reading strategies for all students in reading. 4

 S104124

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

FAIR Data, STAR Testing

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 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	Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction.	Brown, Kimberley	8/18/2014	FAIR Data, STAR Testing	4/30/2015 semiannually
G1.B1.S4.A1	[no content entered]		FAIR Data, STAR Testing	one-time	
G1.B1.S2.A1	Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction. [copy]	Brown, Kimberley	8/18/2014	FAIR Data, STAR Testing	4/30/2015 semiannually
G1.B1.S3.A1	Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction. [copy]	Brown, Kimberley	8/18/2014	FAIR Data, STAR Testing	4/30/2015 semiannually
G1.B1.S1.A2	Writing Strategies	Brock, Taura	8/18/2014	School-based writing assessment	2/27/2015 semiannually
G1.B1.S1.A3	Differentiated Instruction	Brown, Kimberley	7/30/2014	Observation and Lesson Plans	7/31/2014 one-time
G1.B1.S1.A4	SpringBoard	Brown, Kimberley	8/6/2014	FAIR Data, STAR Testing	8/6/2014 one-time
G1.B1.S1.A5	AVID	Barnes, Lora	7/7/2014	AVID classrooms and Binders used daily with Tutors that come in to provide support to the students and teachers.	6/4/2015 daily
G1.B1.S1.A6	Dr. Spryzka Science- PAEC	Carter, Michele	8/19/2013	Spryzka Test	4/30/2015 quarterly
G1.B1.S1.A7	MOBITraining	Carter, Michele	7/30/2014	Observation	7/31/2014 one-time
G1.B1.S1.A8	CPalms	Brown, Kimberley	8/4/2014	Observation, lesson plans, order of instruction, State assessments	8/4/2014 one-time
G1.MA1	FAIR and DEA data that will be administered 2 times a year	Brown, Kimberley	9/2/2014	FOCUS (FCAT Data), FAIR Data, Ongoing formal/informal classroom assessments	4/30/2015 quarterly
G1.MA2	State assessments	Nelson, Malcolm	2/2/2015	Student achievement on state assessments. VAM data.	4/30/2015 one-time
G1.B1.S1.MA1	Through the use of classroom walk-through's and teacher observation the teachers will be provided feedback through teachscape online feedback.	Register, Kim	8/18/2014	FAIR Data, STAR Testing, DEA, FSA.	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Classroom walk through, teacher observation, Teacher PD through on-line tutorials, face-to-face follow-up and VAM data	Register, Kim	8/18/2014	FAIR Data, STAR Testing, VAM Data, DEA, State Assessments - FSA	6/4/2015 one-time
G1.B1.S1.MA3	Orders of instruction	Brown, Kimberley	8/18/2014	Teachers will use the orders of instruction and meet throughout the year to make adjustments as needed to meet the needs of the students.	6/3/2015 daily
G1.B1.S1.MA4	Teachscape observation and walk-through	Register, Kim	8/18/2014	Use the teachscape evaluation to provide teachers with feedback on classroom instruction.	6/3/2015 weekly
G1.B1.S2.MA1	classroom walkthrough's; Data analysis, and teacher discussion to ensure that students are receiving the appropriate instruction through the use of differentiated instruction.	Brown, Kimberley	8/18/2014	DEA, FAIR, FSA assessment results, observations, daily and weekly classroom assessments.	4/30/2015 one-time
G1.B1.S2.MA1	The students will be monitored through the use of FAIR, DEA, and classroom instruction in all content areas.	Brown, Kimberley	8/18/2014	DEA, FAIR, FSA Reading assessment results.	4/30/2015 daily
G1.B1.S3.MA1	[no content entered]			once	
G1.B1.S3.MA1	[no content entered]			once	
G1.B1.S4.MA1	[no content entered]			once	
G1.B1.S4.MA1	[no content entered]			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 Opportunities

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

G1. Teachers will use orders of instruction to continue standards based teaching. Students will achieve proficiency in all AMO target areas of the FSA ELA and Math assessments. 60% of students in 8th grade will achieve proficiency in FCAT 2.0 Science assessment in 2015.

G1.B1 Adjustments to instruction and practices to comply with the standards for common core

G1.B1.S1 Teachers will analyze student data to guide classroom instruction and develop differentiated instruction.

PD Opportunity 1

Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction.

Facilitator

Kim Brown

Participants

Taura Brock, Willye Mims, Erin Bailou, Chuck Middlebrooks, Corrine Hill

Schedule

Semiannually, from 8/18/2014 to 4/30/2015

PD Opportunity 2

Writing Strategies

Facilitator

Janet Allen / Springboard Staff

Participants

Taura Brock, Chuck Middlebrooks, Corrine Hill, Erin Baillou, Willye Mims, Chris Williams

Schedule

Semiannually, from 8/18/2014 to 2/27/2015

PD Opportunity 3

Differentiated Instruction

Facilitator

PAEC staff

Participants

Tami Parish Kim Brown

Schedule

On 7/31/2014

PD Opportunity 4

SpringBoard

Facilitator

College Board

Participants

Taura Brock, Erin Ballou, Corrine Hill, Chuck Middlebrooks, Kimberley Brown

Schedule

On 8/6/2014

PD Opportunity 5

AVID

Facilitator

College Board

Participants

Kimberly Register, Principal; Lora, Assistant Principal; Chris Tyre; Taura Brock; Chevonell Johns; Holly Prescott; Tammy Smith; Willye Mims; Erin Baillou

Schedule

Daily, from 7/7/2014 to 6/4/2015

PD Opportunity 6

Dr. Srpyzka Science- PAEC

Facilitator

Dr. Srpyzka

Participants

Michele Carter, Holly Prescott, Merle Bonner, Debra Shoen

Schedule

Quarterly, from 8/19/2013 to 4/30/2015

PD Opportunity 7

MOBITraining

Facilitator

Sarah Lowry

Participants

Taura Brock, Corrine Hill, Willye Mims, Chuck Middlebrooks, Holly Prescott, Tammy Smith, Debra Schoen

Schedule

On 7/31/2014

PD Opportunity 8

CPalms

Facilitator

Glenna - PAEC

Participants

all instruction and administrative staff

Schedule

On 8/4/2014

G1.B1.S2 Teachers will provide ongoing monitoring to evaluate student achievement throughout the school and adjust curriculum as necessary.

PD Opportunity 1

Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction. [copy]

Facilitator

Kim Brown

Participants

Taura Brock, Willye Mims, Erin Bailou, Chuck Middlebrooks, Corrine Hill

Schedule

Semiannually, from 8/18/2014 to 4/30/2015

G1.B1.S3 Continue teacher professional development based on student and teacher made assessments.

PD Opportunity 1

Teacher will use performance matters to collect data from State performance, DEA and FAIR to guide classroom instruction. [copy]

Facilitator

Kim Brown

Participants

Taura Brock, Willye Mims, Erin Bailou, Chuck Middlebrooks, Corrine Hill

Schedule

Semiannually, from 8/18/2014 to 4/30/2015

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: Teachers will use orders of instruction to continue standards based teaching. Students will achieve proficiency in all AMO target areas of the FSA ELA and Math assessments. 60% of students in 8th grade will achieve proficiency in FCAT 2.0 Science assessment in 2015.	18,000
Grand Total	18,000

Goal 1: Teachers will use orders of instruction to continue standards based teaching. Students will achieve proficiency in all AMO target areas of the FSA ELA and Math assessments. 60% of students in 8th grade will achieve proficiency in FCAT 2.0 Science assessment in 2015.

Description	Source	Total
B1.S1.A1	Title I Part A	3,000
B1.S1.A2	Title I Part A	1,000
B1.S1.A3	Title I Part A	2,000
B1.S1.A4	Title I Part A	2,000
B1.S1.A5	Title II	2,000
B1.S1.A6	Title II	2,000
B1.S1.A7	Title II	2,000
B1.S1.A8	Title I Part A	1,000
B1.S3.A1	Title I Part A	3,000
Total Goal 1		18,000