

Mattie V Rutherford Alt Ed Center



2014-15 School Improvement Plan

Mattie V Rutherford Alt Ed Center

1514 HUBBARD ST, Jacksonville, FL 32206

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Mattie V. Rutherford Alternative Middle School is to provide our students with a holistic and supportive educational experience. We are committed to helping our students achieve the highest level of academic behavioral, and socio-emotional functioning.

Provide the school's vision statement

Students will leave Mattie V. Rutherford with the capacity to be successful in any middle or high school.

School Environment

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

The school learns about students' cultures and build relationships through various methods. The methods consists of reviewing learning inventory sheets, parent conferences, teacher/student data chats, reviewing IEP's, referring student to guidance counselors and support organizations for counseling, mentoring and tutoring.

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

The school provides a safe and respected for all students by establishing a set of school-wide rituals and routines before school, during school and after school. The school's Foundations Teams met several times to set and establish these rituals and routines. The principal and assistant principal monitors these procedures to ensure they remain constant and fair for all students. We have developed a school safety plan and along with code procedures to ensure the safety of all students in any situation. Also, as an alternative education center, students are searched each morning and only allowed to bring approved items outlined by the district. All rituals and routines are designed to maximize students academic potential while attending Mattie V. Rutherford Middle School.

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

Mattie V. Rutherford Middle School instructors are utilizing the "CHAMPS" classroom management program to minimize distractions in order to maximize students learning. The "Foundations Team" have set and established school-wide rituals and routines to minimize school distractions that are clear and fair to all students. All instructors have been through "CHAMPS" training and school-based administration trained school personnel on the implementation of the school-wide rituals and routines. The administrative team consistently monitors the implementation of all school-wide procedures.

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

Ours students social-emotional needs are being met through counseling and mentor services provided by the schools guidance department and outside organizations such as Project Success,

River Region and Full Service. District level social workers are also providing services to student to meet their social-emotional needs.

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

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	20	29	10	59
One or more suspensions	77	82	35	194
Course failure in ELA or Math	34	27	15	76
Level 1 on statewide assessment	36	44	34	114

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	39	47	35	121

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

*Parent Conference - Parent conferences are held when students are not performing well academically or demonstrating behavioral issues that hinders their academic success. Parent conferences are scheduled on a weekly basis as need.

*Provide support programs and mentors - Students are referred to support programs and mentors such as Project Success, River Region, we demonstrating low performance academically, poor attendance or displaying behaviors that hinder their academic success. Students are referred by the principal and assistant principal on a daily basis.

*Refer students to Guidance Services -Students are referred to guidance services we demonstrating low performance academically, poor attendance ore displaying behaviors that hinder their academic success. Students are referred by the principal, assistant principal and teachers on a daily basis.

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/48645>.

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

All stakeholders at Mattie V. Rutherford assist in building relationships with the community and securing resources by soliciting volunteers, mentors, community organizations, support organizations and business partners. All of these organizations and community groups can provide additional resources needed to increase students' academic achievement. These resources are sustain by keeping all stakeholders well informed about MVR and education reform, inviting them to SAC, PTSA, parent activities and school functions.

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
Nesmith, Maurice	Principal
Hall, Sheketta	Teacher, K-12
Albright, Jayne	Teacher, K-12
L'Heureux, Constello	Teacher, K-12
Robinson, Carla	Teacher, K-12
Owens, Latonya	Teacher, ESE
Garceau, Elyce	Guidance Counselor
McQueen, Marvin	Assistant Principal

Duties

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

Dr. Marvin McQueen, Assistant Principal will manage the discipline process for students, facilitate the foundations team, conduct emergency and safety drills and training for teachers and will be the liaison for ELA/Reading and Social Study department.

Ms. Shaketta Hall, 8th grade math instructor and the math department head. She will distribute

instructional materials and information to the math department. She will facilitate department meetings, provide professional development and assist with analyzing data to other math instructors. Ms. Carla Robinson is a 7th grade math instructor and science department head. She will distribute instructional materials and information to the science department. She will facilitate department meetings, provide professional development and assist with analyzing data to other science instructors.

Ms. Constello L'Heureux is an 8th grade social studies instructor and social studies department head. She will distribute instructional materials and information to the social studies department. She will facilitate department meetings, provide professional development and assist with analyzing data to other social studies instructors.

Ms. Janye Albright is a 7th grade Language Arts and Reading instructor department head. She will distribute instructional materials and information to the Language Arts and Reading department. She will facilitate department meetings, provide professional development and assist with analyzing data to other Language Arts and Reading instructors.

Ms. Latanya Owens is an ESE support facilitator that provides support services to students in math and science. She will provide instructors with data points and effective strategies to meet the needs of students with disabilities.

Ms. Elyce Garceau is the Guidance department chairperson. She provide guidance services to students, and disseminate guidance information to both faculty 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

The MTSS Team will employ the following problem solving process:

(Team Members: Maurice NeSmith-Principal, Marvin McQueen-Assistant Principal, Kacy Kelly -ELA Instructore, Shaketta Hall - Math Instructor, Carla Robinson - Science Instructor, Latonya Owens - ESE Instructor, Elyce Garceau - Guidance Counselor)

* Define the student's challenges.

*Gather facts and data.

* Generate and evaluate alternative solutions.

* Implement and monitor the most effective solutions determined by the team.

Title 1, Part A - used to fund instructional positons and parent involvement activities. Title X- Homeless the District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for student identified as homeless under the McKinney-Vento act to eliminate barriers for a free and appropriate education. Supplemental Academic Instruction (SAI) - used to fund instructional positions. Mattie V. Rutherford Alternative Middle School participates in the Community Eligibility Option (CEO) program which provides healthy breakfast and lunches each day at no charge for all students attending our school.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Maurice NeSmith	Principal
Latonya Owens	Teacher
Stacy Williams	Parent
Constello L'Heuruex	Teacher
Tonya Jackson	Business/Community
Tammy Arias	Parent
Alzonia Mayberry	Business/Community
Jannette Watkins	Education Support Employee

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

During the our monthly SAC meeting on September 9, 2014, the principal along with school-based personnel and SAC members reviewed the 2013-2014 school improvement plan. While reviewing last year's school improvement plan, we discussed the goals that were met, what strategies worked effectively and analyzed our barriers. After discussing the previous year plan, committee members were able identify new goals, provide additional or eliminate strategies to improve the students academically and socially at Mattie V. Rutherford Middle School.

Development of this school improvement plan

A SAC meeting was held at the beginning of the year in September to discuss last year's School Improvement Plan (SIP) and begin to develop the SIP for the 2014-2015 school year. After the first meeting, SAC members will be provided a draft of the SIP developed by school-based personnel with input from the committee members by email. SAC members will have the opportunity to review the plan and send suggestions to the principal by email or bring them to the next SAC meeting. At this meeting, the plan was discussed and changes were made collectively.

Preparation of the school's annual budget and plan

During the monthly SAC meeting, academic updates are discussed for each content area. During this portion of the meeting, we discussed what teachers and students need to be successful mastering the new "Florida State Standards". It's was determined that teachers and students need additional resources and supplemental materials to increase their knowledge and ability to master the new standards.

ELA/Reading Florida State Standards Resource Materials - \$250

Math Florida State Standards Resource Materials - \$250

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

Funds were used for supplemental instructional materials and resources for teachers and students.

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
Albright, Jayne	Teacher, K-12
Nesmith, Maurice	Principal
McQueen, Marvin	Assistant Principal
Barnes, Laroda	Teacher, K-12
Wynn-Wilcox, Suzetta	Teacher, ESE
Garceau, Elyce	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Every Mattie V. Rutherford teacher promotes literacy and contributes to the reading improvement of all students. Regardless of the subject matter, teachers understand that core literacy is essential to students academic success. It is important to provide time for student to read, think and discuss their reading. Daily reading and writing is expected in all core classes.

Teachers will be provided Professional Development opportunities on researched based literacy practices and strategies that teachers will implement within their classrooms to support student improvement in reading. Some of the strategies that will be implemented to improve students reading are selective underling, writing in the margins, and text coding to interact with text and Cornell note taking. Several writing strategies will be implemented such as Statement, Reason and Evidence (SRE) for short and extended responses and Identify, Verb, Finding (IVF). Writing rubrics will be utilized to effectively assess students comprehension of the text.

Also, quarterly themes that will engage the students in the reading and writing process by allowing them to synthesize, compare and contrast information.

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

The master schedule is designed for teachers to collaborate and plan during their planning period with their content area teachers. Teachers are able to plan lessons together, discuss strategies and best practices to improve student achievement. Also, during planning time and early release days, teachers will be provided additional professional development opportunities that all them the enhance their craft further build a positive working relationship.

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

The principal will notify the Human Resource Department to recruit qualified teachers to fill vacancies. The principal, assistant principal and professional development facilitator will provide on-going school-wide and content area professional development for novice and experienced teachers. Mentors will be assigned to novice teachers. The mentors will meet with the novice teacher on a regular basis to provide support to assist with content strategies, classroom management, completion of MINT requirements.

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

Novice teachers are paired with an experience teacher at the beginning of the year. The novice teacher meets with the experienced teacher bi-weekly to discuss any areas of improvement. The experience teacher observe a lesson taught by the novice teacher, and provide timely feedback. The following activities are available for the novice teachers: CHAMPs training, Writing Effective Lesson Plans, Aligning the Standards with the Curriculum.

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

Mattie V. Rutherford ensures instructional programs and materials are aligned to Florida Standards by utilizing the district's Learning Guides that was developed by district content specialists that are aligned with the Florida Standards. All district supplied and supplemental materials are Common Core/Florida Standard specific.

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

Multiple data points will be utilized to differentiate instruction to meet the need of students. Data points used will be 2013-2014, FCAT data, Curriculum Guide Assessment Data (all subjects), Achieve 3000, DAR Reading Assessment, Digits (Math data) will be utilized to diagnose student deficiencies and plan instruction based on need. These multiple data sets will allow teachers to gain a deeper understanding of the cognitive ability of their students. Teachers will be able to provide Tier 1, Tier 2 or Tier 3 instruction to overcome the of their students.

For Tier 1 instruction, teachers will utilize the district adopted curriculum, novel sets and use the district generated Learning Guides for all core subjects.

For Tier 2 instruction, teachers will use Tier 1 instructional interventions, scheduled in Enrichment Reading and Math classes along with supplemental materials for the following content areas: Reading - Achieve 3000, Math - Carnegie Math Curriculum and I-Ready.

For Tier 3 instruction teachers will use Tier 1 and Tier 2 instructional interventions along with small group instruction, one on one instruction with instructor or support personnel, SRA corrective reading material and reflex for mathematics.

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: 0

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nesmith, Maurice, nesmithm@duvalschools.org

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

N/A

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Each student and parent upon enrollment meets with the guidance counselor to review the students' academic history and to determine the most appropriate course schedule. In the Social Studies courses the students complete a career planning survey to determine career path interest.

College and Career Readiness

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

N/A

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

All students are enrolled in Peer Counseling and Law Studies courses that will aid in more productive decision making skills, which will allow them to make them appropriate and relevant choices in the future.

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

All students are taking Law Studies along with their social studies classes. Technology intergration is embedded within the core curriculum.

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will utilize data points to differentiate instruction in order to meet the needs of all students.
- G2.** Teachers will deepen their knowledge and understanding of new Florida State Standards to increase the rigor by developing higher order questioning during instruction and design rigorous and engaging lessons.
- G3.** Teachers will implement Gradual Release Model of Instruction to improve students understanding and proficiency of the Florida State 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. All teachers will utilize data points to differentiate instruction in order to meet the needs of all students.

1a

G040806

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	10.0
FSA - English Language Arts - Proficiency Rate	25.0
FCAT 2.0 Science Proficiency	21.0
Highly Effective Teachers (Performance Rating)	50.0
Effective Teachers (Performance Rating)	50.0
Attendance Below 90% Grade 06	10.0
Attendance Below 90% Grade 07	10.0
Attendance Below 90% Grade 08	10.0
1+ Suspensions Grade 06	5.0
1+ Suspensions Grade 07	5.0
1+ Suspensions Grade 08	5.0
Level 1 - Grade 06	50.0
Level 1 - Grade 07	50.0
Level 1 - Grade 08	50.0

Resources Available to Support the Goal 2

- Technology - Carnegie, Achieve 3000, Digits, Reflex Supplemental texts and articles Item specifications Performance matters

Targeted Barriers to Achieving the Goal 3

- Lack of crafting a plan to conduct rotations, small group instruction and one-on-one instruction.
- Lack of understanding how to navigate and pull data using the new data management tool "Performance Matters"

Plan to Monitor Progress Toward G1. 8

Multiple assessment data. (Teacher made, CGA, Achieve 3000, Carnegie, Digits, etc)

Person Responsible

Maurice Nesmith

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Multiple assessment data, Score Sheets

G2. Teachers will deepen their knowledge and understanding of new Florida State Standards to increase the rigor by developing higher order questioning during instruction and design rigorous and engaging lessons. **1a**

G040804

Targets Supported **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	10.0
FSA - English Language Arts - Proficiency Rate	25.0
FCAT 2.0 Science Proficiency	21.0
Highly Effective Teachers (Performance Rating)	50.0
Effective Teachers (Performance Rating)	50.0
Attendance Below 90% Grade 06	10.0
Attendance Below 90% Grade 07	10.0
Attendance Below 90% Grade 08	10.0
Level 1 - Grade 06	50.0
Level 1 - Grade 07	50.0
Level 1 - Grade 08	50.0

Resources Available to Support the Goal **2**

- Florida State Standards District Approved Text Books District Coaches Webb's Depth of Knowledge (WDOK) Florida State Standards Item Specs. Common Planning Professional Development

Targeted Barriers to Achieving the Goal **3**

- Lack of teacher knowledge of the expectation of the Florida State Standards, higher-order questioning, pacing of less and sufficient time.

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

CGA Data, Achieve 3000, Carnegie, Digits

Person Responsible

Marvin McQueen

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Student work samples and assessment data

G3. Teachers will implement Gradual Release Model of Instruction to improve students understanding and proficiency of the Florida State Standards. 1a

G040803

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	10.0
FSA - English Language Arts - Proficiency Rate	25.0
FCAT 2.0 Science Proficiency	21.0
Highly Effective Teachers (Performance Rating)	50.0
Effective Teachers (Performance Rating)	50.0
Level 1 - Grade 06	50.0
Level 1 - Grade 07	50.0
Level 1 - Grade 08	50.0

Resources Available to Support the Goal 2

- Common Planning Curriculum Guides District Coaches ESE Teachers Test Item Specs. Technology

Targeted Barriers to Achieving the Goal 3

- Lack of teacher understanding of the Gradual Release Model and implementation

Plan to Monitor Progress Toward G3. 8

Multiple assessment data will be collect to monitor the progress of the goal. (CGA, Achieve 3000, Digits, Carnegie, Exit Slips, student work samples)

Person Responsible

Maurice Nesmith

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Student work samples and assessment results from multiple assessments in all content areas.

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. All teachers will utilize data points to differentiate instruction in order to meet the needs of all students. **1**

 G040806

G1.B1 Lack of crafting a plan to conduct rotations, small group instruction and one-on-one instruction. **2**

 B098842

G1.B1.S1 Provide professional development on analyzing assessment data and create effective lesson plans to incorporate differentiated instruction. **4**

 S110195

Strategy Rationale

Teachers must differentiated instruction to meet the individual academic needs for all students.

Action Step 1 **5**

Provide professional development on a monthly basis to all teachers.

Person Responsible

Maurice Nesmith

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Agendas, Observations, lesson plans

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

Effective lesson planning with that illustrate DI based on data points.

Person Responsible

Maurice Nesmith

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Observations, flexible grouping and lesson plans

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

Increased student performance mastering Florida State Standards

Person Responsible

Maurice Nesmith


Schedule

Monthly, from 8/28/2014 to 6/5/2015


Evidence of Completion

Increased performance on multiple assessments (CGA, Achieve 3000, Carnegie, Digits)

G1.B2 Lack of understanding how to navigate and pull data using the new data management tool "Performance Matters" **2**

 B098843

G1.B2.S1 Professional development training on Performance Matters will be provided to all teachers. **4**

 S110200

Strategy Rationale

Teachers must understand how to navigate through the data management system in order retrieve student data to design DI lessons for students based on data.

Action Step 1 **5**

Schedule Performance Matters professional development training with district personnel.

Person Responsible

Maurice Nesmith

Schedule

Quarterly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Agendas, Sign-In Sheet, Training Materials

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

Meet with teachers on a quarterly basis to discuss student data.

Person Responsible

Maurice Nesmith

Schedule

On 6/5/2015

Evidence of Completion

Assessment results from Performance Matters

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

Review and analyze multiple assessment data.

Person Responsible

Maurice Nesmith


Schedule

Quarterly, from 9/2/2014 to 6/5/2015


Evidence of Completion

Performance Matter Data Sheets and Score Reports


G2. Teachers will deepen their knowledge and understanding of new Florida State Standards to increase the rigor by developing higher order questioning during instruction and design rigorous and engaging lessons. 1

 G040804

G2.B1 Lack of teacher knowledge of the expectation of the Florida State Standards, higher-order questioning, pacing of less and sufficient time. 2

 B099267

G2.B1.S1 Provide professional development and training on a) unpacking and analyzing the Florida State Standards, PD on Higher Order Questioning using WDOK, and pace of lesson. 4

 S110580

Strategy Rationale

Teachers must understand the complexity level of each standard, what probing questions to ask for Checking for Understanding and leading students to mastery of standards.

Action Step 1 5

Professional development will be provided by district coaches on Higher-Order questioning, unpacking standards and pacing of lesson.

Person Responsible

Marvin McQueen

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Agendas, lesson plans, classroom observations

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

This process will be monitored by minutes from professional development sessions, classroom observations for implementation and reviewing student work samples.

Person Responsible

Marvin McQueen

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Classroom Observations with Feedback, Sign-In Sheets, Agendas

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

Student participation, articulation and performance

Person Responsible

Maurice Nesmith

Schedule

Biweekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Student discussions, student work samples, journals, exit slips and assessment data.

G3. Teachers will implement Gradual Release Model of Instruction to improve students understanding and proficiency of the Florida State Standards. 1

G040803

G3.B1 Lack of teacher understanding of the Gradual Release Model and implementation 2

B099558

G3.B1.S1 Provide professional development and common planning opportunities on the Gradual Release Model of Instruction 4

S110856

Strategy Rationale

Teachers must understand how to release the responsibility to the students.

Action Step 1 5

Provide teachers professional development on the Gradual Release model during common planning and support via district content coaches.

Person Responsible

Maurice Nesmith

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Agenda, PD sign-sheets, PD information, Classroom Observations

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

Administration will conduct classroom observations to observe implementation attend professional development training sessions.

Person Responsible

Maurice Nesmith

Schedule

On 6/5/2015

Evidence of Completion

Classroom Walk-Throughs and Lesson Plans

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

Seamless implementation of Gradual Release Model that will increase the number of students working independently and demonstrating proficiency on Florida State Standards.

Person Responsible

Maurice Nesmith

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Observations, feedback forms and student data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide professional development on a monthly basis to all teachers.	Nesmith, Maurice	8/25/2014	Agendas, Observations, lesson plans	6/5/2015 monthly
G1.B2.S1.A1	Schedule Performance Matters professional development training with district personnel.	Nesmith, Maurice	9/2/2014	Agendas, Sign-In Sheet, Training Materials	6/5/2015 quarterly
G2.B1.S1.A1	Professional development will be provided by district coaches on Higher-Order questioning, unpacking standards and pacing of lesson.	McQueen, Marvin	9/2/2014	Agendas, lesson plans, classroom observations	6/5/2015 monthly
G3.B1.S1.A1	Provide teachers professional development on the Gradual Release model during common planning and support via district content coaches.	Nesmith, Maurice	9/2/2014	Agenda, PD sign-sheets, PD information, Classroom Observations	6/5/2015 monthly
G1.MA1	Multiple assessment data. (Teacher made, CGA, Achieve 3000, Carnegie, Digits, etc)	Nesmith, Maurice	8/25/2014	Multiple assessment data, Score Sheets	6/5/2015 monthly
G1.B1.S1.MA1	Increased student performance mastering Florida State Standards	Nesmith, Maurice	8/28/2014	Increased performance on multiple assessments (CGA, Achieve 3000, Carnegie, Digits)	6/5/2015 monthly
G1.B1.S1.MA1	Effective lesson planning with that illustrate DI based on data points.	Nesmith, Maurice	8/25/2014	Observations, flexible grouping and lesson plans	6/5/2015 monthly
G1.B2.S1.MA1	Review and analyze multiple assessment data.	Nesmith, Maurice	9/2/2014	Performance Matter Data Sheets and Score Reports	6/5/2015 quarterly
G1.B2.S1.MA1	Meet with teachers on a quarterly basis to discuss student data.	Nesmith, Maurice	9/2/2014	Assessment results from Performance Matters	6/5/2015 one-time
G2.MA1	CGA Data, Achieve 3000, Carnegie, Digits	McQueen, Marvin	9/2/2014	Student work samples and assessment data	6/5/2015 monthly
G2.B1.S1.MA1	Student participation, articulation and performance	Nesmith, Maurice	9/2/2014	Student discussions, student work samples, journals, exit slips and assessment data.	6/5/2015 biweekly
G2.B1.S1.MA1	This process with monitored by minutes from professional development sessions, classroom observations for implementation and reviewing student work samples.	McQueen, Marvin	9/2/2014	Lesson Plans, Classroom Observations with Feedback, Sign-In Sheets, Agendas	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Multiple assessment data will be collect to monitor the progress of the goal. (CGA, Achieve 3000, Digits, Carnegie, Exit Slips, student work samples)	Nesmith, Maurice	9/2/2014	Student work samples and assessment results from multiple assessments in all content areas.	6/5/2015 monthly
G3.B1.S1.MA1	Seamless implementation of Gradual Release Model that will increase the number of students working independently and demonstrating proficiency on Florida State Standards.	Nesmith, Maurice	9/2/2014	Observations, feedback forms and student data	6/5/2015 monthly
G3.B1.S1.MA1	Administration will conduct classroom observations to observe implementation attend professional development training sessions.	Nesmith, Maurice	9/2/2014	Classroom Walk-Throughs and Lesson Plans	6/5/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will utilize data points to differentiate instruction in order to meet the needs of all students.

G1.B1 Lack of crafting a plan to conduct rotations, small group instruction and one-on-one instruction.

G1.B1.S1 Provide professional development on analyzing assessment data and create effective lesson plans to incorporate differentiated instruction.

PD Opportunity 1

Provide professional development on a monthly basis to all teachers.

Facilitator

Ronaldo Crespo (District Data Specialist)

Participants

Teachers and Administrators

Schedule

Monthly, from 8/25/2014 to 6/5/2015

G1.B2 Lack of understanding how to navigate and pull data using the new data management tool "Performance Matters"

G1.B2.S1 Professional development training on Performance Matters will be provided to all teachers.

PD Opportunity 1

Schedule Performance Matters professional development training with district personnel.

Facilitator

Ronaldo Crespo (Data Specialist)

Participants

Teachers and Administrators

Schedule

Quarterly, from 9/2/2014 to 6/5/2015

G2. Teachers will deepen their knowledge and understanding of new Florida State Standards to increase the rigor by developing higher order questioning during instruction and design rigorous and engaging lessons.

G2.B1 Lack of teacher knowledge of the expectation of the Florida State Standards, higher-order questioning, pacing of less and sufficient time.

G2.B1.S1 Provide professional development and training on a) unpacking and analyzing the Florida State Standards, PD on Higher Order Questioning using WDOK, and pace of lesson.

PD Opportunity 1

Professional development will be provided by district coaches on Higher-Order questioning, unpacking standards and pacing of lesson.

Facilitator

District Directors and Specialists in all Content Areas and School Based Administrators

Participants

Teachers, Paraprofessionals and Administration

Schedule

Monthly, from 9/2/2014 to 6/5/2015

G3. Teachers will implement Gradual Release Model of Instruction to improve students understanding and proficiency of the Florida State Standards.

G3.B1 Lack of teacher understanding of the Gradual Release Model and implementation

G3.B1.S1 Provide professional development and common planning opportunities on the Gradual Release Model of Instruction

PD Opportunity 1

Provide teachers professional development on the Gradual Release model during common planning and support via district content coaches.

Facilitator

District Directors, Specialists and School-Based Administration

Participants

Teachers and Administrators

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 2: Teachers will deepen their knowledge and understanding of new Florida State Standards to increase the rigor by developing higher order questioning during instruction and design rigorous and engaging lessons.	500
Grand Total	500

Goal 2: Teachers will deepen their knowledge and understanding of new Florida State Standards to increase the rigor by developing higher order questioning during instruction and design rigorous and engaging lessons.		
Description	Source	Total
B1.S1.A1 - Supplemental Florida State Standards materials in Reading and Mathematics.	School Improvement Funds	500
Total Goal 2		500