Dr. David L. Anderson Middle School

2014-15 School Improvement Plan

Dr. David L. Anderson Middle School

7000 SE ATLANTIC RIDGE DR, Stuart, FL 34997

dlams.sbmc.org

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	55%

Alternative/ESE Center	Charter School	Minority
No	No	42%

School Grades History

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

School Board Approval

This plan was approved by the Martin County School Board on 10/21/2014.

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	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Dr. David L. Anderson Middle School, in partnership with family and community, is to equip students with the problem solving skills and knowledge necessary to become responsible and productive citizens through collaborative, authentic and engaging learning experiences that go beyond the traditional approach of learning in an orderly, trusting, positive, caring, and safe environment.

Provide the school's vision statement

Where learning has no boundaries; realizing our potential is limitless.

School Environment

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

The school has fostered an environment that respects various cultures by implementing a "Heritage Club". This voluntary club allows an opportunity for all members to share the unique features of their individual backgrounds. A school-wide activity includes a parent night, where community members are invited to participate in a social event that highlights the differences in various cultures. These events help create and foster open lines of communication between families, the community and the school.
In addition, the school participates in various cultural awareness activities such as "Black History Month", "Hispanic Heritage", and "Cultural Awareness".

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

Students are made aware of the school-wide expectations for behavior, including the anti-bullying policy which was explained by the administrators in each class and is posted on the school website. Before, during and after school hours, school personnel including administrators, teachers, staff and school resource officer, monitor the campus to ensure student safety. Students are encouraged to complete incident reports if they witness an incident or feel uncomfortable. The campus is secured by a single point of entry.
In addition, AMS encourages positive and safe behaviors by rewarding students with "Stallion Dollars" through the PBIS program. Students are reminded of the desired behaviors by the acronym "CARE": Care for others, Acting responsibly, Respect, and Everyone matters.

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

All students and parents were given a Policy Awareness overview that explained the guidelines and expectations at the school. All teachers received Professional Develop on the school-wide policies and how to implement an effective discipline plan.
Anderson Middle School has an active Positive Behavioral Intervention and Support (PBIS) program. The PBIS team provides clear and concise expectations for student behavior. Included in the program

are rewards for positive behavior (Stallion Dollars) and consequences for inappropriate behavior. The PBIS team promotes and encourages appropriate behaviors so that the school's learning environment can function effectively.

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 implemented a mentoring program that matches students with an adult mentor on the campus. These mentors are guided by a handbook that provides a structure for the mentorship which includes setting and tracking goals with the student, monitoring grades and behaviors, encouraging participation at school events including tutoring, and celebrating student successes. Two full time guidance counselors provide pupil services (clothing drives, food drives, emergency response needs) which is also supported by the district. The counselors are available to counsel individual students or small student groups concerning personal, social or academic concerns. In addition, counseling services are offered on a referral basis to an outside agency which provides services at the school site.

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
* A retention year in Elementary School
Each of the Early Warning System indicators is reviewed the the MTSS Leadership team. Students requiring academic intervention will be offered services through after-school tutoring, which is offered for both Reading and Math. In addition, a Homework Club is offered to provide students with a teacher-supported environment to receive additional help with academic studies. A student support center is also provided as an intervention for both behavioral and academic needs.

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	19	21	60
One or more suspensions	36	74	99	209
Course failure in ELA or Math	0	7	0	7
Level 1 on statewide assessment	51	74	56	181
Elementary Retention	2	2	4	8

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	51	74	56	181

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

The MTSS Leadership Team will actively monitor students who are identified through the Early Warning System. This will include data from the RTIB database as well as academic-based referrals from teachers.
Student data is analyzed to reveal the identification of those students who need interventions and additional support. Once students are identified, strategies are identified and implemented to support student achievement.
All students who scored a level one on the 2014 FCAT 2.0 Reading Test, and who are identified as being disfluent are enrolled in an Intensive Reading Class in addition to a block of Intensive English Language Arts. Students who scored a level one on the 2014 FCAT 2.0 Mathematics test are placed in an Intensive Math class which provides for 90 minutes of math instruction daily. Additionally, the iReady program, an Internet-based subscription software, is available for students to use both at home and at school.
After school academic interventions including the Homework Club and Math and Reading Tutoring are also offered to support students.
Attendance is encouraged through phone calls to all parents by the principal using the Parent Link phone system. Parents of students who exhibit patterns of non-attendance are contacted by phone, email and conferences to help encourage regular attendance.

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/191034.

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

The school has an active Parent Teacher Student Association (PTSA) that incorporates members of the community and local businesses that help support the school. Events include participation in Family Nights and Open House. The School Advisory Council (SAC) is comprised of local business member and parents/community member and staff who work together to allocate the school improvements funds to support student needs.

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
Laws, Amy	Assistant Principal
Aitken, Tim	Principal
Boyar, Allison	Guidance Counselor
Piasecki, Michelle	Instructional Coach
Neelavannan, Mangi	Instructional Coach
Jekanowski, Elizabeth	Instructional Coach
Cuccurullo, Kerrie	Teacher, K-12
DuBois, Melissa	Teacher, K-12
Juan-Gasper, Miguel	Teacher, K-12
McGrath, Susan	Teacher, K-12
McCormick, William	Teacher, K-12
McMurry, Diane	Instructional Coach
Taylor, Penelope	Instructional Media
Flanagan, Joe	Assistant Principal

Duties

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

The school leadership team is comprised of fifteen member: 3 school administrators, 8 team leaders, 1 district representative, 2 coaches, and 1 media specialist. The focus of the team is student achievement, school-wide communication, and professional development. The team meets bi-monthly. This group also functions as a collaborative team with SMART goals.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system that will promote student achievement and best instructional practice? The team
meets weekly to engage in the following activities: review screening data and align with instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on this information, the team will identify professional development, resources, and support to teachers to make sure individual student needs are being met. The team will also collaborate regularly,
problem solve, share effective practices, evaluate implementation, and make decisions. The team will

also facilitate the process of building consensus, increasing infrastructure, and making decisions about
implementation.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Allison Boyar	Teacher
Tim Aitken	Principal
Mangai Neelevanna	Teacher
Talicia VanHooser	Business/Community
Karen Jankens	Parent
Giovanella Short	Education Support Employee
Renee Rodefiled	Parent
Kristi Austhof	Parent
Katie Harrison	Parent
Laurie Herter	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 2013-14 School Improvement Plan was submitted to the SAC for review and reflection. Based on school data, the ELA Department use of My Access and the Math Department use of V-Math Live did not meet the desired outcomes. These programs were not renewed for the 2014-15 school year. Further discussion may involve data-driven decisions once progress monitoring data is available.

Development of this school improvement plan

To develop the school improvement plan, all stakeholders were given the opportunity to review the existing plan. Through the Leadership Team, all teachers were asked for input in creating the new goals. Previous year school performance was the main driver of establishing the goals for this year. The School Improvement plan was presented in draft format to the SAC committee. The committee had the opportunity to ask questions and add input to the plan prior to voting on the plan.

Preparation of the school's annual budget and plan

The SAC uses the school's annual budget to address student achievement needs. The committee uses data to purchase resources and support professional development for teachers to impact all students.

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

School Improvement fund requests must all be reviewed and voted upon by SAC members.The funds were saved until data was available to prove the computer software that was purchased impacted student achievement.

The following items were approved and funded through SAC in 2013-2014:
$170 for Professional Development for 2 ELA teachers to attend the Florida Council Teachers of English Conference (FCTE)
$300 for funding substitute teachers to allow teachers of record to administer state tests.
No other funds were allocated or spent.

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
McMurry, Diane	Instructional Coach
Piasecki, Michelle	Instructional Coach
Aitken, Tim	Principal
Laws, Amy	Assistant Principal
Flanagan, Joe	Assistant Principal
Cuccurullo, Kerrie	Teacher, K-12
DuBois, Melissa	Teacher, K-12
Juan-Gasper, Miguel	Teacher, K-12
McCormick, William	Teacher, K-12
McGrath, Susan	Teacher, K-12
Neelavannan, Mangi	Instructional Coach
Taylor, Penelope	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team is comprised of members of the School Leadership Team. This group focuses on literacy initiatives that impact all students. With the full implementation of the new Florida Standards, the LLT will focus on providing specific strategies that are proven to have high student impact. Included in these initiatives is the AMS Writing Plan which has been implemented through a series of professional development sessions. The plan will be monitored throughout the year as part of the grade-level collaborative team meetings. Another initiative will also focus on academic vocabulary across all content areas.
This year, AMS has two full-time Literacy Coaches and one full-time Math Coach. These instructional coaches will work closely with all teachers at the school to provide strategies to reinforce literacy in all content areas.

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

With the implementation of a professional calendar teachers have designated days devoted to collaborative planning. The school's schedule allows for collaborative planning for grade level and content areas teachers within the school day. The minimum requirement is weekly, along with a bi-weekly data team meeting.

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

Anderson Middle School offers on-going sessions for professional growth through weekly professional development opportunities provided during the teachers' administrative planning time.
Teachers collaborate to develop PLCs and other Teacher-Leadership opportunities to develop ownership, pride, and a voice in the direction of the school.On campus teacher mentors are provided for all new teachers.

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

Each teacher new to the district is assigned a veteran teacher, preferably within their grade level, to serve as their mentor for the year. We offer a buddy system to all teachers new to the school. Teachers receive two planning periods each day to build professional development opportunities into the day. This makes PD job-embedded, teacher directed, and practical. Teachers are now able to observe their peers, participate in PLCs, self-direct their own learning through the guidance of their mentor, not just at the direction of their administrators.

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

The district, through summer workshops and teacher participation, have developed Frameworks for ELA, Math and Science based on the Florida Standards. During pre-school days, teachers were introduced to the Frameworks, and they continue to align instruction by working together during common planning sessions. Teachers structure their lesson around the Florida standards and this is evidenced in the lesson plans that teachers submit. Teachers have been provided with their course code and encouraged to review the course description and the related standards for each course.

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

Data teams disaggregate the data to focus on weaknesses in skill set to help drive instruction. All students will take the FAIR progress monitoring screening. Students who score a low probability of literacy success, or students who have not met proficiency on previous state assessments will also take the diagnostic component of FAIR. This data will assist in informing teachers on specific areas of deficiency for targeted instruction. All students will take both Math and Science Benchmark tests. Teachers will analyze students results for targeted instruction.
Teachers will also use this information in classrooms to pull small groups and individualize instruction.

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: After School Program

Minutes added to school year: 8,160

Homework Club

Strategy Rationale

Many students lack support at home to complete assignments; the Homework Club provides students with a productive environment monitored by the teacher to for check for student understanding and provide individualized assistance.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Aitken, Tim, aitkent@martin.k12.fl.us

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

Student attendance, grade and promotion rates along with formative assessments (Progress Monitoring, benchmark, FSA, EOC) are used to monitor students progress.

Strategy: After School Program

Minutes added to school year: 5,040

Tutoring program using diagnostic software that individualizes instruction

Strategy Rationale

Students were invited to attend tutoring based on their State Assessment proficiency levels.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Laws, Amy, lawsa@martin.k12.fl.us

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

Student attendance, grade and promotion rates along with formative assessments (benchmark, EOC, FSA) are used to monitor students progress.Using the diagnostic data obtain through the program the tutor can share this information with the ELA and Mathematics teacher.

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

Individual planning meeting with guidance counselor are conducted each school year to plan for their academic year. Incoming sixth grade students are introduced to the school on an Orientation day (Friday) prior to the start of the regular school year. This provides the new students an opportunity to become familiar with the campus and to meet their teachers without the older students being present. Transition meetings are also held for eighth graders moving to high school. Each high school is invited to share their program information so the student can follow the path that best fits their personal goals. In the US History class student are participating in career planning with the guidance counselor.

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

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

Students have the option to choose a career academy pathway. The students are encouraged to take 3 years of these courses to prepare them for high school. They also have the opportunity to earn high school credit and begin their industry certification during their 8th grade year.

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 provided the career pathways curriculum during their 8th grade year. Also, all students are provided elective opportunities.

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase the number of students scoring at the proficient level on the Science FCAT by 10%

G2.   100% of school instructional staff will participate in professional development concerning the Coalition of Essential Schools guiding principles.

G3.   Increase the percentage of teachers who have completed or are actively working toward a Reading Endorsement by 20%.

G4.   To have 100% of the students who are enrolled in Computing for College and Career course pass the CIW Internet Business Associate industry certification exam.

G5.   Increase the percentage of students scoring proficient on the FSA math by 10%

G6.   Increase the percentage of students scoring proficient on the FSA reading by 10%.

G7.   Increase the percentage of students scoring proficient on the FSA writing by 10%.

G8.   To have 100% of all students taking a high school math class that is tested with an End Of Course exam earn a 3 or higher.

Strategic Goals Detail

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

G1. Increase the number of students scoring at the proficient level on the Science FCAT by 10% `1a`

🔍 G050426

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	69.0

Resources Available to Support the Goal `2`

- collaborative planning, Brain POP software, Defined STEM software, computer carts

Targeted Barriers to Achieving the Goal `3`

- Limited access to computer labs

Plan to Monitor Progress Toward G1. `8`

Implementation of inquiry based lessons

Person Responsible
Tim Aitken

Schedule
Monthly, from 10/15/2014 to 5/29/2015

Evidence of Completion
lesson plans, classroom observations

G2. 100% of school instructional staff will participate in professional development concerning the Coalition of Essential Schools guiding principles. `1a`

🔍 G050413

Targets Supported `1b`

Indicator	Annual Target
Teacher attendance rate	100.0

Resources Available to Support the Goal `2`

-

Targeted Barriers to Achieving the Goal `3`

- Resistance to change

Plan to Monitor Progress Toward G2. `8`

Review sign-in sheets; have make-up sessions available for absent instructional staff

Person Responsible
Tim Aitken

Schedule
Monthly, from 10/7/2014 to 10/7/2014

Evidence of Completion
Sign in sheets

G3. Increase the percentage of teachers who have completed or are actively working toward a Reading Endorsement by 20%. `1a`

🔑 G046077

Targets Supported `1b`

Indicator	Annual Target
Reading Endorsed	20.0

Resources Available to Support the Goal `2`

- District offered Reading Endorsement Class

Targeted Barriers to Achieving the Goal `3`

- Each class requires a commitment of 60 hours of inservice training

Plan to Monitor Progress Toward G3. `8`

Teacher enrollment and completion is tracked

Person Responsible

Diane McMurry

Schedule

Quarterly, from 9/30/2014 to 5/29/2015

Evidence of Completion

A spreadsheet that details which courses teachers have completed and what is still needed.

G4. To have 100% of the students who are enrolled in Computing for College and Career course pass the CIW Internet Business Associate industry certification exam. `1a`

🔑 G045489

Targets Supported `1b`

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	100.0

Resources Available to Support the Goal `2`

- On-line class that support the curriculum for the certification test. Practice exams

Targeted Barriers to Achieving the Goal `3`

- Scheduling and seats available to take prerequisite classes.

Plan to Monitor Progress Toward G4. `8`

Students are enrolled in the new classes that are offered as a result of hiring a new teacher

Person Responsible

Amy Laws

Schedule

Annually, from 9/30/2014 to 5/29/2015

Evidence of Completion

Students who require the course as a pre-requisite will be enrolled in the new course offering.

G5. Increase the percentage of students scoring proficient on the FSA math by 10% `1a`

🔍 G040488

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	73.0

Resources Available to Support the Goal `2`

- Opportunities for inquiry learning. Including the Florida Standards for math on district website. These include academic vocabulary, essential question, big ideas, and specific goals an scales. Other resources include support teachers, math coach, manipulative, common planning, Brain pop, iReady, STEP UP to ACE your math, after school tutoring, and ELL paraprofessional.

Targeted Barriers to Achieving the Goal `3`

- Students' opportunities to real world math.

- Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor.

Plan to Monitor Progress Toward G5. `8`

Assessments, classroom and benchmark

Person Responsible
Amy Laws

Schedule
Monthly, from 9/10/2014 to 5/29/2015

Evidence of Completion
Data will demonstrate learning gains

G6. Increase the percentage of students scoring proficient on the FSA reading by 10%. [1a]

Targets Supported [1b]

G040489

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal [2]

- Literacy Coaches are available to model lessons and provide resources for instructional staff. Literacy Coaches will provide multiple training opportunities centered around guided reading, strategy lessons, word study, and small group instruction. FSA Question stems based on the Test Item Specifications provided to ELA instructional staff. ELA standards-based unit plans are available on the district website.

- Principal will provide resources for instructional staff and multiple training opportunities for Problem Based Learning (PBL)

Targeted Barriers to Achieving the Goal [3]

- Instructional staff needs different levels of support to differentiate instruction.

- Instructional staff needs multiple opportunities to implement PBL and support on the best process.

Plan to Monitor Progress Toward G6. [8]

Progress Monitoring Assessments

Person Responsible
Diane McMurry

Schedule
Quarterly, from 9/15/2014 to 9/15/2014

Evidence of Completion
student progess

G7. Increase the percentage of students scoring proficient on the FSA writing by 10%. `1a`

G040490

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0

Resources Available to Support the Goal `2`

- Literacy Coaches are available to model lessons and facilitate trainings and discussions to deepen knowledge of writing across the content areas.

Targeted Barriers to Achieving the Goal `3`

- Need to ensure consistency and on-going constructive instructional feedback to students

Plan to Monitor Progress Toward G7. `8`

progress monitoring writing with ACE

Person Responsible
Diane McMurry

Schedule
Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion
Common Assessment in March

G8. To have 100% of all students taking a high school math class that is tested with an End Of Course exam earn a 3 or higher. 1a

G040491

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0

Resources Available to Support the Goal 2

- collaborative teams, data teams, math coach, district created documents for units and scales, collaboration with teachers across the district

Targeted Barriers to Achieving the Goal 3

- progress monitoring for data driven instruction

Plan to Monitor Progress Toward G8. 8

instruction and implementation

Person Responsible
Amy Laws

Schedule
Annually, from 9/10/2014 to 5/29/2015

Evidence of Completion
EOC scores

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase the number of students scoring at the proficient level on the Science FCAT by 10% 1

🔑 G050426

G1.B2 Limited access to computer labs 2

🔑 B126312

G1.B2.S1 Purchase additional computer carts that can be shared among the science teachers 4

🔑 S138269

Strategy Rationale

Provides additional access for student learning

Action Step 1 5

Determine costs of acquiring new computer carts

Person Responsible

Tim Aitken

Schedule

On 9/30/2014

Evidence of Completion

Quotes provided by ET

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

Assignment of computer carts to teachers

Person Responsible

Amy Laws

Schedule

On 10/15/2014

Evidence of Completion

Teachers will have a schedule/assignment for cart usage

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

Teachers will submit action plan with evidence of cart usage

Person Responsible

Amy Laws

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

lesson plans, observations

G2. 100% of school instructional staff will participate in professional development concerning the Coalition of Essential Schools guiding principles. 1

🔑 G050413

G2.B1 Resistance to change 2

🔑 B126266

G2.B1.S1 Support, trust, professional conversations, professional development 4

🔑 S138255

Strategy Rationale

To create a culture of student-centered focus and continuous improvement

Action Step 1 5

Monthly PD with CES Consultants

Person Responsible

Tim Aitken

Schedule

Monthly, from 10/7/2014 to 10/7/2014

Evidence of Completion

Sign-in sheets; participant created artifacts

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

sign in sheets and participant created artifacts

Person Responsible

Tim Aitken

Schedule

Monthly, from 10/7/2014 to 10/7/2014

Evidence of Completion

Participant created artifacts will be reviewed to ensure that they meet expectations

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

sign in sheets and participant created artifacts

Person Responsible

Tim Aitken

Schedule

Monthly, from 10/7/2014 to 10/7/2014

Evidence of Completion

Participant created artifacts will be reviewed to ensure that they meet expectations

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

Teacher participation in PD related activities and coaching

Person Responsible

Schedule

Monthly, from 10/7/2014 to 10/7/2014

Evidence of Completion

teacher conversations, lesson plans, department meeting discussions

G3. Increase the percentage of teachers who have completed or are actively working toward a Reading Endorsement by 20%. 1

🔑 G046077

G3.B1 Each class requires a commitment of 60 hours of inservice training 2

🔑 B113966

G3.B1.S1 Offer "cohort" support at the school level Research online options for completing the course requirements 4

🔑 S125421

Strategy Rationale

It will encourage teachers to complete this difficult challenge

Action Step 1 5

To provide timely information about Reading Endorsement offerings

Person Responsible

Diane McMurry

Schedule

Quarterly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Email to staff; department meeting minutes

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

Confirm all available information is shared with the staff

Person Responsible

Tim Aitken

Schedule

Quarterly, from 9/30/2014 to 5/29/2015

Evidence of Completion

email and department meeting minutes and evidence of teacher enrollment in courses

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

Follow up with teachers

Person Responsible

Diane McMurry

Schedule

Quarterly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Teachers are enrolled in the courses

G4. To have 100% of the students who are enrolled in Computing for College and Career course pass the CIW Internet Business Associate industry certification exam. `1`

🔑 G045489

G4.B2 Scheduling and seats available to take prerequisite classes. `2`

🔑 B112405

G4.B2.S1 Provide alternative sources for students to become proficient in prerequisite skills `4`

🔑 S123796

Strategy Rationale

If students meet prerequisite skill level, they may enroll in the class

Action Step 1 `5`

Provide additional opportunities for students to take classes

Person Responsible

Amy Laws

Schedule

Annually, from 9/30/2014 to 5/29/2015

Evidence of Completion

Number of students who are served in a prerequisite class

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Verify additional sources (online options) or classroom resources (additional teacher) are available

Person Responsible

Amy Laws

Schedule

Annually, from 9/30/2014 to 5/29/2015

Evidence of Completion

Availability to enroll students in the required classes

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Verify additional sources (online options) or classroom resources (additional teacher) are available

Person Responsible

Amy Laws

Schedule

Annually, from 9/30/2014 to 5/29/2015

Evidence of Completion

Availability to enroll students in the required classes

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Verify that students are enrolled in the additional classes that are being offered

Person Responsible

Tim Aitken

Schedule

Annually, from 9/30/2014 to 5/29/2015

Evidence of Completion

New classes that are offered as a result of adding teaching staff will be enrolled with the student population that needs the class as a prerequisite

G5. Increase the percentage of students scoring proficient on the FSA math by 10% [1]

G040488

G5.B1 Students' opportunities to real world math. [2]

B097920

G5.B1.S1 Provide opportunities for students to explore real-world math during center activities and Problem Based Learning [4]

S109237

Strategy Rationale

To make students critical thinkers and problem solvers.

Action Step 1 [5]

Scenarios and problems that pertain to real-world math
topics will be presented for students to explore and solve.

Person Responsible

Mangi Neelavannan

Schedule

Monthly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G5.B1.S1 [6]

The activities shared in collaborative planning

Person Responsible

Mangi Neelavannan

Schedule

Biweekly, from 9/30/2014 to 5/29/2015

Evidence of Completion

The projects produced by the students.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Progress monitoring of informal and formal assessments

> **Person Responsible**
>
> Amy Laws
>
> **Schedule**
>
> **Evidence of Completion**
>
> learning gains on assessment

G5.B1.S2 Provide opportunities for cross curriculum activities and lesson extensions. `4`

🔑 S119081

> **Strategy Rationale**
>
> To show how math is related to all learning.

Action Step 1 `5`

Incorporate cross curriculum activities and lesson extensions

> **Person Responsible**
>
> Mangi Neelavannan
>
> **Schedule**
>
> **Evidence of Completion**
>
> Meeting Notes, lesson plans

G5.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor. 2

🔑 B097921

G5.B2.S1 Process through standards with monthly meetings. 4

🔑 S109238

Strategy Rationale

working as a collaborative team supports learning

Action Step 1 5

Teams will review Florida standards, view the unwrapped standards, search for materials to support the teaching of the standards, plan student experiences to master the standards

Person Responsible

Mangi Neelavannan

Schedule

Monthly, from 9/10/2014 to 5/29/2015

Evidence of Completion

meeting minutes

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Lesson plans, meeting minutes, classroom experiences

Person Responsible

Tim Aitken

Schedule

Biweekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

lesson plans, observations of lesson delivery, meeting minutes

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Observations and lessons

Person Responsible

Tim Aitken

Schedule

Biweekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

meeting minutes,lesson plans,lesson implementation

G6. Increase the percentage of students scoring proficient on the FSA reading by 10%. `1`

🔍 G040489

G6.B1 Instructional staff needs different levels of support to differentiate instruction. `2`

🔍 B097922

G6.B1.S1 Collaborative teams working together to share strategies bi-weekly. Literacy coach and/or administrator will collaborate with teams. Use data from progress monitor assessments to target deficiencies to focus on for differentiated instruction. `4`

🔍 S109239

Strategy Rationale

To meet the needs of all students.

Action Step 1 `5`

Literacy coach will complete initial training on differentiated instruction. Collaborative teams will work together to share best strategies and develop lesson for content area teams

Person Responsible

Diane McMurry

Schedule

Biweekly, from 9/30/2014 to 5/29/2015

Evidence of Completion

sign in sheets, meeting minutes,classroom observations.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 `6`

Review data and attend meetings

Person Responsible

Tim Aitken

Schedule

Biweekly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Sign in forms, minutes

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Data meetings

Person Responsible

Tim Aitken

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Student progress, classroom observations

G6.B2 Instructional staff needs multiple opportunities to implement PBL and support on the best process. 2

B097923

G6.B2.S1 Administrators, Coaches, and teacher leaders will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice. 4

S109240

Strategy Rationale

Reflection and collaborative discussion help support learning best practices.

Action Step 1 5

During Professional Development/Training's resources will be provided to support of Problem Base Learning activities, Collaborative teams with like planning will work together to implement the activities in lessons.

Person Responsible

Amy Laws

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Sign in forms, ERO evaluations

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Attendance at PD

Person Responsible

Amy Laws

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Sign in forms

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 `7`

Teacher feedback, lesson plans, informal and formal assessments

Person Responsible

Amy Laws

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Student progress and projects produced by students

G7. Increase the percentage of students scoring proficient on the FSA writing by 10%. `1`

🔍 G040490

G7.B1 Need to ensure consistency and on-going constructive instructional feedback to students `2`

🔍 B097924

G7.B1.S1 Utilize A.C.E. (Answer the Question, Cite evidence, Expand the details) Strategy to provide a structured format for extended responses. `4`

🔍 S109241

Strategy Rationale

Students need to learn how to write based on evidence of what they read.

Action Step 1 `5`

All teachers school wide will utilized A.C.E. A collaborative team will develop Writing in Content Areas procedures and guidelines.

Person Responsible

Michelle Piasecki

Schedule

On 5/29/2015

Evidence of Completion

Observations, lesson plans, student work

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Student work

Person Responsible

Diane McMurry

Schedule

Biweekly, from 9/30/2014 to 5/29/2015

Evidence of Completion

data table in Pinnacle gradebook

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

student writing scores

Person Responsible

Tim Aitken

Schedule

Annually, from 9/30/2014 to 5/29/2015

Evidence of Completion

students rubric scores

G8. To have 100% of all students taking a high school math class that is tested with an End Of Course exam earn a 3 or higher. 1

G040491

G8.B1 progress monitoring for data driven instruction 2

B097925

G8.B1.S1 Data disaggregation from multiple sources, mini assessments, interventions/enrichment, and on-going review 4

S109242

Strategy Rationale

high school credit class

Action Step 1 5

Data driven instruction implementation

Person Responsible

Mangi Neelavannan

Schedule

Biweekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Data teams, lesson plans, observations

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Team meetings

Person Responsible

Mangi Neelavannan

Schedule

Weekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Team agendas, Meeting minutes, lesson reviews, observations

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

implementation of instruction based on data

Person Responsible

Amy Laws

Schedule

Monthly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Team meetings and teacher observations

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
G5.B1.S1.A1	Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve.	Neelavannan, Mangi	9/10/2014	Student work samples	5/29/2015 monthly
G5.B2.S1.A1	Teams will review Florida standards, view the unwrapped standards, search for materials to support the teaching of the standards, plan student experiences to master the standards	Neelavannan, Mangi	9/10/2014	meeting minutes	5/29/2015 monthly
G6.B1.S1.A1	Literacy coach will complete initial training on differentiated instruction. Collaborative teams will work together to share best strategies and develop lesson for content area teams	McMurry, Diane	9/30/2014	sign in sheets, meeting minutes,classroom observations.	5/29/2015 biweekly
G6.B2.S1.A1	During Professional Development/ Training's resources will be provided to support of Problem Base Learning activities, Collaborative teams with like planning will work together to implement the activities in lessons.	Laws, Amy	9/30/2014	Sign in forms, ERO evaluations	5/29/2015 monthly
G7.B1.S1.A1	All teachers school wide will utilized A.C.E. A collaborative team will develop Writing in Content Areas procedures and guidelines.	Piasecki, Michelle	9/30/2014	Observations, lesson plans, student work	5/29/2015 one-time
G8.B1.S1.A1	Data driven instruction implementation	Neelavannan, Mangi	9/10/2014	Data teams, lesson plans, observations	5/29/2015 biweekly
G5.B1.S2.A1	Incorporate cross curriculum activities and lesson extensions	Neelavannan, Mangi	Meeting Notes, lesson plans	annually	
G3.B1.S1.A1	To provide timely information about Reading Endorsement offerings	McMurry, Diane	9/30/2014	Email to staff; department meeting minutes	5/29/2015 quarterly
G4.B2.S1.A1	Provide additional opportunities for students to take classes	Laws, Amy	9/30/2014	Number of students who are served in a prerequisite class	5/29/2015 annually
G2.B1.S1.A1	Monthly PD with CES Consultants	Aitken, Tim	10/7/2014	Sign-in sheets; participant created artifacts	10/7/2014 monthly
G1.B2.S1.A1	Determine costs of acquiring new computer carts	Aitken, Tim	9/1/2014	Quotes provided by ET	9/30/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Implementation of inquiry based lessons	Aitken, Tim	10/15/2014	lesson plans, classroom observations	5/29/2015 monthly
G1.B2.S1.MA1	Teachers will submit action plan with evidence of cart usage	Laws, Amy	10/1/2014	lesson plans, observations	5/29/2015 quarterly
G1.B2.S1.MA1	Assignment of computer carts to teachers	Laws, Amy	10/15/2014	Teachers will have a schedule/ assignment for cart usage	10/15/2014 one-time
G2.MA1	Review sign-in sheets; have make-up sessions available for absent instructional staff	Aitken, Tim	10/7/2014	Sign in sheets	10/7/2014 monthly
G2.B1.S1.MA1	Teacher participation in PD related activities and coaching		10/7/2014	teacher conversations, lesson plans, department meeting discussions	10/7/2014 monthly
G2.B1.S1.MA1	sign in sheets and participant created artifacts	Aitken, Tim	10/7/2014	Participant created artifacts will be reviewed to ensure that they meet expectations	10/7/2014 monthly
G2.B1.S1.MA1	sign in sheets and participant created artifacts	Aitken, Tim	10/7/2014	Participant created artifacts will be reviewed to ensure that they meet expectations	10/7/2014 monthly
G3.MA1	Teacher enrollment and completion is tracked	McMurry, Diane	9/30/2014	A spreadsheet that details which courses teachers have completed and what is still needed.	5/29/2015 quarterly
G3.B1.S1.MA1	Follow up with teachers	McMurry, Diane	9/30/2014	Teachers are enrolled in the courses	5/29/2015 quarterly
G3.B1.S1.MA1	Confirm all available information is shared with the staff	Aitken, Tim	9/30/2014	email and department meeting minutes and evidence of teacher enrollment in courses	5/29/2015 quarterly
G4.MA1	Students are enrolled in the new classes that are offered as a result of hiring a new teacher	Laws, Amy	9/30/2014	Students who require the course as a pre-requisite will be enrolled in the new course offering.	5/29/2015 annually
G4.B2.S1.MA1	Verify that students are enrolled in the additional classes that are being offered	Aitken, Tim	9/30/2014	New classes that are offered as a result of adding teaching staff will be enrolled with the student population that needs the class as a prerequisite	5/29/2015 annually
G4.B2.S1.MA1	Verify additional sources (online options) or classroom resources (additional teacher) are available	Laws, Amy	9/30/2014	Availability to enroll students in the required classes	5/29/2015 annually
G4.B2.S1.MA1	Verify additional sources (online options) or classroom resources (additional teacher) are available	Laws, Amy	9/30/2014	Availability to enroll students in the required classes	5/29/2015 annually
G5.MA1	Assessments, classroom and benchmark	Laws, Amy	9/10/2014	Data will demonstrate learning gains	5/29/2015 monthly
G5.B1.S1.MA1	Progress monitoring of informal and formal assessments	Laws, Amy	9/8/2014	learning gains on assessment	quarterly
G5.B1.S1.MA1	The activities shared in collaborative planning	Neelavannan, Mangi	9/30/2014	The projects produced by the students.	5/29/2015 biweekly
G5.B2.S1.MA1	Observations and lessons	Aitken, Tim	9/10/2014	meeting minutes,lesson plans,lesson implementation	5/29/2015 biweekly
G5.B2.S1.MA1	Lesson plans, meeting minutes, classroom experiences	Aitken, Tim	9/10/2014	lesson plans, observations of lesson delivery, meeting minutes	5/29/2015 biweekly
G6.MA1	Progress Monitoring Assessments	McMurry, Diane	9/15/2014	student progess	9/15/2014 quarterly
G6.B1.S1.MA1	Data meetings	Aitken, Tim	9/30/2014	Student progress, classroom observations	5/29/2015 monthly
G6.B1.S1.MA1	Review data and attend meetings	Aitken, Tim	9/30/2014	Sign in forms, minutes	5/29/2015 biweekly
G6.B2.S1.MA1	Teacher feedback, lesson plans, informal and formal assessments	Laws, Amy	9/30/2014	Student progress and projects produced by students	5/29/2015 monthly
G6.B2.S1.MA1	Attendance at PD	Laws, Amy	9/30/2014	Sign in forms	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.MA1	progress monitoring writing with ACE	McMurry, Diane	9/30/2014	Common Assessment in March	5/29/2015 monthly
G7.B1.S1.MA1	student writing scores	Aitken, Tim	9/30/2014	students rubric scores	5/29/2015 annually
G7.B1.S1.MA1	Student work	McMurry, Diane	9/30/2014	data table in Pinnacle gradebook	5/29/2015 biweekly
G8.MA1	instruction and implementation	Laws, Amy	9/10/2014	EOC scores	5/29/2015 annually
G8.B1.S1.MA1	implementation of instruction based on data	Laws, Amy	9/10/2014	Team meetings and teacher observations	5/29/2015 monthly
G8.B1.S1.MA1	Team meetings	Neelavannan, Mangi	9/10/2014	Team agendas, Meeting minutes, lesson reviews, observations	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G2. 100% of school instructional staff will participate in professional development concerning the Coalition of Essential Schools guiding principles.

G2.B1 Resistance to change

G2.B1.S1 Support, trust, professional conversations, professional development

PD Opportunity 1

Monthly PD with CES Consultants

Facilitator

Dr. Mary Helen Spiri

Participants

All AMS instructional staff

Schedule

Monthly, from 10/7/2014 to 10/7/2014

G3. Increase the percentage of teachers who have completed or are actively working toward a Reading Endorsement by 20%.

G3.B1 Each class requires a commitment of 60 hours of inservice training

G3.B1.S1 Offer "cohort" support at the school level Research online options for completing the course requirements

PD Opportunity 1

To provide timely information about Reading Endorsement offerings

Facilitator

District Led

Participants

Teachers who need Reading Endorsement

Schedule

Quarterly, from 9/30/2014 to 5/29/2015

G5. Increase the percentage of students scoring proficient on the FSA math by 10%

G5.B1 Students' opportunities to real world math.

G5.B1.S1 Provide opportunities for students to explore real-world math during center activities and Problem Based Learning

PD Opportunity 1

Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve.

Facilitator

Defined STEM

Participants

Math department

Schedule

Monthly, from 9/10/2014 to 5/29/2015

G5.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor.

G5.B2.S1 Process through standards with monthly meetings.

PD Opportunity 1

Teams will review Florida standards, view the unwrapped standards, search for materials to support the teaching of the standards, plan student experiences to master the standards

Facilitator

District math coach

Participants

math teachers

Schedule

Monthly, from 9/10/2014 to 5/29/2015

G6. Increase the percentage of students scoring proficient on the FSA reading by 10%.

G6.B1 Instructional staff needs different levels of support to differentiate instruction.

G6.B1.S1 Collaborative teams working together to share strategies bi-weekly. Literacy coach and/or administrator will collaborate with teams. Use data from progress monitor assessments to target deficiencies to focus on for differentiated instruction.

PD Opportunity 1

Literacy coach will complete initial training on differentiated instruction. Collaborative teams will work together to share best strategies and develop lesson for content area teams

Facilitator

Literacy Coach

Participants

Instructional Staff

Schedule

Biweekly, from 9/30/2014 to 5/29/2015

G6.B2 Instructional staff needs multiple opportunities to implement PBL and support on the best process.

G6.B2.S1 Administrators, Coaches, and teacher leaders will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice.

PD Opportunity 1

During Professional Development/Training's resources will be provided to support of Problem Base Learning activities, Collaborative teams with like planning will work together to implement the activities in lessons.

Facilitator

Literacy Coaches

Participants

Instructional staff

Schedule

Monthly, from 9/30/2014 to 5/29/2015

G7. Increase the percentage of students scoring proficient on the FSA writing by 10%.

G7.B1 Need to ensure consistency and on-going constructive instructional feedback to students

G7.B1.S1 Utilize A.C.E. (Answer the Question, Cite evidence, Expand the details) Strategy to provide a structured format for extended responses.

PD Opportunity 1

All teachers school wide will utilized A.C.E. A collaborative team will develop Writing in Content Areas procedures and guidelines.

Facilitator

Literacy Coaches

Participants

Instructional Staff

Schedule

On 5/29/2015

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: Increase the number of students scoring at the proficient level on the Science FCAT by 10%	24,000
Goal 2: 100% of school instructional staff will participate in professional development concerning the Coalition of Essential Schools guiding principles.	24,000
Grand Total	**48,000**

Goal 1: Increase the number of students scoring at the proficient level on the Science FCAT by 10%		
Description	**Source**	**Total**
B2.S1.A1 - Portable computer carts (2) with 12 computers each	Title I Part A	24,000
Total Goal 1		**24,000**

Goal 2: 100% of school instructional staff will participate in professional development concerning the Coalition of Essential Schools guiding principles.		
Description	**Source**	**Total**
B1.S1.A1 - CES consultant site visits and professional development	Title I Part A	24,000
Total Goal 2		**24,000**