

Volusia County Schools

Southwestern Middle School



2015-16 School Improvement Plan

Southwestern Middle School

605 W NEW HAMPSHIRE AVE, Deland, FL 32720

<http://myvolusiaschools.org/school/southwesternmiddle/pages/default.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	72%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	52%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Believing that all students WILL learn and be a successful part of society. We, at Southwestern Middle School will provide rigorous and engaging educational experience in which all students will learn and become active participants in their own education. We are dedicated and committed to the education of EVERY student and will continue to strive toward academic excellence.

Provide the school's vision statement

One School-One Vision: Excellence

School Environment

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

Hispanic Heritage Celebration- Students are given the opportunity to showcase their culture by sharing ethnic dishes, music and history with the school, family, and local community. Parents, community members, students through all classes and teachers visit the celebration throughout the day.

Black History Celebration- Students and teachers presented historical presentations, lyrical dances and speech reciting for the local community members and parents.

STARTS- Two weeks prior to school starting our Student/Teacher Leaders provide educational and informational activities to orientate incoming 6th graders and parents to the school.

1. Getting to know you activities
2. Classroom scavenger hunt
3. Meet their future teachers
4. Receive preliminary schedules/purchase lockers and PE uniforms
5. Parents participate in an orientation

Southwestern Middle School has over twenty clubs, before school and after school based on the requests of the students. A few are listed below:

-Model Airplane Club-students are provided the opportunity to fly at the DeLand Airport

-Robotics Club-placed in competition for the first year

-DREAM Male Mentoring Club, sponsored by C.A.T.A.Y.L.S.T. -weekly interaction with students from Bethune-Cookman University and Volusia County School Mentors.

-TAB (Tigers Against Bullying)- a student led club connects with Stetson University to implement Anti Bullying and Student Safety Program

There are Opportunities for Success (Early Bird Tutoring) 7:00 a.m. to 8:50 p.m., and Open Media Lab, two nights a week for students who have no computer or internet at home to work on assignments and projects with support from teachers. This is also an opportunity for students who are enrolled in Odyssey courses to make progress.

Administrators and teachers meet with all students to review the district Code of Conduct as well as Southwestern Middle's Student Handbook throughout the school year.

All school announcements are made at the end of the day so not to interfere with the start of the school day.

There is a specific process in place for student attendance and tardies with the school attendance office, guidance counselors and school social worker.

Behavior Leadership Team posters are posted throughout the campus as a reminder of the

procedures in the various locations.

There are various support groups before, during and after school sponsored by both school and community members. (SWAT, TAB, Success by Design, and House Next Door)

As a middle school we also monitor the Early Warning System for students who are in need of additional support. As a team we then confirm the right strategies and support personnel are in place for their success.

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

Before--designated, supervised areas. Administration, teachers, and campus advisors are always visible. TAB (Tigers Against Bullying), morning clubs open to all students

During--Administration, teachers, and campus advisors are always visible. School counselors are visible and available during grade level lunches.

After--Administration, teachers, and campus advisors are always visible. Afternoon clubs available to students. Students are fully supervised after clubs have been dismissed.

Teachers participate in mentoring groups within their curriculum day.

School Counselors hold various group sessions through out the year based on the needs of the students.

Administrators meet with students on a case by case basis to discuss their concerns. Administrators, school counselors and grade level lead teachers also meet with students, usually during lunch to review their grades.

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

A student code of conduct rubric was created and shared with the faculty to provide guidance to the teachers when determining a students conduct grade for interim and report cards. Students were made aware of/reviewed the rubric through PE classes. Students are also aware of our 10/10 rule, no one leave the class during the first and last ten minutes of instructional time.

Teachers are advised to have rules and procedures specific to their classes in place and posted in their rooms. All teachers reviewed these during the first 15 days of school. Parent contact is encouraged when a teacher has concerns about a student and are to seek assistance from their peers and administrators as needed.

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

School Counselors are available daily. They also provide support groups and one on one sessions with students as needed. They continue to monitor the students throughout the year.

There is continued support through the Catalyst Program. Students are connected with mentors from the community. Mentors meet with the students during their lunches several times a month.

Educational counseling for ESE students is readily available on an as needed basis with the students' case manager. The Behavior Specialist is available to meet with the students, shadow them, and consult with teachers to meet the needs of the students. The schools Program Specialist is contacted when additional services are needed for both students and teachers.

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--Pam Beckles, school social worker, is immediately involved. The social worker partners with the Mrs. Baldwin-Moore and Mr. Sean Richter, school counselors, to develop an action plan. Parents will be invited to a PST meetings with the school counselors to collaborate in creating a success plan.

Students who are suspended, in or out of school, meet with administrators frequently to discuss overall behavior and academic grades. Parents are contacted and are invited to visit the school and observe their student.

Students failing core courses are offered assistance through Open Media, Mondays and Thursdays, and remediation with classroom teachers before school, during lunch, and after school. Additionally, students are also pulled out during their elective or physical education classes to remediate all failing grades. For those students who are receiving an A,B, or C grade, have no referrals, and are not late to classes, they receive a PAW pass. The PAW pass allows students small rewards during lunch. Rewards include first entry to the lunch line, sit with a friend, recess outside, and participation in Wii Wednesday. PAW passes are printed every seven to fourteen days.

Level 1 students are scheduled for Intensive Reading classes. Those students scoring a Level 1 in Mathematics are given extra support through tutoring offered at Southwestern. ESE students also receive support from the Ascend Math program.

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	2	1	5	8
One or more suspensions	3	7	1	11
Course failure in ELA or Math	1	16	31	48
Level 1 on statewide assessment	0	0	0	

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	4	19	31	54

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

Monthly/updated Early Warning System reports are discussed and monitored in administrative/guidance meetings. Quarterly discipline data reports are also shared/monitored by the school during MTSS and during grade level department meetings. Tier 2 and tier 3 supports/ interventions and the responses to these interventions are entered into the electronic PST system. Parents will be invited to a PST meetings with the school counselors to collaborate in creating a success plan. All administrators and school counselors will monitor PST. Summary reports within the system are available to MTSS school-based leadership (i.e. administrators, PST Chairs-School Counselors, and school psychologist). Additionally, students will be taught how to access the automatic grade progress monitoring tool in the pinnacle online gradebook system as well as encouraged to attend tutoring as needed. Tutoring is offered most days before and after school.

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 available at the school site.

Description

N/A

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 builds and sustains partnerships with the local community by a mutual agreement of support. The school includes and recognizes their Community/ Business Partners, Volunteers, and Mentors at all school events. All parties involved are shared on our school website as well as through banners displayed at the school's parent pick-up area. Our Community/Business Partnership Program receives community support from businesses to maximize services and opportunities that support school and student achievement. Numerous local businesses provide valuable financial resources to positively impact school staff and children. Southwestern's Parent Teacher Student Organization (PTSO) contribute extensively to the school's needs. Special family events are planned and coordinated. PTSO members volunteer to assist with student achievement strategies.

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:

Name	Title
Boyce, Abigail	Assistant Principal
DiMuro, Harriett	Instructional Coach
Oatis, Mamie	Principal
Wiseman, Kristina	Assistant Principal
Richter, Sean	Guidance Counselor
Manning, Joel	Teacher, K-12
Presley, Tai	Teacher, K-12
Rosekelly, Mark	Teacher, K-12
Finkle, David	Teacher, K-12
Pait, Kellie	Instructional Media
Smith, Lorinda	Teacher, ESE
Baldwin-Moore, Michelle	Guidance Counselor
Richter, Karen	Teacher, K-12
Robinson, Cameron	Assistant Principal

Duties

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

The MTSS Leadership Team. The school-based team identifies school based resources (both material and personnel) to determine the continuum of academic and behavioral supports available to students at the school. Academic and behavioral data are considered in order to determine priorities and functions of existing teams (i.e. Problem Solving Team, Behavioral Leadership Team, and Professional Learning Communities). The Problem Solving process (i.e. Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and a plan is in place to monitor progress. Teams are actively involved in the development of intervention strategies and ongoing follow up.

Mamie Oatis, Principal -

Abigail Boyce, Assistant Principal - Monitors teacher and student data, assisting teachers with instructional support to ensure implementation of intervention and documentation to help our students meet the School Improvement Goal. Monitor and conference with students who are identified on the Early Warning System who are in need academic or behavioral support on a weekly basis.

Kristina Wiseman, Assistant Principal - Monitors teacher and student data, assisting teachers with instructional support to ensure implementation of intervention and documentation to help our students meet the School Improvement Goal. Monitor and conference with students who are identified on the Early Warning System who are in need academic or behavioral support on a weekly basis.

Cameron Robinson, ESE Assistant Principal - Monitors teacher and student data, assisting teachers with instructional support to ensure implementation of intervention and documentation to help our students meet School Improvement Goal. Monitor and conference with SWD (Students with Disabilities) students who are identified on the Early Warning System who are in need academic or behavioral support on a weekly basis.

Harriett Dimuro, Reading Coach – Monitors teacher and student reading data, assisting all teachers with differentiating instruction and developing interventions to help our students meet the School Improvement Goals.

Sean Richter, School Counselor/PST Chairperson: shares data, data analysis, assist teachers with Social Emotional needs, ensures implementation of intervention support, and documentation to help our students meet the School Improvement Goal. Assists with parent/teacher conferences, address attendance and behavior concerns in addition to facilitating the problem solving team meetings. Mr. Richter also mentor students as needed.

Tai Presley, Science Coach - monitors math and science data, assist teachers with differentiating instruction and developing interventions to help our students meet School Improvement Goals; mentors students

All team members provide support for the needs of the students and teachers to ensure a safe and successful school environment.

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 school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data driven framework that seeks to find solutions/resources matched to student needs in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on resources. Recommended interventions (supports) are tiered to the targeted problems; and a plan is implement to monitor progress. The EARLY WARNING SYSTEM is monitored, shared and discussed during Administrative, Leadership, and Professional Learning Communities (PLC) meetings throughout the school year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mitch Aten	Parent
Linda Berner	Parent
Mari Bruno	Parent
Lisa Buscher	Parent
Cathy Cortes	Parent
Nicole Garbacik	Parent
Audra Jolliffe	Parent
Joel Manning	Teacher
Kimberly McKinney	Principal
Ilsa Santiago	Parent
Jimmy Sieg	Parent
Traci Tapp	Parent
Colleen Winburn	Education Support Employee
Sean Richter	Teacher
Mamie Oatis	Principal
Tony Tussing	Business/Community
Peggy Flomerfelt	Parent
Sarah Sieg	Parent
Amanda Carson	Parent
Barbara Francisco	Parent
Renee Loeffler	Parent
Lori Rosekelly	Parent
Amanda Tyler	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

As of the time of writing this plan we have not received any Florida Standards Assessment data. However, the team met to discuss the strategies and activities that were implemented in the 2014-2015 school year and the impact we felt it made on the school community as a whole.

Development of this school improvement plan

During the designated monthly meeting, SAC examines all aspects of the school when developing the School Improvement Plan (SIP). The team uses information from the prior year's SIP, State Assessment test results (when available), and school specific information to formulate goals with explicit accountability measures. SAC members are aware of individual student needs and that needs are based on school data. Upon quarterly data reviews, the SAC committee will suggest potential interventions that meet the needs of the school in order to increase overall student success. We recognize student performance and needs from the data and recommend interventions for students that will take them to proficiency. Expectations for SAC include; Prioritizing the needs of the school; developing strategies for improving areas of need to improve student performance and providing

input on the annual budget. SAC will: review the school budget to assure spending in accordance with the goals of the plan.

Preparation of the school's annual budget and plan

The team uses information from the prior year's SIP, State Assessment test results (when available), District Assessments, 2014/2015 financial needs and fund allocations, proposed projects, stakeholder input, and school specific information to allocate annual funds to meet Southwestern Middle School's measurable improvement goals, maintain high academic standards and improve overall student performance. Funds may be requested for projects that meet the 2015/2016 school improvement goal and is requested with a minimum of 3 days notification prior to the SAC meeting. With a quorum, SAC members determine the distribution of funds using a majority vote. Additionally, Upon quarterly data reviews, the SAC committee will suggest potential interventions that target the identified improvement goal and the needs of the school.

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

The beginning balance is \$213.39. Projected used of school improvement funds will be used to develop and implement identified areas in the SIP and to provide professional development opportunities for administrators, faculty/staff and other support staff that will enable students to meet the state's proficient levels of student performance.

*Student Recognition-PAWS, Honor Roll (magnet PAWS, Star Student)

Requested by: Lorinda Smith, Sixth Grade Lead Teacher

Amount: \$75.00

* Materials for Book Study

Requested by:Michelle Baldwin Moore

Amount: \$75.00

Mamie Oatis, Principal

Book Study/Professional Development (Data Driven, Engaging Students, Mission Impossible)

Amount: \$50.00

Any additional allocated funds may be used for the following projected activities:

*Parent Workshops – provide information on parenting, academic resources access, and continuing education activities such as Family Nights - STAR WARS Reading, Science Fair, Math and Social Studies Fair

* Implementing interventions that support lowest quartile

*Supporting the purchase of technology to enhance student achievement

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:

Name	Title
DiMuro, Harriett	Instructional Coach
Boyce, Abigail	Assistant Principal
Oatis, Mamie	Principal
Richter, Sean	Guidance Counselor
Wiseman, Kristina	Assistant Principal
Oyler, Rebecca	Teacher, K-12
Christensen, Jean	Teacher, K-12
Hays, Heather	Teacher, K-12
Roussakos, Alexandra	Teacher, K-12
Finkle, David	Teacher, K-12
Pait, Kellie	Instructional Media
Asby, Ben	Teacher, K-12
Cribbs, Heather	Teacher, K-12
Schutt, Jacqueline	Teacher, K-12
Soucier, Ashley	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Major initiatives of the LLT this year will be to provide reading/literacy professional development during Professional Learning Communities and monthly faculty meetings. Identify struggling readers, intervening to guide them towards proficiency and improve the ---- of non readers.

Below is a list of a few of the initiatives that will be implemented in the 2015-2016 school year.

*School Wide- Plagiarism Policy to help deter plagiarism and to encourage academic honesty.

*Data Driven Instruction

*Professional Learning Communities activities related to the Common Core for all content areas.

*Integrating technology in the classroom that promotes literacy.

*SMS Free Little Library

*Give a Book/Take a Book

The LLT's goal is to ensure that students are aware of the importance of literacy in all content areas. Professional Development activities will allow teachers to work in cross-curricular collaborative groups focusing on the literacy within their content.

The school-based LLT will spearhead school-wide projects such as Family Literacy events, Read A Latte, Reading Count Book Challenge and Read Across America Day. Other activities will be implemented to infuse technology in the classroom to promote higher level literacy skills and teach the skills needed to be successful at the post-secondary level for their future academic endeavors.

-Book Fair

-Read a Latte

-Battle of the books (school-wide reading competition)

-Book Swap (students are allowed to read and swap free books offered during lunch)

The Literacy Leadership Team will provide staff support through:

* Peer Coaching

* Bi-weekly PLC's

* Book Study/Study Groups

*Reading Coach-coaching sessions/classroom visits

*Reading Coach-modeling lessons in classrooms

*Analyzing, reviewing, sharing and reporting FAIR and/or SRI and DIA data

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

Common planning, Professional Learning Communities (PLCs), Book Studies, collaboration during Early Release Wednesdays (formal and informal), are infused throughout the school year. Our academic coaches are available to assist in building positive, collaborative relationships on our campus among teachers.

Common planning: Each subject area has common planning to allow for formal PLC meetings twice a month on a designated day as well as allowing the teachers the opportunity to meet informally as needed. These sessions will consist of teachers sharing ideas/strategies that are working in their classes, common assessment results, professional development to include training with general education teachers with their co-teachers/support facilitation teachers.

Book studies: Teach like a Champion 2.0 and Learn Like a Pirate. All of the opportunities are open to all teachers on campus and will need to show proof of implementation of the strategies learned.

Use of academic coaches:

Reading Coach: Facilitating interdepartmental conversations, open door policy, small group professional development based on the needs of the teachers.

Science Coach: Will conduct a training on proper planning for curriculum that will include the use of student data from district and state assessments. Teachers will be encouraged to develop common assessments with the assistance of the science coach. Vertical teaming will also be encouraged within the teams PLC meetings as the year progresses.

Early Release Wednesdays: Teachers will be given time during early release professional development to collaborate with teachers working on identical domain components for their Deliberate Practice Plan.

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

Interested applicants are given a tour of the campus during interviews. The entire staff creates a friendly/welcoming climate. Our Data Assistant Principal, Kristina Wiseman closely monitors the master schedule to ascertain that teachers who have been assigned are highly qualified. Key leaders (leadership team) and administrators mentor, coach and collaborate with new staff. Our administrative team makes every effort to ensure that every teacher is successful. Curriculum Assistant Principal, Abigail Boyce assigns a mentor to new teachers/staff members. New members participate in professional learning communities that are subject area determined.

Through the combined efforts of administration, leadership team, grade level chairs and security team all school based behavior or security measures are discussed and addressed monthly. Any concerns brought to this group is addressed immediately.

By providing teachers with the opportunity to work with technology like iPads, Clickers and Mobi document cameras in classrooms, teachers have opportunities they might not have in other schools. Due to the administrative teams collaborative practice in implementing a structured school environment, we are able to offer teachers an opportunity to teach in a safe and orderly learning environment which helps us to recruit and maintain highly qualified teachers.

Professional Learning Communities (PLC's) are scheduled twice a month during common planning periods and led by Principal Intern, Cameron Robinson, instructional coaches and department chairs. Mr. Robinson is in the process of revamping the PLC format to better serve the needs of both teachers and students. During PLC's the facilitator provides teachers opportunities to collaborate and to identify essential benchmarks. In addition, teachers are able to work together to create data driven lessons to meet the need of learners. Teachers receive the support they need in content and instruction.

Administrators give regular feedback after classroom walk-throughs and unscheduled/scheduled observations. In addition, college students from Stetson, Bethune- Cookman University and Daytona State College complete Classroom Practicums, and Internships on our campus.

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

New teachers are paired based on subject area and mentor teacher experience. Both mentor and mentee (math, physical education, language arts, science, and vocational/elective) are same subject certified. Mentors are well-selected, well-trained, and given time to work intensively with their assigned teacher. Mentor/mentee orientation training is scheduled during pre-planning week. Both complete the school checklist as a team. New teachers also meet monthly with administrators during designated PSP time. Southwestern Middle School mentoring program supports teachers as they develop skills in team teaching, interpersonal and written communications, and behavior management.

District level PARs are assigned to first year/no experience teachers. Our reading and science coaches work one-on one to coach beginning teachers to improve their performance wherever their skill level. Mentors and mentees are given support and time to participate in the conferences and professional development.

David Finkle, ELA Department Contact will provide Literacy and Instructional Strategies throughout the school year. The principal supports and provides release time and substitute coverage for mentors/mentees to participate in large group sessions.

Kellie Sanders, Media/Technologist Specialist, schedules classroom visits to offer valuable tips and general guidelines on how to use School Media Services, Destiny and provides SAM Orientation/ Training. As well as teaches a class in Journalism/Multi Media. Throughout the school year, Mrs. Sanders visits classrooms demonstrating the use of technology and various online resources for students and teachers.

Nicole Small, our ELL Contact offers practical strategies, activities for teaching English Language Learners of all levels and ELL lessons connected to core standards.

Cameron Robinson, Principal Intern and Lorinda Smith, ESE Department Contact will share ideas and strategies co-teachers and support facilitation teachers can implement in the classroom to increase student learning and engagement. Mr. Robinson and Mrs. Smith will share the roles/responsibilities of the co-teachers and support facilitation teachers, accommodations for students, and how to establish a positive classroom climate.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All Volusia County public middle school programs meet or exceed state requirements. At the secondary level, the district leads teacher teams to create the curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. Schools leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs), and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging, and rigorous.

Grade level team meetings are held to review student data.

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

With teachers participating in common planning, they are given the opportunity to review the data from their formative and summative assessments and adjust their teaching accordingly. Once the students are identified as needing remediation, teachers will have targeted instruction for these students, allow them to attend tutoring sessions, work with academic coaches or attend a support workshop. Teachers will work together to create targeted lessons throughout the year. Students are given numerous opportunities to remediate throughout the week. Morning and afternoon tutoring is available 4 to 5 days a week. There are also teachers available during the school day on Wednesdays to work with any student in need during non-core classes. In addition to PLC meetings, grade level meetings are held to review any student who might have either an academic or behavioral concern in any content area. This allows for all parties to have a shared responsibility to meet the needs of the student.

Data based off of administrative walk-throughs, academic coaches observations, Early Warning System and District Assessments will determine what approach is needed with the faculty to meet the needs of the students. Administrators, academic coaches and school counselors will meet bi-weekly to discuss these topics and create a plan of action. This is also a time to share exemplary teachers and teachers in need of support. Exemplary teachers could possibly be videotaped for training or observed by other teachers. Academic coaches will work with teachers to enhance 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: Extended School Day

Minutes added to school year: 5,400

* After School Enrichment Programs- Model Airplane (Science/Math), Robotics (Math/Science/Technology), *
D.R.E.A.M. (Boys Mentoring/Tutoring Program) , MathCounts, and the Tigers of 4-H open possibilities for targeted boys and girls to increase their interest in math, science, and technology. These Enrichment activities also provides an environment where students can become engaged in STEM fields. Program sponsors (many who are school/community volunteers) help students develop better attitudes toward school and higher educational aspirations. The D.R.E.A.M. Program, sponsored by C.A.T.A.L.Y.S.T. (VSC/SMS Mentors) focuses not just on academic support, but also offer enrichment activities. It seeks to foster positive relationships between club members and mentors; promotes high levels of student engagement (Bethune Cookman University Mentors) and offers skill building activities.

Strategy Rationale

These opportunities provide students with an opportunity to expand their knowledge or engage in activities that will broaden their current academic and relationship skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Oatis, Mamie, moatis@volusia.k12.fl.us

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

Student grades and discipline will be monitored to determine the effectiveness of the programs offered at the school. Students involved in these enrichment programs must maintain a specific grade point average and level of character to remain in the activities.

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

Students entering middle school in the sixth grade have a few different opportunities to have a smooth transition. Southwestern Middle School representatives attend articulation meetings for the students who warrant an Individual Education Plan. Incoming sixth graders also have an orientation prior to the school year beginning. This includes getting to know you activities, tour of the school and parent orientation.

Students leaving the middle school who warrant an Individual Education Plan also participate in an articulation meeting. The parents and students have an opportunity meet with a high school representative to answer any questions they might have. High school representatives also hold a meeting with all outgoing eighth grade students to share the different opportunities for a successful experience. The school counselors also coordinate a high school transition night where the representatives come the middle school and the students and parents participates in a day in the life of a high school student.

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

Students are provided opportunities throughout core and elective classes to build on their foundation and broadening their understanding of work and careers. By the time they are ready to exit middle school they should have assessed their interests and connected those interests with careers. Students have limited selections as they progress through the middle school curriculum in preparation for their high school career. However, during their eighth grade year, all students participate in a Career Planning course (CHOICES) through their social studies class in order to explore career options and aptitudes in preparation for the course selection. In grade 8 students begin making scheduling decisions. They can even begin earning high school credit. Thus, the importance of establishing goals and building plans. School counselors along with our feeder high school counselors work together to schedule the ninth grade scheduling process which our students complete in the Spring of their eighth grade year. Sixth and seventh grade students are introduced to different careers through class assignments, interactive activities, field trips and guest speakers. Additionally, mentors and tutors interact with students in each grade levels to spark their interest in professional and vocational occupations. College banner displayed around campus including on administrators, teachers, staff doors. Guest speakers are frequently invited for our annual Career Fair or for classroom/school-wide presentations.

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

Southwestern Middle School offers students elective courses in Art, Exploratory Technology, and Band/Chorus. Course changes this year include a Keyboarding Elective, Jazz Band and full year Art. Many of these courses focus on career readiness. Southwestern Middle School focuses on career and college exploration through guest speakers, college tours, and research assignments for all grade levels. Every year, students and parents participate in a course selection/curriculum fair that exposes them to next year's curriculum to inform their course selection. After the fair, students meet with a counselor to decide what classes will be taken. Although based on their abilities and State Assessment results, students are encouraged to take Advanced classes. Through our elective classes, students are exposed to a variety of professions through hands on activities, guest speakers and assignments. The elective classes work in conjunction with core subjects to supplement student understanding of potential careers that require college or technical training. Using student owned portable technology and school supplied computers, students will increase their knowledge of secondary career and college choices.

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

Strategies will include efforts embedded in the curriculum and academic advising/career planning events hosted by the school.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Through data driven instruction, all teachers will implement a differentiated literacy plan to increase student achievement across the curriculum.

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. Through data driven instruction, all teachers will implement a differentiated literacy plan to increase student achievement across the curriculum. **1a**

G069131

Targets Supported **1b**

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	95.0
FCAT 2.0 Science Proficiency	53.0
FSA Mathematics - Achievement	70.0
Civics EOC Pass	75.0
FSA English Language Arts - Achievement	56.0

Resources Available to Support the Goal **2**

- Academic Coaches (Reading and Science) and District liaison - Coaches will facilitate professional and in class strategy modeling for teachers in all academic areas. ESE Teachers Title One Funding Department/Subject Area Professional Learning Communities During Common Planning District Interim/Benchmark Assessments Support Labs
- Open Media Nights (Monday and Thursday) Parent Involvement events: Write On! (parents/ students involved in after-school writing camp) Orlando Science Center Family Night Parent Internet Cafe Read A Latte STAR WARS (Reading, ELA, Science) Family Math Night STEM Day Hispanic Heritage Celebration
- Internet Resources: Moby Max, Kahoot, Zeal, Plickers, Edmodo, Quizlet, Instagok, Gizmo, CPALMS, Algebra Nation

Targeted Barriers to Achieving the Goal **3**

- Teachers not using or the lack of knowledge on how to use data to identify non-proficient students.
- Common assessments in subject area/department.
- Teachers not accessing/utilizing materials or academic coaches.

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

Administrative Walk-throughs and observations.
 Common assessment results.

Person Responsible

Kristina Wiseman

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

MyPGs results Common Assessments collected. Evidence of classroom observations and utilizing the resources available to them.

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. Through data driven instruction, all teachers will implement a differentiated literacy plan to increase student achievement across the curriculum. **1**


 G069131

G1.B1 Teachers not using or the lack of knowledge on how to use data to identify non-proficient students.

2

 B179728

G1.B1.S1 Demonstrate/model uses of technology Provide data and research **4**

 S191021

Strategy Rationale

Teachers need to be exposed to the different technology available to them and implement that technology in the classroom. This technology will allow for more engaging activities for the students. Teachers also need to understand how to use the data from the programs that are available to them. All of the teachers data is located on a computer program and they need to become more comfortable with manipulating the programs for a better understanding of where their students stand academically.

Action Step 1 **5**

Professional Development opportunities will be made available. To include, Instructional Strategies, Reading Strategies, both can be utilized cross curricular. The ESE department will be leading professional development on how to break down assignments in the the different courses for students to better understand the content.

Person Responsible

Kristina Wiseman

Schedule

Biweekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

PD participants will be required to show proof of implementation.

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

A log will be created to assure teachers are participating in the Professional Development. Monitor walk-throughs, observations and PLC meetings. Teachers will need to return a completed professional development implementation form at the end of the year.

Person Responsible

Kristina Wiseman

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Professional Development activities sign ins, MyPGs, and PLC minutes

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

Student achievement scores will be monitored for the effectiveness of the strategies that are taught.

Person Responsible

Cameron Robinson

Schedule

Biweekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

PLC minutes, grade books and Eduphoria

G1.B1.S2 Allocate time for departments to observe other departments using data successfully. 4

S191022

Strategy Rationale

Teachers need to know how to use data to drive instruction.

Action Step 1 5

Teachers will be able to observe fellow colleagues during their planning period or during a pre-approved time.

Person Responsible

Mamie Oatis

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

The teacher will need to provide written summary of what they observed and if/how they will implement in their classroom.

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

Leadership team will create a schedule and submit to administration for approval.

October: Math and Science

November: Reading, Language Arts and Social Studies

December: Electives and PE

Person Responsible

Abigail Boyce

Schedule

On 5/31/2016

Evidence of Completion

Teachers who complete the observation will submit a reflection to the leadership team as evidence. Along with sharing during PLC meetings.

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

Teachers will change their teaching practices by implementing strategies and technologies they observed during their sessions. Teachers will also monitor student achievement in their classes for improvement.

Person Responsible

Abigail Boyce

Schedule

Monthly, from 9/1/2015 to 5/31/2016


Evidence of Completion

During the second PLC meeting of the month teachers will share out if they had an opportunity to participate in this activity during that month prior.

G1.B2 Common assessments in subject area/department. 2

 B179729

G1.B2.S1 PLC- rest/refresh/refocus PLC training that are data driven 4

 S191023

Strategy Rationale

Teachers need to be allocated time to work with their colleagues to plan for and compare their common assessment data.

Action Step 1 5

Data meetings will be infused in the PLC meetings

Person Responsible

Cameron Robinson

Schedule

Biweekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Results from District Assessments

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

In the PLC's they are creating common assessments by utilizing data from a variety of sources. Results will assist the teachers in honing in on students areas of deficiency and have an opportunity to remediate.

Person Responsible

Cameron Robinson

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Collection of the common assessment that was created by the teachers.

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

Ensure all students are being assessed at the same levels and the same standards. Teachers will monitor the students achievement and make adjustments as they see fit.

Person Responsible

Cameron Robinson

Schedule

Every 3 Weeks, from 9/1/2015 to 5/31/2016

Evidence of Completion

Teachers will bring a copy of the assessments to the PLC as evidence of completion.

G1.B3 Teachers not accessing/utilizing materials or academic coaches. 2

B179730

G1.B3.S1 Idea Exchange (Ed Camp) 4

S191024

Strategy Rationale

Provide teachers the opportunity to be exposed to new teaching strategies through professional development. Some teachers are not aware of some of the materials available to them or how to access those that are. Encourage teachers to share out what they are doing in the classroom to provide evidence and support to their colleagues.

Action Step 1 5

Teachers will have an opportunity to showcase materials they are using in their classrooms

Person Responsible

Abigail Boyce

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Teachers will need to submit evidence to Mrs. Boyce on what they plan to present.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will allow for volunteers to share resources being used in the classroom with colleagues during monthly faculty meetings.

Person Responsible

Abigail Boyce

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Calendar of events created by the administrative team of who will share and when.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Utilization of the resources shared in their classrooms. Monitor students common assessment data during the PLC meetings for effectiveness.

Person Responsible

Abigail Boyce

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Observation of implementation.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Professional Development opportunities will be made available. To include, Instructional Strategies, Reading Strategies, both can be utilized cross curricular. The ESE department will be leading professional development on how to break down assignments in the the different courses for students to better understand the content.	Wiseman, Kristina	9/1/2015	PD participants will be required to show proof of implementation.	5/31/2016 biweekly
G1.B1.S2.A1	Teachers will be able to observe fellow colleagues during their planning period or during a pre-approved time.	Oatis, Mamie	9/1/2015	The teacher will need to provide written summary of what they observed and if/ how they will implement in their classroom.	5/31/2016 quarterly
G1.B2.S1.A1	Data meetings will be infused in the PLC meetings	Robinson, Cameron	9/1/2015	Results from District Assessments	5/31/2016 biweekly
G1.B3.S1.A1	Teachers will have an opportunity to showcase materials they are using in their classrooms	Boyce, Abigail	9/1/2015	Teachers will need to submit evidence to Mrs. Boyce on what they plan to present.	5/31/2016 monthly
G1.MA1	Administrative Walk-throughs and observations. Common assessment results.	Wiseman, Kristina	9/1/2015	MyPGs results Common Assessments collected. Evidence of classroom observations and utilizing the resources available to them.	5/31/2016 quarterly
G1.B1.S1.MA1	Student achievement scores will be monitored for the effectiveness of the strategies that are taught.	Robinson, Cameron	9/1/2015	PLC minutes, grade books and Eduphoria	5/31/2016 biweekly
G1.B1.S1.MA1	A log will be created to assure teachers are participating in the Professional Development. Monitor walk-throughs, observations and PLC meetings. Teachers will need to return a completed professional development implementation form at the end of the year.	Wiseman, Kristina	9/1/2015	Professional Development activities sign ins, MyPGs, and PLC minutes	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Ensure all students are being assessed at the same levels and the same standards. Teachers will monitor the students achievement and make adjustments as they see fit.	Robinson, Cameron	9/1/2015	Teachers will bring a copy of the assessments to the PLC as evidence of completion.	5/31/2016 every-3-weeks
G1.B2.S1.MA1	In the PLC's they are creating common assessments by utilizing data from a variety of sources. Results will assist the teachers in honing in on students areas of deficiency and have an opportunity to remediate.	Robinson, Cameron	9/1/2015	Collection of the common assessment that was created by the teachers.	5/31/2016 quarterly
G1.B3.S1.MA1	Utilization of the resources shared in their classrooms. Monitor students common assessment data during the PLC meetings for effectiveness.	Boyce, Abigail	9/1/2015	Observation of implementation.	5/31/2016 monthly
G1.B3.S1.MA1	Administration will allow for volunteers to share resources being used in the classroom with colleagues during monthly faculty meetings.	Boyce, Abigail	9/1/2015	Calendar of events created by the administrative team of who will share and when.	5/31/2016 monthly
G1.B1.S2.MA1	Teachers will change their teaching practices by implementing strategies and technologies they observed during their sessions. Teachers will also monitor student achievement in their classes for improvement.	Boyce, Abigail	9/1/2015	During the second PLC meeting of the month teachers will share out if they had an opportunity to participate in this activity during that month prior.	5/31/2016 monthly
G1.B1.S2.MA1	Leadership team will create a schedule and submit to administration for approval. October: Math and Science November: Reading, Language Arts and Social Studies December: Electives and PE	Boyce, Abigail	9/1/2015	Teachers who complete the observation will submit a reflection to the leadership team as evidence. Along with sharing during PLC meetings.	5/31/2016 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. Through data driven instruction, all teachers will implement a differentiated literacy plan to increase student achievement across the curriculum.

G1.B1 Teachers not using or the lack of knowledge on how to use data to identify non-proficient students.

G1.B1.S1 Demonstrate/model uses of technology Provide data and research

PD Opportunity 1

Professional Development opportunities will be made available. To include, Instructional Strategies, Reading Strategies, both can be utilized cross curricular. The ESE department will be leading professional development on how to break down assignments in the the different courses for students to better understand the content.

Facilitator

Leadership Team

Participants

Administrators, teachers and paraprofessionals

Schedule

Biweekly, from 9/1/2015 to 5/31/2016

G1.B2 Common assessments in subject area/department.

G1.B2.S1 PLC- rest/refresh/refocus PLC training that are data driven

PD Opportunity 1

Data meetings will be infused in the PLC meetings

Facilitator

Cameron Robinson

Participants

Teachers and Administrators

Schedule

Biweekly, from 9/1/2015 to 5/31/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Professional Development opportunities will be made available. To include, Instructional Strategies, Reading Strategies, both can be utilized cross curricular. The ESE department will be leading professional development on how to break down assignments in the the different courses for students to better understand the content.	\$0.00
2	G1.B1.S2.A1	Teachers will be able to observer fellow colleagues during their planning period or during a pre-approved time.	\$0.00
3	G1.B2.S1.A1	Data meetings will be infused in the PLC meetings	\$0.00
4	G1.B3.S1.A1	Teachers will have an opportunity to showcase materials they are using in their classrooms	\$0.00
			Total: \$0.00