

Christa McAuliffe Middle School

6500 LE CHALET BLVD, Boynton Beach, FL 33472

www.edline.net/pages/christa_mcauliffe_middleschool

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	35%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	37%

School Grades History

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

**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 Palm Beach County School Board on 11/17/2015.

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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The staff, parents, and community of Christa McAuliffe Middle School are committed to working together to provide a consistent and nurturing climate. It is our goal to provide rigorous standards-based instruction to insure that students become literate, ethical and self-motivated lifelong learners.

Provide the school's vision statement

Christa McAuliffe Middle School along with the entire School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

In addition, committees are established to discuss and develop action plans related to Single School Culture initiatives, taking into account the needs of a diverse population.

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

We establish a school-wide expectation within the positive behavior support system known as SOAR, where each letter stands for Self-Management, Ownership, Achievement, and Respect. Through this matrix of expectations, the characteristics within the context of safety can be monitored and supported. Students are frequently and often praised or rewarded for SOARing on campus, before, during, and after school.

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

School-wide Positive Behavior Supports and the behavior matrix are conveyed twice a year during behavior expectation assemblies to ensure students are aware of school expectations. In addition, teachers, staff, and administration continuously reinforce the components of SOAR. The SwPBS team reviews data to ensure students are engaged while in class. Administrators and Department Instructional Leaders (DILs) emphasize differentiation of instruction to meet the needs of all students. In turn, teachers convey and review expectations for each learning activity within their classrooms. Then, class meetings frequently include student input and feedback. A School-wide recognition system is in place.

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 and Administrators Check-in and Check-out with students on a daily basis. A Check and Connect process is utilized with students in need of positive adult interactions and positive feedback throughout each day all year long. Mentoring channels are in place and peer-to-peer mentoring is accomplished through using the National Junior Honor Society. Group counseling is also available to students in need.

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

School Administrators and Staff use data to identify students who have attendance, behavioral, or academic concerns utilizing the School Based Team process. The State's decision matrix, with focus on Level 1 scores, is used to place students into intensive or remediation learning environments.

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	11	4	18	33
One or more suspensions	28	47	62	137
Course failure in ELA or Math	0	0	1	1
Level 1 on statewide assessment	60	59	58	177

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	22	17	28	67

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

Problem-solving discussions occur regularly. As a result, the Middle School Course Recovery (ComPASS) program has been revamped and utilized more effectively. The School-Based Team meets weekly to develop, provide, and monitor interventions for identified students. Read 180 is regularly used as an intervention with students. Reading Plus is being utilized across the school. In addition, School Counselors regularly meet with Administration to discuss intervention strategies identified by systematic observations as well as early warning systems.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

In an ongoing basis, parent involvement is always invited and encouraged. Communication with parents is comprehensive through Parent Link call-outs, Edline marketing, the Parent-Teacher-Student Association, Business/Community Partnerships, and School Advisory Council meetings. Parents are kept in the loop regularly and the turn out at Open House is outstanding. Two programs have been developed: Highway to Middle School and Highway to High School. Both support efforts to communicate what it takes for success coming into Middle School and heading to High School. Building positive relationships with families is inherent within the message of the school's mission and the school system's vision.

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 observed growth among Parent Volunteers and Business Partnerships over the past several years. Two staff members have been directly assigned the task of coordinating these two growing groups of community members. As a result, increased off campus activities (i.e., Chik-Fil-A, Wendy's, NYPD II, and Barnes and Nobles) events have occurred. In addition, greater numbers of donations and fundraiser outcomes have been noted.

Also, the ever increasing demand for technology in schools (i.e., real-world connections, integration of technology into instruction, computer-based testing, etc.) has been challenging. In order to overcome the challenge and meet these needs, Christa McAuliffe Middle School is increasing its outreach to community partners and other outside agencies and resources in this area. A new idea to involve such agencies with the school began this year. After research, school staff members found repositories and public warehouses filled with technology that can be used by public schools. As such, school staff completed required documentation, phone calls, and several road trips to secure hundreds of computers, monitors, and other technological equipment and plans to continue with this innovative idea throughout the year and in the future.

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
Silverman, Jeffrey	Principal
Lee, Penni	Assistant Principal
Zigler, Cory	Assistant Principal

Duties

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

The school-based RtI Leadership Team is comprised of the following members: Principal, Assistant Principals, ESE Contact, ESOL Coordinator, School Psychologist, Classroom Teachers, Reading Coach, RtI/Inclusion Facilitator, Learning Team Facilitator (LTF), and Guidance Counselor.

The Principal provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the School Based Team (SBT) is implementing RtI processes
- assessment of RtI skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support RtI implementation is provided
- effective communication with parents regarding school-based RtI plans and activities occurs

Assistant Principals support data-based decision making, ensure implementation of intervention support and documentation, and coordinate professional development to support RtI implementation. The ESE Contact coordinates efforts of ESE teachers regarding student data collection, supports the integration of core instructional activities/materials in ESE classes, and serves as a resource to General Education and ESE teachers regarding educational interventions to support ESE student learning.

The ESOL Coordinator participates in student data collection, integrates core instructional activities/materials into general education classes, and serves as a resource to general education teachers regarding educational interventions to support ESOL student learning.

The School Psychologist participates in collection, interpretation and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, and facilitates data-based decision-making activities.

Guidance Counselors provide services and expertise on issues ranging from program design to assessment and intervention with individual students, and support students' academic, emotional, behavioral, and social success.

The Reading Department Instructional Leader develops, leads, and evaluates the Reading program, identifies research based reading intervention approaches, identifies patterns of student need, collaborates with District personnel to identify appropriate evidence-based intervention strategies, assists with whole-school screening process to provide interventions to "at-risk" students, assists in the design and implementation of progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

The SBT Leader will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to

address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

*** Problem Solving Model**

The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
- Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Christa McAuliffe Middle School integrates Single School Culture by sharing universal guidelines for success, following our behavior matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS (School-Wide Positive Behavior Support). We update our action plans during Learning Team Meetings. In addition, we instill appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Donna Gibson	Teacher
Carolyn Stevens	Teacher
Jared Lacher	Teacher
Mindy Flanagan	Education Support Employee
Carrie Sonderegger	Parent
Heather Pressley	Parent
Patrick O'Sullivan	Student
Kara O'Sullivan	Student
Jennifer Linsinbigler	Business/Community
Jeffrey Silverman	Principal

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

SAC membership evaluated last year's goals and compared trends over the past 5 years. The SIP was evaluated and new directions and goals were discussed.

Development of this school improvement plan

The School Advisory Council (SAC) will support the mission and vision of the School District and School by providing input into the development, implementation, and monitoring phases of the school improvement process.

Preparation of the school's annual budget and plan

The committee oversees proposals and approves SIP Funding to be used for a portion of Professional Development needs and Instructional Materials or Equipment.

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

Future projections will be discussed in an on-going manner with the SAC.

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
Silverman, Jeffrey	Principal
Lee, Penni	Assistant Principal
Michel, Kelly	Instructional Media
Gamble-Braddy, La'Rene	Teacher, K-12
Bellas, Alexander	Teacher, K-12
Stevens, Carolyn	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Learning Literacy Team will increase student scores in Reading, Math, Science, EOCs, and Industry Certifications by:

1. Training staff on Blender and the tightly aligned Content and Assessment resources while focusing on Rigor.
2. "Unpacking" Standards and using the Breakdown of Learning Targets to focus instruction.
3. Monitoring student data via Progress Monitoring (FSQs, NGQs, and USAs) and Diagnostic scores (Winter).
4. Providing professional development opportunities for instructional staff on increasing literacy achievement.
5. Providing educational workshops for parents on increasing literacy across the curriculum.
6. Providing tutoring programs for various targeted student groups.

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

Learning Team Meetings and Professional Learning Communities are established at the school. The master schedule has been designed to provide consistent time for teachers to meet by Common Course or Grade Level.

Teachers are provided a common time from 8:20 - 9:00 a.m. each day. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaborative meetings and disaggregation of data.

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

1. Educator Support Program-Cory Zigler
2. School-Wide Response to Intervention-Stacy FIII, Aurora Miller
3. Administrative Support/intervention for teachers needing additional help with classroom management (i.e. SwPBS)-Assistant Principals
4. Professional Development/ Learning Team Meetings-Rob Kulics and Assistant Principals

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

In our teacher mentoring program first-year teachers are paired with another teacher that has expertise in the subject area that the first-year teacher has been assigned. The mentoring program provides first-year teachers with guidance on completing a Professional Growth Plan as well as assist with Marzano Framework and informal and formal iObservations.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses the RtI process, tutorials, intensive reading, and small-group instruction to assist students having difficulty attaining proficient or advanced level on state assessments.

The school ensures every teacher contributes to literacy improvement of every student by:

- Utilizing a balanced literacy approach that includes whole group, small group, and even one-on-one instruction based on student needs
- Core subject area teachers trained in Content Literacy Strategies
- Creating a schedule with a 90-minute reading block
- Establishing close reading and writing across the curriculum
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level

- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students and staff
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving support facilitation services for ESE/ELL

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: 18,720

Every student has the opportunity to attend our Before or After School Program which offers assistance with homework, learning skills activities, mentoring for our 6th grade students by our NJHS students to assist them with building organizational skills, and tutorial services in all the core subject areas. In addition, students have the opportunity to participate in enrichment activities programs like SECME, Academic Games, Science Fair, Robotics, etc.

Strategy Rationale

Remediation and Enrichment

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Silverman, Jeffrey, jeff.silverman@palmbeachschools.org

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

To determine the effectiveness of the strategy data is collected from the student's Winter Diagnostics, SRI (Scholastic Reading Inventory) and mini- assessments in Performance Matters.

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

All members of the school staff participate in committee meetings that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

At the end of the year articulation meetings occur with our feeder elementary schools. The school counselors present curriculum to all our 5th grade incoming students. In addition, all 6th and 7th grade students are automatically enrolled in the pre-requisite technology courses in preparation of application to our 8th grade course for those wishing to earn high school credit and industry certification. After the completion of the pre-requisite technology courses students will receive information from their school counselor to apply to the Industry Certification course Computing for College and Careers.

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

Our Information Communications Technology Academy is designed to provide qualified students interested in IT Communications with a motivating, skills based curriculum that teaches job specific technical skills and facilitates student awareness of Computer, Communications, and IT professions. The Academy also prepares students for entry into high school technology programs or related courses of study. The courses that are offered are: Business Keyboarding, Computer Applications 1&2, and Computing for College and Careers.

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

All our 8th grade students and their parents are invited to attend our "Highway to High School" program. This is a program where our students and their parents receive information on the academic programs, curriculum, high school graduation requirements, and college requirements to help our 8th grade students with their transition to high 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

NA

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.** If teachers incorporate standards-based and rigorous instruction, then student learning will increase.

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. If teachers incorporate standards-based and rigorous instruction, then student learning will increase.
 1a

G069970

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0
FSA English Language Arts - Achievement	71.0
FSA Mathematics - Achievement	73.0

Resources Available to Support the Goal 2

- Performance Matters/Unify
- Blender
- Reading Plus/Read 180
- Sunbay Math Program Implementation
- IQWEST Science Program Implementation
- Edgenuity Virtual Program
- Professional Development conducted by District Staff

Targeted Barriers to Achieving the Goal 3

- Scope and Sequence alignment among same course and grade-level teachers.
- Need for increased rigor in instruction.
- Fidelity of Standards Based Instruction in all academic areas with a focus on reading and math strategies.
- Technical Challenges.
- Scheduling.

Plan to Monitor Progress Toward G1. 8

Diagnostic Data and FSQ and USA Assessment Results in Performance Matters

Person Responsible

Jeffrey Silverman

Schedule

Monthly, from 8/17/2015 to 4/1/2016

Evidence of Completion

Result reports in Performance Matters will be compiled and used throughout the year to monitor progress toward this goal.

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. If teachers incorporate standards-based and rigorous instruction, then student learning will increase. **1**

 G069970

G1.B1 Scope and Sequence alignment among same course and grade-level teachers. **2**

 B182120

G1.B1.S1 Provide common planning time for teachers to collaborate and check in with one another to keep the pace of scope and sequence aligned. **4**

 S193807

Strategy Rationale

Alignment between same courses is imperative so common assessments can be used to delineate weaknesses and strengths of both the learner and teacher.

Action Step 1 **5**

Provide teachers with 40 minutes daily prior to the first bell to collaborate on lessons and check in on the pacing of their delivery of the scope and sequence.

Person Responsible

Jeffrey Silverman

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Attend common planning times and check-in with Department Instructional Leaders

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

Regular time will be dedicated to meetings with DIL and academic departments

Person Responsible

Jeffrey Silverman

Schedule

On 6/2/2016

Evidence of Completion

Meeting summary notes including data analysis information

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

Collect meeting summary notes including data analysis

Person Responsible

Jeffrey Silverman

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Meeting summary notes

G1.B2 Need for increased rigor in instruction. 2

B182121

G1.B2.S1 Provide professional development and resources for teachers regarding methods to increase the rigor of instruction. 4

S193808

Strategy Rationale

Rigorous standards based instruction is important to attaining results and getting achievement gains.

Action Step 1 5

Provide specific professional development in providing rigorous instruction

Person Responsible

Jeffrey Silverman

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

PD agendas, Marzano PD website

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

Marzano observations

Person Responsible

Jeffrey Silverman

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Marzano observations

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

Teacher lesson plans, department meeting minutes, Deliberate Practice plan

Person Responsible

Jeffrey Silverman

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Teacher lesson plans, department meeting minutes, Deliberate Practice plan

G1.B3 Fidelity of Standards Based Instruction in all academic areas with a focus on reading and math strategies. 2

 B182122

G1.B3.S1 Ensure implementation of continuous reading and/or math strategies by all teachers in the classroom as well as targeted interventions by students with the most need. 4

 S193809

Strategy Rationale

Students will benefit from increased use of reading and/or math strategies across the curriculum.

Action Step 1 5

Provide literacy training for all teachers, including content literacy strategy training for content area teachers

Person Responsible

Jeffrey Silverman

Schedule

On 6/2/2016

Evidence of Completion

Attendance rosters from trainings, lesson plans, observations

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

Classroom observations, lesson plans

Person Responsible

Jeffrey Silverman

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Observation information, lesson plans.

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

Classroom observations, continued PD as needed.

Person Responsible

Jeffrey Silverman

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Observation data, lesson plans

G1.B3.S2 Provide tutoring to targeted students in math and/or reading, writing, and science. 4

 S193810

Strategy Rationale

Providing additional instruction will increase academic performance in all classes.

Action Step 1 5

Identify targeted students that would benefit from additional instruction.

Person Responsible

Jeffrey Silverman

Schedule

Monthly, from 10/1/2015 to 3/11/2016

Evidence of Completion

Lesson plans, attendance records at tutoring sessions.

Action Step 2 5

Identify targeted students that would benefit from additional instruction.

Person Responsible

Jeffrey Silverman

Schedule

Monthly, from 10/1/2015 to 3/11/2016

Evidence of Completion

Lesson plans, attendance records at tutoring sessions.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Pre and post tests/assessments.

Person Responsible

Jeffrey Silverman

Schedule

Semiannually, from 10/1/2015 to 3/11/2016

Evidence of Completion

Results of pre and post tests.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Analyze the data/results of assessments

Person Responsible

Jeffrey Silverman

Schedule

Quarterly, from 10/1/2015 to 3/11/2016

Evidence of Completion

Results of assessments for each student.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Analyze the data/results of assessments

Person Responsible

Jeffrey Silverman

Schedule

Quarterly, from 10/1/2015 to 3/11/2016

Evidence of Completion

Results of assessments for each student.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Analyze the data/results of assessments

Person Responsible

Jeffrey Silverman

Schedule

Quarterly, from 10/1/2015 to 3/11/2016

Evidence of Completion

Results of assessments for each student.

G1.B4 Technical Challenges. 2

B182123

G1.B4.S1 Teachers need to be continuously trained on current educational technology and programs available to them while increasing its use in the classroom. 4

S193811

Strategy Rationale

We are an Information Communication Technology Academy that requires current information and use of technology by all of our teachers.

Action Step 1 5

Conduct professional development on use of technology in the classroom.

Person Responsible

Jeffrey Silverman

Schedule

Quarterly, from 11/16/2015 to 6/2/2016

Evidence of Completion

Meeting agenda, follow up activities, sign in sheets.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Classroom observations, lesson plans, meeting agendas.

Person Responsible

Jeffrey Silverman

Schedule

Monthly, from 11/16/2015 to 6/2/2016

Evidence of Completion

Marzano observations, lesson plans, meeting agendas.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Classroom observations, meeting agendas, lesson plans.

Person Responsible

Jeffrey Silverman

Schedule

Monthly, from 11/16/2015 to 6/2/2016

Evidence of Completion

Observations, agendas, lesson plans.

G1.B5 Scheduling. 2

 B182124

G1.B5.S1 Preserving the extra time in the schedule needed for effective planning is not always the easiest task. Time is needed within the master schedule to allow for common planning and other tasks.

4

 S193812

Strategy Rationale

Without time for planning with their peers, teachers are not able to effectively analyze performance data, unpack standards, and plan for rigorous instruction.

Action Step 1 5

The master schedule will provide common planning time and an additional 40 minutes daily for planning.

Person Responsible

Jeffrey Silverman

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Master schedule

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Department meeting notes, lesson plans, review of master schedule

Person Responsible

Jeffrey Silverman

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Department meeting notes, lesson plans, review of master schedule

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Collect department meeting notes, lesson plan review, data analysis

Person Responsible

Jeffrey Silverman

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Collect department meeting notes, lesson plan review, EDW and Performance Matters

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide teachers with 40 minutes daily prior to the first bell to collaborate on lessons and check in on the pacing of their delivery of the scope and sequence.	Silverman, Jeffrey	8/17/2015	Attend common planning times and check-in with Department Instructional Leaders	6/2/2016 daily
G1.B2.S1.A1	Provide specific professional development in providing rigorous instruction	Silverman, Jeffrey	8/17/2015	PD agendas, Marzano PD website	6/2/2016 monthly
G1.B3.S1.A1	Provide literacy training for all teachers, including content literacy strategy training for content area teachers	Silverman, Jeffrey	8/10/2015	Attendance rosters from trainings, lesson plans, observations	6/2/2016 one-time
G1.B3.S2.A1	Identify targeted students that would benefit from additional instruction.	Silverman, Jeffrey	10/1/2015	Lesson plans, attendance records at tutoring sessions.	3/11/2016 monthly
G1.B4.S1.A1	Conduct professional development on use of technology in the classroom.	Silverman, Jeffrey	11/16/2015	Meeting agenda, follow up activities, sign in sheets.	6/2/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A1	The master schedule will provide common planning time and an additional 40 minutes daily for planning.	Silverman, Jeffrey	8/17/2015	Master schedule	6/2/2016 weekly
G1.B3.S2.A2	Identify targeted students that would benefit from additional instruction.	Silverman, Jeffrey	10/1/2015	Lesson plans, attendance records at tutoring sessions.	3/11/2016 monthly
G1.MA1	Diagnostic Data and FSQ and USA Assessment Results in Performance Matters	Silverman, Jeffrey	8/17/2015	Result reports in Performance Matters will be compiled and used throughout the year to monitor progress toward this goal.	4/1/2016 monthly
G1.B1.S1.MA1	Collect meeting summary notes including data analysis	Silverman, Jeffrey	8/17/2015	Meeting summary notes	6/2/2016 weekly
G1.B1.S1.MA1	Regular time will be dedicated to meetings with DIL and academic departments	Silverman, Jeffrey	8/17/2015	Meeting summary notes including data analysis information	6/2/2016 one-time
G1.B2.S1.MA1	Teacher lesson plans, department meeting minutes, Deliberate Practice plan	Silverman, Jeffrey	8/17/2015	Teacher lesson plans, department meeting minutes, Deliberate Practice plan	6/2/2016 biweekly
G1.B2.S1.MA1	Marzano observations	Silverman, Jeffrey	8/17/2015	Marzano observations	6/2/2016 biweekly
G1.B3.S1.MA1	Classroom observations, continued PD as needed.	Silverman, Jeffrey	8/17/2015	Observation data, lesson plans	6/2/2016 monthly
G1.B3.S1.MA1	Classroom observations, lesson plans	Silverman, Jeffrey	8/17/2015	Observation information, lesson plans.	6/2/2016 monthly
G1.B4.S1.MA1	Classroom observations, meeting agendas, lesson plans.	Silverman, Jeffrey	11/16/2015	Observations, agendas, lesson plans.	6/2/2016 monthly
G1.B4.S1.MA1	Classroom observations, lesson plans, meeting agendas.	Silverman, Jeffrey	11/16/2015	Marzano observations, lesson plans, meeting agendas.	6/2/2016 monthly
G1.B5.S1.MA1	Collect department meeting notes, lesson plan review, data analysis	Silverman, Jeffrey	8/17/2015	Collect department meeting notes, lesson plan review, EDW and Performance Matters	6/2/2016 weekly
G1.B5.S1.MA1	Department meeting notes, lesson plans, review of master schedule	Silverman, Jeffrey	8/17/2015	Department meeting notes, lesson plans, review of master schedule	6/2/2016 monthly
G1.B3.S2.MA1	Analyze the data/results of assessments	Silverman, Jeffrey	10/1/2015	Results of assessments for each student.	3/11/2016 quarterly
G1.B3.S2.MA1	Analyze the data/results of assessments	Silverman, Jeffrey	10/1/2015	Results of assessments for each student.	3/11/2016 quarterly
G1.B3.S2.MA1	Analyze the data/results of assessments	Silverman, Jeffrey	10/1/2015	Results of assessments for each student.	3/11/2016 quarterly
G1.B3.S2.MA1	Pre and post tests/assessments.	Silverman, Jeffrey	10/1/2015	Results of pre and post tests.	3/11/2016 semiannually

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. If teachers incorporate standards-based and rigorous instruction, then student learning will increase.

G1.B1 Scope and Sequence alignment among same course and grade-level teachers.

G1.B1.S1 Provide common planning time for teachers to collaborate and check in with one another to keep the pace of scope and sequence aligned.

PD Opportunity 1

Provide teachers with 40 minutes daily prior to the first bell to collaborate on lessons and check in on the pacing of their delivery of the scope and sequence.

Facilitator

Jeff Silverman

Participants

All teachers

Schedule

Daily, from 8/17/2015 to 6/2/2016

G1.B2 Need for increased rigor in instruction.

G1.B2.S1 Provide professional development and resources for teachers regarding methods to increase the rigor of instruction.

PD Opportunity 1

Provide specific professional development in providing rigorous instruction

Facilitator

Jeff Silverman

Participants

All teachers

Schedule

Monthly, from 8/17/2015 to 6/2/2016

G1.B4 Technical Challenges.

G1.B4.S1 Teachers need to be continuously trained on current educational technology and programs available to them while increasing its use in the classroom.

PD Opportunity 1

Conduct professional development on use of technology in the classroom.

Facilitator

Mike Persaud, STST

Participants

All teachers

Schedule

Quarterly, from 11/16/2015 to 6/2/2016

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	Provide teachers with 40 minutes daily prior to the first bell to collaborate on lessons and check in on the pacing of their delivery of the scope and sequence.				\$0.00
2	G1.B2.S1.A1	Provide specific professional development in providing rigorous instruction				\$0.00
3	G1.B3.S1.A1	Provide literacy training for all teachers, including content literacy strategy training for content area teachers				\$0.00
4	G1.B3.S2.A1	Identify targeted students that would benefit from additional instruction.				\$0.00
5	G1.B3.S2.A2	Identify targeted students that would benefit from additional instruction.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6000	100-Salaries	1821 - Christa McAuliffe Middle Schl	School Improvement Funds		\$5,000.00
			<i>Notes: Teacher tutorial salaries plus benefits.</i>			
6	G1.B4.S1.A1	Conduct professional development on use of technology in the classroom.				\$0.00
7	G1.B5.S1.A1	The master schedule will provide common planning time and an additional 40 minutes daily for planning.				\$0.00
					Total:	\$5,000.00