Middleburg High School

2015-16 School Improvement Plan

Middleburg High School

3750 COUNTY ROAD 220, Middleburg, FL 32068

http://mhs.oneclay.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	46%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	14%

School Grades History

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

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 is pending approval by the Clay County School Board.

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.

Table of Contents

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

To provide a safe, educational environment that fosters students' intellectual, social, emotional and physical potential, empowering them to become productive, lifelong learners.

Provide the school's vision statement

Middleburg High School Beliefs:
*Students will develop the skills necessary to think independently and become effective problem solvers.
*Students will develop an appreciation and understanding of the value of lifelong learning through enrichment courses and activities.
*Teachers will encourage students to learn valuable lessons through athletics, performing arts and other extracurricular activities.
*Teachers will engage the intellectual curiosity and creativity of students, allowing them to become multifaceted learners.
*Students will learn to accept and adapt to change and will recognize the value of work.
*Teachers will encourage students to create ethical relationships with other students, faculty members and all members of the community.
*Students will develop a positive sense of leadership, personal responsibility, and good citizenship.
*Students will develop awareness of career opportunities and the skills and education required for entrance into various occupational fields.
*Teachers will encourage a sense of community within the school and provide an atmosphere that encourages parental participation.
*All members of the school community will strive to create an environment of toleration of diverse opinions and beliefs.

School Environment

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

At Middleburg High, we strive to create relationships between all members of the school community. We have established the Bronco Parent Mentoring program, pairing students with faculty members for monitoring academics and student achievement. The Academies at Middleburg High School involve students from various backgrounds to promote a sense of belonging. The Leadership Program sends student ambassadors to area middle schools to promote involvement in clubs and activities on campus at the end of each school year. Over the summer, faculty, staff and student representatives host a "Bronco Round-Up" informing both parents and students of available academies, clubs, courses and organizations with which to become involved. We have added "Bronco Nation" to our modified block schedule this year, allowing students ample time within the school day to attend tutoring sessions, make-up missed assignments or assessments, and demonstrate responsibility through an open-campus lunch period.

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

In order to create a safe and secure environment for students, we have established clear expectations for student behavior and discipline policies and procedures. We also implemented a

series of "Teach-tos" at the beginning of the year to ensure that students understood the expectations for student behavior and discipline procedures. The faculty and staff also are responsible for targeted duties to assure a safe and respectful school environment. Teachers are to be present at classroom doors between classes to ensure student safety. "Bronco Nation" gives students the opportunity to interact with each other and the staff, and creates a culture of maturity, responsibility and motivation.

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

We have established clear expectations for student behavior and discipline policies and procedures. We also implemented a series of "Teach-tos" at the beginning of the year to ensure that students understood the expectations for student behavior and discipline procedures.
At the beginning of the school year, the administrative team instructed the faculty about the school-wide behavioral system.
At the beginning of each school year, administration meets with all students by grade level to address school policies, expectations and disciplinary procedures to ensure that all students are aware of these issues.

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

We provide SAP Counseling services via a connection with Clay Behavioral Systems, counseling sessions through the Guidance Department and our Peer Mentoring Program. We are also providing Professional Development opportunities to address suicide-prevention strategies and programs to meet the social-emotional needs of all students. Progression towards school-wide academies creates a sense of belonging and connection for all students at Middleburg High School.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

We strive to involve parents and community members is a variety of ways. We provide a monthly newsletter through the Guidance department that highlights the events and activities on campus. We also opened a Facebook account in order to update parents and students alike of important events. The MHS webpage is updated on an as-needed basis and the automated phone system notifies parents and guardians about important dates and campus activities.

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 reaches out to local businesses, organizations and community members in order to enrich opportunities for the students both on- and off-campus. These partnerships provide financial support as well as enrichment experiences for the students. Academies have greatly benefited from this community support through supply provision, project support and career mentoring opportunities. Career Fairs are also establish connections between the students, school and community.

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
Feltner, Robert	Principal
Gerds, Thomas	Assistant Principal
Palmer, Stephanie	Assistant Principal
Williams, Justin	Assistant Principal
Rose, Heidi	SAC Member

Duties

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

The leadership team analyzes school-wide data and determines the effectiveness of instruction for all students. Data includes Performance Matters, FCAT 2.0 and course EOCs. The team is led by Rob

Feltner (principal) and supported by all other administrators. Intervention strategies are suggested to support student learning needs. The facilitator ensures that the MTSS plan is followed.

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

All Level 1 and 2 students will take a benchmark assessment three times per year. The leadership teams will meet after each assessment period to review student data. Analysis of the quality of Tier I instruction will be evaluated and facilitated by the leadership team. Administrators will meet with all content area teachers via PLCs. In these meetings, data will be discussed, as will strategies needed to assist struggling students. The focus will be on student achievement and intervention strategies. Areas addressed will include reading, Algebra I and Geometry.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Robert Feltner	Principal
Thomas Gerds	Principal
Sheryl Lawrence	Education Support Employee
Doug Allen	Teacher
Lisa Wilson	Teacher
Crystal Bandor	Teacher
Lisa Evans	Teacher
Barbara Ross	Teacher
Dawn Vitellero	Teacher
Collin Markum	Teacher
Heidi Rose	Teacher
Stacey Rutherford	Teacher
Aurora Ayres	Parent
Ruth Gardner	Teacher
Hally Adams	Teacher
Mackenzie Keller	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC Committee collaborated on developing goals that reflected the needs of the school, and worked to ensure that the goals also mirrored the overall County Initiatives. After drafting the SIP, it was submitted for approval by the School Board, reviewed by SAC leadership at other schools, and finalized by editing from our own committee. The Final Draft of the plan was then published and

displayed for any additional faculty or staff contribution, then voted upon by the SAC Committee before final submission to the State.

Development of this school improvement plan

The committee evaluated areas in which the school needed to focus its growth and set the SIP goals. Attention focused on academic growth, student conduct and parent involvement.

Preparation of the school's annual budget and plan

The SAC Committee discussed the areas of greatest need in the area of school improvement and utilized allocated funds to work toward those ultimate goals.

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

Teacher training/workshop attendance
MTSS incentives
School aesthetic projects

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
Feltner, Robert	Principal
Gerds, Thomas	Assistant Principal
Palmer, Stephanie	Assistant Principal
Williams, Justin	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team on campus assists with the transition to Florida Standards. The members also address issues that affect the students' needs at in the area of developing, maintaining and enhancing literacy skills.

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

By implementing the school academies, teachers are meeting to collaborate on lessons that meet the needs of students participants.
Weekly small-group PLCs or Academy meetings also promote teacher collaboration on effective lesson planning. This year, teachers were able to select PLC groups that they felt would best enrich their classroom teaching abilities and experiences.

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

Administration at MHS participates in National recruitment fairs and teacher expos.
Retention strategies: fosters a positive environment focused on academics and professional growth

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

All teachers new to our school, regardless of years of teaching experience, are paired with an experienced teacher. This ensures smoother transition into the school environment and a provides a resource for information regarding school policies and procedures. Teacher/mentor pairings are done by department. Meetings take place on an as-needed basis. The BEST teacher program allows for mentoring and connection for all new teachers. We also utilize the TIP Plus program to prepare, support and retain new teachers.

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

new textbooks--state adopted
links and academy binder (contains standards for each subject area)
PLC logs--submitted by PLC groups on a weekly basis
providing training for new math materials to promote instructional philosophies that align with state standards
Utilization of CPALMS for instructional support
Achieve 3000 is utilized by the Reading Department to support student learning
PSAT is given to all 10th graders and is available for Juniors as well

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

Achieve 3000 for reading teachers

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: 7,200

We offer a seventh period option as well as Compass programs in order to enrich student education or allow for remediation and mastery. In addition to remediation programs, we offer Reading and Math tutoring in the Spring.

Strategy Rationale

Students who require additional remediation or enrichment activities do not need to alter current class schedules in order to receive assistance.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Students earn credit(s) based upon successful completion of the program(s).

Strategy: Extended School Day

Minutes added to school year: 4,320

We have changed the schedule this year to include a modified block system, and twice a week for an hour each day, students can attend tutoring sessions with their teacher(s) to improve student learning and create opportunities for success.

Strategy Rationale

Students who require additional remediation, enrichment or tutoring may take advantage of the two hour Bronco Nation time allotted for these activities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Feltner, Robert, rfeltner@oneclay.net

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

Departments are providing data regarding individual teacher tutoring sessions. Computer lab rosters are also being collected and recorded.

Strategy: Extended School Day

Minutes added to school year: 5,400

Bronco Nation is a time for school-wide tutoring availability, credit recovery, and make-up assessments.

Strategy Rationale

Students will have ample time built into the school day to ensure their academic success.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Feltner, Robert, rfeltner@oneclay.net

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

Faculty, staff and student feedback is evaluated regularly by the administrative team.

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

MHS Guidance Counselors visit the Junior High schools that feed students to our school during the Spring of their 8th grade year. Over the summer, teachers and current students hold the "Bronco Round-Up" which assists the junior high students with transition to the high school setting.

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

Guidance counselors visit all English classes in the Fall of each year in order to discuss all graduation requirements, course possibilities and schedule planning. Students are also informed of upcoming college visitations to our campus, where students can speak with college or academy representatives face-to-face. Teachers post information about the College Night held each Fall, giving students another opportunity for face-to-face interaction with college/program representatives. With the variety of elective, AP, Dual and CTE programs offered, students have the chance to choose courses in which they are interested.

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

Our school provides multiple opportunities for students to see the relationships between the courses in which they are enrolled and their future options. Students may explore these options through CTE courses (carpentry, drafting, interior design, culinary arts, electrical, child care, automotive), Advanced Placement courses and Dual Enrollment classes. These academies and programs provide "real-world" experiences for students though field trips, exploratory projects, guest lectures and other practical applications. In many of the CTE programs, students can earn certification(s) and are

prepared for the work force immediately upon graduating from high school. AP and Dual classes prepare students for a post-secondary education.

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

Graduation rate increases are addressed through remediation and Bronco Nation lab/tutoring availability.
Guidance provides counseling in regards to current student progress and goals.
College visitations and expos provide opportunities for students to explore post-secondary options.
Each year, teachers and administrators promote accelerated programs for student achievement (Advanced Placement, Dual Enrollment, CTE).
Students "at-risk" are monitored early in the school year and MTSS strategies and incentives are initiated.
Students who are unsuccessful on the PERT are placed in college-readiness courses in math and/or English in order to improve skills in areas of weakness.

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

Students have a variety of options for life after high school. Through participation in the academies, students receive real-life experiences and training for post-secondary activities. Vocational training, certification programs as well as courses that offer college credits offer opportunities for students to success no matter their interests or plans.

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. Improve students higher level thinking skills in mathematical applications.

G2. Promote sound instructional strategies that facilitates student engagement in challenging curriculum.

G3. Strengthening PLCs to improve collaboration amongst faculty which will in turn facilitate student learning gains.

G4. To improve writing in all content areas.

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. Improve students higher level thinking skills in mathematical applications. 1a

G071300

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	75.0

Resources Available to Support the Goal 2

- large and small group PLCs, regular practical assessments, use of application/word/story problems, course notebooks are required and checked

Targeted Barriers to Achieving the Goal 3

- time for professional development, teacher knowledge and skill, student motivation, technology access

Plan to Monitor Progress Toward G1. 8

PLCs targeting strategies that address higher order thinking skills,PLCs targeting incorporation of application problems on a regular basis, PLCs targeting student collaboration and remediation

Person Responsible
Robert Feltner

Schedule
Weekly, from 8/26/2015 to 6/3/2016

Evidence of Completion
a variety of data will be assessed to determine the effectiveness of PLC collaborative strategies, lesson plan checks, classroom walk-throughs by administration, PLC follow-up forms will be utilized, teacher computer stations will be assessed for age and improved if needed

G2. Promote sound instructional strategies that facilitates student engagement in challenging curriculum.

`1a`

Targets Supported `1b`

`G071301`

Indicator	Annual Target
College Readiness Mathematics	75.0

Resources Available to Support the Goal `2`

- PLCs, district and school-based professional development opportunities, expert teachers providing modeling and collaboration

Targeted Barriers to Achieving the Goal `3`

- time available for PLCs, improvement of technology and modernization of classroom resources, limited funding, teacher compliance, technology access

Plan to Monitor Progress Toward G2. `8`

pre-planned meeting times for PLCs, prioritizing funding, teacher incentives

Person Responsible

Robert Feltner

Schedule

Weekly, from 8/26/2015 to 6/3/2016

Evidence of Completion

a variety of data will be assessed to determine progress being made, pre-planned calendar of meeting dates/times will be provided, classroom technology/materials improvement will be documented, Navigator Plus points awarded at the conclusion of professional development opportunities, teacher computer stations will be assessed for age and improved if needed

G3. Strengthening PLCs to improve collaboration amongst faculty which will in turn facilitate student learning gains. 1a

G071302

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0

Resources Available to Support the Goal 2

- District Professional Development, National and local research-based strategies

Targeted Barriers to Achieving the Goal 3

- time for professional development, funding, teacher compliance

Plan to Monitor Progress Toward G3. 8

New-PLC team Logs, Group Learning Target Plans, Performance Matters data, Common Assessment data

Person Responsible

Robert Feltner

Schedule

On 6/3/2016

Evidence of Completion

New-PLC team logs will be collected and feedback will be given by administration, classroom walk-throughs will be conducted by administration, PLC calendar has been made available to all teachers, Navigator Plus points awarded at the conclusion of professional development opportunities, data will be assessed to determine progress made toward the goal

G4. To improve writing in all content areas. 1a

G071303

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	75.0

Resources Available to Support the Goal 2

- Writing portfolios & journals, weekly writing classroom assessments, DBQ Project, PLCs

Targeted Barriers to Achieving the Goal 3

- time for professional development, limited proficiency in multiple writing instructional methods across content areas, technology access

Plan to Monitor Progress Toward G4. 8

PLCs targeting writing writing in all content areas, PLCs targeting writing prompts, PLCs targeting collaborative structures that promote writing

Person Responsible

Robert Feltner

Schedule

Weekly, from 8/27/2014 to 6/4/2015

Evidence of Completion

a varitey of data will be assessed to determine progress made toward the goal, classroom walk-throughs by administration, PLC Follow-up forms and sign-in rosters, Lesson Plan checks, teacher computer stations will be assessed for age and improved if needed

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. Improve students higher level thinking skills in mathematical applications. `1`

`G071300`

G1.B1 time for professional development, teacher knowledge and skill, student motivation, technology access `2`

`B185969`

G1.B1.S1 PLCs targeting strategies that address higher order thinking skills,PLCs targeting incorporation of application problems on a regular basis, PLCs targeting student collaboration and remediation, update older teacher computer stations `4`

`S197376`

Strategy Rationale

To create learning environments conducive to higher-order thinking in the area of mathematics.

Action Step 1 `5`

Weekly PLCs

Person Responsible

Robert Feltner

Schedule

Weekly, from 8/26/2015 to 6/3/2016

Evidence of Completion

documentation of strategies evident in lesson plans, PLC follow-up forms, student documentation, course technology requirements will be assessed; Carnegie Learning resource

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

PLCs targeting strategies that address higher order thinking skills,PLCs targeting incorporation of application problems on a regular basis, PLCs targeting student collaboration and remediation

Person Responsible

Robert Feltner

Schedule

Weekly, from 8/26/2015 to 6/3/2016

Evidence of Completion

attendance rosters are required, lesson plan checks, follow-up forms, monitoring through administrative walk-throughs, teacher computer stations will be assessed for age and improved if needed

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

PLCs targeting strategies that address higher order thinking skills,PLCs targeting incorporation of application problems on a regular basis, PLCs targeting student collaboration and remediation

Person Responsible

Robert Feltner

Schedule

Weekly, from 8/26/2014 to 6/3/2016

Evidence of Completion

a variety of data will be assessed to determine the effectiveness of PLC collaborative strategies, lesson plan checks, classroom walk-throughs by administration, PLC follow-up forms will be utilized, teacher computer stations will be assessed for age and improved if needed

G2. Promote sound instructional strategies that facilitates student engagement in challenging curriculum. 1

G071301

G2.B1 time available for PLCs, improvement of technology and modernization of classroom resources, limited funding, teacher compliance, technology access 2

B185970

G2.B1.S1 pre-planned calendar of meeting dates and times provided to all teachers, finding areas within the budget that will allow for improved teacher access to modern technology and materials, providing teacher incentives, update older teacher computer stations 4

S197377

Strategy Rationale

To engage all students across curriculum and promote self-monitoring among students.

Action Step 1 5

pre-planned meeting times for PLCs, prioritizing funding, teacher incentives

Person Responsible

Robert Feltner

Schedule

Weekly, from 8/26/2015 to 6/3/2016

Evidence of Completion

pre-planned calendar of meeting dates/times, classroom technology/materials improvement, Navigator Plus points awarded, course technology requirements will be assessed

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

pre-planned meeting times for PLCs, prioritizing funding, teacher incentives

Person Responsible

Robert Feltner

Schedule

Weekly, from 8/26/2015 to 6/3/2016

Evidence of Completion

sign-in rosters will be collected, pre-planned calendar of meeting dates/times is provided to teachers, classroom technology/materials improvement will be assessed and documented, Navigator Plus points awarded at the conclusion of professional development opportunities, teacher computer stations will be assessed for age and improved if needed

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

pre-planned meeting times for PLCs, prioritizing funding, teacher incentives

Person Responsible

Robert Feltner

Schedule

Weekly, from 8/26/2015 to 6/3/2016

Evidence of Completion

Lesson plans will be checked by administration, classroom walk-throughs will be conducted, pre-planned calendar of meeting dates/times has been supplied, classroom technology/ materials improvement will be documented, Navigator Plus points awarded at the conclusion of professional development opportunities, teacher computer stations will be assessed for age and improved if needed

G3. Strengthening PLCs to improve collaboration amongst faculty which will in turn facilitate student learning gains. 1

🔑 G071302

G3.B1 time for professional development, funding, teacher compliance 2

🔑 B185971

G3.B1.S1 New-Teachers will spend 45 minutes a week as a PLC team collaboratively planning standards based lessons, common formative assessments and looking at student work. Teams will use a Group Learning Target Plan as well as the district PLC logs to document their work around these 3 questions: What do we want students to know and be able to do? How will we know they have learned it? What will we do when they don't? 4

🔑 S197378

Strategy Rationale

New-PLC teams who engage in a systematic process in which the adults in the building engage in constant collective inquiry and action research ultimately impact their practice in order to get better results.

Action Step 1 5

New-Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student work

Person Responsible

Thomas Gerds

Schedule

Weekly, from 8/11/2015 to 8/27/2015

Evidence of Completion

New-Logs from meetings, feedback from administrators through email, Navigator Plus points awarded, classroom walk-throoughs

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

New-Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student work

Person Responsible

Thomas Gerds

Schedule

On 6/3/2016

Evidence of Completion

sign-in rosters will be collected, PLC calendar available to all teachers, cost analysis review of PD funding, Navigator Plus points awarded upon completion of professional development opportunities

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

New-Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student work

Person Responsible

Robert Feltner

Schedule

Weekly, from 8/26/2015 to 6/3/2016

Evidence of Completion

New-The logs will be turned in weekly by each team and administrators will provide feedback. Old-A variety of data will be assessed to determine progress made, lesson plans will be collected and checked by administration, classroom walk-throughs will be conducted by administration, cost analysis review of PD funding, Navigator Plus points awarded at the conclusion of professional development opportunities

G4. To improve writing in all content areas. 1

G071303

G4.B1 time for professional development, limited proficiency in multiple writing instructional methods across content areas, technology access 2

B185972

G4.B1.S1 PLCs targeting writing in all content areas, PLCs targeting persuasive/expository writing prompts, PLCs targeting classroom "collaborative" structures that promote writing, update teacher computer stations 4

S197379

Strategy Rationale

To promote synthesis of essays and collective use of textual evidence across all curriculum.

Action Step 1 5

Weekly PLCs

Person Responsible

Robert Feltner

Schedule

Weekly, from 8/26/2015 to 6/3/2016

Evidence of Completion

documentation of strategies evident in lesson plans, PLC Follow-up Forms, students documentation, course technology requirements will be assessed

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

PLCs targeting writing in all content areas, PLCs targeting writing prompts, PLCs targeting collaborative structures that promote writing

Person Responsible

Robert Feltner

Schedule

Weekly, from 8/26/2015 to 6/3/2016

Evidence of Completion

Sign-in rosters will be required, Lesson Plan Checks, Follow-up Forms, Monitoring through Administrator walk-throughs, teacher computer stations will be assessed for age and improved if needed

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

PLCs targeting writing in all content areas, PLCs targeting writing prompts, PLCs targeting collaborative structures that promote writing

Person Responsible

Robert Feltner

Schedule

Weekly, from 8/26/2015 to 6/3/2016

Evidence of Completion

A variety of data will be assessed to determine effectiveness of PLC collaborative strategies, Lesson plan checks, classroom walk-throughs by administration, PLC Follow-up forms will be utilized, teacher computer stations will be assessed for age and improved if needed

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	Weekly PLCs	Feltner, Robert	8/26/2015	documentation of strategies evident in lesson plans, PLC follow-up forms, student documentation, course technology requirements will be assessed; Carnegie Learning resource	6/3/2016 weekly
G2.B1.S1.A1	pre-planned meeting times for PLCs, prioritizing funding, teacher incentives	Feltner, Robert	8/26/2015	pre-planned calendar of meeting dates/ times, classroom technology/materials improvement, Navigator Plus points awarded, course technology requirements will be assessed	6/3/2016 weekly
G3.B1.S1.A1	New-Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student work	Gerds, Thomas	8/11/2015	New-Logs from meetings, feedback from administrators through email, Navigator Plus points awarded, classroom walk-throoughs	8/27/2015 weekly
G4.B1.S1.A1	Weekly PLCs	Feltner, Robert	8/26/2015	documentation of strategies evident in lesson plans, PLC Follow-up Forms, students documentation, course technology requirements will be assessed	6/3/2016 weekly
G1.MA1	PLCs targeting strategies that address higher order thinking skills,PLCs targeting incorporation of application problems on a regular basis, PLCs targeting student collaboration and remediation	Feltner, Robert	8/26/2015	a variety of data will be assessed to determine the effectiveness of PLC collaborative strategies, lesson plan checks, classroom walk-throughs by administration, PLC follow-up forms will be utilized, teacher computer stations will be assessed for age and improved if needed	6/3/2016 weekly
G1.B1.S1.MA1	PLCs targeting strategies that address higher order thinking skills,PLCs targeting incorporation of application problems on a regular basis, PLCs targeting student collaboration and remediation	Feltner, Robert	8/26/2014	a variety of data will be assessed to determine the effectiveness of PLC collaborative strategies, lesson plan checks, classroom walk-throughs by administration, PLC follow-up forms will be utilized, teacher computer stations	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				will be assessed for age and improved if needed	
G1.B1.S1.MA1	PLCs targeting strategies that address higher order thinking skills,PLCs targeting incorporation of application problems on a regular basis, PLCs targeting student collaboration and remediation	Feltner, Robert	8/26/2015	attendance rosters are required, lesson plan checks, follow-up forms, monitoring through administrative walk-throughs, teacher computer stations will be assessed for age and improved if needed	6/3/2016 weekly
G2.MA1	pre-planned meeting times for PLCs, prioritizing funding, teacher incentives	Feltner, Robert	8/26/2015	a variety of data will be assessed to determine progress being made, pre-planned calendar of meeting dates/ times will be provided, classroom technology/materials improvement will be documented, Navigator Plus points awarded at the conclusion of professional development opportunities, teacher computer stations will be assessed for age and improved if needed	6/3/2016 weekly
G2.B1.S1.MA1	pre-planned meeting times for PLCs, prioritizing funding, teacher incentives	Feltner, Robert	8/26/2015	Lesson plans will be checked by administration, classroom walk-throughs will be conducted, pre-planned calendar of meeting dates/times has been supplied, classroom technology/ materials improvement will be documented, Navigator Plus points awarded at the conclusion of professional development opportunities, teacher computer stations will be assessed for age and improved if needed	6/3/2016 weekly
G2.B1.S1.MA1	pre-planned meeting times for PLCs, prioritizing funding, teacher incentives	Feltner, Robert	8/26/2015	sign-in rosters will be collected, pre-planned calendar of meeting dates/ times is provided to teachers, classroom technology/materials improvement will be assessed and documented, Navigator Plus points awarded at the conclusion of professional development opportunities, teacher computer stations will be assessed for age and improved if needed	6/3/2016 weekly
G3.MA1	New-PLC team Logs, Group Learning Target Plans, Performance Matters data, Common Assessment data	Feltner, Robert	8/26/2015	New-PLC team logs will be collected and feedback will be given by administration, classroom walk-throughs will be conducted by administration, PLC calendar has been made available to all teachers, Navigator Plus points awarded at the conclusion of professional development opportunities, data will be assessed to determine progress made toward the goal	6/3/2016 one-time
G3.B1.S1.MA1	New-Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student work	Feltner, Robert	8/26/2015	New-The logs will be turned in weekly by each team and administrators will provide feedback. Old-A variety of data will be assessed to determine progress made, lesson plans will be collected and checked by administration, classroom walk-throughs will be conducted by administration, cost analysis review of PD funding, Navigator Plus points awarded at the conclusion of professional development opportunities	6/3/2016 weekly
G3.B1.S1.MA1	New-Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student work	Gerds, Thomas	8/26/2015	sign-in rosters will be collected, PLC calendar available to all teachers, cost analysis review of PD funding,	6/3/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Navigator Plus points awarded upon completion of professional development opportunities	
G4.MA1	PLCs targeting writing writing in all content areas, PLCs targeting writing prompts, PLCs targeting collaborative structures that promote writing	Feltner, Robert	8/27/2014	a varitey of data will be assessed to determine progress made toward the goal, classroom walk-throughs by administration, PLC Follow-up forms and sign-in rosters, Lesson Plan checks, teacher computer stations will be assessed for age and improved if needed	6/4/2015 weekly
G4.B1.S1.MA1	PLCs targeting writing in all content areas, PLCs targeting writing prompts, PLCs targeting collaborative structures that promote writing	Feltner, Robert	8/26/2015	A variety of data will be assessed to determine effectiveness of PLC collaborative strategies, Lesson plan checks, classroom walk-throughs by administration, PLC Follow-up forms will be utilized, teacher computer stations will be assessed for age and improved if needed	6/3/2016 weekly
G4.B1.S1.MA1	PLCs targeting writing in all content areas, PLCs targeting writing prompts, PLCs targeting collaborative structures that promote writing	Feltner, Robert	8/26/2015	Sign-in rosters will be required, Lesson Plan Checks, Follow-up Forms, Monitoring through Administrator walk-throughs, teacher computer stations will be assessed for age and improved if needed	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Improve students higher level thinking skills in mathematical applications.

G1.B1 time for professional development, teacher knowledge and skill, student motivation, technology access

G1.B1.S1 PLCs targeting strategies that address higher order thinking skills,PLCs targeting incorporation of application problems on a regular basis, PLCs targeting student collaboration and remediation, update older teacher computer stations

PD Opportunity 1

Weekly PLCs

Facilitator

Administration, Math Department Chair (Lisa Evans)

Participants

math department

Schedule

Weekly, from 8/26/2015 to 6/3/2016

G2. Promote sound instructional strategies that facilitates student engagement in challenging curriculum.

G2.B1 time available for PLCs, improvement of technology and modernization of classroom resources, limited funding, teacher compliance, technology access

G2.B1.S1 pre-planned calendar of meeting dates and times provided to all teachers, finding areas within the budget that will allow for improved teacher access to modern technology and materials, providing teacher incentives, update older teacher computer stations

PD Opportunity 1

pre-planned meeting times for PLCs, prioritizing funding, teacher incentives

Facilitator

Administration, Department Chairs

Participants

all faculty

Schedule

Weekly, from 8/26/2015 to 6/3/2016

G3. Strengthening PLCs to improve collaboration amongst faculty which will in turn facilitate student learning gains.

G3.B1 time for professional development, funding, teacher compliance

G3.B1.S1 New-Teachers will spend 45 minutes a week as a PLC team collaboratively planning standards based lessons, common formative assessments and looking at student work. Teams will use a Group Learning Target Plan as well as the district PLC logs to document their work around these 3 questions: What do we want students to know and be able to do? How will we know they have learned it? What will we do when they don't?

PD Opportunity 1

New-Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student work

Facilitator

Administration, Department chairs

Participants

all faculty

Schedule

Weekly, from 8/11/2015 to 8/27/2015

G4. To improve writing in all content areas.

G4.B1 time for professional development, limited proficiency in multiple writing instructional methods across content areas, technology access

G4.B1.S1 PLCs targeting writing in all content areas, PLCs targeting persuasive/expository writing prompts, PLCs targeting classroom "collaborative" structures that promote writing, update teacher computer stations

PD Opportunity 1

Weekly PLCs

Facilitator

Thomas Gerds, Department Heads

Participants

All Faculty

Schedule

Weekly, from 8/26/2015 to 6/3/2016

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	Weekly PLCs	$0.00
2	G2.B1.S1.A1	pre-planned meeting times for PLCs, prioritizing funding, teacher incentives	$0.00
3	G3.B1.S1.A1	New-Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student work	$0.00
4	G4.B1.S1.A1	Weekly PLCs	$0.00
		Total:	$0.00