Clermont Middle School

2015-16 School Improvement Plan

Clermont Middle School

301 EAST AVE, Clermont, FL 34711

http://lake.k12.fl.us/clm

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	62%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	48%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	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 is pending approval by the Lake 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	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

CLMS Mission: In the pursuit of excellence in education, it is the mission of Clermont Middle School to provide all students with a safe environment that provides the academic, social, and physical skills to be successful in middle school while preparing the student for their secondary education.

Provide the school's vision statement

LCS Vision: A dynamic, progressive, and collaborative learning community embracing change and diversity where every student will graduate with the skills needed to succeed in post-secondary education and the work place.

School Environment

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

Teachers are encouraged to share their "Teacher Story" with students during the first week of school to build relationships and help students know why their teachers do what they do each day. Many teachers engage students in a similar activity, to help the teachers know about students' cultures, interests, etc.
Each Monday, every teacher facilitates an Advisory period with a small group of students (15-18). Within that small group, the teacher and students track agenda usage, reinforce school expectations, and build relationships.
Student Council officers are an active part of our School Advisory Council, providing input and building relationships with parents and staff.

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

Our school wide Positive Behavior Support system was selected as the middle school exemplar PBS system for the district in 2014-15. The PBS system rewards and promotes good choices and positive actions by students, assisting in cultivating a safe and positive school environment.
Implementation of the school Bully-Proofing curriculum, taught explicitly and consistently throughout the school year (awareness, strategies, culture, reporting steps, etc.) by PLUS teachers on collaborative planning days.
Monthly Safety Committee meetings, followed by specific action steps for improvement.
Monthly feedback from School Advisory Council members, as well as documented responses from the Stakeholder Surveys to correct or enhance areas of concern.

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

Discipline Ladder consistently enforced by administration, and shared with teachers.
Revised Agenda Comment system, equipping all staff members to be able to effectively address Level 1 discipline behaviors, while holding students accountable for their actions that detract from a positive learning environment.

Positive Behavior Support (PBS) strategies, incentives, rewards, and areas of focus through use of "Falcon Dollars" for good citizenship or improved behavior.

Discipline and PBS trainings for staff were conducted during Pre-Planning week and are reviewed periodically, and students were trained during the first week of school. The PBS and discipline systems will be reviewed and communicated to new transfer students and existing students by their assigned advisory teacher on a weekly basis, every Monday morning.

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

Open and accessible relationships with district and contracted support staff members.

Training for counselors to look for warning signs and provide support to students demonstrating social-emotional needs.

Inclusion of counselors in monthly MTSS, grade level, and faculty meetings to listen to teachers and determine students in need of additional support.

Inclusion of counselors in grade level parent conferences, during which support and services may be recommended to the parents/guardians of the students.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent - Weekly excessive absence reports are compiled and distributed by the data clerk to administrators and guidance counselors, for use in parent contact, conferences with students, etc. Decision Ed. reports are accessed weekly by the principal, to monitor the school-wide attendance rate and trends. District-provided Early Warning Systems data reports are accessed by the administration to include student attendance data, and shared at monthly grade level team and faculty meetings, as well as the SAC.

One or more suspensions - District-provided Early Warning Systems data reports are accessed by the administration to include suspension data, and shared at monthly grade level team meetings. The Positive Behavior Support (PBS) Coordinator and assistant principal compile monthly discipline data to share at faculty meetings. The principal holds follow-up meetings with any suspended student upon their return to school, before they are granted admission to resume attending classes.

Course failure in English Language Arts or Mathematics - Beginning with the first 9 weeks grade reports, a list of all students failing ELA and/or mathematics courses will be compiled via Skyward for use in scheduling parent conferences, determining interventions, and monitoring. An intervention letter is sent to the parents of any student receiving a grade of "D" or "F" in any academic class during the grading period, and a reminder of the grade level promotion criteria and tutoring/support assistance are listed.

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics - The prior year(s) FCAT Score reports, FSA percentile reports, FAIR, and LSA benchmark data have been reviewed to determine appropriate course placements and as sources of EWS data to assist in monitoring/reviewing MTSS for students, providing targets for before/after school tutoring, and as information for collaboration within academic departments and grade levels.

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	14	18	0	32
One or more suspensions	22	27	0	49
Course failure in ELA or Math	5	13	7	25
Level 1 on statewide assessment	0	0	45	45

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

Indicator	Grade Level		Total
	6	7	
Students exhibiting two or more indicators	12	15	27

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

Parent Conferences
Before/After School Tutoring
MTSS/RTI
Appropriate course placement
Staff Mentoring
Differentiated Instruction

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

To increase the percentage of parents participating/volunteering in school activities by:
- Hosting a Parent Academy every other month, beginning in October, to train and educate parents on tools and strategies for supporting their students in higher academic achievement
- Establish a quarterly newsletter to involve parents regarding middle school information, issues, and topics.
- Develop a better volunteer tracking system/check-in process to determine the level of volunteer participation.
- Develop an inventory of teacher needs to utilize volunteers, via a survey.

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

Utilize the "Fuel my School" website, to aid in making the community aware of specific areas of need (resources).

Continue to build upon the relationships and partnerships through the parents and community members of the SAC and PTO.

Jointly writing and receiving approval for a 21st Century Grant, which is a partnership between the Boys & Girls Club, Lake County School District, and Clermont Middle School to provide after-school tutoring, support, and activities for up to 30 students.

Participating in the DREAM Initiative with the Boys & Girls Club & Community Foundation of South Lake to provide scholarships, mentoring, and assistance for 6-8 students that have experienced some sort of major life challenge.

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
Benson, Steve	Principal
Driggers, Erica	Assistant Principal
Calton, Lora	Instructional Coach
Thompson, Kevin	Assistant Principal

Duties

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

Steven W. Benson II, Principal
Erica Driggers, Assistant Principal
Kevin Thompson, Assistant Principal
Lora Calton, Literacy Coach
Yolanda Lopez, ESE School Specialist
Joyce Whicker, Guidance Counselor
Anaceli Rodriguez, Guidance Counselor
Sonia Cintron, 6th Grade Chair
Jason Kovacsev, 7th Grade Chair
Harley Hall, 8th Grade Chair
Debra Moyer, LA Dept. Chair
Janie Cates, Math Dept. Chair
Ivette Ciccio, Science Dept. Chair
Howard Gowan, Social Studies Dept. Chair
Nethia McConnell, Reading Dept. Chair
Joe Dotson, Enrichment Dept. Chair
The Leadership Team members participate in monthly collaborative sharing/problem solving meetings. Each is assigned the role of mentor for a new teacher/staff member. They serve as model instructional leaders in weekly PLC collaborative activities, sharing their Teacher Story with the faculty, allowing their classrooms to be sites for instructional gallery walks by other faculty, host classroom observations by colleagues and new teachers, bringing back skills learned and expertise gained from C2 Collaborative Cohort trainings, and leading in unit planning.

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 team meets monthly or as needed, to engage in the following activities:
-Review universal screening data and link to instructional decisions
-Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
-Review progress monitoring data to review behavioral deficiencies and identify effective interventions.
-Upon identifying at-risk students, the team will identify professional development and resources to meet the needs of the individual at-risk students.
-The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills to meet the needs of the individual at-risk students.
-The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation of best practices to better meet the needs of at-risk students.
Teachers will meet monthly during grade level meetings to formally support MTSS for students. Student names that are being considered for RTI will be submitted, indicating if the student is being recommended for academics, behavioral, or attendance. Short discussions of interventions attempted will take place to examine effectiveness of the interventions. Teachers that do not have the student being discussed in their classroom are to provide intervention ideas to others. Early Warning Signs data is utilized during these meetings.
If the grade level team has attempted several interventions (including a parent conference) and the student is still not successful, an Anecdotal Form will be completed which provides a snapshot of the problem. Also, an RTI Student/Teacher Interaction Sheet will be completed for any students being recommended for Tier 2.
As a non-Title I school, we will utilize Title I funding available for homeless students in our school to provide tutoring. Through our Supplemental Academic Instruction (SAI) funds, we will provide tutoring to all other students, to include economically disadvantaged and lower quartile students in Reading in Math. SAI funds will also be used to provide academic grade recovery to underperforming students. School discretionary funds will be utilized to support all students, to include underperforming subgroups, to enhance instructional technology equipment, classroom resources and materials, and programs that support the goals of the School Improvement Plan. IDEA funds will be utilized to provide student technology equipment and resources, as well as resources and materials that support specific deficiencies in the underperforming Students With Disabilities subgroup.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Steven Benson	Principal
Shyam Raghunauth	Teacher
Curlene Neverez	Education Support Employee
Judy DiBattisto	Parent
Kathrine Orr	Parent
Nathalie Visscher	Parent
Kim Coogan	Parent
Christopher Ganesh	Student
Haley DiBattisto	Student
Cindy Davis	Parent
Louella Jones	Parent
Anaceli Rodriguez	Teacher
Sara Cahill	Teacher
Victoria Cabreja	Education Support Employee
Chelsea Seabrook	Teacher
Jamie Monroy	Parent

Duties

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

Evaluation of last year's school improvement plan

Review of the previous year's SIP will serve as the launching point for developing the current year's plan. The previous SIP will be emailed to SAC members with a designated period of time for feedback.

Development of this school improvement plan

The SAC will convene to review the SIP, provide input, and recommend changes, additions, and/or deletions prior to submission of the final draft to the Florida Department of Education.

Preparation of the school's annual budget and plan

The school's Discretionary, SAI, IDEA, and Collaborative budgets will be shared with SAC members, with time allotted for input and comment.

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

Carry over SAC funds from prior school years was allocated for classroom and instructional supplies and technology.

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
Benson, Steve	Principal
Calton, Lora	Instructional Coach
Moyer, Debra	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

- Increased participation by students in the Superintendent's Reading Challenge program
- Providing incentives for struggling readers who participate in the Superintendent's Reading Challenge program
- Launch a school-based Reading Challenge, utilizing the top 15 books as selected nationally by Students' Choice Voting. Purchase those books as a part of our Media Center collection.
- Planning Literacy Week activities
- Increased content area literacy activities in content area classes
- Increased family literacy support at home
- School-wide (single school culture) expectations that students will have reading materials with them at all times, in all classes
- Provide school-wide professional development in AVID instructional strategies
- Create a required summer reading selection for each grade level.
- Teacher members on the LLT include: Nethia McConnell, Jarona Leopold, Suzanne Garner, Karen Locuson, Amy Herman, Kim Pawlowski, Jason Hutchins

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

Core academic department teachers have a common planning period within the master schedule. Every Tuesday, academic teachers meet in Professional Learning Communities to collaborate and plan. The 4th Wednesday of each month is designated as PLC Collaboration time. Through the use of PLUS teams, full day collaborative opportunities have been scheduled for all core academic departments during the school day, at least three time during each semester. The principal and literacy coach have modeled effective PLC collaboration and routinely monitor and support.

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

1. Advertise position openings online. (Steven Benson - Principal, June/July 2015 and ongoing)
2. Hold a New Teacher Orientation at the school site and hold a meeting during the first weeks of school to disseminate information to new teachers and allow for collaboration/support. (Conducted by Steven Benson - Principal, September 2015
3. Encourage collaboration among teachers through common planning periods. (Administration, August 2015 and ongoing).
4. Teacher Quality Retention designee to monitor new teacher support, assign mentors and buddies, etc. (Erica Driggers - Assistant Principal, September 2015 and ongoing)
5. New Teacher coach to work one-on-one to support and coach new teachers. (Lora Calton - Literacy Coach, September 2015 and ongoing)

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

Assigned "mentors" to new teachers to our school that are new to the education profession. Assigned "buddies" to new teachers to our school that are experienced educators in Lake County. New teachers will be assigned buddies/mentors within their own academic department that are experienced and considered to be "capacity builders" at our school.
New Teachers to the education profession:
Brittni Dell (mentor - Ivette Ciccio)
Danielle Claxton (mentor - Lora Calton)
New Teacher to Lake County Schools:
Courtney Hayes (Debra Moyer)
New Teachers to Clermont Middle School:
Maureen O'Brien (Nethia McConnell)
Jason Hutchins (Harley Hall)
Alicia Freeman (Debra Moyer)
All mentors are members of the school's site based leadership team, and are instructional leaders in the school.

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

Training for teachers in relation to the FL Standards (Scope & Sequence, Curriculum Blueprints, Test Item Specs., etc.), Webb's Depth of Knowledge, and WICOR strategies to enhance their understanding and improve their instruction.
Collaborative lesson planning (common planning periods, weekly PLCs, unit learning goal and daily objective focus).
Collaborative Planning days (PLUS) to plan units, deconstruct standards, create mini tasks, assess student work, and make necessary adjustments as part of the lesson study cycle.
Consistent classroom walkthroughs with timely feedback, focused on complex talk, complex text, and complex tasks as they relate to the FL Standards and DOK levels.
Monthly Learning walks/classroom walkthroughs with Mrs. Cockcroft as a part of the LEADS process.
Learning Walks by principals in the Commissioner's Leadership Academy cohort.

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

Academic and behavioral data is provided by Skyward, Eduphoria, Early Warning Signs, and Decision Ed. These sources of data are reviewed monthly in leadership, administrative, faculty, and grade level meetings to inform practice in helping teachers design instructional strategies to meet the needs of each student. Teachers review specific data for the students in their classes, utilize the data to design effective classroom strategies, and for reference during parent conferences, RTI meetings, etc.
Monitoring of sources of data assists the teachers in providing enriching activities for proficient students, and remediation lessons/activities for students having difficulty achieving proficiency.
Sources of data include:

Lake Standards Assessment Baseline & Midyear data, FAIR, FSA/FCAT/EOC data
Classroom summative and formative assessments

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,265

Academic tutoring sessions will be offered after school (five days per week) to provide support and assistance to our lowest quartile reading and math students, as well as students that were retained, through the 21st Century grant with the Boys & Girls Club. Tutoring in core academic subjects for targeted students will be offered, along with support in behavioral and career areas, and in performing arts enrichment. Qualified teachers from CLMS will serve in the tutoring sessions on a rotating basis, with only one teacher per daily session.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Benson, Steve, bensons@lake.k12.fl.us

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

This will be measured throughout the year with analysis of Baseline and midyear data for Reading, Math, Writing, & Science. Results will also be measured by comparing the retention rate with that of the previous school year. Attendance logs are kept by the teachers serving as tutors, to track the frequency of students utilizing the learning opportunies, and for which subjects/skills they are seeking assistance with. Student attendance and discipline referral data will also be monitored.

Strategy: Extended School Day

Minutes added to school year: 10,000

Collaborative Planning Time for Teachers above and beyond the regular school day

Strategy Rationale

To provide chunks of time to collaborate and plan lessons, assessments, and activities that meet the DOK level required for the FL Standards.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Benson, Steve, bensons@lake.k12.fl.us

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

Student Performance on the FSA. Observation of teacher practices and analysis of lesson plans.

Strategy: Summer Program

Minutes added to school year: 5,280

Summer school grade recovery services will be offered through the E2020 curriculum from June 10-30 and July 1-3, for eight hours per day. Summer school recovery services will require staffing by two qualified teachers, trained in E2020.

Strategy Rationale

Strategy Purpose(s)
""

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

Data is collected through the E2020 software to track student completion percentage, progress, etc. At the end of the Summer school recovery period, data is analyzed to determine the impact on the retention rate, number of students promoted, etc.

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

- Principal and guidance counselor visit elementary schools and speak with incoming 6th grade students
- 6th grade orientation day to further acclimate students and parents to the middle school life
- Advice on course selections through Spring student schedule selection forms with course

descriptions
- Support 8th grade students by advising on 9th grade course selections, promoting high school orientation
- AVID College Visits
- Parent Academy informative sessions for parents related to resources, support, and school strategies/expectations for student success
- Feeder pattern principal cohorts - South Lake HS (McCue), Gray MS (Chateauneuf), Clermont MS (Benson)
- Feeder pattern core academic cohorts - 5th grade teachers from Clermont Elem., Groveland Elem., Minneola Charter Elem., and 6th grade ELA, Math, Science, and World History teachers.

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

- Utilization of EPEPs for each student to assist with career planning
- Advise on course selections through Spring student schedule selection forms with course descriptions
- Support 8th grade students by advising on 9th grade course selections, promoting high school orientation
- Assist with Lake Sumter State College Talent Search
- Assist with Duke Talent Search
- AVID College Visits
- PSAT 8/9 Testing (7th/8th gr.) for student readiness for HS AP classes and advanced course selection through the FL Partnership

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

- AVID
- CTE CAP Academies (Intro to IT, Cullinary)
- Digital Tools Certification in Business Education courses
- Computer usage in all academic classes
- Career planning in Social Studies classes through a S.S. career lesson/activity

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

District staff from the Career & Technical Education department visit each Spring to speak with 8th graders about high course selection

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

The following documents were submitted as evidence for this section:

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

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

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. ELA Goal - The percentage of students achieving proficiency on the 2016 Florida Standards Language Arts/Writing Assessments will increase when compared to the 2015 FS Language Arts/Writing Assessments will include all students and subgroups, demonstrating a growth and learning gain of 2%.

G2. Math Goal - Increase the percentage of students scoring at proficiency on the Florida Standardized Test for Mathematics by 3%, and on the Algebra I EOC by 2%, when compared to the 2015 FSA Math and Algebra EOC Assessments.

G3. Civics Goal - Increase the percentage of students scoring 3 or higher, from 71% to 75% on the Civics EOC.

G4. Science Goal - Increase the percentage of students scoring at proficiency on FCAT 2.0 Science from 50% to 55%.

G5. AVID/WICOR Goal: To train and support 100% of teachers and students in implementing the use of organizational binders, focused notetaking, marking/charting text, Philosophical Chairs, and Socratic Seminars in all classes as school wide student engagement and teaching/learning strategies.

G6. Technology Goal - To equip 100% of teachers with technology resources to provide 21st Century Teaching and Learning experiences, and to upgrade reading classrooms and computer labs with functioning hardware to meet curriculum and testing requirements.

G7. School Safety - To support the School Incident Management Team (Administrators & Teachers) in completing the recommended four National Incident Management System (NIMS) courses, in order to better respond to incidents of crisis or emergency.

G8. Bullying Goal - Reduce the number of bullying incidents while improving on response time and resolution of reported incidents.

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. ELA Goal - The percentage of students achieving proficiency on the 2016 Florida Standards Language Arts/Writing Assessments will increase when compared to the 2015 FS Language Arts/Writing Assessments will include all students and subgroups, demonstrating a growth and learning gain of 2%. `1a`

Targets Supported `1b`

🔍 G071473

Indicator	Annual Target
ELA/Reading Gains	70.0
AMO Reading - ELL	54.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal `2`

- -Thinking Maps
- Lake County ELA Blueprints
- Before and After School Tutoring
- AVID Strategies
- Weekly Professional Learning Communities
- Florida Standards Assessment Personnel
- Literacy Coach Meetings
- ELA County Inservices
- Peer Coaches & Mentors for New Teachers
- ACHIEVE 3000 for Level 1 & 2 Students
- Common Planning Time for all ELA teachers
- Highly Qualified Personnel
- ACHIEVES 3000 Tutoring Before and After school
- Edsphere
- Rosetta Stone
- Online Access to Collections & Interactive Textbook
- New ELL Specialist

Targeted Barriers to Achieving the Goal `3`

- Hands-on computer access and availability for practicing new ELA Standards
- A Need for Improvement in the monitoring of lower quartile reading students (attendance, grades, classroom assessments, discipline, etc.)
- Teacher and student familiarity to the new ELA specifications & Curriculum textbook (Interactive portion)
- Lack of adequate practice for FSA typing due to technology deficiencies

Plan to Monitor Progress Toward G1. 8

FAIR Assessments, Eduphoria (Lake County Assessments) data, classroom walkthroughs, student observation, Skyward grades, classroom assessments, TEAM Assessments

Person Responsible
Steve Benson

Schedule

Evidence of Completion
Results and analysis of FAIR Assessements, Eduphoria (Lake County Assessments) data, TEAM Assessements, student observation, ELA FS Assessment data

G2. Math Goal - Increase the percentage of students scoring at proficiency on the Florida Standardized Test for Mathematics by 3%, and on the Algebra I EOC by 2%, when compared to the 2015 FSA Math and Algebra EOC Assessments. 1a

Targets Supported 1b

G071474

Indicator	Annual Target
AMO Math - All Students	
Algebra I EOC Pass Rate	98.0

Resources Available to Support the Goal 2

- - Thinking Maps
- - Common Planning Time
- - Scope & Sequence and Curriculum Blueprints
- - FCIM Focus Calendars
- - PENDA Learning
- - Interactive Math Notebooks in All Math Classes
- - Springboard Curriculum in Algebra 1 Classes
- - Before & After School Tutoring
- - AVID
- - Performance Tasks and Mini-Tasks in All Mathematics Classes
- Algebra Nation in Algebra 1 classes
- Brain Genie
- Flip Book

Targeted Barriers to Achieving the Goal 3

- - Continued training needed to ensure alignment of standards and curriculum in the teaching and learning process
- - Computer Lab Availability
- - Implementation of more rigorous Florida Standards in Mathematics
- - Lack of adopted resources to support the new Florida Standards for Mathematics
- - Faculty retention

Plan to Monitor Progress Toward G2. `8`

Monitor progress toward increasing math proficiency

Person Responsible
Steve Benson

Schedule
Monthly, from 9/10/2015 to 6/9/2016

Evidence of Completion
Benchmark data and observation

G3. Civics Goal - Increase the percentage of students scoring 3 or higher, from 71% to 75% on the Civics EOC. `1a`

🔑 G071475

Targets Supported `1b`

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	75.0

Resources Available to Support the Goal `2`
- • - Revised Civics Curriculum Blueprints
- • -PLC for Civics Teachers (District Sponsored)
- • - DBQs in Social Studies
- • - Cross curricular writing applications
- • - AVID
- • - FLREA (Florida Law Related Education Association)
- • - iCivics

Targeted Barriers to Achieving the Goal `3`
- • - Limited understanding of the new FSA Writing rubric
- • - Limited time to complete the curriculum

Plan to Monitor Progress Toward G3. `8`

Measure progress toward the goal of increasing Civics proficiency

Person Responsible
Steve Benson

Schedule
On 12/14/2015

Evidence of Completion
CWT observation, analysis of Civics DBQ, data from baseline to midyear testing

G4. Science Goal - Increase the percentage of students scoring at proficiency on FCAT 2.0 Science from 50% to 55%. `1a`

🔍 G071476

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal `2`

- • - Scope and Sequence and Curriculum Blueprints
- • - Interactive Science Notebooks
- • - Weekly Hands-On Science Lab Experiments
- • - PENDA Learning for Science enrichment/remediation
- • - Virtual Labs
- • - Safari Montage resources
- • - Science Fair
- • - Common Planning period for all Science teachers
- • - PLCs
- • - Writing: critical analysis of data from experiments, writing activities in interactive journals
- • - Sharing of learning goals, rubrics, and scales
- • - AVID strategies
- • - Thinking Maps
- • - Common Assessments
- • -8th grade Science Teachers' PLC (District Sponsored)

Targeted Barriers to Achieving the Goal `3`

- • - Limited preparation and training for increased rigor needed for the FCAT
- • - Computer Lab availability

Plan to Monitor Progress Toward G4. `8`

Collaborative analysis of the SIP Science Goal

Person Responsible
Erica Driggers

Schedule
Quarterly, from 9/3/2014 to 6/4/2015

Evidence of Completion
Student assessment results, evidence of high-quality student work

G5. AVID/WICOR Goal: To train and support 100% of teachers and students in implementing the use of organizational binders, focused notetaking, marking/charting text, Philosophical Chairs, and Socratic Seminars in all classes as school wide student engagement and teaching/learning strategies. `1a`

Targets Supported `1b`

G071477

Indicator	Annual Target
Effective Teachers (Performance Rating)	100.0

Resources Available to Support the Goal `2`

- Faculty and Professional Learning Trainings
- AVID WICOR Strategies
- Trained Site Team Members
- Training Handouts modeled for Teachers
- My AVID website and materials
- Professional Instructional Binders for Teachers
- AVID Students
- Advisory Period
- Clear Protective Sheets and Markers

Targeted Barriers to Achieving the Goal `3`

- Students without Binders
- Faculty Buy-In
- Cost for copies of text (marking text)

Plan to Monitor Progress Toward G5. `8`

Teacher survey to analyze implementation of AVID/WICOR strategies, along with analysis of student work/teacher lesson plans

Person Responsible
Steve Benson

Schedule
Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion
Teacher survey results, teacher lesson plans.

G6. Technology Goal - To equip 100% of teachers with technology resources to provide 21st Century Teaching and Learning experiences, and to upgrade reading classrooms and computer labs with functioning hardware to meet curriculum and testing requirements. `1a`

🔍 G071478

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- PTO funding
- SAI funding
- School Discretionary funding
- IDEA funding
- Grant opportunities

Targeted Barriers to Achieving the Goal `3`

- No district technology funding at school sites

Plan to Monitor Progress Toward G6. `8`

Student growth on state, district, and teacher assessments

Person Responsible
Steve Benson

Schedule
Weekly, from 6/20/2016 to 8/8/2016

Evidence of Completion
FSA, LSA, and Achieve 3000 score reports.

G7. School Safety - To support the School Incident Management Team (Administrators & Teachers) in completing the recommended four National Incident Management System (NIMS) courses, in order to better respond to incidents of crisis or emergency. `1a`

Targets Supported `1b`

`G071479`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Study guide that was provided at ECOC training

- One teacher that has already completed the four courses and can assist/support staff members

Targeted Barriers to Achieving the Goal `3`

- Time to complete the courses

Plan to Monitor Progress Toward G7. `8`

The percentage of staff members making progress toward completing the four courses will be reviewed.

Person Responsible

Kevin Thompson

Schedule

Monthly, from 11/30/2015 to 6/6/2016

Evidence of Completion

Course completion reports and certificates will be reviewed to determine progress toward the goal.

G8. Bullying Goal - Reduce the number of bullying incidents while improving on response time and resolution of reported incidents. `1a`

G071480

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Bully-Proofing Curriculum

- Character Education - School Wide Emphasis through PLUS Curriculum

- Student access to bullying reporting forms

- Safe School Bullying Investigation Protocols, Forms, and Flowchart

Targeted Barriers to Achieving the Goal `3`

- Misconceptions or unclear understanding by students, staff, and administrators of the reporting and response protocols for reported bullying incidents.

Plan to Monitor Progress Toward G8. `8`

Student and staff surveys to determine effectiveness of PLUS lessons and retention of knowledge and skills

Person Responsible

Steve Benson

Schedule

Evidence of Completion

Student and staff survey results

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 =**   **S** = Strategy
                      Barrier

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. ELA Goal - The percentage of students achieving proficiency on the 2016 Florida Standards Language Arts/Writing Assessments will increase when compared to the 2015 FS Language Arts/Writing Assessments will include all students and subgroups, demonstrating a growth and learning gain of 2%. `1`

🔑 G071473

G1.B1 Hands-on computer access and availability for practicing new ELA Standards `2`

🔑 B186278

G1.B1.S1 Purchase or acquire additional computers and upgrade existing computers to perform required tasks for new ELA standards. `4`

🔑 S197658

Strategy Rationale

Additional computer access and availability is needed to meet the new ELA standards.

Action Step 1 `5`

Monies will be requested from PTO, SAC and internal accounts for additional computers.

Person Responsible

Steve Benson

Schedule

Quarterly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Computers and upgrades will be evidence of completion.

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

The tech con will monitor and support the fidelity of implementation by meeting monthly with Mr. Benson

Person Responsible

Lora Calton

Schedule

Quarterly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Documentation and staff updates will be made in regards to computer numbers and updates.

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

The tech con will monitor and support the fidelity of implementation by meeting monthly with Mr. Benson

Person Responsible

Steve Benson

Schedule

Quarterly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Documentation and staff updates will be made in regards to computer numbers and updates. Data from ELA FS Assessment results.

G1.B2 A Need for Improvement in the monitoring of lower quartile reading students (attendance, grades, classroom assessments, discipline, etc.) `2`

🔧 B186279

G1.B2.S1 Assign teacher/administrator mentors to the lower 2% of struggling students. This includes attendance, grades, assessments, and behavior. These students will be also be monitored at Grade Level Meetings. `4`

🔧 S197659

Strategy Rationale

Struggling students will be provided an emotional and academic support system that will enhance their learning environment; as well as their emotional stability.

Action Step 1 `5`

Mentors will be assigned to at risk students.

Person Responsible

Steve Benson

Schedule

Monthly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Documented data/behavior chats with students.

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

Various data (attendance, grades, discipline, etc.) will be monitored via leadership meetings as well as via grade level meetings.

Person Responsible

Steve Benson

Schedule

Monthly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Documentation of weekly data/behavior chats.

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

Constant feedback and analysis of classroom behavior, grades, attendance, assessements will need to be monitored and records maintained to show any beneficial gains.

Person Responsible

Steve Benson

Schedule

Monthly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Documentation of feedback, analysis and student data/behavior chats.

G1.B3 Teacher and student familiarity to the new ELA specifications & Curriculum textbook (Interactive portion) `2`

🔧 B186280

G1.B3.S1 Weekly ELA Professional Learning Communities, county ELA workshops, C2 Collaborative Cohorts, PLUS Team efforts, and our new FS Assessement personnel will aide in teacher familiarity of the new ELA specifications. `4`

🔧 S197660

Strategy Rationale

The new ELA FS Asssessment requires a different thought process. Student and teacher familiarity is imperative to successfully demonstrating adequate growth and proficiency.

Action Step 1 `5`

Ongoing education for both teachers and students will aide in familiarity of new ELA standards.

Person Responsible

Steve Benson

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Minutes from weekly PLC's, minutes from grade level meetings, Bi-weekly PLUS Team collaborations, lesson plans, classroom walk-throughs, observation of students, classroom assessments, ELA FS Assessment results

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

Documentation of weekly PLC meetings, minutes from grade level meetings, PLUS Team Collaborations, lesson plans, classroom walk-throughs, observation of students, classroom assessments, ELA FS Assessment results

Person Responsible

Steve Benson

Schedule

On 6/9/2016

Evidence of Completion

Minutes from meetings, lesson plans, classroom walk-throughs, student observation, classroom assessments and classwork

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

Documentation of weekly PLC meetings, minutes from grade level meetings, lesson plans, classroom walk-throughs, observation of students, classroom assessments, ELA FS Assessment results

Person Responsible

Steve Benson

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Minutes from meetings, lesson plans, classroom walk-throughs, student observation, classroom assessments and classwork

G1.B4 Lack of adequate practice for FSA typing due to technology deficiencies `2`

B186281

G1.B4.S1 Attempt to work as many classes through the labs as possible for practice, get as many students as possible through Keyboarding classes, and seek the purchase of additional computers to alleviate stress on media center.. `4`

S197661

Strategy Rationale

FSA's are more computer-based, especially in the Writing component, and students need not only to be able to know how to type, but also how to manipulate the resources on the testing site for familiarity purposes. Otherwise, students will spend too much time trying to figure out how to take the test and less time on the actual purpose of the test.

Action Step 1 `5`

The tech con will strive to maximize testing & practice opportunities with resources available.

Person Responsible

Steve Benson

Schedule

Weekly, from 9/10/2015 to 6/9/2016

Evidence of Completion

A detailed schedule using time available in computer labs after all standardized, benchmark, and other assorted testing windows have closed.

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

The tech con will create the schedule and report that schedule to administration with an emphasis on the Writing component.

Person Responsible

Steve Benson

Schedule

Weekly, from 9/10/2015 to 6/9/2016

Evidence of Completion

The schedule will document the number of times the ELA & Reading classes have utilized computer labs and other resources.

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

FSA Scores will be used to document effectiveness of plan.

Person Responsible

Steve Benson

Schedule

Weekly, from 9/10/2015 to 6/9/2016

Evidence of Completion

FSA Scores for Writing, primarily.

G2. Math Goal - Increase the percentage of students scoring at proficiency on the Florida Standardized Test for Mathematics by 3%, and on the Algebra I EOC by 2%, when compared to the 2015 FSA Math and Algebra EOC Assessments. `1`

🔍 G071474

G2.B1 - Continued training needed to ensure alignment of standards and curriculum in the teaching and learning process `2`

🔍 B186282

G2.B1.S1 - Identify capacity builders in the Math Department and send them to the Math Cohort Trainings and PLC push-ins. `4`

🔍 S197662

Strategy Rationale

To build capacity for further professional development and collaboration at the school level, to bring back strategies learned.

Action Step 1 `5`

Identify Capacity Builders and determine appropriate training sessions

Person Responsible

Steve Benson

Schedule

Monthly, from 9/10/2015 to 6/9/2016

Evidence of Completion

TNL registration, sharing of strategies with principal, transfer of knowledge to instructional practices

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

Lesson Plans, mini-task implementation, project-based learning development, and other methods will be used to help embed training received from these events.

Person Responsible

Steve Benson

Schedule

Monthly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Minutes from department/PLC meetings to demonstrate collaboration and sharing of strategies, Observation and analysis of lesson plans to demonstrate transfer of knowledge to instructional practices "doing".

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

Review benchmark data and conduct observations to monitor effectiveness

Person Responsible

Steve Benson

Schedule

Monthly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Benchmark data, teacher lesson plans, mini-tasks, CWTs, and student output

G2.B1.S2 - Determine which teachers should attend the Math Content Workshops offered through Academic Services 4

🔑 S197663

Strategy Rationale

To improve the expertise of individual teachers to align their instructional practices to the rigor and DOK level required by the FL Standards.

Action Step 1 5

PLUS Team meetings every two weeks allowing departments to meet all day to lesson plan, develop mini-tasks, and evaluate standards implementation which has already occurred.

Person Responsible

Steve Benson

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Departments create minutes from PLUS Team Days describing what was accomplished that day. Implementation of those plans, mini-tasks, and other resources will also be monitored throughout the year.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Teachers will be sent to these trainings based on the type of training and the needs of the school.

Person Responsible

Steve Benson

Schedule

Monthly, from 9/10/2015 to 6/9/2016

Evidence of Completion

What a teacher teaches, the role that teacher holds on campus, availability of teachers.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

The capacity building aspect will be monitored by allowing those teachers to come back to grade level, departmental, and faculty-wide settings (determined by need and relevance of information) and disseminate the information for the purpose of helping the faculty grow professionally.

Person Responsible

Steve Benson

Schedule

Monthly, from 9/10/2015 to 6/9/2016

Evidence of Completion

The trainings the teachers conduct, notated in minutes from either grade level, departmental, or faculty-wide meetings.

G2.B1.S3 - Analysis of lesson plans, mini-tasks, and consistent classroom walkthroughs `4`

`S197664`

Strategy Rationale

To monitor the level of complex talk, complex tasks, and complex text taking place, while providing feedback.

Action Step 1 `5`

Increase the amount of classroom walkthroughs, and the level of feedback provided.

Person Responsible

Steve Benson

Schedule

Weekly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Classroom Walkthrough Checklists, examples of feedback to teachers, log of CWTs, development and implementation of an electronic CWT method.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Share insights/trends from walkthroughs, and pair up on CWTs.

Person Responsible

Steve Benson

Schedule

Weekly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Discussion, collaboration, reviewing CWT results, etc.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Monitor blueprint/curriculum coverage in all departments and assess the effectiveness with benchmark testing and EOC/FSA standardized testing.

Person Responsible

Steve Benson

Schedule

Weekly, from 9/10/2015 to 6/9/2016

Evidence of Completion

Lesson Plans, mini-tasks, classroom walkthroughs, benchmark testing, standardized testing

G3. Civics Goal - Increase the percentage of students scoring 3 or higher, from 71% to 75% on the Civics EOC. 1

G071475

G3.B2 - Limited understanding of the new FSA Writing rubric 2

B186288

G3.B2.S1 Arrange for district ELA program specialist to train all teachers, but specifically Social Studies, in the new FSA writing rubric. 4

S197666

Strategy Rationale

To align DBQ essay scoring to the FSA writing standards and rubric

Action Step 1 5

Arrange for writing rubric training

Person Responsible

Steve Benson

Schedule

On 9/18/2015

Evidence of Completion

Appointment invitation to Social Studies teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Debrief with the Social Studies department chair and district Social Studies program specialist

Person Responsible

Steve Benson

Schedule

Evidence of Completion

Training documents

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Lesson Study in the Social Studies PLCs to examine student writing samples and scoring by teachers

Person Responsible

Howard Gowan

Schedule

Evidence of Completion

Evidence of student essays with feedback and scoring utilizing the FSA rubric

G3.B3 - Limited time to complete the curriculum 2

B186289

G3.B3.S1 Follow the revised Curriculum Blueprints, which take account better pacing and sequencing. 4

S197668

Strategy Rationale

Ensure students are prepared for the EOC.

Action Step 1 5

Follow the blueprint and collaborate during PLCs to gauge pacing and progress of the Civics curriculum

Person Responsible

Howard Gowan

Schedule

On 5/31/2016

Evidence of Completion

PLC agenda/minutes

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Person Responsible

Schedule

Evidence of Completion

G4. Science Goal - Increase the percentage of students scoring at proficiency on FCAT 2.0 Science from 50% to 55%. 1

🔍 G071476

G4.B1 - Limited preparation and training for increased rigor needed for the FCAT 2

🔍 B186291

G4.B1.S2 - 8th grade PLC sessions 4

🔍 S197670

Strategy Rationale

Action Step 1 5

Identify capacity builders in the Science department

Person Responsible

Olga Ciccio

Schedule

Evidence of Completion

- TNL registration - Follow-up with the principal - Minutes from department meetings/PLCs demonstrating sharing of strategies

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Observation and examining the evidence of completion

Person Responsible

Erica Driggers

Schedule

Evidence of Completion

Department/PLC meeting agendas, evidence of collaboration and training, classroom walkthroughs, writing activities in Science, evidence of increased complex texts

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Professional development schedules, student growth from Baseline to Mid-Year Benchmark Testing

Person Responsible

Steve Benson

Schedule

Evidence of Completion

Transfer of knowledge from PD into the classroom teaching and learning process, Benchmark Testing Data

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G4.B1.S3 - Collaboration through common planning and PLCs - PLUS teaming `4`

`S197671`

Strategy Rationale

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S3 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 `7`

Person Responsible

Schedule

Evidence of Completion

G4.B2 - Computer Lab availability `2`

🔑 B186292

G4.B2.S1 During testing, media center should be available exclusively to teachers. Computer Labs in 601 and 903 should be used for testing only. `4`

🔑 S197674

Strategy Rationale

The yearly testing calendar consumes 12 weeks of computer time that teachers could be using for instruction. (PENDA Learning, Edmodo, Virtual Labs, Simulations)

Action Step 1 `5`

Build a Computers On Wheels (COW) to be utilized by all Science teachers and their classes

Person Responsible

Lora Calton

Schedule

Evidence of Completion

Rotation Schedule of Science Teachers/COW so that each has use every 8 days

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

Observation from Classroom Walkthroughs to ensure the computers are being utilized to enhance the teaching and learning process

Person Responsible

Erica Driggers

Schedule

Biweekly, from 10/26/2015 to 6/3/2016

Evidence of Completion

CWT logs/forms

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

Review the computer lab schedule with the media specialist and literacy coach

Person Responsible

Steve Benson

Schedule

Evidence of Completion

Computer lab calendar

G5. AVID/WICOR Goal: To train and support 100% of teachers and students in implementing the use of organizational binders, focused notetaking, marking/charting text, Philosophical Chairs, and Socratic Seminars in all classes as school wide student engagement and teaching/learning strategies. [1]

G071477

G5.B1 Students without Binders [2]

B186294

G5.B1.S2 Solicit alternative funding sources (PTO, Discretionary Budget) [4]

S197677

Strategy Rationale

School wide initiative

Action Step 1 [5]

Solicit the PTO for AVID funding

Person Responsible

Steve Benson

Schedule

On 9/30/2014

Evidence of Completion

PTO minutes and agenda

Plan to Monitor Fidelity of Implementation of G5.B1.S2 [6]

Bi-weekly meeting with the AVID administrator, AVID coordinator, and AVID counselor

Person Responsible

Jodi Hoadley

Schedule

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

AVID Site Team meeting collaboration and discussion

Person Responsible

Jodi Hoadley

Schedule

Evidence of Completion

Site Team agenda, minutes, and AVID Essentials evidence

G5.B2 Faculty Buy-In 2

🔑 B186295

G5.B2.S1 Consistent follow up, with monitoring and examining evidence at faculty meetings. 4

🔑 S197678

Strategy Rationale

Keep instructional initiatives at the forefront by constantly reminding teachers and students of our teaching and learning priorities.

Action Step 1 5

Plan an AVID/WICOR Instructional Strategy to share each month at the faculty meeting

Person Responsible

Steve Benson

Schedule

Monthly, from 8/13/2014 to 6/5/2015

Evidence of Completion

Faculty meeting agenda and teacher evidence of learning

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

Classroom Walkthroughs to look for teacher and student evidence of AVID/WICOR strategies

Person Responsible

Steve Benson

Schedule

Every 3 Weeks, from 8/24/2015 to 6/6/2016

Evidence of Completion

Classroom Walkthrough logs/trends

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

Review the progress with the AVID Site Team

Person Responsible

Jodi Hoadley

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Teacher feedback and AVID Site Team minutes

G5.B3 Cost for copies of text (marking text) 2

B186296

G5.B3.S1 Utilize plastic sheet protectors and markers to cover over text, to allow students to practice text marking strategies 4

S197680

Strategy Rationale

Inexpensive cost versus the expense of text copies.

Action Step 1 5

Pilot the copy initiative with Office Depot

Person Responsible

Steve Benson

Schedule

On 6/5/2015

Evidence of Completion

Review of purchasing logs, survey of staff on efficiency and turnaround time

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Review and practice marking the text strategies during the district teacher professional development day

Person Responsible

Steve Benson

Schedule

Evidence of Completion

Training documents and professional development agenda

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 `7`

AVID Site Team and administrative team analysis of the effectiveness of marking text strategies

Person Responsible

Steve Benson

Schedule

Evidence of Completion

Classroom walkthrough trends; teacher exemplars

G6. Technology Goal - To equip 100% of teachers with technology resources to provide 21st Century Teaching and Learning experiences, and to upgrade reading classrooms and computer labs with functioning hardware to meet curriculum and testing requirements. `1`

🔍 G071478

G6.B1 No district technology funding at school sites `2`

🔍 B186297

G6.B1.S1 Utilize alternative funding sources to meet staff and student technology needs. `4`

🔍 S197681

Strategy Rationale

Necessary to prioritize funding for 21st century teaching and learning experiences, along with testing requirements.

Action Step 1 `5`

Complete an SAI funding plan to provide computer hardware to all reading classrooms.

Person Responsible

Steve Benson

Schedule

On 10/30/2015

Evidence of Completion

Approved SAI plan from the district, and copies of invoices for computer hardware from the bookkeeper.

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

Classroom visits to ensure that computer hardware is operational and fully utilized

Person Responsible

Lora Calton

Schedule

On 1/15/2016

Evidence of Completion

Classroom walkthrough notes.

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

Survey of reading teachers during and at the end of the school year

Person Responsible

Steve Benson

Schedule

On 5/20/2016

Evidence of Completion

Survey feedback

G7. School Safety - To support the School Incident Management Team (Administrators & Teachers) in completing the recommended four National Incident Management System (NIMS) courses, in order to better respond to incidents of crisis or emergency. 1

G071479

G7.B1 Time to complete the courses 2

B186299

G7.B1.S1 Begin working toward completing all four courses over a 2-year period, one at a time. 4

S197682

Strategy Rationale

The task will be more manageable and staff members may be more likely to participate

Action Step 1 5

Training Opportunity Assistance

Person Responsible

Kevin Thompson

Schedule

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

Evidence of Completion

Certificates of completion

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

Review course progress at Safety Committee meetings

Person Responsible

Kevin Thompson

Schedule

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

Evidence of Completion

Course completion certificates

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

Review course completion status with the principal

Person Responsible

Kevin Thompson

Schedule

Evidence of Completion

Review progress made by each SIMT member toward course completion.

G8. Bullying Goal - Reduce the number of bullying incidents while improving on response time and resolution of reported incidents. `1`

🔑 G071480

G8.B1 Misconceptions or unclear understanding by students, staff, and administrators of the reporting and response protocols for reported bullying incidents. `2`

🔑 B186301

G8.B1.S1 Bully-Proofing and Character Education curriculum lessons for all students through PLUS teams. `4`

🔑 S197683

Strategy Rationale

Awareness of bullying behaviors, skills needed to respond to bullying, and proactive caring community strategies are vital for students to understand.

Action Step 1 `5`

PLUS teams will plan and instruct students in lessons that teach the bully-proofing curriculum, Know the Law curriculum, cyber-safety curriculum, character education, and caring community strategies.

Person Responsible

Lora Calton

Schedule

Biweekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

PLUS lesson plans and curriculum resources as communicated in bi-weekly meetings with the principal and PLUS team.

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

Bi-Weekly PLUS team meetings with the principal and visits to PLUS team classes

Person Responsible

Steve Benson

Schedule

Biweekly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Classroom walkthroughs of PLUS classes, evidence of student work, discussion of areas of strength and weakness in the teaching and learning process

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

PLUS team collaborative planning sessions with other Lake County middle schools

Person Responsible

Lora Calton

Schedule

Monthly, from 9/1/2015 to 6/6/2016

Evidence of Completion

Meeting agendas and debrief with PLUS team upon return from the PLUS collaborative planning sessions

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	Monies will be requested from PTO, SAC and internal accounts for additional computers.	Benson, Steve	9/10/2015	Computers and upgrades will be evidence of completion.	6/9/2016 quarterly
G1.B2.S1.A1	Mentors will be assigned to at risk students.	Benson, Steve	9/10/2015	Documented data/behavior chats with students.	6/9/2016 monthly
G1.B3.S1.A1	Ongoing education for both teachers and students will aide in familiarity of new ELA standards.	Benson, Steve	8/24/2015	Minutes from weekly PLC's, minutes from grade level meetings, Bi-weekly PLUS Team collaborations, lesson plans, classroom walk-throughs, observation of students, classroom assessments, ELA FS Assessment results	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A1	The tech con will strive to maximize testing & practice opportunities with resources available.	Benson, Steve	9/10/2015	A detailed schedule using time available in computer labs after all standardized, benchmark, and other assorted testing windows have closed.	6/9/2016 weekly
G2.B1.S1.A1	Identify Capacity Builders and determine appropriate training sessions	Benson, Steve	9/10/2015	TNL registration, sharing of strategies with principal, transfer of knowledge to instructional practices	6/9/2016 monthly
G2.B1.S2.A1	PLUS Team meetings every two weeks allowing departments to meet all day to lesson plan, develop mini-tasks, and evaluate standards implementation which has already occurred.	Benson, Steve	8/24/2015	Departments create minutes from PLUS Team Days describing what was accomplished that day. Implementation of those plans, mini-tasks, and other resources will also be monitored throughout the year.	6/9/2016 biweekly
G2.B1.S3.A1	Increase the amount of classroom walkthroughs, and the level of feedback provided.	Benson, Steve	9/10/2015	Classroom Walkthrough Checklists, examples of feedback to teachers, log of CWTs, development and implementation of an electronic CWT method.	6/9/2016 weekly
G3.B2.S1.A1	Arrange for writing rubric training	Benson, Steve	9/11/2015	Appointment invitation to Social Studies teachers	9/18/2015 one-time
G3.B3.S1.A1	Follow the blueprint and collaborate during PLCs to gauge pacing and progress of the Civics curriculum	Gowan, Howard	9/8/2015	PLC agenda/minutes	5/31/2016 one-time
G4.B1.S2.A1	Identify capacity builders in the Science department	Ciccio, Olga	- TNL registration - Follow-up with the principal - Minutes from department meetings/ PLCs demonstrating sharing of strategies	quarterly	
G4.B1.S3.A1	[no content entered]			one-time	
G4.B2.S1.A1	Build a Computers On Wheels (COW) to be utilized by all Science teachers and their classes	Calton, Lora	10/5/2015	Rotation Schedule of Science Teachers/COW so that each has use every 8 days	one-time
G5.B1.S2.A1	Solicit the PTO for AVID funding	Benson, Steve	9/30/2014	PTO minutes and agenda	9/30/2014 one-time
G5.B2.S1.A1	Plan an AVID/WICOR Instructional Strategy to share each month at the faculty meeting	Benson, Steve	8/13/2014	Faculty meeting agenda and teacher evidence of learning	6/5/2015 monthly
G5.B3.S1.A1	Pilot the copy initiative with Office Depot	Benson, Steve	9/25/2014	Review of purchasing logs, survey of staff on efficiency and turnaround time	6/5/2015 one-time
G6.B1.S1.A1	Complete an SAI funding plan to provide computer hardware to all reading classrooms.	Benson, Steve	9/15/2015	Approved SAI plan from the district, and copies of invoices for computer hardware from the bookkeeper.	10/30/2015 one-time
G7.B1.S1.A1	Training Opportunity Assistance	Thompson, Kevin	11/6/2015	Certificates of completion	6/6/2016 monthly
G8.B1.S1.A1	PLUS teams will plan and instruct students in lessons that teach the bully-proofing curriculum, Know the Law curriculum, cyber-safety curriculum, character education, and caring community strategies.	Calton, Lora	8/24/2015	PLUS lesson plans and curriculum resources as communicated in bi-weekly meetings with the principal and PLUS team.	6/6/2016 biweekly
G1.MA1	FAIR Assessments, Eduphoria (Lake County Assessments) data, classroom walkthroughs, student observation, Skyward grades,	Benson, Steve	Results and analysis of FAIR Assessements,	monthly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	classroom assessments, TEAM Assessments		Eduphoria (Lake County Assessments) data, TEAM Assessements, student observation, ELA FS Assessment data		
G1.B1.S1.MA1	The tech con will monitor and support the fidelity of implementation by meeting monthly with Mr. Benson	Benson, Steve	9/10/2015	Documentation and staff updates will be made in regards to computer numbers and updates. Data from ELA FS Assessment results.	6/9/2016 quarterly
G1.B1.S1.MA1	The tech con will monitor and support the fidelity of implementation by meeting monthly with Mr. Benson	Calton, Lora	9/10/2015	Documentation and staff updates will be made in regards to computer numbers and updates.	6/9/2016 quarterly
G1.B2.S1.MA1	Constant feedback and analysis of classroom behavior, grades, attendance, assessements will need to be monitored and records maintained to show any beneficial gains.	Benson, Steve	9/10/2015	Documentation of feedback, analysis and student data/behavior chats.	6/9/2016 monthly
G1.B2.S1.MA1	Various data (attendance, grades, discipline, etc.) will be monitored via leadership meetings as well as via grade level meetings.	Benson, Steve	9/10/2015	Documentation of weekly data/ behavior chats.	6/9/2016 monthly
G1.B3.S1.MA1	Documentation of weekly PLC meetings, minutes from grade level meetings, lesson plans, classroom walk-throughs, observation of students, classroom assessments, ELA FS Assessment results	Benson, Steve	8/24/2015	Minutes from meetings, lesson plans, classroom walk-throughs, student observation, classroom assessments and classwork	6/9/2016 weekly
G1.B3.S1.MA1	Documentation of weekly PLC meetings, minutes from grade level meetings, PLUS Team Collaborations, lesson plans, classroom walk-throughs, observation of students, classroom assessments, ELA FS Assessment results	Benson, Steve	8/24/2015	Minutes from meetings, lesson plans, classroom walk-throughs, student observation, classroom assessments and classwork	6/9/2016 one-time
G1.B4.S1.MA1	FSA Scores will be used to document effectiveness of plan.	Benson, Steve	9/10/2015	FSA Scores for Writing, primarily.	6/9/2016 weekly
G1.B4.S1.MA1	The tech con will create the schedule and report that schedule to administration with an emphasis on the Writing component.	Benson, Steve	9/10/2015	The schedule will document the number of times the ELA & Reading classes have utilized computer labs and other resources.	6/9/2016 weekly
G2.MA1	Monitor progress toward increasing math proficiency	Benson, Steve	9/10/2015	Benchmark data and observation	6/9/2016 monthly
G2.B1.S1.MA1	Review benchmark data and conduct observations to monitor effectiveness	Benson, Steve	9/10/2015	Benchmark data, teacher lesson plans, mini-tasks, CWTs, and student output	6/9/2016 monthly
G2.B1.S1.MA1	Lesson Plans, mini-task implementation, project-based learning development, and other methods will be used to help embed training received from these events.	Benson, Steve	9/10/2015	Minutes from department/PLC meetings to demonstrate collaboration and sharing of strategies, Observation and analysis of lesson plans to demonstrate transfer of knowledge to instructional practices "doing".	6/9/2016 monthly
G2.B1.S2.MA1	The capacity building aspect will be monitored by allowing those teachers to come back to grade level, departmental, and faculty-wide settings (determined by need and	Benson, Steve	9/10/2015	The trainings the teachers conduct, notated in minutes from either grade level, departmental, or faculty-wide meetings.	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	relevance of information) and disseminate the information for the purpose of helping the faculty grow professionally.				
G2.B1.S2.MA1	Teachers will be sent to these trainings based on the type of training and the needs of the school.	Benson, Steve	9/10/2015	What a teacher teaches, the role that teacher holds on campus, availability of teachers.	6/9/2016 monthly
G2.B1.S3.MA1	Monitor blueprint/curriculum coverage in all departments and assess the effectiveness with benchmark testing and EOC/FSA standardized testing.	Benson, Steve	9/10/2015	Lesson Plans, mini-tasks, classroom walkthroughs, benchmark testing, standardized testing	6/9/2016 weekly
G2.B1.S3.MA1	Share insights/trends from walkthroughs, and pair up on CWTs.	Benson, Steve	9/10/2015	Discussion, collaboration, reviewing CWT results, etc.	6/9/2016 weekly
G3.MA1	Measure progress toward the goal of increasing Civics proficiency	Benson, Steve	9/21/2015	CWT observation, analysis of Civics DBQ, data from baseline to midyear testing	12/14/2015 one-time
G3.B2.S1.MA1	Lesson Study in the Social Studies PLCs to examine student writing samples and scoring by teachers	Gowan, Howard	Evidence of student essays with feedback and scoring utilizing the FSA rubric	weekly	
G3.B2.S1.MA1	Debrief with the Social Studies department chair and district Social Studies program specialist	Benson, Steve	Training documents	one-time	
G3.B3.S1.MA1	[no content entered]			once	
G3.B3.S1.MA1	[no content entered]			once	
G4.MA1	Collaborative analysis of the SIP Science Goal	Driggers, Erica	9/3/2014	Student assessment results, evidence of high-quality student work	6/4/2015 quarterly
G4.B2.S1.MA1	Review the computer lab schedule with the media specialist and literacy coach	Benson, Steve	Computer lab calendar	monthly	
G4.B2.S1.MA1	Observation from Classroom Walkthroughs to ensure the computers are being utilized to enhance the teaching and learning process	Driggers, Erica	10/26/2015	CWT logs/forms	6/3/2016 biweekly
G4.B1.S2.MA1	Professional development schedules, student growth from Baseline to Mid-Year Benchmark Testing	Benson, Steve	Transfer of knowledge from PD into the classroom teaching and learning process, Benchmark Testing Data	quarterly	
G4.B1.S2.MA1	Observation and examining the evidence of completion	Driggers, Erica	Department/ PLC meeting agendas, evidence of collaboration and training, classroom walkthroughs, writing activities in Science, evidence of increased complex texts	biweekly	
G4.B1.S3.MA1	[no content entered]			once	
G4.B1.S3.MA1	[no content entered]			once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.MA1	Teacher survey to analyze implementation of AVID/WICOR strategies, along with analysis of student work/teacher lesson plans	Benson, Steve	8/24/2015	Teacher survey results, teacher lesson plans.	6/6/2016 quarterly
G5.B2.S1.MA1	Review the progress with the AVID Site Team	Hoadley, Jodi	8/24/2015	Teacher feedback and AVID Site Team minutes	6/6/2016 monthly
G5.B2.S1.MA1	Classroom Walkthroughs to look for teacher and student evidence of AVID/WICOR strategies	Benson, Steve	8/24/2015	Classroom Walkthrough logs/trends	6/6/2016 every-3-weeks
G5.B3.S1.MA1	AVID Site Team and administrative team analysis of the effectiveness of marking text strategies	Benson, Steve	Classroom walkthrough trends; teacher exemplars	monthly	
G5.B3.S1.MA1	Review and practice marking the text strategies during the district teacher professional development day	Benson, Steve	10/23/2015	Training documents and professional development agenda	one-time
G5.B1.S2.MA1	AVID Site Team meeting collaboration and discussion	Hoadley, Jodi	Site Team agenda, minutes, and AVID Essentials evidence	monthly	
G5.B1.S2.MA1	Bi-weekly meeting with the AVID administrator, AVID coordinator, and AVID counselor	Hoadley, Jodi	Meeting notes	biweekly	
G6.MA1	Student growth on state, district, and teacher assessments	Benson, Steve	6/20/2016	FSA, LSA, and Achieve 3000 score reports.	8/8/2016 weekly
G6.B1.S1.MA1	Survey of reading teachers during and at the end of the school year	Benson, Steve	1/18/2016	Survey feedback	5/20/2016 one-time
G6.B1.S1.MA1	Classroom visits to ensure that computer hardware is operational and fully utilized	Calton, Lora	1/11/2016	Classroom walkthrough notes.	1/15/2016 one-time
G7.MA1	The percentage of staff members making progress toward completing the four courses will be reviewed.	Thompson, Kevin	11/30/2015	Course completion reports and certificates will be reviewed to determine progress toward the goal.	6/6/2016 monthly
G7.B1.S1.MA1	Review course completion status with the principal	Thompson, Kevin	2/15/2016	Review progress made by each SIMT member toward course completion.	one-time
G7.B1.S1.MA1	Review course progress at Safety Committee meetings	Thompson, Kevin	11/6/2015	Course completion certificates	6/6/2016 monthly
G8.MA1	Student and staff surveys to determine effectiveness of PLUS lessons and retention of knowledge and skills	Benson, Steve	5/16/2016	Student and staff survey results	one-time
G8.B1.S1.MA1	PLUS team collaborative planning sessions with other Lake County middle schools	Calton, Lora	9/1/2015	Meeting agendas and debrief with PLUS team upon return from the PLUS collaborative planning sessions	6/6/2016 monthly
G8.B1.S1.MA1	Bi-Weekly PLUS team meetings with the principal and visits to PLUS team classes	Benson, Steve	8/24/2015	Classroom walkthroughs of PLUS classes, evidence of student work, discussion of areas of strength and weakness in the teaching and learning process	6/6/2016 biweekly

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.

G2. Math Goal - Increase the percentage of students scoring at proficiency on the Florida Standardized Test for Mathematics by 3%, and on the Algebra I EOC by 2%, when compared to the 2015 FSA Math and Algebra EOC Assessments.

G2.B1 - Continued training needed to ensure alignment of standards and curriculum in the teaching and learning process

G2.B1.S1 - Identify capacity builders in the Math Department and send them to the Math Cohort Trainings and PLC push-ins.

PD Opportunity 1

Identify Capacity Builders and determine appropriate training sessions

Facilitator

District staff

Participants

Janie Cates and Sonia Cintron

Schedule

Monthly, from 9/10/2015 to 6/9/2016

G3. Civics Goal - Increase the percentage of students scoring 3 or higher, from 71% to 75% on the Civics EOC.

G3.B2 - Limited understanding of the new FSA Writing rubric

G3.B2.S1 Arrange for district ELA program specialist to train all teachers, but specifically Social Studies, in the new FSA writing rubric.

PD Opportunity 1

Arrange for writing rubric training

Facilitator

Participants

Social Studies teachers

Schedule

On 9/18/2015

G4. Science Goal - Increase the percentage of students scoring at proficiency on FCAT 2.0 Science from 50% to 55%.

G4.B1 - Limited preparation and training for increased rigor needed for the FCAT

G4.B1.S2 - 8th grade PLC sessions

PD Opportunity 1

Identify capacity builders in the Science department

Facilitator

District Academic Services Unit Staff

Participants

Ivette Ciccio and Betsy Bains

Schedule

G5. AVID/WICOR Goal: To train and support 100% of teachers and students in implementing the use of organizational binders, focused notetaking, marking/charting text, Philosophical Chairs, and Socratic Seminars in all classes as school wide student engagement and teaching/learning strategies.

G5.B2 Faculty Buy-In

G5.B2.S1 Consistent follow up, with monitoring and examining evidence at faculty meetings.

PD Opportunity 1

Plan an AVID/WICOR Instructional Strategy to share each month at the faculty meeting

Facilitator

Steven Benson & AVID Site Team

Participants

All instructional and administrative staff

Schedule

Monthly, from 8/13/2014 to 6/5/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**Monies will be requested from PTO, SAC and internal accounts for additional computers.**	**$0.00**
2	G1.B2.S1.A1	**Mentors will be assigned to at risk students.**	**$0.00**
3	G1.B3.S1.A1	**Ongoing education for both teachers and students will aide in familiarity of new ELA standards.**	**$0.00**
4	G1.B4.S1.A1	**The tech con will strive to maximize testing & practice opportunities with resources available.**	**$0.00**
5	G2.B1.S1.A1	**Identify Capacity Builders and determine appropriate training sessions**	**$0.00**
6	G2.B1.S2.A1	**PLUS Team meetings every two weeks allowing departments to meet all day to lesson plan, develop mini-tasks, and evaluate standards implementation which has already occurred.**	**$0.00**
7	G2.B1.S3.A1	**Increase the amount of classroom walkthroughs, and the level of feedback provided.**	**$0.00**
8	G3.B2.S1.A1	**Arrange for writing rubric training**	**$0.00**
9	G3.B3.S1.A1	**Follow the blueprint and collaborate during PLCs to gauge pacing and progress of the Civics curriculum**	**$0.00**
10	G4.B1.S2.A1	**Identify capacity builders in the Science department**	**$0.00**
11	G4.B1.S3.A1		**$0.00**
12	G4.B2.S1.A1	**Build a Computers On Wheels (COW) to be utilized by all Science teachers and their classes**	**$0.00**
13	G5.B1.S2.A1	**Solicit the PTO for AVID funding**	**$400.00**

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0401 - Clermont Middle School	Other		$400.00
			Notes: PTO funded University field trip			

14	G5.B2.S1.A1	**Plan an AVID/WICOR Instructional Strategy to share each month at the faculty meeting**	**$0.00**
15	G5.B3.S1.A1	**Pilot the copy initiative with Office Depot**	**$0.00**
16	G6.B1.S1.A1	**Complete an SAI funding plan to provide computer hardware to all reading classrooms.**	**$5,422.64**

	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

	5100	644-Computer Hardware Non-Capitalized	0401 - Clermont Middle School	Other		$5,422.64
			Notes: SAI funding for reading classroom computers			
17	G7.B1.S1.A1	Training Opportunity Assistance				$0.00
18	G8.B1.S1.A1	PLUS teams will plan and instruct students in lessons that teach the bully-proofing curriculum, Know the Law curriculum, cyber-safety curriculum, character education, and caring community strategies.				$0.00
					Total:	$5,822.64