

Duval County Public Schools

Fort Caroline Middle School



2015-16 School Improvement Plan

Fort Caroline Middle School

3787 UNIVERSITY CLUB BLVD, Jacksonville, FL 32277

<http://www.duvalschools.org/fcm>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	71%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	87%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	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

Fort Caroline Middle is dedicated in its quest to offer students a challenging academic and technology oriented curriculum that will enhance global consciousness, developing skills for the 21st century work force.

Provide the school's vision statement

Ft. Caroline Middle School is a diverse community where academic achievement transforms dreams into reality.

School Environment

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

Ft. Caroline Middle School is rooted in authentic relationships that connect each child to an adult. Real connections extend to community development that recognizes and celebrates cultural and demographic differences through authentic instructional connections to oneself and others, an emphasis on global awareness, and opportunities for students and families to express themselves and share their cultures.

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

Ft. Caroline Middle School has a detailed safety plan that is clearly communicated and posted. Authentic relationships are forged and before and after school programs are in place to surround students with multifaceted services.

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

Ft. Caroline Middle School has embedded strong rituals and routines that align with the DCPS code of conduct. The faculty has embedded "Foundations" within the building to ensure that all protocols are clearly established to support student learning and meaningful instruction. Expectations are modeled regularly and relationships are forged to support academic and behavioral goals.

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

At Ft. Caroline Middle School Students are supported by school school counselors, appropriate adult to student relationships, and peer to peer relationships. Through partnerships with community agencies and "Full Services Schools" we are able to provide wrap around services to support and educate the "whole" child. Many of our students have mentors and many work as peer ambassadors to promote a positive culture and support problem solving activities build student efficacy.

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

Students who miss 10% or more of available instructional time.
 Students who fail a Math or Language Arts course.
 students who fail two or more courses.
 Students who receive two or more behavior referrals
 Students who receive one ore more behavior referrals that leads to suspension as defined in s.1003.01(5),F.S.

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	6	11	15	32
One or more suspensions	27	14	12	53
Course failure in ELA or Math	5	5	10	20
Level 1 on statewide assessment	52	65	69	186

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	2	5	7	14

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

Students who demonstrate early warning signs are provided interventions that include but are not limited to:
 -Extended learning opportunities through SOAR or Team UP and recovery opportunities through flexible scheduling
 -Exposure to college and career activities
 -Parental Involvement activities as well as eighth grade transition to high school nights
 -Small group behavioral and academic mentor programs (Achievers for Life, 5000 Role Models of Excellence, No Bully Zone, Be the Change)
 -Prevention through high expectations, multiple academic offerings, effective teaching, and a warm welcoming environment

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

Ft. Caroline Middle School continues to reach out in an effort to connect with parents and support our students. Our parental involvement activities consist of a wide array of parental support nights as well as a strong partnership with community agencies that provide holistic services. Currently, our parental participation, at our two largest events, is approximately 53% of our population (increase of 16% from 2014-2015). Our goal is to increase our parent contact by 5% through parent teacher conferences, trainings, and effective communication through multiple platforms.

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

Ft. Caroline Middle School builds strong community relationships by engaging community members formally and informally. All community stakeholders are invited to school events to highlight their contribution to the community and school.

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
Shelton, Mayscha	Principal
	Dean
McNeil, Umesheka	Instructional Coach
Fileger, Kimberly	Assistant Principal
Giroux, Sabrina	Instructional Coach

Duties

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

The Principal will monitor all classroom instruction, with an emphasis on the ELA, Reading, and Science Departments. The Assistant Principal will primarily monitor the Math, History, and Electives Departments. The Reading Instructional Coach will provide support to ELA, Reading, and History Departments. The Math Instructional Coach will provide support to Math and Elective teachers. The STEM teacher/Science Coach will support the Science teachers. Lisa Corprew is the school's Professional Development Facilitator and In-School Suspension Program teacher. She will provide direct support to the MINT program participants and Civics teacher.

Leadership Team members consistently communicate with Academic Coaches and Administrators to support the problem-solving process. The members take information back to their departments for dissemination and monitor/support progress towards the established school goals.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The data-based problem-solving processes for implementing and monitoring MTSS/SIP includes several levels. On the school-wide level, Shared Leadership will implement the necessary structures and procedures to facilitate the smooth operation of the school. The team meets monthly on the first Friday to address any concerns. On the department level, teachers participate in PLCs and common planning, supported by coaches and administrators, to address teacher and student needs by subject area. On the individual teacher level, teachers will be monitored and supported by coaches and teachers needing intensive support who will participate in coaching cycles with the subject area coach. On the individual student level, ESE/ESOL students will be monitored and supported by designated Support Facilitators.

Weekly Design Team meetings are conducted with Principal, Assistant Principal, Reading Coach, Math Coach, Science Coach, Testing Coordinator, PDF and Dean with discussions surrounding updated school data, testing calendar and discipline highlights. Administrator and Academic Coach meetings follow the Design Team meetings on a weekly basis. Discussions entail observations and feedback from classroom visits relating to core instruction, teacher needs, resource allocation, coaching cycles, differentiation, data chats and upcoming events. Bi-weekly meetings occur between the Principal/Assistant Principal and the ESE department to ensure that services are consistently being provided to students (i.e. support facilitation and consultation) and to determine students who need to participate in the MRT process.

Title I monies are being expended on 1 full-time teacher, 2 Instructional Coaches and one part-time Volunteer Liaison.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Emitt Chandler	Student
Shalene Devaughn	Parent
Katrina Blakely	Parent
Ophelia Simmons	Education Support Employee
Daryl Sherman	Business/Community
Maysha Shelton	Principal
Malissa Pittman	Parent
Figuerrez	Business/Community
John Appleberry	Student
Janaiah Fountain	Student
Carli	Student
Kimberly Fileger	Education Support Employee
Ms. Carter-Cade	Parent
Lauren Cevis / JU SAC	Business/Community

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 participated in conversations about the school's data and goals for the school year. The educational support members, all teachers, three parents, principal and student members discussed the needs of the school prior to completing the SIP.

Development of this school improvement plan

The SAC participated in conversations about the school's data and goals for the school year. The educational support members, all teachers, several parents, principal and student members discussed the needs of the school prior to completing the SIP. The completed plan will be reviewed by the SAC for approval.

Preparation of the school's annual budget and plan

The SAC participated and continues to be privy to conversations regarding the schools annual budget plan.

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

N/A, funds were not used hence the funds rolled over. The SAC will convene to discuss the funds that are available in order to determine the best use.

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
Shelton, Maysa	Principal
McNeil, Umesheka	Instructional Coach
Chancey, Brittany	Teacher, K-12
Ashman, Mark	Dean
Windsor, Charles	Teacher, K-12
Corprew, Lisa	Teacher, K-12
Fileger, Kimberly	Assistant Principal
Giroux, Sabrina	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Schoolwide strategies are aligned with the focus on literacy. Literacy is the common thread that connects all programming and curriculum. Teachers receive weekly training through PLCs on applicable strategies that support critical thinking, the use of complex texts and embed opportunities to expose students to various genres. The LLT collaborated over the summer and designed the literacy plan for the 2015-2016 school year. Each content area is represented on the LLT. The team meets every two weeks to discuss implementation, next steps and the need to revisit specified items

from the plan. A schoolwide Writing Plan will be developed with an implementation goal to start in late September.

(Unable to select additional member names). The full list is as follows:

Principal: Maysa Shelton

Assistant Principal: Kimberly Fileger

Dean: Mark Ashman

Testing Coordinator: Tikila Shakespeare

PDF: Lisa Corprew

Math Coach: Sabrina Giroux

Literacy Coach: Umesheka McNeil

Science Coach: Tamele Mendez

Instructional Support: Charles Windsor

Electives: Susie Hill

Math: Tangela Ennis

Science: Anthony Pocopanni

Literacy: Brittany Chancey

History: Jana Holcombe

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

The school's master schedule is designed to afford common planning times. The schedule promotes content area team planning and grade level cross curricular planning in support of a positive working relationships to improve academic achievement.

Monthly teambuilding activities are embedded within Early Dismissal agendas whereas all teachers, Instructional Coaches and Administrators will participate. This year a Sunshine Committee was developed to recognize each member for specific celebrations and the committee will also be in charge of organizing activities for the Faculty and Staff. Faculty and Staff also participate in Parental Involvement activities to further build strong relationships with one another and the community.

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

The school follows the District's policies in recruiting and hiring teachers. Utilizing the Mentor and Induction for Novice Teachers (MINT) program, we strive to retain and support teachers through mentoring by administrators, mentors and the Professional Development Facilitator. We also facilitate on-site professional development activities to support the individual growth of teachers. The administrators, academic coaches and mentors facilitate classroom observations and provide feedback to hone in on strategies to support teachers with refining their practice to achieve and maintain efficacy/effectiveness.

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

Teachers new to Duval County schools are enrolled into the district's MINT (Mentoring and Induction for Novice Teachers) program. The MINT program is aligned with the Florida Educator Accomplished Practices and the Code of Ethics of the Education Profession in Florida (Florida State Board of Education Rule 6B-1.001).

Each new teacher at Fort Caroline Middle School is paired with a CET trained teacher in the same subject area when possible. The support team of administrator, mentor, and PDF meet with the new teacher regularly to assess the progress and needs of the teacher. The academic coaches also provide

support in modeling lessons and facilitating coaching cycles.

Selection Criteria:

Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The District MINT Specialist provides support and resources for this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

- subject/ grade level
- certification
- disposition/interpersonal skills
- common planning
- level of expertise/ area of need
- additional training in Foundations of Mentoring is valued

The pairings between mentor and MINT participant has already been completed for this school year. The monthly meetings have been identified and shared with all parties. The District Specialist and PDF continuously monitor the process, provide updates, plan for support and facilitate the monthly meetings.

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

Ft. Caroline Middle School has provided teachers with job embedded professional development on unpacking standards to align the classroom instruction with Florida Standards. Teachers have participated in lesson studies and continuous data chats to ensure alignment. Weekly Department PLCs will lend themselves to collaboration among teachers, coaches, specialists and administrators on developing rigorous lessons using the Florida standards, test item specifications and content specific resources.

Instructional Strategies

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

Data drives all school-based decisions at Ft. Caroline Middle School. Students initial course placement is determined through data. Daily reflection upon formal and informal data shapes day to day instruction and is evidenced through small group instruction, centers, and rotations. Teachers indicate differentiation in their lesson plans and make changes in the flow as student products evolve. The full implementation of the rotations/stations system within all core content classes will provide teachers with the opportunity to use data to guide instruction. During rotations, a teacher led group will be facilitated using data to determine which students require additional support via a reteach. Also during rotations, students will be provided with the opportunity to extend learning using Achieve3000, Write to Learn, Rosetta Stone, Digits, Mathia and other computer based resources to increase student achievement. The activities within each resource are differentiated and adjusted according to data and individual student needs.

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: 40,800

SOAR/Before School Extended Day program will focus on implementing safety nets for math and reading since the majority of the participating students are functioning below grade level standards. Students also have the opportunity to participate in Team Up activities afterschool whereas an instructional and enrichment component occur daily. Homework Help and Tutoring are also offered.

Strategy Rationale

To provide students with an extra layer of instructional, behavioral, social and emotional support.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Shelton, Maysha, sheltonm@duvalschools.org

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

Monthly progress monitoring data for the participating students will be monitored. Feedback from classroom teachers will be obtained in order to target specific needs of students and to monitor progress.

Strategy: Weekend Program

Minutes added to school year:

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

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

Ft. Caroline Middle School offers students 8th Grade Transition Nights and feeder pattern 5th graders are invited to tour the school. We partner with our immediate, direct feeder school, Fort Caroline Elementary with the Teen Trendsetter program where the lower elementary students receive support from the middle school students.

We work with students to complete college readiness and career interest surveys. We also offer programs that connect to Terry Parker High School and Jacksonville University. For instance, the

Literacy Scholar Bowl event is hosted by Fort Caroline Middle whereas students from Fort Caroline Elementary, Arlington Middle, Terry Parker High and Jacksonville University come together to celebrate literacy, the importance of focusing on school and goal 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

Course selection process occurs annually in the Spring where individual students are advised and then allowed to choose courses of interest for the subsequent year. Guidance Counselors meet with students to advise about academic opportunities, grades/GPAs, test scores, career planning and preparation for high school. We also house some wrap around services (Achievers for Life, Communities in Schools, Team Up, etc.) in which the coordinators are located on campus. The services are provided include: family support/education, mentoring and academic support.

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

The school is an International Baccalaureate Middle Years Programme World School. Teachers have been trained on how to incorporate strategies to integrate coursework. Also, the District has revised the curriculum guides to support integration of each content area as much as possible.

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

Improving proficiency within each content area will support student readiness for high school. The Principal has a rapport with the feeder pattern high school, so the knowledge of what students need prior to entering high school is very evident. The administrators have facilitated conversations with parents, faculty and staff members about goals and expectations as well as how they are aligned with long-term progress (enrollment into high school).

This year, the common theme in the building is "IB College Ready". Every Early Dismissal Wednesday has been identified as a "College Awareness" day. The Faculty, Staff and Students wear college attire and the teachers facilitate schoolwide college awareness lessons. The lessons include specific college or university information about programming and enrollment requirements. This provides the opportunity to increase awareness, impose the idea of connecting student potential to unknown programs of study and dispel potential misconceptions for first generation college bound students.

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

Ft. Caroline students are provided comparative data that connects students to post secondary outcomes. We try to provide students with experiences, exposure, and opportunities that will increase their probability of post secondary success.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If a positive culture is developed on campus, then the environment will be conducive to learning at all levels.
- G2.** If all teachers plan for and facilitate learner focused lessons aligned to the State Standards and District expectations in every classroom, every day using REDDI (Rigorous, Engaging, Data-Driven Instruction), then student achievement will increase.

Strategic Goals Detail

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

G1. If a positive culture is developed on campus, then the environment will be conducive to learning at all levels. 1a

G071666

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Strength-Based Support Research and Training
- Hero System
- Incentive items for all stakeholders
- College Awareness Wednesdays
- Intentional and layered support for new teachers
- Field experiences and hands-on activities to support engagement
- Recognition Systems

Targeted Barriers to Achieving the Goal 3

- Negative reinforcement of behaviors

Plan to Monitor Progress Toward G1. 8

Monthly Goals for Points

Person Responsible

Kimberly Fileger

Schedule

Monthly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Clear points at specified intervals

G2. If all teachers plan for and facilitate learner focused lessons aligned to the State Standards and District expectations in every classroom, every day using REDDI (Rigorous, Engaging, Data-Driven Instruction), then student achievement will increase. 1a

G071667

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	

Resources Available to Support the Goal 2

- EQUiP form
- Curriculum Guides
- Item Specifications
- FSA and CPALMS Website
- REDDI reflections

Targeted Barriers to Achieving the Goal 3

- More than half of the teachers are new to the campus this year and are a part of the MINT program.

Plan to Monitor Progress Toward G2. 8

Continuous monitoring will occur through observation, Design Team conversation and stakeholder feedback

Person Responsible

Maysha Shelton

Schedule

Weekly, from 8/17/2015 to 6/7/2016

Evidence of Completion

Meeting minutes, surveys, and feedback forms

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. If a positive culture is developed on campus, then the environment will be conducive to learning at all levels. **1**

 G071666

G1.B1 Negative reinforcement of behaviors **2**

 B186836

G1.B1.S1 Strength-Based Approach to Interacting with Students **4**

 S198248

Strategy Rationale

Need to shift attention to reinforcing appropriate behaviors

Action Step 1 **5**

Implement the Hero System

Person Responsible

Mark Ashman

Schedule

Annually, from 9/14/2015 to 6/10/2016

Evidence of Completion

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

School Reports for Hero

Person Responsible

Mark Ashman

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Students points and incentives

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

Monitor Accumulation of Points and Adjust Incentives Accordingly

Person Responsible

Maysha Shelton

Schedule

Monthly, from 9/14/2015 to 6/10/2016

Evidence of Completion


monitor for system effectiveness relating to student outcomes

G2. If all teachers plan for and facilitate learner focused lessons aligned to the State Standards and District expectations in every classroom, every day using REDDI (Rigorous, Engaging, Data-Driven Instruction), then student achievement will increase. **1**

 G071667


G2.B1 More than half of the teachers are new to the campus this year and are a part of the MINT program.

2

 B186837

G2.B1.S1 PLC focus on teaching and learning through professional development and lesson planning

4

 S198249

Strategy Rationale

Guided support to unpack Florida Standards, develop student tasks and ensure alignment to support REDDI.

Action Step 1 **5**

Facilitate Weekly PLCs

Person Responsible

Maysha Shelton

Schedule

Weekly, from 8/17/2015 to 6/7/2016

Evidence of Completion

Sign-in sheets, Agendas and Minutes

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

Administrators Participate and Monitor PLCs

Person Responsible

Maysha Shelton

Schedule

Weekly, from 8/17/2015 to 6/7/2016

Evidence of Completion

Sign-in sheets, Agendas and Minutes

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

Weekly Administrator and Coaches Meeting

Person Responsible

Maysha Shelton

Schedule

Weekly, from 8/17/2015 to 6/7/2016

Evidence of Completion

Design Team Agenda, Sign-in and Meeting Minutes

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	Implement the Hero System	Ashman, Mark	9/14/2015		6/10/2016 annually
G2.B1.S1.A1	Facilitate Weekly PLCs	Shelton, Maysha	8/17/2015	Sign-in sheets, Agendas and Minutes	6/7/2016 weekly
G1.MA1	Monthly Goals for Points	Fileger, Kimberly	9/14/2015	Clear points at specified intervals	6/10/2016 monthly
G1.B1.S1.MA1	Monitor Accumulation of Points and Adjust Incentives Accordingly	Shelton, Maysha	9/14/2015	monitor for system effectiveness relating to student outcomes	6/10/2016 monthly
G1.B1.S1.MA1	School Reports for Hero	Ashman, Mark	8/17/2015	Students points and incentives	6/10/2016 monthly
G2.MA1	Continuous monitoring will occur through observation, Design Team conversation and stakeholder feedback	Shelton, Maysha	8/17/2015	Meeting minutes, surveys, and feedback forms	6/7/2016 weekly
G2.B1.S1.MA1	Weekly Administrator and Coaches Meeting	Shelton, Maysha	8/17/2015	Design Team Agenda, Sign-in and Meeting Minutes	6/7/2016 weekly
G2.B1.S1.MA1	Administrators Participate and Monitor PLCs	Shelton, Maysha	8/17/2015	Sign-in sheets, Agendas and Minutes	6/7/2016 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. If a positive culture is developed on campus, then the environment will be conducive to learning at all levels.

G1.B1 Negative reinforcement of behaviors

G1.B1.S1 Strength-Based Approach to Interacting with Students

PD Opportunity 1

Implement the Hero System

Facilitator

Mark Ashman, Dean of Discipline and Train-the-Trainer for Hero

Participants

All Faculty and Staff

Schedule

Annually, from 9/14/2015 to 6/10/2016

G2. If all teachers plan for and facilitate learner focused lessons aligned to the State Standards and District expectations in every classroom, every day using REDDI (Rigorous, Engaging, Data-Driven Instruction), then student achievement will increase.

G2.B1 More than half of the teachers are new to the campus this year and are a part of the MINT program.

G2.B1.S1 PLC focus on teaching and learning through professional development and lesson planning

PD Opportunity 1

Facilitate Weekly PLCs

Facilitator

Administrators, District Specialist, Instructional Coaches and Department Teachers

Participants

Department Teachers, Instructional Coaches and Administrators

Schedule

Weekly, from 8/17/2015 to 6/7/2016

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	Implement the Hero System				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2381 - Fort Caroline Middle School	School Improvement Funds		\$500.00
			<i>Notes: Incentive items</i>			
2	G2.B1.S1.A1	Facilitate Weekly PLCs				\$0.00
					Total:	\$500.00