

Duval County Public Schools

Twin Lakes Academy Middle School



2015-16 School Improvement Plan

Twin Lakes Academy Middle School

8050 POINT MEADOWS DR, Jacksonville, FL 32256

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	47%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	61%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Twin Lakes Academy Middle is to provide every student, in every classroom, every day with a safe, caring, engaging and challenging learning environment that promotes the rigorous and relevant educational experiences necessary to perform at or above grade level standards.

Provide the school's vision statement

Every student is inspired and prepared for success in high school.

School Environment

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

Students are scheduled with a team of teachers. These 4 core teachers share the same group of students. During the first few weeks of school, Teams plan and implement activities that allow students to share things about themselves and build relationships with teachers and other students. Activities are also planned throughout the year by the Twin Lakes Academy Middle Leadership Team that helps build relationships between students and teachers and promotes a positive school culture. One activity we started this year is the Timberwolf R & R (Day). We had an early dismissal bell schedule and planned activities for our students who are on track and grade level. For those students who have fallen behind, teachers on each team planned remediation in the classroom.

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

Twin Lakes Academy Middle implements CHAMPs and Foundations school wide. Foundations is used to set expectations and structure the environment outside of the classroom and throughout campus. Guidelines for Success are also taught and posted for student reference. CHAMPs is implemented by teachers in classrooms to set expectations for students and to provide positive reinforcement for following those expectations. We added security to our staff (three) to ensure safety before and after school, during lunch and class changes. Our security officers monitor each building through out the day and maintain student safety on campus every day.

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

One of our initiatives this year is to minimize student movement during instructional time and reduce the student traffic in our house administrative offices. Students must have hall passes to be in the hallways and we implemented systems to eliminate bottlenecks in admin areas. (No more lines for ID's, dress code and general roaming in the hallways).

Twin Lakes will implement a full Positive Behavioral Support Plan. This plan will be comprised of several different components. The PBIS plan includes the use of Foundations and Guidelines for Success to structure the school campus and set expectations for students. Teachers are trained during pre-planning and provided with lessons to complete with students. A schedule for lessons is

included in the Opening of School packet/schedule. These lessons are retaught in January to remind students of procedures and expectations.

Students not meeting classroom or school campus expectations have interventions implemented by a teacher, assistant principal, or will be referred to the Dean of Students. The Dean of Students will use district guidelines to provide interventions/consequences for these students. The school Dean of Students attends monthly training to aid in providing consistent and clear interventions for students. This year, Twin Lakes Academy Middle will implement a Restorative Justice Program during the school day. The school guidance department and the Dean's office will identify students needing support and ask teachers to refer students who will benefit from working with their peers in order to cope with minor issues in adjusting to middle school.

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

The Twin Lakes Academy Middle guidance department conducts training for all faculty and staff. Procedures are in place for student referral to guidance for counseling or other support services. Guidance counselors are also involved with academic conferences and attendance meetings so that support services can be provided or recommended for parents and students. This year we will have Challenge Day for 300 of our students who need extra emotional support. This is a day of dropping the line and getting real with each other. Students learn to be vulnerable and that many others are also going through tough events in their lives. We follow up with a "Be The Change" club here at school.

Early Warning Systems

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

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

Teachers track daily attendance and report concerns to the Student Services. Student Service then reviews attendance and schedule attendance meetings with parents and our district attendance officer. Dean of Students tracks student discipline in accordance with the Duval County Code of Conduct. ISSP Teacher follows a curriculum that incorporates round table discussion to help students identify better solutions to situations that they encounter. Principal, Assistant Principals and Guidance Counselors monitor student progress and work alongside teachers to encourage student success. Teachers also plan as a team every other day in order to allow teachers to have parent conferences and share student concerns. Level 1 students are scheduled into Intensive Reading and/or Intensive Math classes to help target and improve these skills.

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	10	10	14	34
One or more suspensions	68	81	59	208
Course failure in ELA or Math	6	20	22	48
Level 1 on statewide assessment	61	68	93	222

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	9	31	42	82

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

ISSP Teacher follows a curriculum that works to help students understand the consequences of their actions and to work towards making better choices for success. Assistant Principals and Guidance Counselors track progress of students exhibiting two of more early warning indicators. Student progress is tracked and progress meetings are scheduled to help encourage student success. Teachers track student progress and behavior and discuss effective interventions during their common planning times. Grade Level Teams utilize their PLC time to hold parent conferences and to discuss student progress.

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

Twin Lakes hosted two student orientations before school started. We had 721 attend which represents 61% of Twin Lakes Academy Middle's students. An Open House was held on September 15, 2015 to allow parents and students to attend together to tour the school and hear teacher expectations as a family. Throughout the year, Twin Lakes Academy Middle School will seek to engage parents in activities by offering night time parent involvement activities that meet student and parent needs.

This year we have hosted one Parent Academy course in Athletic Eligibility and plan to host our second one in early November on Bullying Prevention. We have partnered with the MARCC organization to assist with tutoring students in our lowest income neighborhood.

We send out school messages via phone, email, and FOCUS portal in communicating the school's mission and vision. This year we have created three new social media accounts to help reach our parents and communicate daily: twitter, instagram and flickr. We also have a state of the art website that is updated 24/7!

I hired two new front office clerks who exude positivity and provide outstanding customer service to everyone who enters our school.

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

I have designated a member of my leadership team as our Community and Business partner liaison. Ms. Edwards seeks out community and business partners. She then fosters and supports the relationship to meet the needs of the school, school organizations, and of the community/business partner.

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
Tuschhoff, Tammy	Principal
Clark, Allison	Other
Harvey, Jane	Instructional Technology
Shaw, Sharonette	Assistant Principal
Waltbillig, Angel	Assistant Principal

Duties

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

TBD

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 Admin team (Principal and Assistant Principal) and the Leadership team (15 school key leaders) meets weekly to monitor progress and state of the school and make adjustments to school structure, instruction, and support as needed.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tammy Tuschhoff	Principal
Yvette Primus	Parent
Dawn Lopez-Burgess	Parent
Maureen McKinney	Teacher
Greg Gorman	Teacher
Beth Oberlander	Parent
Brenda Flask	Parent
Jen Gibson	Parent
Laura Leuthold	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

The School Advisory Council will review data from last year as it relates to the goals outlined in last years school improvement plan. The School Advisory Council will discuss the results and develop next steps for the school as it relates to improving on the previous years data.

Development of this school improvement plan

The school advisory council provides input and support on initiatives to support school culture and student achievement. They also provide school information to all stakeholders.

Preparation of the school's annual budget and plan

The School Advisory Council is provided the information on the school budget. It will also be provided all the information on student data and goals for the 2015-2016 school year. The council will then work together to develop action steps and possible interventions for school wide implementation to support these goals.

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

The school advisory council will hear requests for funds from any school stakeholder. The request for funds must help to meet the achievement of goals as outlined in the school improvement plan.

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
Tuschhoff, Tammy	Principal
Clark, Allison	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team will monitor the implementation of the new Reading and ELA curriculum in all classes. The LLT will also work to provide training for core subject area teachers who need professional development in relation to the new reading and writing expectations for all students.

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

Teachers have opportunities to plan with teachers of their same subject and those on their team. One day a week is designated as subject area common planning. This allows time for teachers that teach the same grade level and subject to look at data, plan instruction, and receive focused training. Teachers also share at least one day of week of planning with their grade level. This allows for interdisciplinary planning, professional development by grade level, and focused intervention planning for shared students.

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

The school invites local universities to visit and is a partner of the University of North Florida Educator Preparation Institute.

The administration encourages the practice of pre-interns and interns to help find qualified teaching candidates.

New teachers are assigned a mentor and supported with school based and district coaches.

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

Every new teacher is assigned a mentor with like certification. Assigned mentors conduct informal observations, provide feedback, and assist with lesson planning. Professional development is offered to teachers at the school and district level.

Monthly MINT check ups are held for mentors and new teachers to monitor progress and keep them motivated, engaged and supported throughout the year.

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

Twin Lakes Academy Middle implements a standard based curriculum developed by the instructional department of Duval County Public Schools. The curriculum implementation is supported by walk through, informal and formal observations.

Professional Development on the Florida Standards and the curriculum is provided to administrators and teachers.

Any weakness in delivery of the standard based instruction is targeted with direct feedback to the teacher and focused professional development.

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

Student data is used to appropriately schedule students in core classes. Multiple data points are also used to schedule students into either a support reading course or a support math course.

Teachers use formal and informal assessments during the school year to provide differentiated instruction and to provide supplemental support to students. These supplemental supports are available to students during the school day, in after school supervised instruction, and at home.

Student progress is monitored through regular assessment in order to make adjustments to instruction.

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

Strategy: Extended School Day

Minutes added to school year: 2,880

Students will receive reading and math instruction after school

Strategy Rationale

To provide additional support in a small learning environment.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Student progress will be monitored by district curriculum guide assessments

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

Beginning in October, Twin Lakes Academy Middle begins to implement parent nights and programs to involve and inform our parents with their students' school.

For incoming 6th grade students, several parent nights are held here at Twin Lakes Academy Middle. This allows parents and students to learn about the programs and safety nets offered. All projected 6th grade students are also invited to come on a school visit during the school day. Twin Lakes Academy hosts projected campus tours for all interested students. Once the school year begins, 6th graders are in a designated section of the building separate from other grade levels. These students are scheduled on a team of core teachers. These teachers provide support to their students to help them make the transition to middle school.

Twin Lakes Academy Middle counselors teach lessons on various topics during the 6th, 7th, and 8th grade school years. During their 8th grade year these students are also provided additional curriculum through their Social Studies classes on college and career planning. Twin Lakes Academy Middle also hosts a "high school night" and invites all neighborhood and magnet programs an opportunity to provide information to students and parents.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students are all enrolled in the 8th grade History course that contains a career planning component and standards. Students are taught guidance lessons as part of the career component and visited by feeder high schools to learn about high school courses and programs.

8th grade CTE students will have the opportunity to go to FSCJ in the fall.

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

Career and Technical education courses are being implemented in all three grade levels. Students are able to receive industry certification in IC3 which is a global standard certification in computers. CTE is rooted in Information & Communications Technology (ICT) Essentials I, II & III, which is a series of three technology courses that are open to students in grades 6-8. The purpose of these courses is to provide students with the computer, digital, and information technology skills necessary for success in their future academic and occupational goals. In addition to fundamental computer information, the content includes but is not limited to digital technologies associated with web development, multimedia, word processing, spreadsheet, database, Internet communications, cybersecurity, and computer programming.

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

Career and Technical Education teachers are involved on the instructional leadership team and with common planning. This allows for planning of interdisciplinary lessons with core area teachers. The teachers work together to plan a S.T.E.A.M. night every year that shows the connection between core subjects and the career and technical fields.

Twin Lakes boasts a state of the art PITSCO STEM lab. 7th and 8th grade students are able to construct robots, use flight simulators, Computer Graphics and Animation, dive into Energy, Power and Mechanics, Lights & Lasers, Rocketry & Space and Agriculture.

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

741

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:

.

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.

Student proficiency has had a steady decline over the last 4 years. Gains by our lower quartile have had the most decline. Discipline issues have risen. The result has been a drop in enrollment and a lack of confidence in our ability to meet the needs of our stakeholders.

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.

In looking at the data, feedback from students, teachers, parents the downward trend is a result of low teacher support and morale. This has led to increased tension, discipline issues, and lower quality instruction across the campus.

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 we develop great leaders and teachers and we create a culture of continuous improvement and excellence across all content and all levels and stakeholders, then we will provide students the support needed to succeed in the classroom.

- G2.** If teachers at TLAM will infuse the 4 pillars of excellent instruction, we will improve student learning for all students. Improving student learning across all subjects and grade levels will result in increasing student achievement in all content areas.

- G3.** If we increase student enrollment we we can fully maximize our resources.

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 we develop great leaders and teachers and we create a culture of continuous improvement and excellence across all content and all levels and stakeholders, then we will provide students the support needed to succeed in the classroom. 1a

G072017

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	90.0
Developing Teachers (Performance Rating)	100.0
Teacher attendance rate	30.0

Resources Available to Support the Goal 2

- Assistant Principals, PD, and peer teachers

Targeted Barriers to Achieving the Goal 3

- Making time to observe teachers frequently while providing support and feedback.
- Teacher morale and confidence is low. There is very little autonomy with my faculty and they feel beaten down.

Plan to Monitor Progress Toward G1. 8

Examine early student achievement data in all content areas

Person Responsible

Angel Waltbillig

Schedule

Weekly, from 11/9/2015 to 6/1/2016

Evidence of Completion

Data charts, PLC notebooks

G2. If teachers at TLAM will infuse the 4 pillars of excellent instruction, we will improve student learning for all students. Improving student learning across all subjects and grade levels will result in increasing student achievement in all content areas. 1a

G072018

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	55.0
FAA Mathematics Achievement	55.0
FCAT 2.0 Science Proficiency	55.0
Civics EOC Pass	67.0

Resources Available to Support the Goal 2

- Enrichment Math and Reading classes for our lowest level students
- Early interventions - Parent conferences, Dean, Guidance Counselors, ESE support, ESOL paraprofessional, Restorative Justice, tutoring
- Teacher professional development - Walk through observations, informal and formal observations, common planning
- SAI funds will be used to tutor targeted students who need the extra support to reach proficiency at grade level

Targeted Barriers to Achieving the Goal 3

- Students not connected to the teacher or the subject struggle to stay on task

Plan to Monitor Progress Toward G2. 8

Monitoring for the effectiveness of the school-wide PBIS

Person Responsible

Sharonette Shaw

Schedule

Biweekly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Discipline records

G3. If we increase student enrollment we we can fully maximize our resources. 1a

G072019

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	5.0
District Parent Survey	5.0
Discipline incidents	1000.0

Resources Available to Support the Goal 2

- Restorative Justice
- Early adult intervention
- TLAE next door
- Communication tools - website, school messenger, volunteers, parent academy, grade portal

Targeted Barriers to Achieving the Goal 3

- High number of physical altercations between students

Plan to Monitor Progress Toward G3. 8

Monitoring effectiveness of strategies to improve student behavior

Person Responsible

Sharonette Shaw

Schedule

Biweekly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Decrease in student behavior problems and resulting referrals Monthly and end-of-year FOCUS reports on discipline Classroom walk-throughs demonstrate consistent procedures school-wide

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 we develop great leaders and teachers and we create a culture of continuous improvement and excellence across all content and all levels and stakeholders, then we will provide students the support needed to succeed in the classroom. **1**

 G072017

G1.B1 Making time to observe teachers frequently while providing support and feedback. **2**

 B187793

G1.B1.S1 Observe instruction frequently and provide support, motivation and direction. **4**

 S199312

Strategy Rationale

In order to create a culture of excellence, our leadership team must model and support teachers so that they can improve student learning.

Action Step 1 **5**

Conduct weekly walkthroughs in classrooms, meet with teachers and provide support when students fall short of learning.

Person Responsible

Tammy Tuschhoff

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Walkthrough forms, quarterly assessments, IPDP and discipline data

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

Weekly reports due to Region Superintendent

Person Responsible

Tammy Tuschhoff

Schedule

Weekly, from 11/9/2015 to 6/3/2016

Evidence of Completion

Excel reports from Region Superintendent

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

Person Responsible

Schedule

Evidence of Completion

G1.B2 Teacher morale and confidence is low. There is very little autonomy with my faculty and they feel beaten down. 2

 B187794

G1.B2.S1 Recognize and reward my staff and faculty often 4

 S199313

Strategy Rationale

Staff and faculty need to know how much their hard work is valuable, appreciated and highly effective.

Action Step 1 5

Recognize the Pillar Classroom on the week

Person Responsible

Sharonette Shaw

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Framed certificate for each model classroom every week

Action Step 2 5

Reward those faculty whose data demonstrates excellence in student learning

Person Responsible

Angel Waltbillig

Schedule

Quarterly, from 11/6/2015 to 6/3/2016

Evidence of Completion

Bulletin board posted school wide with data and recognition in faculty meetings

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

Every Faculty meeting begins with rewards and recognition

Person Responsible

Tammy Tuschhoff

Schedule

Evidence of Completion

PPT agenda

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

TNTP and Gallup surveys

Person Responsible

Tammy Tuschhoff

Schedule

Semiannually, from 11/9/2015 to 6/3/2016

Evidence of Completion

Results of Insight and Gallup surveys of my teachers.

G2. If teachers at TLAM will infuse the 4 pillars of excellent instruction, we will improve student learning for all students. Improving student learning across all subjects and grade levels will result in increasing student achievement in all content areas. 1

G072018

G2.B3 Students not connected to the teacher or the subject struggle to stay on task 2

B187797

G2.B3.S1 Use walk through observations to identify students who are consistently not engaged. Discuss with teacher ways to connect and remove barriers to engage them. 4

S199318

Strategy Rationale

Students who are consistently not engage in the learning, will not improve.

Action Step 1 5

Use our motivational coach to work with our least engaged students during pull outs in their elective courses

Person Responsible

Sharonette Shaw

Schedule

On 6/3/2016

Evidence of Completion

Coaches logs/grades

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Walkthrough observations

Person Responsible

Tammy Tuschhoff

Schedule

On 6/1/2016

Evidence of Completion

Walk through forms in a notebook and minutes from admin meetings

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Student performance on district and school level tests

Person Responsible

Sharonette Shaw

Schedule

Biweekly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Qualitative data from teachers, quantitative data from district and school level assessments

G3. If we increase student enrollment we we can fully maximize our resources. 1

 G072019

G3.B1 High number of physical altercations between students 2

 B187799

G3.B1.S2 Establish a comprehensive supervision and PBIS plan to identify early interventions and early warning signs to prevent violent behavior 4

 S199320

Strategy Rationale

Identify effective and ineffective strategies and modify as necessary

Action Step 1 5

Use controlled movement and supervision in common areas

Person Responsible

Sharonette Shaw

Schedule

Daily, from 9/22/2015 to 6/1/2016

Evidence of Completion

Before and after school and lunch supervision assignments

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Daily supervision plan for teachers and staff

Person Responsible

Tammy Tuschhoff

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Leadership meeting agendas Discipline reports in Focus

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Discipline reports

Person Responsible

Tammy Tuschhoff

Schedule

Biweekly, from 10/1/2015 to 6/1/2016

Evidence of Completion

Discipline reports from the Dean and minutes from leadership meetings

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	Conduct weekly walkthroughs in classrooms, meet with teachers and provide support when students fall short of learning.	Tuschhoff, Tammy	8/24/2015	Walkthrough forms, quarterly assessments, IPDP and discipline data	6/3/2016 weekly
G1.B2.S1.A1	Recognize the Pillar Classroom on the week	Shaw, Sharonette	8/31/2015	Framed certificate for each model classroom every week	6/3/2016 weekly
G2.B3.S1.A1	Use our motivational coach to work with our least engaged students during pull outs in their elective courses	Shaw, Sharonette	10/29/2015	Coaches logs/grades	6/3/2016 one-time
G3.B1.S2.A1	Use controlled movement and supervision in common areas	Shaw, Sharonette	9/22/2015	Before and after school and lunch supervision assignments	6/1/2016 daily
G1.B2.S1.A2	Reward those faculty whose data demonstrates excellence in student learning	Waltbillig, Angel	11/6/2015	Bulletin board posted school wide with data and recognition in faculty meetings	6/3/2016 quarterly
G1.MA1	Examine early student achievement data in all content areas	Waltbillig, Angel	11/9/2015	Data charts, PLC notebooks	6/1/2016 weekly

Duval - 2531 - Twin Lakes Academy Middle - 2015-16 SIP
Twin Lakes Academy Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Weekly reports due to Region Superintendent	Tuschhoff, Tammy	11/9/2015	Excel reports from Region Superintendent	6/3/2016 weekly
G1.B2.S1.MA1	TNTP and Gallup surveys	Tuschhoff, Tammy	11/9/2015	Results of Insight and Gallup surveys of my teachers.	6/3/2016 semiannually
G1.B2.S1.MA1	Every Faculty meeting begins with rewards and recognition	Tuschhoff, Tammy	6/3/2016	PPT agenda	monthly
G2.MA1	Monitoring for the effectiveness of the school-wide PBIS	Shaw, Sharonette	10/1/2015	Discipline records	6/1/2016 biweekly
G2.B3.S1.MA1	Student performance on district and school level tests	Shaw, Sharonette	10/1/2015	Qualitative data from teachers, quantitative data from district and school level assessments	6/1/2016 biweekly
G2.B3.S1.MA1	Walkthrough observations	Tuschhoff, Tammy	10/1/2015	Walk through forms in a notebook and minutes from admin meetings	6/1/2016 one-time
G3.MA1	Monitoring effectiveness of strategies to improve student behavior	Shaw, Sharonette	10/1/2015	Decrease in student behavior problems and resulting referrals Monthly and end-of-year FOCUS reports on discipline Classroom walk-throughs demonstrate consistent procedures school-wide	6/1/2016 biweekly
G3.B1.S2.MA1	Discipline reports	Tuschhoff, Tammy	10/1/2015	Discipline reports from the Dean and minutes from leadership meetings	6/1/2016 biweekly
G3.B1.S2.MA1	Daily supervision plan for teachers and staff	Tuschhoff, Tammy	8/24/2015	Leadership meeting agendas Discipline reports in Focus	6/1/2016 daily

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 we develop great leaders and teachers and we create a culture of continuous improvement and excellence across all content and all levels and stakeholders, then we will provide students the support needed to succeed in the classroom.

G1.B1 Making time to observe teachers frequently while providing support and feedback.

G1.B1.S1 Observe instruction frequently and provide support, motivation and direction.

PD Opportunity 1

Conduct weekly walkthroughs in classrooms, meet with teachers and provide support when students fall short of learning.

Facilitator

Tuschhoff/Shaw/Waltbillig and Joyner

Participants

Teachers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Conduct weekly walkthroughs in classrooms, meet with teachers and provide support when students fall short of learning.	\$0.00
2	G1.B2.S1.A1	Recognize the Pillar Classroom on the week	\$0.00
3	G1.B2.S1.A2	Reward those faculty whose data demonstrates excellence in student learning	\$0.00
4	G2.B3.S1.A1	Use our motivational coach to work with our least engaged students during pull outs in their elective courses	\$0.00
5	G3.B1.S2.A1	Use controlled movement and supervision in common areas	\$0.00
			Total: \$0.00