

Martin County School District

Dr. David L. Anderson Middle School



2015-16 School Improvement Plan

Dr. David L. Anderson Middle School

7000 SE ATLANTIC RIDGE DR, Stuart, FL 34997

dlams.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	56%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	47%

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 Martin 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

The mission of Dr. David L. Anderson Middle School, in partnership with family and community, is to equip students with the problem solving skills and knowledge necessary to become responsible and productive citizens through collaborative, authentic and engaging learning experiences that go beyond the traditional approach of learning in an orderly, trusting, positive, caring, and safe environment.

Provide the school's vision statement

Where learning has no boundaries and realizing our potential for success is limitless.

School Environment

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

The school has fostered an environment that respects various cultures by implementing a "Heritage Club". This voluntary club allows an opportunity for all members to share the unique features of their individual backgrounds. A school-wide activity includes a parent night, where community members are invited to participate in a social event that highlights the differences in various cultures. These events help create and foster open lines of communication between families, the community and the school.

In addition, the school participates in various cultural awareness activities such as "Black History Month", "Hispanic Heritage", and "Cultural Awareness".

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

Students are made aware of the school-wide expectations for behavior, including the anti-bullying policy which was explained by the administrators in each class and is posted on the school website. Before, during and after school hours, school personnel including administrators, teachers, staff and school resource officer, monitor the campus to ensure student safety. Students are encouraged to complete incident reports if they witness an incident or feel uncomfortable. The campus is secured by a single point of entry.

In addition, AMS encourages positive and safe behaviors by rewarding students with "Stallion Dollars" through the PBIS program. Students are reminded of the desired behaviors by the acronym "AMS": Achieve success, Make responsible choices and Stay safe.

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

All students and parents were given a Policy Awareness overview that explained the guidelines and expectations at the school. All teachers received Professional Development on the school-wide policies and how to implement an effective discipline plan.

Anderson Middle School has an active Positive Behavioral Intervention and Support (PBIS) program. The PBIS team provides clear and concise expectations for student behavior. Included in the program

are rewards for positive behavior (Stallion Dollars) and consequences for inappropriate behavior. The PBIS team promotes and encourages appropriate behaviors so that the school's learning environment can function effectively.

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 school has implemented a mentoring program that matches students with an adult mentor on the campus. These mentors are guided by a handbook that provides a structure for the mentorship which includes setting and tracking goals with the student, monitoring grades and behaviors, encouraging participation at school events including tutoring, and celebrating student successes. Two full time guidance counselors provide pupil services (clothing drives, food drives, emergency response needs) which is also supported by the district. The counselors are available to counsel individual students or small student groups concerning personal, social or academic concerns. In addition, counseling services are offered on a referral basis to an outside agency which provides services at the school site.

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, regardless of whether absence is excused or a result of out-of-school suspension
- * One or more suspensions, whether in school or out of school
- * Course failure in English Language Arts or mathematics
- * A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- * A retention year in elementary school

Each of the Early Warning System indicators is reviewed by the MTSS Leadership team. Students requiring academic intervention will be offered services through after-school tutoring, which is offered for both Reading and Math. In addition, a Homework Club is offered to provide students with a teacher-supported environment to receive additional help with academic studies. A student support center is also provided as an intervention for both behavioral and academic needs.

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	20	19	21	60
One or more suspensions	36	74	99	209
Course failure in ELA or Math	0	1	1	2
Level 1 on statewide assessment	0	0	0	
Elementary Retention	49	2	2	53

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

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

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

The MTSS Leadership Team will actively monitor students who are identified through the Early Warning System. This will include data from the RTIB database as well as academic-based referrals from teachers.

Student data is analyzed to reveal the identification of those students who need interventions and additional support. Once students are identified, strategies are identified and implemented to support student achievement.

All students who scored a level one on the 2014 FCAT 2.0 Reading Test, and who are identified as being disfluent are enrolled in an Intensive Reading Class in addition to a block of English Language Arts. Students who scored a level one on the 2014 FCAT 2.0 Mathematics test are placed in a double blocked math class which provides for 90 minutes of math instruction daily. Additionally, student who scored just short of a three in the FCAT 2014 Mathematics Test are placed in a semester class of Intensive math along with their standard math class to move them to proficiency.

After school academic interventions including the Homework Club and Math and Reading Tutoring are also offered to support students.

Attendance is encouraged through phone calls to all parents by the principal using the Parent Link phone system. Parents of students who exhibit patterns of non-attendance are contacted by phone, email and conferences to help encourage regular attendance.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/191034>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school has an active Parent Teacher Student Association (PTSA) that incorporates members of the community and local businesses that help support the school. Events include participation in Family Nights and Open House. The School Advisory Council (SAC) is comprised of local business member and parents/community members and staff who work together to allocate the school improvements funds to support student needs.

Increase Communication:

- + Add message boards to Parent-Pickup Loop
- + Create a parent mini-resource center

- + Increase community partnerships with local business
- + Fierce learning postcards to recognize student work, progress, and achievements

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
Milton, Vicki	Assistant Principal
Boyar, Allison	Guidance Counselor
Piasecki, Michelle	Instructional Coach
Neelavannan, Mangi	Instructional Coach
Cuccurullo, Kerrie	Teacher, K-12
DuBois, Melissa	Teacher, K-12
Juan-Gasper, Miguel	Teacher, K-12
McGrath, Susan	Teacher, K-12
McCormick, William	Teacher, K-12
McMurry, Diane	Instructional Coach
Taylor, Penelope	Instructional Media
Flanagan, Joe	Assistant Principal
Aitken, Tim	Principal
Jones, Kalie	Instructional Coach
Featherstone, Ginger	Other

Duties

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

The school leadership team is comprised of fifteen member: 3 school administrators, 8 team leaders, 1 district representative, 3 coaches, and 1 media specialist. The focus of the team is student achievement, school-wide communication, and professional development. The team meets bi-monthly. This group also functions as a collaborative team with SMART goals. Team Leaders will respond to concerns/suggestions from staff through a suggestion/solution box. This will increase staff contributions to school improvement and allow an avenue to examine all practices to ensure they provide the highest level of support to increase student achievement.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system that will promote student achievement and best instructional practice? The team

meets weekly to engage in the following activities: review screening data and align with 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. Based on this information, the team will identify professional development, resources, and support to teachers to make sure individual student needs are being met. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Allison Boyar	Teacher
Tim Aitken	Principal
Mangai Neelevanna	Teacher
Talia VanHooser	Business/Community
Karen Jankens	Parent
Renee Rodefiled	Parent
Kristi Austhof	Parent
Katie Harrison	Parent
Allison Frederick	Teacher
Craig Quarles	Parent
Aubrey Oughterson	Teacher
Janelle Natalie	Parent
Leona Defanski	Teacher

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 2014-15 School Improvement Plan was submitted to the SAC for review and reflection. No feedback from the last meeting regarding the SIP, so the question was whether want to vote now or have another option to re-look. All Members had one month revisit the plan. No discussion where posed. Mrs. Taylor motions to approve the plan. Data for the 2015-2016 SIP has not be released at the time of the first SAC meeting. Once data is released review of the previous year will held.

Development of this school improvement plan

To develop the school improvement plan, all stakeholders were given the opportunity to review the existing plan. Through the Leadership Team, all teachers were asked for input in creating the new goals. Previous year school performance was the main driver of establishing the goals for this year. The School Improvement plan was presented in draft format to the SAC committee. The committee had the opportunity to ask questions and add input to the plan prior to voting on the plan.

Preparation of the school's annual budget and plan

The SAC uses the school's annual budget to address student achievement needs. The committee uses data to purchase resources and support professional development for teachers to impact all students.

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

School Improvement fund requests must all be reviewed and voted upon by SAC members. The funds were saved until data was available to prove the computer software that was purchased impacted student achievement.

The following items were approved and funded through SAC in 2013-2014:

\$170 for Professional Development for 2 ELA teachers to attend the Florida Council Teachers of English Conference (FCTE)

\$300 for funding substitute teachers to allow teachers of record to administer state tests.

No other funds were allocated or spent.

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
McMurry, Diane	Instructional Coach
Piasecki, Michelle	Instructional Coach
Aitken, Tim	Principal
Flanagan, Joe	Assistant Principal
Cuccurullo, Kerrie	Teacher, K-12
DuBois, Melissa	Teacher, K-12
Juan-Gasper, Miguel	Teacher, K-12
McCormick, William	Teacher, K-12
McGrath, Susan	Teacher, K-12
Neelavannan, Mangi	Instructional Coach
Taylor, Penelope	Instructional Media
Milton, Vicki	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team is comprised of members of the School Leadership Team. This group focuses on literacy initiatives that impact all students. With the full implementation of the new Florida Standards, the LLT will focus on providing specific strategies that are proven to have high student impact. Included in these initiatives is the AMS Writing Plan which has been implemented through a series of professional development sessions. The plan will be monitored throughout the year as part

of the grade-level collaborative team meetings. Another initiative will also focus on academic vocabulary across all content areas.

AMS has two full-time Literacy Coaches and one full-time Math Coach. These instructional coaches will work closely with all teachers at the school to provide strategies to reinforce literacy in all content areas.

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

With the implementation of a professional calendar teachers have designated days devoted to collaborative planning. The school's schedule allows for collaborative planning for grade level and content areas teachers within the school day. The minimum requirement is weekly, along with a bi-weekly data team meeting.

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

Anderson Middle School offers on-going sessions for professional growth through weekly professional development opportunities provided during the teachers' administrative planning time. Teachers collaborate to develop PLCs and other Teacher-Leadership opportunities to develop ownership, pride, and a voice in the direction of the school. On campus teacher mentors are provided for all new teachers.

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

Each teacher new to the district is assigned a veteran teacher, preferably within their grade level, to serve as their mentor for the year. We offer a buddy system to all teachers new to the school. Teachers receive two planning periods each day to build professional development opportunities into the day. This makes PD job-embedded, teacher directed, and practical. Teachers are now able to observe their peers, participate in PLCs, self-direct their own learning through the guidance of their mentor, not just at the direction of their administrators.

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

The district, through summer workshops and teacher participation, have developed Frameworks for ELA, Math and Science based on the Florida Standards. During pre-school days, teachers were introduced to the Frameworks, and they continue to align instruction by working together during common planning sessions. Teachers structure their lesson around the Florida Standards and this is evidenced in the lesson plans that teachers submit. Teachers have been provided with their course code and encouraged to review the course description and the related standards for each course.

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 teams disaggregate the data to focus on weaknesses in skill set to help drive instruction. All students will take the FAIR progress monitoring screening. Students who score a low probability of literacy success, or students who have not met proficiency on previous state assessments will also take the diagnostic component of FAIR. This data will assist in informing teachers on specific areas of deficiency for targeted instruction. All students will take both Math and Science Benchmark tests. Teachers will analyze students results for targeted instruction. Teachers will also use this information in classrooms to pull small groups and individualize 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: After School Program

Minutes added to school year: 8,160

Homework Club

Strategy Rationale

Many students lack support at home to complete assignments; the Homework Club provides students with a productive environment monitored by the teacher to for check for student understanding and provide individualized assistance.

Strategy Purpose(s)

- 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 attendance, grade and promotion rates along with formative assessments (Progress Monitoring, benchmark, FSA, EOC) are used to monitor students progress.

Strategy: After School Program

Minutes added to school year: 5,040

Tutoring program using diagnostic software that individualizes instruction

Strategy Rationale

Students were invited to attend tutoring based on their State Assessment proficiency levels.

Strategy Purpose(s)

- Core Academic Instruction

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 attendance, grade and promotion rates along with formative assessments (benchmark, EOC, FSA) are used to monitor students progress. Using the diagnostic data obtain through the program the tutor can share this information with the ELA and Mathematics teacher.

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

Individual planning meeting with guidance counselor are conducted each school year to plan for their academic year. Incoming sixth grade students are introduced to the school on an Orientation day (Friday) prior to the start of the regular school year. This provides the new students an opportunity to become familiar with the campus and to meet their teachers without the older students being present. Transition meetings are also held for eighth graders moving to high school. Each high school is invited to share their program information so the student can follow the path that best fits their personal goals. In the US History class student are participating in career planning with the guidance counselor.

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

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

Students have the option to choose a career academy pathway. The students are encouraged to take 3 years of these courses to prepare them for high school. They also have the opportunity to earn high school credit and begin their industry certification during their 8th grade year.

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

All students are provided the career pathways curriculum during their 8th grade year. Also, all students are provided elective opportunities.

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.** All teachers actively participate in grade level Collaborative Teams (PLC) that focus on increasing student achievement through: the implementation of standards-based common formative assessments; the analysis of and response to performance data; and the development of remediation of enrichment activities.
- G2.** Increase the number of students scoring at the proficient level on the Science FCAT by 10%.
- G3.** 100% of school instructional staff will participate in professional development concerning the Using Minds Well Collaborative guiding principles.
- G4.** Increase the percentage of teachers who have completed or are actively working toward a Reading Endorsement by 20%.
- G5.** To have 100% of the students who are enrolled in Computing for College and Career course pass the CIW Internet Business Associate industry certification exam.
- G6.** Increase the percentage of students scoring proficient on the FSA math by 10% . AMO of all students 76%.
- G7.** Increase the percentage of students scoring proficient on the FSA reading by 10%.
- G8.** Increase the percentage of students scoring proficient on the FSA writing by 10%.
- G9.** To have 100% of all students taking a high school math class that is tested with an End Of Course exam earn a 3 or higher.

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. All teachers actively participate in grade level Collaborative Teams (PLC) that focus on increasing student achievement through: the implementation of standards-based common formative assessments; the analysis of and response to performance data; and the development of remediation of enrichment activities.

1a

G072734

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	90.0

Resources Available to Support the Goal 2

- Scheduled Collaborative Team time
- Large resource room to meet in so all collaborative teams can meet and share ideas when applicable

Targeted Barriers to Achieving the Goal 3

- Fidelity to the model

Plan to Monitor Progress Toward G1. 8

We are monitoring attendance

Person Responsible

Joe Flanagan

Schedule

Weekly, from 8/24/2015 to 5/24/2016

Evidence of Completion

Minutes, agendas, Data forms, CFA's (Eventually in FOCUS) sign-in sheets

G2. Increase the number of students scoring at the proficient level on the Science FCAT by 10%. 1a

G072735

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0

Resources Available to Support the Goal 2

- Collaborative planning, Brain POP software, computer carts, training from district personnel

Targeted Barriers to Achieving the Goal 3

- Students lack reading and writing skills in science content area along with the lack of knowledge of inquiry based learning
- Limited access to computer labs

Plan to Monitor Progress Toward G2. 8

Implementation of inquiry based lessons based off data demonstrated through labs.

Person Responsible

Tim Aitken

Schedule

Monthly, from 10/12/2015 to 5/23/2016

Evidence of Completion

lesson plans, classroom observations, student grade, state test scores

G3. 100% of school instructional staff will participate in professional development concerning the Using Minds Well Collaborative guiding principles. 1a

G072736

Targets Supported 1b

Indicator	Annual Target
Teacher attendance rate	100.0

Resources Available to Support the Goal 2

- Data driven research

Targeted Barriers to Achieving the Goal 3

- Resistance to change

Plan to Monitor Progress Toward G3. 8

Review sign-in sheets; have make-up sessions available for absent instructional staff

Person Responsible

Tim Aitken

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Sign in sheets

G4. Increase the percentage of teachers who have completed or are actively working toward a Reading Endorsement by 20%. 1a

G072737

Targets Supported 1b

Indicator	Annual Target
Reading Endorsed	20.0

Resources Available to Support the Goal 2

- District offered Reading Endorsement Class

Targeted Barriers to Achieving the Goal 3

- Each class requires a commitment of 60 hours of inservice training

Plan to Monitor Progress Toward G4. 8

Teacher enrollment and completion is tracked

Person Responsible

Diane McMurry

Schedule

Quarterly, from 9/30/2015 to 5/27/2016

Evidence of Completion

A spreadsheet that details which courses teachers have completed and what is still needed.

G5. To have 100% of the students who are enrolled in Computing for College and Career course pass the CIW Internet Business Associate industry certification exam. 1a

G072738

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	100.0

Resources Available to Support the Goal 2

- On-line class that support the curriculum for the certification test. Practice exams

Targeted Barriers to Achieving the Goal 3

- Funding for the on-line curriculum and for the students to take the exam
- Scheduling and seats available to take prerequisite classes

Plan to Monitor Progress Toward G5. 8

Students are enrolled in the new classes that are offered as a result of hiring a new teacher

Person Responsible

Tim Aitken

Schedule

Annually, from 8/24/2015 to 5/27/2016

Evidence of Completion

Students who require the course as a pre-requisite will be enrolled in the new course offering.

G6. Increase the percentage of students scoring proficient on the FSA math by 10% . AMO of all students 76%. **1a**

G072739

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	76.0

Resources Available to Support the Goal **2**

- Opportunities for inquiry learning including the Florida Standards for math on district website. These include academic vocabulary, essential question, big ideas, and specific goals an scales. Other resources include support teachers, math coach, manipulative, common planning, Brain pop, STEP UP to ACE your math, after school tutoring, and ELL paraprofessional

Targeted Barriers to Achieving the Goal **3**

- Students' opportunities to real world math
- Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor
- FSA scores not reported to schools in a timely manner

Plan to Monitor Progress Toward G6. **8**

Common Formative Assessments, Grades and Performance tasks

Person Responsible

Mangi Neelavannan

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Data will demonstrate learning gains, lesson plans will demonstrate rigor

G7. Increase the percentage of students scoring proficient on the FSA reading by 10%. 1a

G072740

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0

Resources Available to Support the Goal 2

- Literacy Coaches are available to model lessons and provide resources for instructional staff. Literacy Coaches will provide multiple training opportunities centered around guided reading, strategy lessons, word study, and small group instruction. FSA Question stems based on the Test Item Specifications provided to ELA instructional staff. ELA standards-based unit plans are available on the district website. Increase student and teacher use of academic vocabulary
- Principal will provide resources for instructional staff and multiple training opportunities for Problem Based Learning (PBL)

Targeted Barriers to Achieving the Goal 3

- Instructional staff needs different levels of support to differentiate instruction.
- Instructional staff needs multiple opportunities to implement PLC and support on the best practices.

Plan to Monitor Progress Toward G7. 8

Progress Monitoring Assessments and Common Formative Assessments

Person Responsible

Diane McMurry

Schedule

Quarterly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Student progress, data from assessment results

G8. Increase the percentage of students scoring proficient on the FSA writing by 10%. 1a

G072741

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal 2

- Literacy Coaches are available to model lessons and facilitate trainings and discussions to deepen knowledge of writing across the content areas

Targeted Barriers to Achieving the Goal 3

- Need to ensure consistency and on-going constructive instructional feedback to students
- FSA scores not reported to school in a timely manner

Plan to Monitor Progress Toward G8. 8

Progress monitoring writing with ACE

Person Responsible

Michelle Piasecki

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Common Assessment in March

G9. To have 100% of all students taking a high school math class that is tested with an End Of Course exam earn a 3 or higher. 1a

G072742

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0

Resources Available to Support the Goal 2

- Collaborative teams, data teams, math coach, district created documents for units and scales, collaboration with teachers across the district

Targeted Barriers to Achieving the Goal 3

- progress monitoring for data driven instruction

Plan to Monitor Progress Toward G9. 8

Instruction and implementation

Person Responsible

Vicki Milton

Schedule

Annually, from 8/24/2015 to 5/27/2016

Evidence of Completion

EOC scores

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. All teachers actively participate in grade level Collaborative Teams (PLC) that focus on increasing student achievement through: the implementation of standards-based common formative assessments; the analysis of and response to performance data; and the development of remediation of enrichment activities. **1**

 G072734

G1.B1 Fidelity to the model **2**

 B189787

G1.B1.S1 Administrative participation in CTM (Collaborative Team Meetings) **4**

 S201154

Strategy Rationale

That which is monitored is accomplished

Action Step 1 **5**

Administrators will participate in no less than 5 CTMs per quarter

Person Responsible

Vicki Milton

Schedule

Quarterly, from 8/24/2015 to 5/24/2016

Evidence of Completion

Agendas, Sign-ins, Minutes

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

Evidence will be shared at Admin Team Meetings

Person Responsible

Joe Flanagan

Schedule

Weekly, from 8/28/2015 to 5/27/2016

Evidence of Completion

Agendas, Minutes, Sign-in sheets

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

Evidence will be shared at Admin Team Meetings

Person Responsible

Joe Flanagan

Schedule

On 5/27/2016

Evidence of Completion

Attendance from coaches for groups which attend in room 05-102 (large resource room which groups come to meet on neutral groups and have the resources of both coaches and administrators.)

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

Modeling expectations CTMs

Person Responsible

Vicki Milton

Schedule

Quarterly, from 8/24/2015 to 5/24/2016

Evidence of Completion

Agendas, minutes copies of CFA (eventually in FOCUS), Data Forms and Sign-in sheets

G2. Increase the number of students scoring at the proficient level on the Science FCAT by 10%. 1

G072735

G2.B1 Students lack reading and writing skills in science content area along with the lack of knowledge of inquiry based learning 2

B189788

G2.B1.S1 Form common formative assessments to catch students early who struggle with the reading or writing process in science 4

S201155

Strategy Rationale

If you catch them early they will not be left behind

Action Step 1 5

Teachers will design Common Formative Assessment and use the data to drive instruction

Person Responsible

Diane McMurry

Schedule

On 5/27/2016

Evidence of Completion

Data evidence shown in reflective minutes. Students grades improve.

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

Formal and Informal data

Person Responsible

Tim Aitken

Schedule

On 5/27/2016

Evidence of Completion

Informal observations of teachers planning and collaborating while using data from their Common Formative Assessments. Formal documentation of data collected and lesson plans demonstrating "What will we do when students know it?" and "What will we do when students have not learned it?"

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

Formal and Informal Data

Person Responsible

Tim Aitken

Schedule

On 5/27/2016


Evidence of Completion

Informal observations of teachers planning and collaborating while using data from their Common Formative Assessments. Formal documentation of data collected and lesson plans demonstrating "What will we do when students know it?" and "What will we do when students have not learned it?"

G2.B2 Limited access to computer labs 2

 B189789

G2.B2.S1 Purchase additional computer carts that can be shared among the science teachers 4

 S201157

Strategy Rationale

Provides additional access for student learning

Action Step 1 5

Determine costs of acquiring new computer carts

Person Responsible

Tim Aitken

Schedule

On 9/30/2015

Evidence of Completion

Quotes provided by ET

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Assignment of computer carts to teachers

Person Responsible

Penelope Taylor

Schedule

On 10/16/2015

Evidence of Completion

Teachers will have a schedule/assignment for cart usage

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teachers will submit action plan with evidence of cart usage

Person Responsible

Tim Aitken

Schedule

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

Evidence of Completion

lesson plans, observations

G3. 100% of school instructional staff will participate in professional development concerning the Using Minds Well Collaborative guiding principles. **1**

 G072736

G3.B1 Resistance to change **2**

 B189790

G3.B1.S1 Support, trust, professional conversations, professional development, norms **4**

 S201158

Strategy Rationale

To create a culture of student-centered focus and continuous improvement

Action Step 1 **5**

Monthly PD with UMWC Consultants

Person Responsible

Tim Aitken

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets; participant created artifacts

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

Sign in sheets and participant created artifacts

Person Responsible

Tim Aitken

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Participant created artifacts will be reviewed to ensure that they meet expectations

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

Teacher participation in PD related activities and coaching

Person Responsible

Tim Aitken

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Teacher conversations, lesson plans, department meeting discussions

G4. Increase the percentage of teachers who have completed or are actively working toward a Reading Endorsement by 20%. 1


 G072737

G4.B1 Each class requires a commitment of 60 hours of inservice training 2

 B189791

G4.B1.S1 Offer "cohort" support at the school level Research online options for completing the course requirements. Use the buddy system with new teachers to attend through AMS New Teacher Program

4

 S201159

Strategy Rationale

It will encourage teachers to complete this difficult challenge

Action Step 1 5

To provide timely information about Reading Endorsement offerings

Person Responsible

Diane McMurry

Schedule

Quarterly, from 9/30/2015 to 5/27/2016

Evidence of Completion

Email to staff; department meeting minutes

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

Confirm all available information is shared with the staff

Person Responsible

Vicki Milton

Schedule

Quarterly, from 9/30/2015 to 5/27/2016

Evidence of Completion

Email and department meeting minutes and evidence of teacher enrollment in courses

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

Follow up with teachers

Person Responsible

Diane McMurry

Schedule

Quarterly, from 9/30/2015 to 5/27/2016

Evidence of Completion

Teachers are enrolled in the courses

G5. To have 100% of the students who are enrolled in Computing for College and Career course pass the CIW Internet Business Associate industry certification exam. 1

G072738

G5.B1 Funding for the on-line curriculum and for the students to take the exam 2

B189792

G5.B1.S1 Teacher can be adopted by a community member or parent. School Improvement money and CTE money earned 4

S201160

Strategy Rationale

To help students prepare for certification test

Action Step 1 5

Be a part of Education Foundations opportunity to be adopted.

Person Responsible

Miguel Juan-Gasper

Schedule

On 5/27/2016

Evidence of Completion

Teacher will be sponsored. Evidence from Education Foundations reports.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Monthly reports to determine which teachers have been funded.

Person Responsible

Miguel Juan-Gasper

Schedule

On 5/27/2016

Evidence of Completion

Reports from bookkeeper

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Monitor monthly the amount of funds which have been reported in. If funds are low work with the Education Foundation to promote the CCC program and testing opportunity

Person Responsible

Miguel Juan-Gasper

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Book Keeper records.

G5.B2 Scheduling and seats available to take prerequisite classes 2

 B189793

G5.B2.S1 Provide alternative sources for students to become proficient in prerequisite skills 4

 S201161

Strategy Rationale

If students meet prerequisite skill level, they may enroll in the class

Action Step 1 5

Provide additional opportunities for students to take classes

Person Responsible

Vicki Milton

Schedule

Annually, from 8/24/2015 to 5/27/2016

Evidence of Completion

Number of students who are served in a prerequisite classes

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

Verify additional sources (online options) or classroom resources (additional teacher) are available

Person Responsible

Miguel Juan-Gasper

Schedule

Annually, from 9/30/2015 to 5/27/2016

Evidence of Completion

Availability to enroll students in the required classes

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

Verify that students are enrolled in the additional classes that are being offered

Person Responsible

Vicki Milton

Schedule

Annually, from 9/30/2015 to 5/27/2016

Evidence of Completion

New classes that are offered as a result of adding teaching staff will be enrolled with the student population that needs the class as a prerequisite

G6. Increase the percentage of students scoring proficient on the FSA math by 10% . AMO of all students 76%. 1

G072739

G6.B1 Students' opportunities to real world math 2

B189794

G6.B1.S1 Provide opportunities for students to explore real-world math during center activities and Problem Based Learning 4

S201162

Strategy Rationale

To make students critical thinkers and problem solvers

Action Step 1 5

Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve

Person Responsible

Mangi Neelavannan

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Student work samples

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

The activities shared in collaborative planning

Person Responsible

Mangi Neelavannan

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

The projects produced by the students

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

Progress monitoring of informal and formal assessments

Person Responsible

Mangi Neelavannan

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Learning gains on assessments

G6.B1.S2 Provide opportunities for cross curriculum activities and lesson extensions 4

 S201163

Strategy Rationale

To show how math is related to all learning

Action Step 1 5

Incorporate cross curriculum activities and lesson extensions

Person Responsible

Mangi Neelavannan

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Meeting Notes, lesson plans

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Describe and share activities at PLC and gather data from activities as to the success or the implementation of re-teaching

Person Responsible

Mangi Neelavannan

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Data from assessments, minutes from meetings

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Coaches and Administrators are available during PLC times. All meeting held in a common area.

Person Responsible

Tim Aitken

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Data from common formative assessments, minutes, agendas

G6.B1.S3 Intensive Math course in addition to regular math classes offered 4

S201164

Strategy Rationale

To make students critical thinkers and problem solvers while covering basic skills not mastered

Action Step 1 5

Identify students who are weak in certain areas of math but not identified as needing the double math classes

Person Responsible

Vicki Milton

Schedule

Weekly, from 7/1/2015 to 2/1/2016

Evidence of Completion

Data from math coaches and teachers to show deficiencies

Plan to Monitor Fidelity of Implementation of G6.B1.S3 6

Syllabus formulated by Intensive Math teachers.

Person Responsible

Tim Aitken

Schedule

Biweekly, from 7/1/2015 to 5/27/2016

Evidence of Completion

Lesson plans, Data from assessments

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 7

Second round of students will be placed in January to catch new students who might need this service. Common Formative Assessment data to support

Person Responsible

Mangi Neelavannan

Schedule

Biweekly, from 9/30/2015 to 5/27/2016


Evidence of Completion

Common Formative Assessment data, MTSS minutes, Performance assessment data provided by district

G6.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor 2

 B189795

G6.B2.S1 Process through standards with weekly collaborative planning meetings. 4

 S201165

Strategy Rationale

Working as a collaborative team supports learning

Action Step 1 5

Teams will review Florida standards, view the unwrapped standards, search for materials to support the teaching of the standards, plan student experiences to master the standards with rigor

Person Responsible

Mangi Neelavannan

Schedule

Weekly, from 8/13/2015 to 5/27/2016

Evidence of Completion

meeting minutes

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Lesson plans, meeting minutes, classroom experiences, common formative assessments

Person Responsible

Tim Aitken

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Lesson plans, observations, data for assessments, students grades

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Observations and lessons

Person Responsible

Tim Aitken

Schedule

Biweekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Meeting minutes, lesson plans, lesson implementation, data from common formative assessments

G6.B3 FSA scores not reported to schools in a timely manner **2**

 B189796

G6.B3.S1 Have teachers assess where students are and make changes to schedules based on teacher recommendation. **4**

 S201166

Strategy Rationale

Students coming in with a variety of data which is not consistent with other peers. (some students have iready data while others do not...Elementary report cards show mastery...still trying to decipher the bubble kids correct placement)

Action Step 1 **5**

Teachers do an early diagnostic test of students mathematical knowledge and ability

Person Responsible

Mangi Neelavannan

Schedule

On 9/4/2015

Evidence of Completion

Student Scores

Action Step 2 **5**

Teachers do an early diagnostic test of students mathematical knowledge and ability

Person Responsible

Mangi Neelavannan

Schedule

On 9/4/2015

Evidence of Completion

Student Scores

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Scores deciphered in PLC and with Math Coach/ Assistant Principal of Curriculum

Person Responsible

Vicki Milton

Schedule

Daily, from 9/30/2015 to 5/27/2016

Evidence of Completion

Scores reported to Math Coach and Assistant Principal to make scheduling changes

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 7

Students who deem it get a scheduled change to the most appropriate math class.

Person Responsible

Vicki Milton

Schedule

Daily, from 9/1/2015 to 9/30/2015

Evidence of Completion

Student grades, assessment data, teacher informal observation

G7. Increase the percentage of students scoring proficient on the FSA reading by 10%. 1

G072740

G7.B1 Instructional staff needs different levels of support to differentiate instruction. 2

B189797

G7.B1.S1 Collaborative teams working together to share strategies monthly. Literacy coach and/or administrator will collaborate with teams. Use data from progress monitor assessments to target deficiencies to focus on for differentiated instruction 4

S201167

Strategy Rationale

To meet the needs of all students

Action Step 1 5

Literacy coach will complete initial training on differentiated instruction. Collaborative teams will work together to share best strategies and develop lesson for content area teams

Person Responsible

Diane McMurry

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

sign in sheets, meeting minutes including focused feed back of how strategies are working, classroom observations

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

Review data and attend meetings

Person Responsible

Tim Aitken

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Sign in forms, minutes, lesson plans showing differentiated strategies

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

PLC meetings scheduled with common time and place to meet

Person Responsible

Tim Aitken

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion


Student progress, classroom observations, data from a variety of assessments.

G7.B2 Instructional staff needs multiple opportunities to implement PLC and support on the best practices.

2

 B189798

G7.B2.S1 Administrators, Coaches, and teacher leaders will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice 4

 S201168

Strategy Rationale

Reflection and collaborative discussion help support learning best practices

Action Step 1 5

During Professional Development/Training's resources will be provided to support of Problem Base Learning activities, Collaborative teams with like planning will work together to implement the activities in lessons. teachers will meet in a common resource rooms

Person Responsible

Tim Aitken

Schedule

Weekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Sign in forms, ERO evaluations

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Attendance at PD

Person Responsible

Vicki Milton

Schedule

Monthly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Sign in forms, lesson plans, artifacts from Professional Development

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

Teacher feedback, lesson plans, informal and formal assessments

Person Responsible

Tim Aitken

Schedule

Monthly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Student progress and projects produced by students

G8. Increase the percentage of students scoring proficient on the FSA writing by 10%. 1

G072741

G8.B1 Need to ensure consistency and on-going constructive instructional feedback to students 2

B189799

G8.B1.S1 Utilize A.C.E. (Answer the Question, Cite evidence, Expand the details) Strategy to provide a structured format for extended responses 4

S201169

Strategy Rationale

Students need to learn how to write based on evidence of what they read

Action Step 1 5

All teachers school wide will utilized A.C.E. A collaborative team will develop Writing in Content Areas procedures and guidelines

Person Responsible

Michelle Piasecki

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Observations, lesson plans, student work

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

Student work

Person Responsible

Diane McMurry

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Data table in FOCUS gradebook, artifacts of student work and scoring rubrics

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

Student writing scores

Person Responsible

Tim Aitken


Schedule

Quarterly, from 8/24/2015 to 5/27/2016


Evidence of Completion

Students rubric scores, PLC minutes showing discussion of rubrics and scoring

G8.B2 FSA scores not reported to school in a timely manner 2

 B189800

G8.B2.S1 In house writing and scoring 4

 S201170

Strategy Rationale

We have no scores from the FSA at this date

Action Step 1 5

Using ACE format, cross curricular writing will take place

Person Responsible

Michelle Piasecki

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Student artifact, scoring rubrics, student data

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Teachers will formulate Common writing assessments during PLC time and discuss results

Person Responsible

Michelle Piasecki

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Student results and discussion of results in PLC minutes

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

Teachers will formulate Common writing assessments during PLC time and discuss results

Person Responsible

Michelle Piasecki

Schedule

Monthly, from 10/1/2015 to 5/27/2016


Evidence of Completion

Student results and discussion of results in PLC minutes

G9. To have 100% of all students taking a high school math class that is tested with an End Of Course exam earn a 3 or higher. **1**

 G072742

G9.B1 progress monitoring for data driven instruction **2**

 B189801

G9.B1.S1 Data disaggregation from multiple sources, common formative assessments, interventions/enrichment, and on-going review **4**

 S201171

Strategy Rationale

high school credit class

Action Step 1 **5**

Data driven instruction implementation

Person Responsible

Mangi Neelavannan

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Data teams, lesson plans, observations

Plan to Monitor Fidelity of Implementation of G9.B1.S1 **6**

PLC meetings, meetings with other high school teachers

Person Responsible

Mangi Neelavannan

Schedule

Weekly, from 8/24/2015 to 5/29/2016

Evidence of Completion

Team agendas, Meeting minutes, lesson reviews, observations

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Implementation of instruction based on data

Person Responsible

Mangi Neelavannan


Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

PLC meeting minutes and teacher observations

G9.B1.S2 Unwrapping the standards to be user friendly, planning/collaborating with team, and utilize district created documents to support units, scales and goals 4

 S201172

Strategy Rationale

High school credit class

Action Step 1 5

Professional development opportunity

Person Responsible

Mangi Neelavannan

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

ERO attendance, artifacts for professional development

Plan to Monitor Fidelity of Implementation of G9.B1.S2 6

Professional meetings with district level math coach and other high school math teachers to implement pacing guide

Person Responsible

Tim Aitken

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Artifacts from meeting

Plan to Monitor Effectiveness of Implementation of G9.B1.S2 7

Common formative assessment data using district website

Person Responsible

Mangi Neelavannan

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

EOC scores

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	Administrators will participate in no less than 5 CTMs per quarter	Milton, Vicki	8/24/2015	Agendas, Sign-ins, Minutes	5/24/2016 quarterly
G2.B1.S1.A1	Teachers will design Common Formative Assessment and use the data to drive instruction	McMurry, Diane	10/1/2015	Data evidence shown in reflective minutes. Students grades improve.	5/27/2016 one-time
G2.B2.S1.A1	Determine costs of acquiring new computer carts	Aitken, Tim	8/24/2015	Quotes provided by ET	9/30/2015 one-time
G3.B1.S1.A1	Monthly PD with UMWC Consultants	Aitken, Tim	9/1/2015	Sign-in sheets; participant created artifacts	5/27/2016 monthly
G4.B1.S1.A1	To provide timely information about Reading Endorsement offerings	McMurry, Diane	9/30/2015	Email to staff; department meeting minutes	5/27/2016 quarterly
G5.B1.S1.A1	Be a part of Education Foundations opportunity to be adopted.	Juan-Gasper, Miguel	8/24/2015	Teacher will be sponsored. Evidence from Education Foundations reports.	5/27/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B2.S1.A1	Provide additional opportunities for students to take classes	Milton, Vicki	8/24/2015	Number of students who are served in a prerequisite classes	5/27/2016 annually
G6.B1.S1.A1	Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve	Neelavannan, Mangi	8/24/2015	Student work samples	5/27/2016 monthly
G6.B1.S2.A1	Incorporate cross curriculum activities and lesson extensions	Neelavannan, Mangi	8/24/2015	Meeting Notes, lesson plans	5/27/2016 quarterly
G6.B1.S3.A1	Identify students who are weak in certain areas of math but not identified as needing the double math classes	Milton, Vicki	7/1/2015	Data from math coaches and teachers to show deficiencies	2/1/2016 weekly
G6.B2.S1.A1	Teams will review Florida standards, view the unwrapped standards, search for materials to support the teaching of the standards, plan student experiences to master the standards with rigor	Neelavannan, Mangi	8/13/2015	meeting minutes	5/27/2016 weekly
G6.B3.S1.A1	Teachers do an early diagnostic test of students mathematical knowledge and ability	Neelavannan, Mangi	8/24/2015	Student Scores	9/4/2015 one-time
G7.B1.S1.A1	Literacy coach will complete initial training on differentiated instruction. Collaborative teams will work together to share best strategies and develop lesson for content area teams	McMurry, Diane	8/24/2015	sign in sheets, meeting minutes including focused feed back of how strategies are working, classroom observations	5/27/2016 monthly
G7.B2.S1.A1	During Professional Development/ Training's resources will be provided to support of Problem Base Learning activities, Collaborative teams with like planning will work together to implement the activities in lessons. teachers will meet in a common resource rooms	Aitken, Tim	9/21/2015	Sign in forms, ERO evaluations	5/27/2016 weekly
G8.B1.S1.A1	All teachers school wide will utilized A.C.E. A collaborative team will develop Writing in Content Areas procedures and guidelines	Piasecki, Michelle	8/24/2015	Observations, lesson plans, student work	5/27/2016 monthly
G8.B2.S1.A1	Using ACE format, cross curricular writing will take place	Piasecki, Michelle	10/1/2015	Student artifact, scoring rubrics, student data	5/27/2016 monthly
G9.B1.S1.A1	Data driven instruction implementation	Neelavannan, Mangi	8/24/2015	Data teams, lesson plans, observations	5/27/2016 biweekly
G9.B1.S2.A1	Professional development opportunity	Neelavannan, Mangi	8/24/2015	ERO attendance, artifacts for professional development	5/27/2016 monthly
G6.B3.S1.A2	Teachers do an early diagnostic test of students mathematical knowledge and ability	Neelavannan, Mangi	8/24/2015	Student Scores	9/4/2015 one-time
G1.MA1	We are monitoring attendance	Flanagan, Joe	8/24/2015	Minutes, agendas, Data forms, CFA's (Eventually in FOCUS) sign-in sheets	5/24/2016 weekly
G1.B1.S1.MA1	Modeling expectations CTMs	Milton, Vicki	8/24/2015	Agendas, minutes copies of CFA (eventually in FOCUS), Data Forms and Sign-in sheets	5/24/2016 quarterly
G1.B1.S1.MA1	Evidence will be shared at Admin Team Meetings	Flanagan, Joe	8/28/2015	Agendas, Minutes, Sign-in sheets	5/27/2016 weekly
G1.B1.S1.MA3	Evidence will be shared at Admin Team Meetings	Flanagan, Joe	9/21/2015	Attendance from coaches for groups which attend in room 05-102 (large resource room which groups come to meet on neutral groups and have the resources of both coaches and administrators.)	5/27/2016 one-time
G2.MA1	Implementation of inquiry based lessons based off data demonstrated through labs.	Aitken, Tim	10/12/2015	lesson plans, classroom observations, student grade, state test scores	5/23/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Formal and Informal Data	Aitken, Tim	10/1/2015	Informal observations of teachers planning and collaborating while using data from their Common Formative Assessments. Formal documentation of data collected and lesson plans demonstrating "What will we do when students know it?" and "What will we do when students have not learned it?"	5/27/2016 one-time
G2.B1.S1.MA1	Formal and Informal data	Aitken, Tim	10/1/2015	Informal observations of teachers planning and collaborating while using data from their Common Formative Assessments. Formal documentation of data collected and lesson plans demonstrating "What will we do when students know it?" and "What will we do when students have not learned it?"	5/27/2016 one-time
G2.B2.S1.MA1	Teachers will submit action plan with evidence of cart usage	Aitken, Tim	10/1/2015	lesson plans, observations	6/1/2016 quarterly
G2.B2.S1.MA1	Assignment of computer carts to teachers	Taylor, Penelope	9/14/2015	Teachers will have a schedule/ assignment for cart usage	10/16/2015 one-time
G3.MA1	Review sign-in sheets; have make-up sessions available for absent instructional staff	Aitken, Tim	9/1/2015	Sign in sheets	5/27/2016 monthly
G3.B1.S1.MA1	Teacher participation in PD related activities and coaching	Aitken, Tim	9/1/2015	Teacher conversations, lesson plans, department meeting discussions	5/27/2016 monthly
G3.B1.S1.MA1	Sign in sheets and participant created artifacts	Aitken, Tim	9/1/2015	Participant created artifacts will be reviewed to ensure that they meet expectations	5/27/2016 monthly
G4.MA1	Teacher enrollment and completion is tracked	McMurry, Diane	9/30/2015	A spreadsheet that details which courses teachers have completed and what is still needed.	5/27/2016 quarterly
G4.B1.S1.MA1	Follow up with teachers	McMurry, Diane	9/30/2015	Teachers are enrolled in the courses	5/27/2016 quarterly
G4.B1.S1.MA1	Confirm all available information is shared with the staff	Milton, Vicki	9/30/2015	Email and department meeting minutes and evidence of teacher enrollment in courses	5/27/2016 quarterly
G5.MA1	Students are enrolled in the new classes that are offered as a result of hiring a new teacher	Aitken, Tim	8/24/2015	Students who require the course as a pre-requisite will be enrolled in the new course offering.	5/27/2016 annually
G5.B1.S1.MA1	Monitor monthly the amount of funds which have been reported in. If funds are low work with the Education Foundation to promote the CCC program and testing opportunity	Juan-Gasper, Miguel	10/1/2015	Book Keeper records.	5/27/2016 monthly
G5.B1.S1.MA1	Monthly reports to determine which teachers have been funded.	Juan-Gasper, Miguel	8/24/2015	Reports from bookkeeper	5/27/2016 one-time
G5.B2.S1.MA1	Verify that students are enrolled in the additional classes that are being offered	Milton, Vicki	9/30/2015	New classes that are offered as a result of adding teaching staff will be enrolled with the student population that needs the class as a prerequisite	5/27/2016 annually
G5.B2.S1.MA1	Verify additional sources (online options) or classroom resources (additional teacher) are available	Juan-Gasper, Miguel	9/30/2015	Availability to enroll students in the required classes	5/27/2016 annually
G6.MA1	Common Formative Assessments, Grades and Performance tasks	Neelavannan, Mangi	10/1/2015	Data will demonstrate learning gains, lesson plans will demonstrate rigor	5/27/2016 monthly
G6.B1.S1.MA1	Progress monitoring of informal and formal assessments	Neelavannan, Mangi	8/24/2015	Learning gains on assessments	5/27/2016 quarterly
G6.B1.S1.MA1	The activities shared in collaborative planning	Neelavannan, Mangi	8/24/2015	The projects produced by the students	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B2.S1.MA1	Observations and lessons	Aitken, Tim	9/1/2015	Meeting minutes, lesson plans, lesson implementation, data from common formative assessments	5/27/2016 biweekly
G6.B2.S1.MA1	Lesson plans, meeting minutes, classroom experiences, common formative assessments	Aitken, Tim	8/24/2015	Lesson plans, observations, data for assessments, students grades	5/27/2016 monthly
G6.B3.S1.MA1	Students who deem it get a scheduled change to the most appropriate math class.	Milton, Vicki	9/1/2015	Student grades, assessment data, teacher informal observation	9/30/2015 daily
G6.B3.S1.MA1	Scores deciphered in PLC and with Math Coach/ Assistant Principal of Curriculum	Milton, Vicki	9/30/2015	Scores reported to Math Coach and Assistant Principal to make scheduling changes	5/27/2016 daily
G6.B1.S2.MA1	Coaches and Administrators are available during PLC times. All meeting held in a common area.	Aitken, Tim	10/1/2015	Data from common formative assessments, minutes, agendas	5/27/2016 monthly
G6.B1.S2.MA1	Describe and share activities at PLC and gather data from activities as to the success or the implementation of re-teaching	Neelavannan, Mangi	10/1/2015	Data from assessments, minutes from meetings	5/27/2016 monthly
G6.B1.S3.MA1	Second round of students will be placed in January to catch new students who might need this service. Common Formative Assessment data to support	Neelavannan, Mangi	9/30/2015	Common Formative Assessment data, MTSS minutes, Performance assessment data provided by district	5/27/2016 biweekly
G6.B1.S3.MA1	Syllabus formulated by Intensive Math teachers.	Aitken, Tim	7/1/2015	Lesson plans, Data from assessments	5/27/2016 biweekly
G7.MA1	Progress Monitoring Assessments and Common Formative Assessments	McMurry, Diane	9/21/2015	Student progress, data from assessment results	5/27/2016 quarterly
G7.B1.S1.MA1	PLC meetings scheduled with common time and place to meet	Aitken, Tim	8/24/2015	Student progress, classroom observations, data from a variety of assessments.	5/27/2016 monthly
G7.B1.S1.MA1	Review data and attend meetings	Aitken, Tim	8/24/2015	Sign in forms, minutes, lesson plans showing differentiated strategies	5/27/2016 monthly
G7.B2.S1.MA1	Teacher feedback, lesson plans, informal and formal assessments	Aitken, Tim	9/21/2015	Student progress and projects produced by students	5/27/2016 monthly
G7.B2.S1.MA1	Attendance at PD	Milton, Vicki	9/21/2015	Sign in forms, lesson plans, artifacts from Professional Development	5/27/2016 monthly
G8.MA1	Progress monitoring writing with ACE	Piasecki, Michelle	10/1/2015	Common Assessment in March	5/27/2016 monthly
G8.B1.S1.MA1	Student writing scores	Aitken, Tim	8/24/2015	Students rubric scores, PLC minutes showing discussion of rubrics and scoring	5/27/2016 quarterly
G8.B1.S1.MA1	Student work	McMurry, Diane	8/24/2015	Data table in FOCUS gradebook, artifacts of student work and scoring rubrics	5/27/2016 biweekly
G8.B2.S1.MA1	Teachers will formulate Common writing assessments during PLC time and discuss results	Piasecki, Michelle	10/1/2015	Student results and discussion of results in PLC minutes	5/27/2016 monthly
G8.B2.S1.MA1	Teachers will formulate Common writing assessments during PLC time and discuss results	Piasecki, Michelle	10/1/2015	Student results and discussion of results in PLC minutes	5/27/2016 monthly
G9.MA1	Instruction and implementation	Milton, Vicki	8/24/2015	EOC scores	5/27/2016 annually
G9.B1.S1.MA1	Implementation of instruction based on data	Neelavannan, Mangi	8/24/2015	PLC meeting minutes and teacher observations	5/27/2016 monthly
G9.B1.S1.MA1	PLC meetings, meetings with other high school teachers	Neelavannan, Mangi	8/24/2015	Team agendas, Meeting minutes, lesson reviews, observations	5/29/2016 weekly
G9.B1.S2.MA1	Common formative assessment data using district website	Neelavannan, Mangi	8/24/2015	EOC scores	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G9.B1.S2.MA1	Professional meetings with district level math coach and other high school math teachers to implement pacing guide	Aitken, Tim	8/24/2015	Artifacts from meeting	5/27/2016 quarterly

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. All teachers actively participate in grade level Collaborative Teams (PLC) that focus on increasing student achievement through: the implementation of standards-based common formative assessments; the analysis of and response to performance data; and the development of remediation of enrichment activities.

G1.B1 Fidelity to the model

G1.B1.S1 Administrative participation in CTM (Collaborative Team Meetings)

PD Opportunity 1

Administrators will participate in no less than 5 CTMs per quarter

Facilitator

Dr. Spiri-The Using Minds Well Collaborative

Participants

AMS faculty and Coaches

Schedule

Quarterly, from 8/24/2015 to 5/24/2016

G2. Increase the number of students scoring at the proficient level on the Science FCAT by 10%.

G2.B1 Students lack reading and writing skills in science content area along with the lack of knowledge of inquiry based learning

G2.B1.S1 Form common formative assessments to catch students early who struggle with the reading or writing process in science

PD Opportunity 1

Teachers will design Common Formative Assessment and use the data to drive instruction

Facilitator

Dr. Spiri

Participants

Teachers

Schedule

On 5/27/2016

G3. 100% of school instructional staff will participate in professional development concerning the Using Minds Well Collaborative guiding principles.

G3.B1 Resistance to change

G3.B1.S1 Support, trust, professional conversations, professional development, norms

PD Opportunity 1

Monthly PD with UMWC Consultants

Facilitator

Dr. Mary Helen Spiri

Participants

All AMS instructional staff

Schedule

Monthly, from 9/1/2015 to 5/27/2016

G4. Increase the percentage of teachers who have completed or are actively working toward a Reading Endorsement by 20%.

G4.B1 Each class requires a commitment of 60 hours of inservice training

G4.B1.S1 Offer "cohort" support at the school level Research online options for completing the course requirements. Use the buddy system with new teachers to attend through AMS New Teacher Program

PD Opportunity 1

To provide timely information about Reading Endorsement offerings

Facilitator

District Led

Participants

Teachers who need Reading Endorsement

Schedule

Quarterly, from 9/30/2015 to 5/27/2016

G5. To have 100% of the students who are enrolled in Computing for College and Career course pass the CIW Internet Business Associate industry certification exam.

G5.B1 Funding for the on-line curriculum and for the students to take the exam

G5.B1.S1 Teacher can be adopted by a community member or parent. School Improvement money and CTE money earned

PD Opportunity 1

Be a part of Education Foundations opportunity to be adopted.

Facilitator

Lisa Edwards

Participants

Teachers

Schedule

On 5/27/2016

G6. Increase the percentage of students scoring proficient on the FSA math by 10% . AMO of all students 76%.

G6.B1 Students' opportunities to real world math

G6.B1.S1 Provide opportunities for students to explore real-world math during center activities and Problem Based Learning

PD Opportunity 1

Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve

Facilitator

District Math PD

Participants

Math department

Schedule

Monthly, from 8/24/2015 to 5/27/2016

G6.B1.S2 Provide opportunities for cross curriculum activities and lesson extensions

PD Opportunity 1

Incorporate cross curriculum activities and lesson extensions

Facilitator

Neelavannan and Layson

Participants

Math teachers

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

G6.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor

G6.B2.S1 Process through standards with weekly collaborative planning meetings.

PD Opportunity 1

Teams will review Florida standards, view the unwrapped standards, search for materials to support the teaching of the standards, plan student experiences to master the standards with rigor

Facilitator

District math coach

Participants

Math teachers

Schedule

Weekly, from 8/13/2015 to 5/27/2016

G7. Increase the percentage of students scoring proficient on the FSA reading by 10%.

G7.B1 Instructional staff needs different levels of support to differentiate instruction.

G7.B1.S1 Collaborative teams working together to share strategies monthly. Literacy coach and/or administrator will collaborate with teams. Use data from progress monitor assessments to target deficiencies to focus on for differentiated instruction

PD Opportunity 1

Literacy coach will complete initial training on differentiated instruction. Collaborative teams will work together to share best strategies and develop lesson for content area teams

Facilitator

Literacy Coach

Participants

Instructional Staff

Schedule

Monthly, from 8/24/2015 to 5/27/2016

G7.B2 Instructional staff needs multiple opportunities to implement PLC and support on the best practices.

G7.B2.S1 Administrators, Coaches, and teacher leaders will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice

PD Opportunity 1

During Professional Development/Training's resources will be provided to support of Problem Base Learning activities, Collaborative teams with like planning will work together to implement the activities in lessons. teachers will meet in a common resource rooms

Facilitator

Literacy Coaches

Participants

Instructional staff

Schedule

Weekly, from 9/21/2015 to 5/27/2016

G8. Increase the percentage of students scoring proficient on the FSA writing by 10%.

G8.B1 Need to ensure consistency and on-going constructive instructional feedback to students

G8.B1.S1 Utilize A.C.E. (Answer the Question, Cite evidence, Expand the details) Strategy to provide a structured format for extended responses

PD Opportunity 1

All teachers school wide will utilized A.C.E. A collaborative team will develop Writing in Content Areas procedures and guidelines

Facilitator

Literacy Coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/24/2015 to 5/27/2016

G8.B2 FSA scores not reported to school in a timely manner

G8.B2.S1 In house writing and scoring

PD Opportunity 1

Using ACE format, cross curricular writing will take place

Facilitator

Diane McMurray

Participants

All teachers scheduled beginning of October

Schedule

Monthly, from 10/1/2015 to 5/27/2016

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	Administrators will participate in no less than 5 CTMs per quarter				\$0.00
2	G2.B1.S1.A1	Teachers will design Common Formative Assessment and use the data to drive instruction				\$0.00
3	G2.B2.S1.A1	Determine costs of acquiring new computer carts				\$24,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$24,000.00
<i>Notes: Portable computer carts (2) with 12 computers each</i>						
4	G3.B1.S1.A1	Monthly PD with UMWC Consultants				\$24,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$24,000.00
<i>Notes: CES consultant site visits and professional development</i>						
5	G4.B1.S1.A1	To provide timely information about Reading Endorsement offerings				\$0.00
6	G5.B1.S1.A1	Be a part of Education Foundations opportunity to be adopted.				\$0.00
7	G5.B2.S1.A1	Provide additional opportunities for students to take classes				\$0.00
8	G6.B1.S1.A1	Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve				\$0.00
9	G6.B1.S2.A1	Incorporate cross curriculum activities and lesson extensions				\$0.00
10	G6.B1.S3.A1	Identify students who are weak in certain areas of math but not identified as needing the double math classes				\$0.00
11	G6.B2.S1.A1	Teams will review Florida standards, view the unwrapped standards, search for materials to support the teaching of the standards, plan student experiences to master the standards with rigor				\$0.00
12	G6.B3.S1.A1	Teachers do an early diagnostic test of students mathematical knowledge and ability				\$0.00
13	G6.B3.S1.A2	Teachers do an early diagnostic test of students mathematical knowledge and ability				\$0.00
14	G7.B1.S1.A1	Literacy coach will complete initial training on differentiated instruction. Collaborative teams will work together to share best strategies and develop lesson for content area teams				\$0.00

Budget Data

15	G7.B2.S1.A1	During Professional Development/Training's resources will be provided to support of Problem Base Learning activities, Collaborative teams with like planning will work together to implement the activities in lessons. teachers will meet in a common resource rooms	\$0.00
16	G8.B1.S1.A1	All teachers school wide will utilized A.C.E. A collaborative team will develop Writing in Content Areas procedures and guidelines	\$0.00
17	G8.B2.S1.A1	Using ACE format, cross curricular writing will take place	\$0.00
18	G9.B1.S1.A1	Data driven instruction implementation	\$0.00
19	G9.B1.S2.A1	Professional development opportunity	\$0.00
Total:			\$48,000.00