Desoto Middle School

2015-16 School Improvement Plan

Desoto Middle School

420 E GIBSON ST, Arcadia, FL 34266

http://dms.desotoschools.com/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	65%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	62%

School Grades History

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

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 Desoto County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder

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 De Soto Middle School is to prepare all students to be successful citizens and productive workers.

Provide the school's vision statement

Our vision is to create a safe and positive learning environment to ensure that all students have the opportunity to reach their greatest potential. De Soto Middle School is striving to maintain high academic standards, accommodate the varied learning styles, and create students that may become productive and involved members of society.

School Environment

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

The relationship between teachers and students here at De Soto Middle School is based on a process which forms the foundations for behavioral, social and academic learning. This relationship occurs as a result of unconditional acceptance of the student by the teacher.

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

Structuring the educational environment to create an atmosphere that is safe, fair and respectful of our studentsl is valued and taken seriously. The educational environment is attractive, comfortable and well-kept so students will feel that the classroom is a place worth being in and that they are worth the effort.

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

This is done through (PRO) active Intervention: Teachers are given PRO tickets to distribute to students that are engaged in the following behaviors: Productive, Respectful, and One-time or Task. After accumulating enough tickets students can redeem prizes from the PRO shop, school store. De Soto Middle School strives to reduce distractions, and resolve problems before they interfere with learning. The Leadership team in conjunction with school staff start by developing plans to deal with group or individual behaviors. Having the students develop goals, based on their needs and motivations helps them proactively work on his/her behaviors. DeSoto Middle School is currently developing a school wide Positive Behavior Support plan.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At DeSoto Middle School students are encouraged to self-regulate. This is a strategy that assists with controlling behaviors on a daily basis. Along with self-regulation comes the actual part in which parents support the staff and administration.. Parents and families play an enormous role in shaping a

child's social and emotional development. Through counseling visitations as needed students tend to develop a trusting relationship.

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

At this time, De Soto Middle School uses the State defined early warning indicators: 9 or more absences per semester, suspensions, course failures, and level 1 scores on state assessments. Several programs produce data reports which are reviewed and integrated through Literacy Team data chats. The results are shared and discussed in Data Chats with teachers. The two major data systems include our student information system (Skyward) and our assessment database (Performance Matters).

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	23	19	27	69
One or more suspensions	49	43	36	128
Course failure in ELA or Math	5	1	6	12
Level 1 on statewide assessment	107	91	65	263

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	30	29	11	70

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

De Soto Middle School employs many methods to monitor and address the needs of those students who are identified by the early warning system. Students that earn a level 1 on the state reading assessment are placed in an intensive reading class. Our data team will run bi-weekly reports using the reporting functions within our student information system to further monitor students. Interventions for these students include (but are not limited to): letters home to indicate that the student is being monitored by De Soto Middle School's early warning system, discussion at bi-weekly child study teams, referral to guidance counselor, referral to social worker, enrollment in a credit recovery program, participate in before or after school tutoring programs, parent conferences, additional weekly academic and/ or behavior reporting.

After each marking period the school counselors conduct academic review conferences for all students who failed one or more academic classes. These students grades are then monitored on a weekly basis until the grades are passing. Along with the attendance secretary the school counselors conduct weekly attendance meetings. At these meetings support services are developed for both students and families. These services include CINS/FINS referrals and SAP assessments through the school social worker. For students below 90% in attendance a parent conference is set-up with the

attendance secretary, school counselor, administrator, district truancy officer, social worker, and student in order to determine why the student is absence and put plans in place to fix the attendance issue.

Daily tutoring is available for students in all content areas. Students who are identified by their teachers as needing extra assistance are encouraged to attend.

Students are monitored on a weekly/daily check in/check out basis in which their academic, attendance and discipline status is reviewed. Students and families are also helped with basic needs such as food and clothes.

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 available at the school site.

Description

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

De Soto Middle School's has several community and business partnerships as well as grants. Currently, the De Soto County Health Department, Dental Clinic, All Faith's Food Program, business partners and local community programs. During the upcoming year, De Soto Middle School Leadership will aggressively pursue additional supports within the community as well as post secondary programs. Through these efforts we will expand our business partnerships. Leadership Team will participate in community functions, encourage involvement with Arcadia City Council, Chamber of Commerce, outreach to local churches,and invitations to community / college officials to school functions.

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
Schultz, Denise	Principal
Cordero, Daniel	Assistant Principal
Randolph, Dawn	Instructional Coach
Bement, Kathy	Instructional Coach
Warren, Brad	Assistant Principal

Duties

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

Roles
The Leadership Team's role focuses on developing and maintaining a problem-solving system designed to bring out the best in the school, our teachers and our students academically, socially and behaviorally.
Meeting Process
The team meets bi-monthly, and as needed, to review universal screening data, on-going progress monitoring data, at class and grade levels, for instructional decisions. The data is also used to identify students who are meeting or exceeding benchmarks, or are at moderate / high risk for not meeting benchmarks. The team identifies and coordinates necessary professional development and resources.
For students identified as "at risk" or "in need of additional support", plans are developed to provide supports in targeted areas of concern.Follow up meetings are conducted at regular intervals to review implementation and progress as well as determine further needs.
ROLES / FUNCTIONS
The Administration team (Principal, Assistant Principals, Administrative Dean) ensure common vision and leadership in data driven decision making, implementation of appropriate assessment,interventions, and professional development aligned with RtI as well as communication with parents, literacy coaches and Student Services Personnel including the Guidance Counselor and Administrative Dean , provide services and expertise on individual assessment and interpretation of intervention data, program / intervention design and implementation on an individual basis. Team members link families with resources in school and in the community to support academic, social, emotional and behavior success.

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

School Based Leadership Team:
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, progress monitoring, intervention support, and documentation. In addition the Team ensures adequate professional development to support RtI implementation, and plans while communicating with parent and school advisory regarding the school-based Literacy plans and activities.
Instructional Coach:
Develops, leads, coordinates and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation.
General Education Teachers (as needed):
Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) and ESOL Teachers:
Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through inclusion.

Coordination of Supplemental Funds, Services and Programs
Title I, Part A
Services are provided to students in need of additional services through after school programs, summer institutes, and intervention instruction during the school day. The district coordinates the use of Title I, II, and III funds to provide professional development for teachers and administrators to improve instructional practices and support improvement in student achievement.
Title I, Part C- Migrant
Migrant Advocates at each school site provide instructional support to students either during or after the student academic day. These advocates coordinate services with Title I and other programs.
Title I, Part D
Funds from this source are used to support instruction in DJJ facilities located in DeSoto, and to develop and implement a drop out prevention program for the district.
Title II
Title II, Part A funds are used to provide supplemental professional development for faculty, staff, and administrators at all school sites in the district. Specific activities are based on the needs of the schools, as determined by student performance data and surveys of all stakeholders. These funds are used in collaboration with funds from local sources and other Federal projects.
Title II Part D funds are used to support instructional technology through the purchase and repair of hardware, purchase of software, and provision of professional development in the use of technology as an instructional tool.
Title III
Services are provided at each school site to support education of English Language Learners for the purpose of improving student performance.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Denise Schultz	Principal
Robbie Mullins	Parent
Kathy Bement	Teacher
Asya Phillips	Teacher
Holly Shea	Teacher
Tobi Webster	Education Support Employee
Connie Wells	Education Support Employee
James Rock	Parent
Debbie Wertz	Business/Community
Olivia Barrera	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC, when elected, will examine the SIP from the previous year and evaluate whether goals where met and adjustments need to be made.

Development of this school improvement plan

The major activity of the School Advisory Council for the upcoming school year will be monitoring the implementation of the school improvement plan, reviewing progress data, and focusing on the mission statement of providing a safe environment and for students to reach their fullest potential.

Preparation of the school's annual budget and plan

The SAC will evaluate the annual budget and will allocate how SAC funds will be spent.

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

Student Behavior Program $1500.00
Student/Staff Incentives $1600.00
Substitutes for meetings $250.00
Student of the Month Rewards $300.00

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
Schultz, Denise	Principal
Cordero, Daniel	Assistant Principal
Bement, Kathy	Instructional Coach
Randolph, Dawn	Dean
Warren, Brad	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT meets weekly to review school based concerns, calendars, student needs, etc.
In addition, the LLT meets monthly with Team Leaders, individually and PLC groups to discuss students/curriculum, review data, identify trends/patterns/needs and identify potential interventions and / or strategies to assist student learning.

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

All instructional staff participate in Professional Learning Communities that focus on collaboratively planning lessons and developing common assessments. In addition, committees work together to organize and implement activities to bring staff together for fun as well as planning. The school's Social Committee has developed a year long plan of activities to celebrate our successes.

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

In order to recruit highly qualified teachers, staff attend recruitment fairs and review Teacher Teach.
1. New teachers meet regularly with administrative team members and a veteran teacher works collaboratively with them. Instructional Coach meet more frequently with new teachers. The principal is the person responsible for implementation.
2. District wide mentor program.
The District has developed a Mentorship Program to allow new teachers the opportunity to become comfortable with the policies and procedures of our school as they settle in to their curriculum areas. This program allows district staff monthly meetings with new teachers for assistance in a variety of needs. The persons responsible for implementation are the Principal and District Human Resource

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

Mentor and mentee meet weekly (or more frequently as necessary) to discuss evidence based strategies for effective classroom teaching as well as help with the every day process and routines. The Literacy Coaches meet monthly with the mentor/mentee. The mentor is paid a stipend by the district. The mentor and mentee also meet during preplanning for district orientation.
The rationale for pairings are based on grade level, subject area, experience, successful achievement scores on assessments, mentoring training and ability to work with new staff.

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

De Soto Middle School utilizes core curriculum materials that have been adopted by the District from State approved materials. Supplemental Programs are research based and approved by the District.

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

Instructional Coaches and the school Literarcy Leadership Team review data during the summer and identify students in need of supplemental instruction. Courses are established using research based programs (I-Ready, Read 180, etc) Students are enrolled in these classes. The Instructional Coaches meet biweekly with Read 180 coaches and I-Ready coaches to ensure fidelity, and make adjustments. In addition, the coaches meet biweekly to review data and progress with each grade level/subject area PLC to identify lessons, strategies and adjustments during common planning time.

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: 700

Grade/Subject Professional Learning Communities with focus on use of the Backward Design Model to develop instructional plans and develop common assessments based on standards.

Strategy Rationale

Model and coach teams on both the PLC concept and develop collaboration while implementing new strategies and standards.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Bement, Kathy, kathy.bement@desoto.k12.fl.us

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

Performance Matters

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

Literacy Coaches from feeder elementary schools meet with De Soto Middle School Literacy Coach and Guidance Counselors to review data and records of incoming students identify those needing additional supplemental instruction and those in need of advanced coursework. Open House is held before school starts to meet staff, see classrooms ask questions, etc.
The same procedure is utilized with outgoing 8th graders. In addition to these steps, many 8th graders participate in Advanced coursework and are enrolled in high school courses for credit

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

De Soto Middle School is an AVID school. Naviance is a college and career readiness platform that helps connect academic achievement to post-secondary goals.

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

Microsoft Digital Media, Microsoft Word, Agribusiness, Culinary Arts, Health Professions

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

Naviance comprehensive college and career readiness solution empowers students and families to connect learning and life and provides schools and districts with the information they need to help students prepare for life after high school. It also allows students to create a plan for their futures by

helping them discover their individual strengths and learning styles and explore college and career options based on their results.

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

Introduce and increase advanced coursework.

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If the DeSoto Middle School teachers use ambitious and collaborative teaching strategies during instructional time, then student performance will increase.

Strategic Goals Detail

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

G1. If the DeSoto Middle School teachers use ambitious and collaborative teaching strategies during instructional time, then student performance will increase. `1a`

Targets Supported `1b`

`G073008`

Indicator	Annual Target
FSA - English Language Arts - Achievement	21.0

Resources Available to Support the Goal `2`

- Academic Coaches
- Morning "PLC" data-driven instruction
- iReady assessment and resources
- Data from common assessment
- New math and ELA Textbooks/ series-aligned to FSA
- Student spends 90mins + in iReady lab/ week
- iReady trained teacher for "blended model" instruction
- iReady Labs
- All teachers received a new laptops
- Re-occurring PD days- How does this impact instruction
- Defined Literacy Plan
- Grant Projects: Check and Connect, SIM, AVID, DA, SRI
- New Teacher Mentor Program
- Informal implementation of PBS

Targeted Barriers to Achieving the Goal `3`

- Planning With Standards -Need for efficient/ effective planning focused on the Standards.

Plan to Monitor Progress Toward G1. `8`

Data Chats with teachers, admin and/or coach as part of LLT and PLCS

Person Responsible
Denise Schultz

Schedule
Monthly, from 9/8/2015 to 5/20/2016

Evidence of Completion
Review documentation of: PLC meetings, Team planning, Lesson plans, Agendas, calendars. FSA Data, iReady data, common assessments, Science/ Civics/ Algebra Benchmark data, previous FCAT 2.0, Read 180, System 44, discipline/ attendance reports, report cards

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 the DeSoto Middle School teachers use ambitious and collaborative teaching strategies during instructional time, then student performance will increase. [1]

🔑 G073008

G1.B2 Planning With Standards -Need for efficient/ effective planning focused on the Standards. [2]

🔑 B190633

G1.B2.S1 Implementing lesson planning utilizing backward design model with Standards first during Content Grade Level PLC. [4]

🔑 S202097

Strategy Rationale

To increase student achievement, content area teachers need to be in accord regarding meaningful assessments derived from a comprehensive understanding of State Standards.

Action Step 1 [5]

Schedule trainings: PLCs, understanding backwards- deign model, understanding Standards, common assessments, Rigor Relevance & Relationship.

Person Responsible

Daniel Cordero

Schedule

Biweekly, from 9/8/2015 to 5/20/2016

Evidence of Completion

Complete Schedule

Action Step 2 5

Implement training Understanding PLCs, Lesson Planning, Common Assessment Development.

Person Responsible

Kathy Bement

Schedule

Daily, from 9/8/2015 to 10/2/2015

Evidence of Completion

agendas, data analysis sheets

Action Step 3 5

Implement Training Understanding Standards

Person Responsible

Kathy Bement

Schedule

Daily, from 9/8/2015 to 5/20/2016

Evidence of Completion

agendas, data analysis sheets

Action Step 4 5

Review documentation and identify needs

Person Responsible

Daniel Cordero

Schedule

Biweekly, from 9/8/2015 to 5/20/2016

Evidence of Completion

amended lesson plans with notes and review data

Action Step 5 `5`

Coaching support during on going PLCs

Person Responsible

Kathy Bement

Schedule

Monthly, from 9/8/2015 to 5/20/2016

Evidence of Completion

agendas notes, calendars, collaboratively planned lessons

Action Step 6 `5`

Engage Individual instructional staff in coaching cycles for lesson planning using backward design model

Person Responsible

Daniel Cordero

Schedule

Monthly, from 9/8/2015 to 5/20/2016

Evidence of Completion

notes calendar, schedule, lesson plan, data analysis sheets

Action Step 7 `5`

Make A Way Now training for staff

Person Responsible

Brad Warren

Schedule

Quarterly, from 8/5/2015 to 5/20/2016

Evidence of Completion

Agenda, Calendar, Sign-in sheet

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

Monitor for Fidelity of Strategy (do for each strategy)

Person Responsible

Denise Schultz

Schedule

Monthly, from 9/8/2015 to 5/20/2016

Evidence of Completion

PLC notes, Lesson Plans

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

Administrative team participates in PLCs

Person Responsible

Denise Schultz

Schedule

Weekly, from 9/8/2015 to 5/20/2016

Evidence of Completion

PLC Notes, amended lesson plans based on data, increase of strategies being used, staff morale/ informal discussions

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.B2.S1.A1	Schedule trainings: PLCs, understanding backwards- design model, understanding Standards, common assessments, Rigor Relevance & Relationship.	Cordero, Daniel	9/8/2015	Complete Schedule	5/20/2016 biweekly
G1.B2.S1.A2	Implement training Understanding PLCs, Lesson Planning, Common Assessment Development.	Bement, Kathy	9/8/2015	agendas, data analysis sheets	10/2/2015 daily
G1.B2.S1.A3	Implement Training Understanding Standards	Bement, Kathy	9/8/2015	agendas, data analysis sheets	5/20/2016 daily
G1.B2.S1.A4	Review documentation and identify needs	Cordero, Daniel	9/8/2015	amended lesson plans with notes and review data	5/20/2016 biweekly
G1.B2.S1.A5	Coaching support during on going PLCs	Bement, Kathy	9/8/2015	agendas notes, calendars, collaboratively planned lessons	5/20/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A6	Engage Individual instructional staff in coaching cycles for lesson planning using backward design model	Cordero, Daniel	9/8/2015	notes calendar, schedule, lesson plan, data analysis sheets	5/20/2016 monthly
G1.B2.S1.A7	Make A Way Now training for staff	Warren, Brad	8/5/2015	Agenda, Calendar, Sign-in sheet	5/20/2016 quarterly
G1.MA1	Data Chats with teachers, admin and/or coach as part of LLT and PLCS	Schultz, Denise	9/8/2015	Review documentation of: PLC meetings, Team planning, Lesson plans, Agendas, calendars. FSA Data, iReady data, common assessments, Science/ Civics/ Algebra Benchmark data, previous FCAT 2.0, Read 180, System 44, discipline/ attendance reports, report cards	5/20/2016 monthly
G1.B2.S1.MA1	Administrative team participates in PLCs	Schultz, Denise	9/8/2015	PLC Notes, amended lesson plans based on data, increase of strategies being used, staff morale/ informal discussions	5/20/2016 weekly
G1.B2.S1.MA1	Monitor for Fidelity of Strategy (do for each strategy)	Schultz, Denise	9/8/2015	PLC notes, Lesson Plans	5/20/2016 monthly

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 the DeSoto Middle School teachers use ambitious and collaborative teaching strategies during instructional time, then student performance will increase.

G1.B2 Planning With Standards -Need for efficient/ effective planning focused on the Standards.

G1.B2.S1 Implementing lesson planning utilizing backward design model with Standards first during Content Grade Level PLC.

PD Opportunity 1

Schedule trainings: PLCs, understanding backwards- deign model, understanding Standards, common assessments, Rigor Relevance & Relationship.

Facilitator

Coach and Administration

Participants

Instructional staff

Schedule

Biweekly, from 9/8/2015 to 5/20/2016

PD Opportunity 2

Implement training Understanding PLCs, Lesson Planning, Common Assessment Development.

Facilitator

Coaches

Participants

instructional staff

Schedule

Daily, from 9/8/2015 to 10/2/2015

PD Opportunity 3

Implement Training Understanding Standards

Facilitator

coaches

Participants

instructional staff

Schedule

Daily, from 9/8/2015 to 5/20/2016

PD Opportunity 4

Review documentation and identify needs

Facilitator

Assistant Principal

Participants

instructional staff

Schedule

Biweekly, from 9/8/2015 to 5/20/2016

PD Opportunity 5

Coaching support during on going PLCs

Facilitator

coach

Participants

instructional staff

Schedule

Monthly, from 9/8/2015 to 5/20/2016

PD Opportunity 6

Engage Individual instructional staff in coaching cycles for lesson planning using backward design model

Facilitator

coach and administration

Participants

instructional staff

Schedule

Monthly, from 9/8/2015 to 5/20/2016

PD Opportunity 7

Make A Way Now training for staff

Facilitator

Assistant Principal

Participants

Faculty and Staff

Schedule

Quarterly, from 8/5/2015 to 5/20/2016

<table>
<tr><td colspan="4" align="center">**Technical Assistance Items**</td></tr>
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Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

		Budget	

Budget Data

1	G1.B2.S1.A1	Schedule trainings: PLCs, understanding backwards- deign model, understanding Standards, common assessments, Rigor Relevance & Relationship.	$0.00
2	G1.B2.S1.A2	Implement training Understanding PLCs, Lesson Planning, Common Assessment Development.	$0.00
3	G1.B2.S1.A3	Implement Training Understanding Standards	$0.00
4	G1.B2.S1.A4	Review documentation and identify needs	$0.00
5	G1.B2.S1.A5	Coaching support during on going PLCs	$0.00
6	G1.B2.S1.A6	Engage Individual instructional staff in coaching cycles for lesson planning using backward design model	$0.00
7	G1.B2.S1.A7	Make A Way Now training for staff	$0.00
		Total:	$0.00