

Orange County Public Schools

South Creek Middle



2015-16 School Improvement Plan

South Creek Middle

3801 WETHERBEE RD, Orlando, FL 32824

www.ocps.net/lc/southeast/msc

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	100%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	85%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Orange 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

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Our school climate and home language surveys will help to provide a snapshot of our students' cultural needs. The school will use weekly newsletters in order to maintain ongoing contact and bridge the gap between home and school. Our monthly parental involvement events are designed to build positive relationships, communicate the school's mission and vision, and keep parents connected to the school. These events include but are not limited to: Digital Open House and Meet the teacher, Open House, Curriculum/Literacy Night, and Florida State Assessment (FSA)/End of Course Exam (EOC) Information Night.

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

Having a staff and leadership team that is visible and available during arrival and dismissal allows for students and parents to feel safe, valued, appreciated, and respected. This will help to foster a climate where students will participate and contribute to the learning environment. Systems are in place during the school day to ensure the safety of all students such as the use of radios by staff members for continuous communication, use of hall passes for students, and required sign-in by all visitors who enter the school. Monthly evacuation drills are conducted to ensure preparedness in case of an emergency.

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

Our behavioral system used school wide includes Restorative Justice and the Positive Alternative to School Suspension (P.A.S.S.). Wildcat Bucks are used to reinforce positive behavior, while P.A.S.S. has clear protocol for students that need disciplinary action. A disciplinary step system which includes behavior tracking forms which allows teachers to administer various interventions prior to writing a discipline referral. Members of our Exceptional Student Education (ESE) team are Crisis Prevention Institute (CPI) trained to de-escalate situations that may arise. In addition the Restorative Justice team provides opportunities to students to restore positive relationships.

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

Guidance counselors are available for all students if counseling is needed. Forms have been created for teachers to identify and request services in order to meet the needs of our students. A school

social worker and psychologist visit weekly to provide additional support to students. Additional assistance is provided from outside resources as needed. Conflict resolution is provided through peer counseling. Several teachers have been identified as mentors and are assigned to students as needed.

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

Early warning indicators at South Creek Middle are attendance below 90 percent, one or more suspensions, and receiving a score of a Level 1 on statewide standardized assessments in English Language Arts (ELA) or Mathematics. Attendance below 90 percent and receiving one or more suspensions are early warning indicators because students miss quality instruction when they are not in class. Scoring a Level 1 on a statewide standardized assessment in Reading or Mathematics is another early warning indicator because these students are working below grade level in one or more of the core subjects. These indicators exist in all grade levels.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	27	17	33	77
One or more suspensions	33	22	20	75
Course failure in ELA or Math	8	17	5	30
Level 1 on statewide assessment	0	0	0	
	0	0	0	

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	10	4	9	23

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

South Creek Middle School communicates by parent conference, phone, parent letter, and home visits by the school social worker and/or dean to address academic performance issues. In order to support positive student behavior and minimize suspensions, South Creek Middle School utilizes Wildcat Bucks and the Positive Alternative to School Suspension (P.A.S.S.). To improve the academic performance of our students who scored a Level 1 on statewide assessments, students will receive an additional class period of support (Intensive Reading and Mathematics) and after school tutoring available three days per week. Offering free breakfast and lunch to all students helps prepare them for learning. Students participating in the Boys and Girls Club after school program receive a free dinner as well.

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/62537>.

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

To build and sustain partnerships, ADDitions and Partners In Educations (PIE) will be used to help with activities/ events to increase student achievement. Businesses will be invited to the district's annual Teach-In in November to increase student awareness of our business partnerships.

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
Brown, Sean	Principal
Bone, Jackie	Assistant Principal
Camacho, Cristina	Instructional Coach
Rackley, Giselle	Instructional Coach
Woods, Barbara	Instructional Coach
Riley, Gloria	Assistant Principal
Martinez, Nancy	Instructional Coach

Duties

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

Sean Brown - Principal
Jackie Bone- Assistant Principal
Gloria Riley - Assistant Principal
Cristina Camacho- Instructional Coach (ELA, Writing), Testing Coordinator
Nancy Martinez- Instructional Coach (Reading, Social Studies), CCT
Giselle Rackley- Instructional Coach (Science), STEM

Barbara Woods- Instructional Coach (Mathematics), Title I, IMS

This team meets weekly as a Professional Learning Community to analyze teacher observations results and student achievement data. This includes formative assessments, benchmark assessments, discipline, and attendance. The 5 Why problem solving technique is used to address issues identified and a 30 day plan is developed to address the root cause(s).

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 School Leadership Team takes responsibility for identifying the overall and specific needs of the schools and meets collaboratively to develop priorities. These priorities are used when specific funding sources are identified.

The Multi-Tiered System of Support (MTSS) team meets regularly to progress monitor tier 2 and tier 3 students are receiving interventions. The specific roles are directly correlated to the certification and assigned subject within the school. The MTSS team meets with their PLC monthly to integrate strategies school-wide and more specifically MTSS interventions. The resources that are utilized for students who are in the MTSS process includes Read 180, Systems 44, Achieve 3000, Edgenuity MyPath, Algebra Nation, and Khan Academy.

The appropriate classes are selected for the students based on previous year data in core subject areas (reading, writing, math, science, and social studies) such as: Lexile Score, FCAT Achievement Level and OCPs Performance Matters. The master schedule is then created and students are placed in the appropriate class. Beginning of the year assessments are also factored in to ensure the placement is correct. Those assessments include SRI for reading and formative assessment for math that assess their current level of the reading and math skills needed from the prior grade. This process is in place to ensure we meet every child's needs, whether the support needed is to remediate, reinforce or enrich.

Title I funds will be used to provide after school tutoring and professional development in the area of Marzano's Instructional Framework. After school tutoring will take place three days per week in Mathematics and Reading. The curriculum being utilized are Edgenuity MyPass for math and Read 180 and Achieve 3000 for reading. Title I funding will also be used to pay for instructional coaches. Coaches along with the administrative team will participate in common planning every Tuesday. Supplemental Academic Instruction (SAI) will be used to hire a reading teacher to work with level I readers. Lastly, funds from the Minority Achievement Office will provide after school tutoring for those previous 6th grade students who were selected for the Calculus Plus Project.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sean Brown	Principal
Marie Higgs	Parent
Savannah Claggett	Student
Marie Campos	Parent
Diego Campos	Parent
Juston Krumdick	Teacher
Barbara Woods	Teacher
Suzanne Martinez	Parent
Elias Martinez	Student
Jair Martinez	Parent
Shawn ChiQuinn	Parent
Marie Dell	Parent
Sarah Piguet	Parent
Ericka King	Parent
Dawn Genton	Parent
Harry Genton	Student
Alex Reyes	Parent
David Lemmon	Parent
Kim Bowman	Parent
Cristina Camacho	Teacher
Sean Brown	Principal

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

At the first SAC meeting of 2015-2016 school year, the 2014-2015 SIP and 2014-2015 school data were reviewed with SAC members.

Development of this school improvement plan

Annual Measurable Outcomes (AMOs) for the 2014-15 school year and school district initiatives will be used to develop this year's plan.

The school advisory council and the faculty/staff will help school leadership:

- Determine and prioritize the goals of the school based on appropriate assessments and other data.
- Develop measurable objectives and strategies for addressing the high priority goals.
- Assist in preparing, monitoring, and evaluating the school improvement plan.
- Identify the appropriate use of school improvement dollars for implementing the approved school improvement plan.

Preparation of the school's annual budget and plan

The principal used the results of needs assessments and students data to prepare a proposed budget. This budget is reviewed by the SAC and school faculty and is submitted to the school district for approval.

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

\$8,291 was used for tutoring and Summer Course Recovery Program.

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
Brown, Sean	Principal
Camacho, Cristina	Instructional Coach
Rackley, Giselle	Instructional Coach
Bone, Jackie	Assistant Principal
Barry, Jane	Instructional Media
Riley, Gloria	Assistant Principal
Martinez, Nancy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The purpose of our Literacy Leadership Team (LLT) is to create a collaborative system that encourages a literate climate to support effective teaching and learning by infusing Digital Curriculum. The LLT will meet bi-monthly to develop literacy professional development. In addition, members of the LLT also provide digital support on a weekly basis. The LLT will analyze data from both English Language Arts and Intensive Reading classes to identify areas that need support through professional development. The implementation of the Read 180 and Achieve 3000 programs will be used to help our students needing intensive/remedial reading support. Implementation of these programs will be monitored on a weekly basis to ensure high quality instruction. Continuous literacy dialogues with peers will be on-going in order to support teachers. Classroom demonstrations and modeling of research-based reading strategies will be facilitated through professional developments for all staff throughout the school year.

The LLT will develop a plan to support the school's writing initiative during this school year. Text mapping and an accompanying graphic organizer will be displayed in all classrooms to help students develop writing skills needed for the Florida State Assessment (FSA). At the end of the week, students will be asked to show their understanding of concepts taught by submitting a well-written paragraph. Teachers will display students work and monitor students' writing responses.

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

One strategy for achieving positive working relationships with teachers is participation in PLC and Departmental Meetings which will incorporate the Restorative Justice circle time strategy. The master schedule has been designed to provide common planning time for all teachers per grade level to help with lesson planning and the integration of technology. Another strategy to promote collaboration includes teachers meeting with instructional coaches every Tuesday during planning time to develop a draft of the coming week's lesson plan. Research-based protocols are utilized to focus meetings on students' academic needs through common formative student assessments. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

To retain and develop highly qualified and effective teachers, professional development that focuses on Professional Learning Communities (PLC) is offered. PLC will be based on content and interdisciplinary teams such as Social Studies and English Language Arts; and Mathematics and Science. This will allow teachers time to discuss the essentials of content as well as which strategies to use to best teach the content. This results in teachers feeling supported and gives them a sense of shared responsibilities. Mentors will be provided for the newly hired teachers.

To recruit highly qualified teachers, school leadership will attend school district sponsored job fairs and use committee interviews.

Persons responsible:

Principal, Assistant Principals, Resource Teachers PLC and Department Chairs

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

Teachers are paired with mentors who have the same certification area, is a recognized teacher leader, and who have completed the required Clinical Educator training.

Planned Activities:

- Teacher Evaluation/Deliberate Practice
- Common Board
- Learning Goals/ Targets and Scales
- Student Data/Performance Matters
- District Lesson Plan Template
- Instructional Management System
- Digital Curriculum Training
- DOK Levels

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

Teachers will access the Florida Standards for the course they teach. Professional development will focus on how to access the Florida Standards Assessment website that contains standards, test specifications and DOK levels. Furthermore, only school district approved instructional materials will be used.

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 chats between instructional coaches and teachers will be conducted to ensure teachers use accurate information to meet the needs of all students. Teachers will progress monitor students by conducting mini benchmark assessments. Struggling students will be grouped into a teacher-led station to receive reteaching. Teachers will include trailing benchmarks into their lessons to provide extra practice on previously taught standards on which students showed low proficiency.

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: 5,000

Students will meet with teachers in small groups after school on Mondays, Tuesdays, and Thursdays for extensive help in specific areas of weakness and opportunities to accelerate in the curriculum by receiving extra instruction in high school credit courses and advanced classes.

Strategy Rationale

Students will show an increase in areas of need after attending the assigned sessions. Students will follow a rotation of independent work with an online tutoring program and a small teacher-led station where students will receive help and feedback from the teacher.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Woods, Barbara, barbara.woods3@ocps.net

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

Data is collected monthly through Math XL and Achieve 3000, the two online tutoring programs used for after school tutoring, to assess growth or mastery of specific items. Data will be collected monthly and compared to mini assessment results to determine effectiveness.

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

Incoming sixth graders participate in an Orientation Night that consists of meeting teachers, receiving curriculum information and, touring the school prior to the school year beginning.

All parents and students participated in the Digital Open House night with meet your teacher.

Selective previous 6th grade students were chosen to participate in Calculus Project as a cohort group.

Eighth grade students participate in the school district high school magnet fair to be held on November 2015. In addition, eighth grade Advancement Via Individual Determination (AVID) students

visit the feeder high school for a day to tour classes.

Performing arts students perform at the feeder high school in the Fall and Spring alongside their high school counterparts.

South Creek Middle School offers high school credit courses as well as business classes aligned with the feeder high school where students can earn industry certifications. This supports students' transition to high school by allowing them to earn credits for a high school diploma while still in middle school. This allows for students once in high school pursue dual enrollment or early graduation.

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

Our Advancement Via Individual Determination (AVID) program promotes strategies that prepares students to be college and career ready by focusing on organizational skills, goal setting, reviewing high school graduation requirements, and developing study skills. Student working on grade level are enrolled on at least one high school credit course or advanced class.

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

Certified Internet Web (CIW) is offered to all students. Students who complete the course and pass the industry certification examination earn certification in Internet Business Associate.

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

Certified Internet Web (CIW) courses are available to all students. Students who complete the course and pass the industry certification receive college credit.

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

Guidance counselors review the most current High School Feedback Report from our feeder high school and identify items on which to support our students to ensure the students transition to high school on track to meet high school graduation requirements.

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.** Teachers will integrate digital technology into their daily lessons for the purpose of increasing student technological learning and academic achievement. (Digital Priority: Ensure college and career readiness)

- G2.** Student achievement will increase when teachers utilize the Marzano framework and align instruction with MTPs, EOC outlines and scope and sequence. (Division Priority: Accelerate student performance)

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. Teachers will integrate digital technology into their daily lessons for the purpose of increasing student technological learning and academic achievement. (Digital Priority: Ensure college and career readiness)

1a

G073205

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0

Resources Available to Support the Goal 2

- Enhancing the Art and Science of Teaching with Technology
- Lenovo device
- TIM Matrix
- Wildcat Digital Support Group
- IMS

Targeted Barriers to Achieving the Goal 3

- Understanding the alignment between the Technology Integration Matrix (TIM) and Marzano's Instructional Framework

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs will be conducted throughout the year to monitor the progress of the strategy being utilized to ensure increase on student achievement. Formative and summative assessments and classroom observation data will be used to guide and make any adjustments as needed.

Person Responsible

Sean Brown

Schedule

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

Evidence of Completion

i-Observation data, formative assessments, district walkthroughs' data and state standardized assessments

G2. Student achievement will increase when teachers utilize the Marzano framework and align instruction with MTPs, EOC outlines and scope and sequence. (Division Priority: Accelerate student performance) **1a**

G073206

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	74.0

Resources Available to Support the Goal **2**

- Learning Sciences International (LSI)
- The IMS Website provides many resources for teachers to use in order to build their lessons.
- Bridge to Florida State Standards, rigorous student-centered classrooms and Marzano's framework through professional development

Targeted Barriers to Achieving the Goal **3**

- Understanding the Marzano framework.

Plan to Monitor Progress Toward G2. **8**

Classroom walk-throughs will be conducted throughout the year to monitor the process of the effectiveness of the strategy. Formative and summative data will be collected and analyzed to determine effectiveness of strategies implemented to achieve the goal.

Person Responsible

Sean Brown

Schedule

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

Evidence of Completion

Classroom walk-through data and formative and summative assessments

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. Teachers will integrate digital technology into their daily lessons for the purpose of increasing student technological learning and academic achievement. (Digital Priority: Ensure college and career readiness) **1**

 G073205

G1.B4 Understanding the alignment between the Technology Integration Matrix (TIM) and Marzano's Instructional Framework **2**

 B191251

G1.B4.S1 Professional Development will be given to help teachers become proficient with the integration of digital technology into their lessons. **4**

 S202717

Strategy Rationale

These professional development opportunities will help teachers acquire strategies and tools to help increase student achievement.

Action Step 1 **5**

Professional Development will be scheduled based on district initiatives and teachers' needs.

Person Responsible

Sean Brown

Schedule

Monthly, from 7/27/2015 to 5/20/2016

Evidence of Completion

Sign sheets, survey to determine teacher needs and classroom observations

Action Step 2 5

Wildcat Digital Support Group will be implemented.

Person Responsible

Sean Brown

Schedule

Weekly, from 8/19/2015 to 5/19/2016

Evidence of Completion

Sign in Sheet and classroom observations

Action Step 3 5

The leadership team will conduct observations and provide teachers feedback on the implementation of technology throughout all content areas.

Person Responsible

Sean Brown

Schedule

Weekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers, lesson plan reviews

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

To monitor the implementation of the strategy, administrators, coaches and district administrators will conduct walkthroughs to monitor the implementation of Technology Integration Matrix.

Person Responsible

Sean Brown

Schedule

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

Evidence of Completion

Feedback collected from classroom observations

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

Survey data will be collected to monitor the effectiveness of this strategy. Successful implementation of tools and techniques will increase student collaboration and understanding of content. If on the other hand, the strategy is poorly implemented, students' performance will be negatively impacted. Feedback will be provided to teachers.

Person Responsible

Sean Brown

Schedule

Monthly, from 7/27/2015 to 5/20/2016

Evidence of Completion

Survey results, district digital team will conduct walkthroughs, classroom observations

G2. Student achievement will increase when teachers utilize the Marzano framework and align instruction with MTPs, EOC outlines and scope and sequence. (Division Priority: Accelerate student performance) 1

 G073206

G2.B2 Understanding the Marzano framework. 2

 B191254

G2.B2.S2 Teachers will meet weekly with instructional coaches during common planning. 4

 S202720

Strategy Rationale

Coaches will model how to incorporate elements from the Marzano framework and Technology Integration Matrix to guide teachers in the planning process.

Action Step 1 5

Professional development will be scheduled based on district initiatives and teacher needs.

Person Responsible

Sean Brown

Schedule

Monthly, from 7/27/2015 to 5/20/2016

Evidence of Completion

Sign in sheets and classroom observations

Action Step 2 5

Teachers will meet by department and grade level with instructional coaches every Tuesday to plan lessons. With the support of instructional coaches and by following a protocol for Professional Learning Communities, teachers will utilize resources available on IMS and incorporate the elements of the Marzano framework to develop lessons that align with the Florida Standards.

Person Responsible

Sean Brown

Schedule

Weekly, from 9/23/2015 to 5/26/2016

Evidence of Completion

Complete lessons plans which will be reviewed and on which teachers will receive feedback.

Action Step 3 5

Conduct professional development to help teachers align activities and learning targets with DOK /Marzano's taxonomy levels.

Person Responsible

Sean Brown

Schedule

Monthly, from 8/25/2015 to 5/20/2016

Evidence of Completion

Sign in sheets, lesson plan review and observations.

Action Step 4 5

The leadership team will conduct observations and provide teachers feedback on aligning tasks to the standards.

Person Responsible

Sean Brown

Schedule

Weekly, from 10/7/2015 to 6/8/2016

Evidence of Completion

i-Observations data and feedback to teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

To monitor the implementation of this strategy, administrators will conduct walk-throughs and monitor the implementation of these lesson plans in the classroom.

Person Responsible

Sean Brown

Schedule

Weekly, from 8/18/2015 to 6/8/2016

Evidence of Completion

Teachers will upload lesson plans by 9 a.m. every Monday. Feedback collected from classroom walk-throughs and informal observations will serve as evidence.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

SRI and formative assessment data will be collected. The focus of this strategy is to have teachers utilize the resources available when preparing rigorous lessons in order to increase student achievement. If the strategy is implemented correctly, we will see an increase in students' scores. If on the other hand the strategy is poorly implemented, students scores will not change. On-going feedback will be provided to teachers.

Person Responsible

Sean Brown

Schedule

Weekly, from 8/18/2015 to 5/20/2016

Evidence of Completion

Administrators and coaches will conduct data chats with teachers based on i-Observation data and other formative assessment data.

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.B4.S1.A1	Professional Development will be scheduled based on district initiatives and teachers' needs.	Brown, Sean	7/27/2015	Sign sheets, survey to determine teacher needs and classroom observations	5/20/2016 monthly
G2.B2.S2.A1	Professional development will be scheduled based on district initiatives and teacher needs.	Brown, Sean	7/27/2015	Sign in sheets and classroom observations	5/20/2016 monthly
G1.B4.S1.A2	Wildcat Digital Support Group will be implemented.	Brown, Sean	8/19/2015	Sign in Sheet and classroom observations	5/19/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.A2	Teachers will meet by department and grade level with instructional coaches every Tuesday to plan lessons. With the support of instructional coaches and by following a protocol for Professional Learning Communities, teachers will utilize resources available on IMS and incorporate the elements of the Marzano framework to develop lessons that align with the Florida Standards.	Brown, Sean	9/23/2015	Complete lessons plans which will be reviewed and on which teachers will receive feedback.	5/26/2016 weekly
G1.B4.S1.A3	The leadership team will conduct observations and provide teachers feedback on the implementation of technology throughout all content areas.	Brown, Sean	9/21/2015	i-Observation data and feedback to teachers, lesson plan reviews	6/8/2016 weekly
G2.B2.S2.A3	Conduct professional development to help teachers align activities and learning targets with DOK /Marzano's taxonomy levels.	Brown, Sean	8/25/2015	Sign in sheets, lesson plan review and observations.	5/20/2016 monthly
G2.B2.S2.A4	The leadership team will conduct observations and provide teachers feedback on aligning tasks to the standards.	Brown, Sean	10/7/2015	i-Observations data and feedback to teachers	6/8/2016 weekly
G1.MA1	Classroom walkthroughs will be conducted throughout the year to monitor the progress of the strategy being utilized to ensure increase on student achievement. Formative and summative assessments and classroom observation data will be used to guide and make any adjustments as needed.	Brown, Sean	9/8/2015	i-Observation data, formative assessments, district walkthroughs' data and state standardized assessments	5/20/2016 weekly
G1.B4.S1.MA1	Survey data will be collected to monitor the effectiveness of this strategy. Successful implementation of tools and techniques will increase student collaboration and understanding of content. If on the other hand, the strategy is poorly implemented, students' performance will be negatively impacted. Feedback will be provided to teachers.	Brown, Sean	7/27/2015	Survey results, district digital team will conduct walkthroughs, classroom observations	5/20/2016 monthly
G1.B4.S1.MA1	To monitor the implementation of the strategy, administrators, coaches and district administrators will conduct walkthroughs to monitor the implementation of Technology Integration Matrix.	Brown, Sean	9/8/2015	Feedback collected from classroom observations	5/20/2016 weekly
G2.MA1	Classroom walk-throughs will be conducted throughout the year to monitor the process of the effectiveness of the strategy. Formative and summative data will be collected and analyzed to determine effectiveness of strategies implemented to achieve the goal.	Brown, Sean	9/8/2015	Classroom walk-through data and formative and summative assessments	5/20/2016 weekly
G2.B2.S2.MA1	SRI and formative assessment data will be collected. The focus of this strategy is to have teachers utilize the resources available when preparing rigorous lessons in order to increase student achievement. If the strategy is implemented correctly, we will see an increase in students' scores. If on the other hand the strategy is poorly implemented, students scores will not	Brown, Sean	8/18/2015	Administrators and coaches will conduct data chats with teachers based on i-Observation data and other formative assessment data.	5/20/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	change. On-going feedback will be provided to teachers.				
G2.B2.S2.MA1	To monitor the implementation of this strategy, administrators will conduct walk-throughs and monitor the implementation of these lesson plans in the classroom.	Brown, Sean	8/18/2015	Teachers will upload lesson plans by 9 a.m. every Monday. Feedback collected from classroom walk-throughs and informal observations will serve as evidence.	6/8/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will integrate digital technology into their daily lessons for the purpose of increasing student technological learning and academic achievement. (Digital Priority: Ensure college and career readiness)

G1.B4 Understanding the alignment between the Technology Integration Matrix (TIM) and Marzano's Instructional Framework

G1.B4.S1 Professional Development will be given to help teachers become proficient with the integration of digital technology into their lessons.

PD Opportunity 1

Professional Development will be scheduled based on district initiatives and teachers' needs.

Facilitator

Cristina Camacho, Jessica Scurry

Participants

All teachers and staff

Schedule

Monthly, from 7/27/2015 to 5/20/2016

PD Opportunity 2

Wildcat Digital Support Group will be implemented.

Facilitator

Cristina Camacho, Jessica Scurry

Participants

All teachers are invited to attend

Schedule

Weekly, from 8/19/2015 to 5/19/2016

G2. Student achievement will increase when teachers utilize the Marzano framework and align instruction with MTPs, EOC outlines and scope and sequence. (Division Priority: Accelerate student performance)

G2.B2 Understanding the Marzano framework.

G2.B2.S2 Teachers will meet weekly with instructional coaches during common planning.

PD Opportunity 1

Professional development will be scheduled based on district initiatives and teacher needs.

Facilitator

Administrators and coaches

Participants

All teachers

Schedule

Monthly, from 7/27/2015 to 5/20/2016

PD Opportunity 2

Teachers will meet by department and grade level with instructional coaches every Tuesday to plan lessons. With the support of instructional coaches and by following a protocol for Professional Learning Communities, teachers will utilize resources available on IMS and incorporate the elements of the Marzano framework to develop lessons that align with the Florida Standards.

Facilitator

Cristina Camacho, Jacqueline Bone, Gloria T. Riley, Nancy Martinez, Giselle Rackley, Sean S. Brown, Barbara Woods

Participants

South Creek Middle School's teachers

Schedule

Weekly, from 9/23/2015 to 5/26/2016

PD Opportunity 3

Conduct professional development to help teachers align activities and learning targets with DOK /Marzano's taxonomy levels.

Facilitator

Cristina Camacho, Giselle Rackley, Gloria Riley

Participants

All teachers

Schedule

Monthly, from 8/25/2015 to 5/20/2016

Budget

Budget Data						
1	G1.B4.S1.A1	Professional Development will be scheduled based on district initiatives and teachers' needs.				\$13,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	1703 - South Creek Middle	Title I Part A		\$13,200.00
2	G1.B4.S1.A2	Wildcat Digital Support Group will be implemented.				\$0.00
3	G1.B4.S1.A3	The leadership team will conduct observations and provide teachers feedback on the implementation of technology throughout all content areas.				\$0.00
4	G2.B2.S2.A1	Professional development will be scheduled based on district initiatives and teacher needs.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		132813-TRAINING SERVICES - INSTRUCTORS	1703 - South Creek Middle	Title I Part A		\$2,000.00
5	G2.B2.S2.A2	Teachers will meet by department and grade level with instructional coaches every Tuesday to plan lessons. With the support of instructional coaches and by following a protocol for Professional Learning Communities, teachers will utilize resources available on IMS and incorporate the elements of the Marzano framework to develop lessons that align with the Florida Standards.				\$0.00
6	G2.B2.S2.A3	Conduct professional development to help teachers align activities and learning targets with DOK /Marzano's taxonomy levels.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	1703 - South Creek Middle	Title I Part A		\$1,500.00

Budget Data

7	G2.B2.S2.A4	The leadership team will conduct observations and provide teachers feedback on aligning tasks to the standards.	\$0.00
Total:			\$16,700.00