

Taylor County School District

Taylor County Middle School



2015-16 School Improvement Plan

Taylor County Middle School

601 E LAFAYETTE ST, Perry, FL 32347

https://www.edline.net/pages/taylor_county_middle_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	33%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	A	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 was approved by the Taylor County School Board on 11/3/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
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 Taylor County Middle School is to provide a safe environment, an educational program that contributes to the development of each student as an individual in order for him or her to successfully function in our continually changing, diverse society.

Provide the school's vision statement

Our vision is for our students to be the primary focus of all educational decisions of the school. We believe that our students need to apply their learning in a meaningful context and need to be instructed in a variety of ways to support their learning process and engage them in the learning process.

School Environment

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

We believe that it is important to continue to strengthen the relationship among teachers, students and parents. They provide a vital role in the responsibility for advancing the school's mission and will help students to become confident, self-directed and lifelong learners. Teachers actively participate in professional development that instills relationships between teacher and student.

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

At TCMS, we try to actively involve all students in some form of extracurricular activity that will help define and promote their safety.

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 schoolwide behavioral system is a Positive Behavior System. Students are rewarded for positive behavior. Students receive "Dog Bones" for being Safe, Responsible, and Respectful. Students may purchase items with Dog Bones. Examples of items that may be purchased are; Yearbooks, treats from the Dog Bone Store, lining up first for lunch and choosing a friend to eat outside, school auction items, tickets for all Middle School sporting events, pencils, paper, and numerous others. Each team of teachers establishes Routines and Procedures so that the students know what is expected of them. At the beginning of each school year the teachers and students are trained using PBS. A power point is shown explaining the expectations. The school rules are taught and reinforced by the teachers. The Taylor County School Board Discipline Matrix is posted on the district website.

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

>The following Counseling Services are held at TCMS weekly and have assigned students to meet with; Apalachee Mental Health and Capital City Youth on Monday, Healing Transitions and Florida State University on Tuesday, Florida State University on Wednesday, Healing Transitions/DCF and

Florida State University on Thursday, Apalachee Mental Health on Friday.

>In each grade level, 6, 7, and 8, we have an assigned teacher to check-in/check-out with identified students who may have social, emotional, and academic needs. These students are met with daily and their needs are addressed.

>There are two Guidance Counselors at TCMS who counsel with students on a daily basis. Some of the students may be counseled long term depending on their needs. Many times students are counseled to help resolve social problems and may be short term counseling. Our Guidance Counselors may recommend students for counseling with the agencies listed above if the need is warranted.

>ESE Students on our Early Warning System as well as General Ed Students on the Early Warning System have been assigned mentors.

>The 6th grade students receive Character Education monthly. This voluntary service is provided by Paul Nawlin, minister of a local church.

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

The Early Warning System (EWS) for Taylor County Middle School is a data-driven tool used to identify students who are "off track" for graduation; "off track" means students exhibiting at least one of the identified EWS indicators. These indicators include: attendance below 90%, discipline resulting in ISS/OSS, failing ELA or math, scoring an Achievement Level of 1 on Florida standardized testing, previous retention, failing any core subject, "off track" status on a previous EWS, and having a GPA less than 2.0. EWS data is collected and assessed at these intervals: 20th day of school, end of 1st nine weeks, 65th day of school, end of 1st semester, 110th day of school, end of 3rd nine weeks, 115th day of school, and a final report at the ending of the school year. Any student who has an "off track" indicator is monitored, and all interventions (tier 1-3) are recorded for these students. Students who are "off track" by 2 or more indicators are then given a Gap analysis, and considered for the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) process.

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	54	44	5	103
One or more suspensions	8	19	10	37
Course failure in ELA or Math	78	31	30	139
Level 1 on statewide assessment	62	58	47	167

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	65	46	26	137

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

Taylor County Middle School implements a school-wide intervention plan as part of a standard protocol for students identified as “off track” by the Early Warning System (EWS) indicators. Interventions are implemented daily/weekly through small-group (8 or fewer students), very small-group (3 or fewer students) and individualized (one-to-one) specially designed instruction provided in the General Education Classroom, facilitated instruction in the inclusion setting, and through pull-out resource teachers in an alternative setting.

Small-group and individualized instruction in reading and math is provided through the Intensive Reading and Intensive Math classes; Intensive Reading is implemented as a block class for readers identified as having the greatest need. Some of the Intensive Reading classes implement the Failure Free reading program to address the needs of our most impaired/dis-fluent students (approximately 32 students). Accelerated Math is provided within our Intensive Math classes for our highest need math students. Students that have been identified for the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) process through the EWS receive prescribed and intensive interventions in small-group and/or individualized settings 2 to 4 times (depending on the tier/level of support) a week in intensive and/or subject-area classes, as appropriate, based on student need. Individualized interventions are assigned to specific teachers, who act as interventionists, and all data from these interventions is documented/tracked through the Performance Matters (PM) web portal. Students identified as having attendance and/or behavioral intervention needs receive support at the school level through the Positive Behavioral Support (PBS) system. PBS is a token system where appropriate behaviors are rewarded through “Dog Bones” which can be spent for rewards in class, at lunch, and at scheduled “Dog Bone Stores.” These students are also addressed through teacher phone calls, letters home, and/or parent conferences. EWS identified students participate in either the Check & Connect or the Check In/Check Out mentoring program; these programs are individualized. Students work with a teacher/mentor to craft a behavioral contract that lists specific interventions that are targeted to facilitate the cessation of obstructive behaviors and encourage positive, appropriate classroom interaction. These interventions are also documented through the PM web portal.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Taylor County Middle School sends monthly newsletters to parents titled Working Together for School Success. There are suggestions for parents that range from homework advice to how to handle bullying. There are ideas of how the parent of a Middle School aged student can become and stay actively involved. Homework and the school calendar are published in OnCourse for the parents to view. Student grades and school activities are posted in Focus for parental viewing. TCMS holds Parent Conference Night once per nine weeks grading period for those parents who work and have a difficult time meeting during the work day. Parent/Teacher conferences are held weekly for students who may be having academic / behavioral / attendance issues. The ConnectEd phone system is utilized to notify parents of student absences as well as important information concerning school and their student. Parents often assist the school's Positive Behavior Support System by helping with

rewards for students. All meetings and written notices will be provided in a format that all families can understand.

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

- > APTT Night - Our 6th Grade holds Parent Teacher night to inform parents of what they can do with their child at home to enhance learning and provide them with the tools to do so. This meeting is held every 9 weeks at night so that working parents may attend.
- > Parent Conference Night - 7th and 8th Grade hold parent conferences each nine weeks after school hours so that working parents may attend. Parents are scheduled to come in at 30 minute intervals. They are provided information to help their student be successful.
- > Character Education is taught in our 6th and 7th grade classes by Paul Nawlin. He is from a local church and delivers this service free of charge. The focus is on character development.
- > We partner with two local Boys and Girls Clubs to tutor our students after school hours. We provide the Clubs with textbooks for the Middle School Students. Several times throughout the year, the Boys and Girls Clubs will send surveys to the student's teachers in order to gain information on how they may better serve the students.

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
Puhl, Kiki	Principal

Duties

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

Team members include Principal Kiki Puhl, Asst. Principal Suzanne Bassett, Guidance Counselors, William Tripp and Jan Anderson, Instructional Coaches Ann Joiner and Jesika Curry, Instructional Specialists Heather McCoy, Meridith Upshaw, and Leslie High. Functions and responsibilities include: supervise implementation of Rtl at the school level, aid in the identification of students through the use of grade level Early Warning System (EWS), data (DEA, FAIR, FCAT, attendance, discipline, retentions, age, etc.), and teacher recommendations, and select students for participation in Check In/Check Out (CICO) mentorship program.

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 team will meet twice per month, or more often if needed to discuss and review data from students. The team will discuss baseline assessments, weekly assessments, and review student data for those not meeting expectations of benchmark performance. The team will identify resources to be used as interventions for certain students.

Funds from Title II, VI, and X are coordinated and integrated into the budget of Taylor County Middle

School. These funds provide professional development to improve the knowledge of administrators and teachers. Professional development includes the following: improving instructional practices, improving student behavior in the classroom, differentiation for students with varied learning needs, AMO Targets, Common Core State Standard implementation, Reading Endorsement, and integrating technology into the classroom.

Other initiatives include: Reading Endorsement incentives, assisting teachers to obtain in field and highly effective status, Instructional Coaches, PD for instructional coaches, web based professional development, PD for administrators and teachers on the Teacher Appraisal System, Parent Outreach, and After School Tutoring.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Suzanne Bassett	Teacher
Niki Fuller	Teacher
Ann Joiner	Education Support Employee
Linda Brannon	Education Support Employee
Amy Knowles	Parent
Brenda Phillips	Parent
Jay Ricketson	Parent
Tammy Barlow	Parent
Sheila Lynn	Business/Community
Sharon Monroe	Education Support Employee
Eric Byrd	Parent
Nafina Langley	Parent
Dorothy Tucker	Business/Community
Kiki Puhl	Principal
Yvonne Heartsfield	Teacher
Lindsey Calhoun	Parent
Tamera Jones	Parent
Lacey Burns	Student
Chris Hendry	Parent
Bob Wood	Business/Community
Jazzmin Parga	Teacher
Jamieahna McNair	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 School Improvement Plan was presented to the SAC Team. At that time suggestions and or recommendations were received, discussed, and if any changes were needed, they were made.

Development of this school improvement plan

The SAC Team will review, give suggestions, and approve the SIP.

Preparation of the school's annual budget and plan

The School's annual budget and plan were presented to the SAC Team for recommendations and approval. The SAC funds for the 2014-15 School year were presented to the SAC Team along with suggested use for those monies. The SAC Team voted to approve the expenditures.

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

There were no funds allocated last year for SAC.

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
Joiner, Ann	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Major initiatives for this school year include: expanding reading capacity, activities highlighting reading and literacy "Literacy Changes our World", Accelerated Reading Program goals and incentives, and Celebrate Literacy Activities January 25-29, 2016.

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

Each grade level (6,7,8) we have two teams of teachers with a team leader each. Each team has the same students in their academic classes. The teams meet every Wednesday and discuss all things pertinent to their students, the academics, and the school in general. Notes are taken at the meeting and shared with the administrative staff. The administrative collaborates and problem solves with the teams on any concerns or needs they have. The teams have planning with their subject area teachers on the other team in their grade level. This provides planning time together so that mirrored instruction can take place in the grade levels. Team building activities are planned throughout the year for staff such as a talent show, teacher/student games such as softball, basketball, volleyball, staff involvement in pep-rallies, and art activities.

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

To Recruit and Retain Highly Qualified teachers, etc., we assist with fees incurred while working toward reading endorsement or core subject endorsement. We also provide incentives for teachers that obtain their reading endorsement. Jan Walker and Sharon Hathcock are responsible for the initial process.

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

Our mentoring process is very simple. We pair Highly Qualified teachers or Team Leaders with struggling or new teachers. They work on addressing effective instructional strategies and methods, differentiated learning, behavior, instructional modeling and continued support for professional development activities.

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

We only purchase textbooks that adopted by the Department of Education. Each summer and throughout the year our teachers are provided with curriculum development to understand and be able to work with the newly adopted materials.

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

Baseline, Mid- Year, and End of Year Data will be collected. Disaggregated data reports are available to administrators, coaches, and teachers to use in planning instruction. All data from state, district and school assessments will be warehoused in the performance Matters System and can be accessed by administrators, coaches, and teachers. Reading - DEA Reading /LA will be administered three times per year. Writing - Write Score assessments will be given three times per year.

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: 6,480

Students in subgroups not meeting proficiency standards in reading and or math will be offered extended day programs to receive intensive, differentiated reading and math instruction from infield effective teachers. TCMS will provide afterschool tutoring for targeted Tier II and Tier III students in reading and math. This activity is a reading and math initiative, and will use infield effective teachers to provide intervention and support. The time that the students receive from these teachers will be in addition to the regular reading and math instruction that is received during the school day. Participation in the reading or math extended day program will be determined by the students' previous year's scores, and performance on progress monitoring assessments such as Discovery Education Assessment, Write Score, etc.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Puhl, Kiki, kiki.puhl@taylor.k12.fl.us

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

Data is collected for those students from the DEA, Write Score, FSA information to determine growth.

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

>Near the end of each school year the 5th grade students from the Elementary School attend an assembly and orientation of the Middle School. At the beginning of their 6th grade year they attend an orientation to meet their teachers and learn where they are assigned in the school. The parents are invited to an Open House to gather information about the school as well as meet their student's teachers.

>Near the end of each school year the 8th grade students have an assembly at the Middle School with the High School Guidance Counselor to learn of what will be expected of them in 9th grade. They will register at that time for their High School Classes. A parent night is held at the High School to inform the parents of the new expectations. At the beginning of their 9th grade year they will attend an orientation and Open House to meet the teachers and learn their assigned areas.

>ESE students will have a transition meeting with their parents and personnel from the sending and receiving schools. This meeting is in addition to the meetings outlined above.

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

We have implemented a career themed course, This course uses the internet, research based assessments that will assist student in determining educational and career options. It will emphasize the importance of entrepreneurship skills, and can inform students about the different diploma options. It is also recommend that we use the Department of Economic Opportunity report. Taylor County Middle School has been awarded a portion of the District AVID (Advancement Via Individual Determination) grant to foster a climate of career and college readiness. An AVID elective class has been created, Summer Institute Training for teachers, and an AVID Site Team Plan has been created and put in place.

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

The following courses are offered at TCMS. Music, Band, Drafting, and Introduction to Technology, These courses provide instruction in careers designed to be relevant to the career. These courses are designed to promote communications skills, interpersonal skills, decision making skills and work ethic.

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

We are now offering 3 High School Credit courses. Introduction to Technology, Drafting I and Algebra I. Each of these classes are teaching our students the importance of academics and the options for Acceleration.

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

We have an increased number of students achieving High School Credits while in Middle School. Eighth grade students now have the chance to gain up to 3 High School Credits as well as Industry Certifications. Students may achieve and Algebra I Honors credit, Drafting Credit, and Business Education Credit. Students may also receive their Industry Certification in Drafting and Business Education.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The number of students in grades 6-8 who achieve proficiency in the area of Reading and Math (level 3) will increase by 2% at each grade level.
- G2.** Identify and increase the learning gains of students in the lowest Quartile for Reading and Math.
- G3.** We will focus on all subgroups that did not make AYP.
- G4.** Increase our proficiency level by 5% in Science.
- G5.** At least 50% or more of our students will be proficient on the EOC for Civics.
- G6.** Increase AMO subgroup proficiency in Reading
- G7.** The number of students in grades 6-8 who achieve proficiency in Writing will increase by 2%.

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. The number of students in grades 6-8 who achieve proficiency in the area of Reading and Math (level 3) will increase by 2% at each grade level. 1a

G073588

Targets Supported 1b

Indicator	Annual Target
	56.0

Resources Available to Support the Goal 2

- Available resources include resources from LAFS and CPALMS including professional development, use resources from FL Collections, SpringBoard curriculum that utilizes complex text, Professional Development, and school wide reading strategies. Intervention Resources include: Ascend Math, Failure Free Reading, Language! Live.
- Implement assessment programs to monitor student progress and guide instruction.
- Increase use of collaborative learning strategies for secondary students, increase use of technology in reading and content area classes.

Targeted Barriers to Achieving the Goal 3

- Correlate student performance with instructional goals.

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Identify and increase the learning gains of students in the lowest Quartile for Reading and Math. 1a

G073589

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Using the data from Performance Matters, Discovery Education, Study Island, After School Tutoring

Targeted Barriers to Achieving the Goal 3

- Making sure those students are responding to the core instruction.

Plan to Monitor Progress Toward G2. 8

Monitor student performance of Lowest quartile for each grade.

Person Responsible

Ann Joiner

Schedule

Triannually, from 9/24/2015 to 5/24/2016

Evidence of Completion

Progress Monitor students three times per year using Discovery Reading/LA and Math. Data Chats with instructional coaches follow the progress monitoring cycle.

G3. We will focus on all subgroups that did not make AYP. 1a

G073590

Targets Supported 1b

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

Resources Available to Support the Goal 2

- We will schedule students for Intensive Math Classes during the day. Ascend Math curriculum will be utilized.

Targeted Barriers to Achieving the Goal 3

- Implementing the new curriculum and students understanding the Florida Standards.

Plan to Monitor Progress Toward G3. 8

Data chats and instructional coach support

Person Responsible

Schedule

Triannually, from 9/24/2015 to 5/24/2016

Evidence of Completion

Data chat forms

G4. Increase our proficiency level by 5% in Science. 1a

G073591

Targets Supported 1b

Indicator	Annual Target
	55.0

Resources Available to Support the Goal 2

- Target interventions for students not responding to core supplemental instruction. Incorporate Study Island into the curriculum.

Targeted Barriers to Achieving the Goal 3

- Students lack the skills to successfully interact with the design and instruction of the science text.

Plan to Monitor Progress Toward G4. 8

Data chat and instructional coach support

Person Responsible

Schedule

Triannually, from 9/24/2015 to 5/24/2016

Evidence of Completion

Data chat forms

G5. At least 50% or more of our students will be proficient on the EOC for Civics. 1a

G073592

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Core curriculum that has been embedded in Civics that supports the EOC.

Targeted Barriers to Achieving the Goal 3

- 1st time that students will be tested in Social Studies Content Area.

Plan to Monitor Progress Toward G5. 8

Person Responsible

Schedule

Evidence of Completion

G6. Increase AMO subgroup proficiency in Reading 1a

G073593

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Plan instructional interventions for students not responding to the core curriculum. Use progress monitoring data to determine need. Provide explicit instruction, modeled instruction, guided instruction, and independent practice.
- Plan motivational activities to encourage wide reading and positive independent reading habits. Use technology resources.
- Shorten Tasks, break down vocabulary and concepts into parts, use visual aids, utilize ESOL strategies in all classes

Targeted Barriers to Achieving the Goal 3

- Students not responding positively to core instruction.

Plan to Monitor Progress Toward G6. 8

Progress monitoring data using DEA Reading/LA .

Person Responsible

Ann Joiner

Schedule

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

Evidence of Completion

Student performance data will be collected.

G7. The number of students in grades 6-8 who achieve proficiency in Writing will increase by 2%. 1a

G073594

Targets Supported 1b

Indicator	Annual Target
	70.0

Resources Available to Support the Goal 2

- SpringBoard Professional Development and PLC for Language Arts Teachers, resources from LAFS and CPALMS including professional development.
- Write Score progress monitoring assessments and target lessons.

Targeted Barriers to Achieving the Goal 3

- Incorporate LAFS Writing Standards, rubrics, and school wide writing standards .

Plan to Monitor Progress Toward G7. 8

Write Score progress monitoring tool for grades 6-8 will be utilized.

Person Responsible

Ann Joiner

Schedule

Triannually, from 8/31/2015 to 5/24/2016

Evidence of Completion

Evidence collected using class data chat forms will be used to target and track interventions

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. The number of students in grades 6-8 who achieve proficiency in the area of Reading and Math (level 3) will increase by 2% at each grade level. **1**

 G073588

G1.B2 Correlate student performance with instructional goals. **2**

 B192206

G1.B2.S1 Professional Development, Data chats, Follow-up with support from Instructional Coaches, Administration, Data Team, Rtl Team. **4**

 S203641

Strategy Rationale

Action Step 1 **5**

Profession Development is ongoing throughout the year, Data Chats after progress monitoring cycle, and follow up support from instructional coaches is ongoing.

Person Responsible

Ann Joiner

Schedule

Triannually, from 9/1/2015 to 5/24/2016

Evidence of Completion

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

Data Chats

Person Responsible

Ann Joiner

Schedule

On 5/29/2015

Evidence of Completion

Increased student achievement using progress monitoring tools

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

Person Responsible

Schedule

Evidence of Completion

G2. Identify and increase the learning gains of students in the lowest Quartile for Reading and Math. 1

G073589

G2.B1 Making sure those students are responding to the core instruction. 2

B192208

G2.B1.S1 Plan interventions that will address students who are not responding to Core Instruction. Focus on Math and Reading Data and include modeled instruction and guided practice. 4

S203642

Strategy Rationale

Guide student instruction and interventions to proficiency.

Action Step 1 5

Instructional Coaches facilitate data chats with classroom teachers

Person Responsible

Ann Joiner

Schedule

Triannually, from 9/24/2015 to 5/24/2016

Evidence of Completion

Progress Monitoring Data

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

Data Chats

Person Responsible

Ann Joiner

Schedule

Triannually, from 9/24/2015 to 5/24/2016

Evidence of Completion

Progress Monitoring Data

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

Data Chats

Person Responsible

Ann Joiner

Schedule

Triannually, from 9/24/2015 to 5/24/2016

Evidence of Completion

Progress monitoring data will provided evidence of growth.

G3. We will focus on all subgroups that did not make AYP. 1

 G073590

G3.B1 Implementing the new curriculum and students understanding the Florida Standards. 2

 B192209

G3.B1.S1 Math teachers will implement more math strategies with fewer students during Intensive Math time. 4

 S203643

Strategy Rationale

Action Step 1 5

Data chats and ongoing support from instructional coaches.

Person Responsible

Schedule

Triannually, from 9/24/2015 to 5/24/2016

Evidence of Completion

Progress Monitoring Data

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

Data chats and ongoing support from instructional coaches.

Person Responsible

Schedule

Triannually, from 9/24/2015 to 5/24/2016

Evidence of Completion

Evidence is collected from data chat forms.

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

Data chats and ongoing instructional coach support

Person Responsible

Schedule

Triannually, from 9/24/2015 to 5/24/2016

Evidence of Completion

Data chat forms

G4. Increase our proficiency level by 5% in Science. 1

G073591

G4.B1 Students lack the skills to successfully interact with the design and instruction of the science text. 2

B192210

G4.B1.S1 Focus on low performance areas and strengthen the ones that they are proficient in . 4

S203644

Strategy Rationale

Action Step 1 5

Data chat and instructional coach support

Person Responsible

Schedule

Triannually, from 9/24/2015 to 5/24/2016

Evidence of Completion

Progress Monitoring Data

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

Data chats and instructional coach support

Person Responsible

Schedule

Triannually, from 9/24/2015 to 5/24/2016

Evidence of Completion

Data chat forms

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

Data chat and ongoing instructional coach support

Person Responsible

Schedule

Triannually, from 9/24/2015 to 5/24/2016

Evidence of Completion

Data chat forms

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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	Profession Development is ongoing throughout the year, Data Chats after progress monitoring cycle, and follow up support from instructional coaches is ongoing.	Joiner, Ann	9/1/2015		5/24/2016 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Instructional Coaches facilitate data chats with classroom teachers	Joiner, Ann	9/24/2015	Progress Monitoring Data	5/24/2016 triannually
G3.B1.S1.A1	Data chats and ongoing support from instructional coaches.		9/24/2015	Progress Monitoring Data	5/24/2016 triannually
G4.B1.S1.A1	Data chat and instructional coach support		9/24/2015	Progress Monitoring Data	5/24/2016 triannually
G1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	[no content entered]			one-time	
G1.B2.S1.MA1	Data Chats	Joiner, Ann	9/1/2014	Increased student achievement using progress monitoring tools	5/29/2015 one-time
G2.MA1	Monitor student performance of Lowest quartile for each grade.	Joiner, Ann	9/24/2015	Progress Monitor students three times per year using Discovery Reading/LA and Math. Data Chats with instructional coaches follow the progress monitoring cycle.	5/24/2016 triannually
G2.B1.S1.MA1	Data Chats	Joiner, Ann	9/24/2015	Progress monitoring data will provided evidence of growth.	5/24/2016 triannually
G2.B1.S1.MA1	Data Chats	Joiner, Ann	9/24/2015	Progress Monitoring Data	5/24/2016 triannually
G3.MA1	Data chats and instructional coach support		9/24/2015	Data chat forms	5/24/2016 triannually
G3.B1.S1.MA1	Data chats and ongoing instructional coach support		9/24/2015	Data chat forms	5/24/2016 triannually
G3.B1.S1.MA1	Data chats and ongoing support from instructional coaches.		9/24/2015	Evidence is collected from data chat forms.	5/24/2016 triannually
G4.MA1	Data chat and instructional coach support		9/24/2015	Data chat forms	5/24/2016 triannually
G4.B1.S1.MA1	Data chat and ongoing instructional coach support		9/24/2015	Data chat forms	5/24/2016 triannually
G4.B1.S1.MA1	Data chats and instructional coach support		9/24/2015	Data chat forms	5/24/2016 triannually
G5.MA1	[no content entered]			once	
G5.B1.S1.MA1	[no content entered]			once	
G5.B1.S1.MA1	[no content entered]			one-time	
G6.MA1	Progress monitoring data using DEA Reading/LA .	Joiner, Ann	8/24/2015	Student performance data will be collected.	5/24/2016 triannually
G7.MA1	Write Score progress monitoring tool for grades 6-8 will be utilized.	Joiner, Ann	8/31/2015	Evidence collected using class data chat forms will be used to target and track interventions	5/24/2016 triannually

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. The number of students in grades 6-8 who achieve proficiency in the area of Reading and Math (level 3) will increase by 2% at each grade level.

G1.B2 Correlate student performance with instructional goals.

G1.B2.S1 Professional Development, Data chats, Follow-up with support from Instructional Coaches, Administration, Data Team, Rtl Team.

PD Opportunity 1

Profession Development is ongoing throughout the year, Data Chats after progress monitoring cycle, and follow up support from instructional coaches is ongoing.

Facilitator

Ann Joiner, Kiki Puhl, and Suzanne Bassett

Participants

All Classroom Teachers

Schedule

Triannually, from 9/1/2015 to 5/24/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B2.S1.A1	Profession Development is ongoing throughout the year, Data Chats after progress monitoring cycle, and follow up support from instructional coaches is ongoing.	\$0.00
2	G2.B1.S1.A1	Instructional Coaches facilitate data chats with classroom teachers	\$0.00
3	G3.B1.S1.A1	Data chats and ongoing support from instructional coaches.	\$0.00
4	G4.B1.S1.A1	Data chat and instructional coach support	\$0.00
			Total: \$0.00