

Alachua County Public Schools

# Fort Clarke Middle School



2015-16 School Improvement Plan

## Fort Clarke Middle School

9301 NW 23RD AVE, Gainesville, FL 32606

<http://www.sbac.edu/pages/acps>

### School Demographics

#### School Type

Middle

#### 2014-15 Title I School

No

#### 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

43%

#### Alternative/ESE Center

No

#### Charter School

No

#### 2015-16 Minority Rate (Reported as Non-white on Survey 2)

48%

### School Grades History

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

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the Alachua County School Board on 12/15/2015.

### 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   | 2                 | <a href="#">Wayne Green</a> |
| Former F    | Turnaround Status |                             |
| No          |                   |                             |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Fort Clarke Middle School is strongly committed to providing an environment that fosters the social, mental, physical, emotional and cultural development of each student.

##### Provide the school's vision statement

Through a continuous cycle of collaboration, planning, teaching, assessment, remediation and reflection, Fort Clarke strives to provide a successful learning experience for all students.

#### School Environment

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

Mentoring Program: Every adult is paired with a student needing support. Weekly contact, regular goal setting and celebrations are scheduled.

Weekly Team Meetings: Agenda items include collaboration regarding students experiencing a lack of success, brainstorming of interventions that have worked and formation of plans for future success.

Incentive Programs: School-wide incentive programs for good behavior and high achievement, as well as improvement in either area are scheduled regularly and advertised daily. This healthy competition between Homerooms and grade levels helps to bond teachers and students by working on common goals. Each grade level fosters competitions between Homerooms for wearing spirit wear, winning in tug-of-war and kickball tournaments.

Field trips: Trips are scheduled during the first month of school for the sole purpose of forming strong relationships among students and between teachers and students. Activities such as bowling and skating together allow students and teachers to get to know each other as individuals.

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

\*Local school bullying hotline where students are reminded weekly to report any unsafe actions.

\*Implementation of the Olweus Anti-bullying protocol.

\*PALS Program: Peer support program with a mental health counseling component.

\*Peer Mediation: Student leaders are trained to mediate disagreements between students.

\*EDEP after school program: Provides a safe, stimulating social and homework environment for students.

\*Before School Care: Free supervision from 7 am until school starts for students needing to be dropped off early.

\*GSA club open to all students. It sponsors school-wide activities that promote acceptance of diversity.

##### 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

Fort Clarke developed a school wide discipline plan in 2007 which has been revised and updated each year. Teachers, counselors, deans and administrators wrote the iPOD (I practice outstanding



discipline) plan which has an edition that is sent home for parent/student reference and a teacher edition for classroom reference. The plan includes the behavioral expectations in each area of the school and school day, as well as how each of the school rules are exhibited in various aspects of a student's school day. The rules include: Be Safe, Be Respectful, Be Responsible, HBO (Keep Hands, Body, Objects to yourself). The Teacher Edition also contains sample strategies and consequences for a wide variety of infractions as well as positive consequences to continue redirection r improvement when it is noted.

A classroom log is provided which lists the hierarchy of consequences. All teachers are asked to keep a log for each class so that data containing parent contact and all interventions implemented is readily available for reference. The school's protocols for enforcing the district dress code, cell phone, and tardy policies are also invited as well as The Pledge of Peace which is recited school wide each 9 weeks.

Teachers new to our school are oriented to the plan during preplanning each year and it is covered with the entire faculty more briefly during preplanning as well.

Forgiveness offered for 1st referral to help encourage students to learn from their behavior choices. If students do not receive another referral for the year, the first referral will not be documented as part of their behavior record.

Rewards provided for the homerooms that have no referrals each 9 weeks. Homerooms can choose between donuts for breakfast or pizza for lunch.

Students who do not have a referral during each 9 weeks can participate in Falcon Fun Day at the end of the 9 weeks.

### **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**

Fort Clarke provides mentoring to at risk students by faculty/staff members as well as from community members, and small group and individual counseling for a variety of issues from grieving a loss, self-injurious behavior, feeling depressed, to lack of organization skills and low self esteem..

Our PALS program provides mental health therapy in small groups for students who feel like 'outsiders' or that they don't belong. In this program, students who are successfully attached to the school environment reach out to others less connected and form relationships.

Peer Mediators are students trained to foster listening and communication skills between individuals or groups who are not getting along. If students at odds with other are willing to sit at the table together, Peer Mediators will facilitate a dialogue between the parties and make every effort to foster a resolution to the difficulties being shared.

Leadership training skills: Each 9 weeks, 9 at risk students are selected to participate (with parental buy-in obtained) in a communication/problem solving/decision-making/leadership skill training conducted by trained professionals from the River Phoenix Center for Peace. Those that successfully graduate the program are placed in formal leadership positions such as Peer Mediator, Office Aide, etc.

### **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**

Weekly Team Meetings: Student concerns in areas of academics, attendance, behavior, grades are documented and further action is assigned to various team members, as appropriate. When students have been absent more than 5 days without notifying the school, the Home Room teacher contacts home to inquire about the student, share the district's discipline policy and encourage a prompt return to school.

Suspensions: Students meet individually with the principal after their first dean's referral to discuss

alternate behaviors, plan for success, and offer the incentive to remove the referral at end of year if no more are earned. This offer is put in a letter to parents which students take home for a parent signature.

Students failing any academic class after the first semester meet with the administrative team to identify the reasons for the failure, discuss possible solutions, set goals for the next 9 weeks, and devise an action plan. These students are then identified to the grade level team for closer monitoring and followed up with after the third 9 weeks' grades are out.

When students are suspended from school, parents are required to accompany students upon their return to school to meet with the administrative team to discuss implications of continued misbehavior and suspension, as well as to devise a plan for improvement.

### 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     | 21          | 20 | 26 | 67    |
| One or more suspensions         | 17          | 46 | 41 | 104   |
| Course failure in ELA or Math   | 25          | 31 | 36 | 92    |
| Level 1 on statewide assessment | 61          | 63 | 87 | 211   |

***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 | 22          | 29 | 35 | 86    |

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

1. Enrollment in a Leader/Communication skills class 2/week.
2. Assigning all at risk students an adult mentor to make weekly contact, set goals, reward, etc.
3. Offering incentives to first time referrals so no more are earned.
4. Assignment to smaller classes for math/reading/ELA with alternate curriculum or strategies.
5. Designing individual point sheets for behavior tracking and incentives.
6. Remediating skill deficits with alternate instructional strategies documented by each teacher.
7. Targeted students are shared with adult stake-holders and are the focus of instruction, remediation and assessment decision. They are kept in classrooms as much as possible for instruction.
8. Grant written to provide after-school basic skills support in reading and Math for targeted students.

### 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**

Two parent nights are scheduled for outreach purposes. The first meeting of the year provided parents with information about the pupil progression plan. The topic for the second night will be determined second semester based on current data and need.

We invite parents to volunteer for ice cream socials, dances, field trips, health screenings, help with morning supervision, to attend luncheons, to Open House twice a year, and schedule over 600 parent conferences per year.

Students identified as being at risk are enrolled in a leadership/communication skills program in conjunction with The River Phoenix Center for Peace. Parents are invited to a reception to explain the program and obtain 'buy in', then invited back for the graduation presentation in which their child participates for the program's conclusion.

School funds are used to purchase School Planners for every student which contain information about dress code, the attendance policy, check out procedures, requirements for graduation, etc. The Planners are used for daily communication with parents regarding school assignments and any other pertinent issues through hand written comments.

Teacher websites communicate assignments, due dates, assessment information and copies of class notes for home reference.

The PTA sponsors two parent information sessions each year. The topics are decided based on current need. Ex: Important coping strategies for middle school students. We provide office staff for all evening events, including the Open House, so that parents may sign up for Parent Portal access at times most convenient to them.

Monthly Newsletter, Phone Homes and Emails home to parents occur frequently to inform families of deadlines, resources, support and what to expect in the following weeks. Grade level teams have created websites with important information to keep parents informed throughout the year.

### **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**

Sonny's Night for Education: Quarterly fundraising nights at a local restaurant to raise funds for instructional technology.

Moe's, Skate Station, Zaxby's Fundraiser nights to raise money to lower the cost of student field trips. Community SAC members support our fundraisers and encourage their employees to mentor students. Community members are solicited to mentor, attend school functions and support school sports, dances and events.

### **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               |
|-----------------------------|---------------------|
| Hrivnak, Bill               | Dean                |
| Kidwell Diehlman, Donna     | Principal           |
| Jones, Kelly                |                     |
| Towk, Fran                  | Teacher, K-12       |
| PetranMcKnight, Teresa      | Teacher, K-12       |
| Brown, Jr.                  | Assistant Principal |
| Ferguson, Clint             | Other               |
| Knowles, Lucy               | Teacher, K-12       |
| Scott, Tracy                | Guidance Counselor  |
| Suskin, Donna               | Instructional Media |
| Schollmeyer-Schwartz, Laura | Teacher, ESE        |
| Greenaway, Darlene          | Dean                |

## Duties

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

Each Team Leader is responsible for being familiar with current data and bringing ideas for solutions to the weekly meetings. They share input from each of their teachers with the administrative team, help make school-wide decisions and then communicate the details of those decisions with the teachers on their team. The Team leaders group includes 12 school leaders who meet each Monday morning with Team Leaders then meeting with grade level teachers the following morning. Instructional Leaders (Department Chairs and Teacher Leaders) meet monthly with administration to fine tune instructional improvement efforts and act as a conduit between teachers and administration on matters of lesson planning, instruction, assessment and remediation. The following day, they meet with department teachers to share information and obtain feedback and input as available. Teachers serve on school wide committees, representing their grade level teams or content area departments as they do so. Input is solicited through the teacher reps on the committees from the administrator chairpersons of each: Discipline, Department Chairs, Safety and Grade Level Teams. Administrators practice classroom snapshots where feedback is given to teachers regarding key instructional elements and conversations are initiated by questions and comment placed online or in person. Administrators and teacher leaders lead monthly staff development opportunities for collaborative lesson planning sessions for teachers. Two book studies will also be offered by administration on the topics of grading and behavior management.

### ***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***

Team Leaders and the administrative team meet weekly to discuss current progress monitoring data, discipline data and monitor the interventions already in place. Based upon the data shared, interventions and programs already in place may be modified to alter outcomes. This is done with input from all 11 members with discussion and consensus building practiced. If consensus cannot be reached, team leaders obtain input from each teacher at the following day's Team Meeting and then

report back to Team Leaders for continued discussion.

1. SAC funds will be used to pay for an outside consultant to provide training in communication and leadership skills to the selected target group of students. SAC meets monthly, and the allocation of all resources is voted on with the budget sheet shared at each meeting.
2. PTA funds will be used to provide incentives for classes and individuals not receiving discipline referrals each 9 weeks. PTA Board meets monthly and the budget sheet is shared at each meeting. Budget decisions are usually made by consensus.
3. CREATE funds will be used to provide substitute teachers for each teacher as departments plan collaboratively for an entire day once each semester. The CREATE plan and budget is prepared in September and submitted to the district for approval in October.
4. CREATE funds will be used to hire subs so that teachers can observe each other teaching collaboratively planned lessons.
5. SAC funds will be used to purchase instructional technology for classrooms. SAC meets monthly.
6. Grant funds have been applied for consulting costs involved with the Leadership training for at risk students and for after school remediation of skills in reading and math for targeted students.

### School Advisory Council (SAC)

#### Membership:

| Name               | Stakeholder Group          |
|--------------------|----------------------------|
| Donna Kidwell      | Principal                  |
| Laura Schollmeyer  | Teacher                    |
| Veronica Ross      | Education Support Employee |
| Lynda Preston      | Parent                     |
| Kerry Rousseau     | Parent                     |
| Diane Jenkins-King | Business/Community         |
| Robert Carroll     | Business/Community         |
| Evelyn Ortiz       | Business/Community         |
| Anne Karlo         | Teacher                    |
| Craig Noles        | Teacher                    |
| Wendee Chesser     | Parent                     |

#### Duties

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

##### *Evaluation of last year's school improvement plan*

SAC reviews and revises the SIP in November of each year before submission, then reviews it again in light of student data as it becomes available in the spring. We discuss areas where we fell short of, or reached, our goals. Suggestions are made at that point for changes to the SIP for next year with recommendations offered for additional strategies and interventions or to modify a goal.

##### *Development of this school improvement plan*

The SAC oversees the implementation of the plan, reviews and revises it as appropriate before it is uploaded and approves funds to be used for purchases that support implementation of the plan.

##### *Preparation of the school's annual budget and plan*

At the initial SAC meeting of the year, the budget sheet is shared and rolled over/new funds are totaled to provide the starting budget for the year. As requests for funds comes to the attention of SAC, we discuss, question and vote on all requests for and uses of funds. Approved requests must fit into the budget plan of the SIP for that year. The remaining balances are included in the minutes and future needs are discussed with an eye to the bottom line and resources remaining.

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

- Instructional technology-\$7715.44
- Curriculum Materials-\$1277.90
- Staff Development-\$4976.79
- Math Club sponsor and materials-\$764.90
- Deputy to attend school safety conference-\$695

***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*

Ft. Clarke is in compliance.

**Literacy Leadership Team (LLT)**

**Membership:**

| <b>Name</b>                 | <b>Title</b>        |
|-----------------------------|---------------------|
| Kidwell Diehlman, Donna     | Principal           |
| Bush, Amanda                | Instructional Coach |
| Jones, Kelly                | Assistant Principal |
| Cheshire, Sarah             | Teacher, K-12       |
| Galasso, Stacey             | Teacher, K-12       |
| Brown, Jr.                  | Assistant Principal |
| Young, John                 | Teacher, K-12       |
| Yurish, Greg                | Teacher, K-12       |
| Schimmel, Terri             | Teacher, K-12       |
| Schollmeyer-Schwartz, Laura | Teacher, ESE        |
| Fairchild, Jeff             | Teacher, ESE        |
| Bramlett, Geoff             | Teacher, K-12       |
| Noles, Craig                | Teacher, K-12       |
| Anderson, Andrea            | Teacher, K-12       |

**Duties**

***Describe how the LLT promotes literacy within the school***

- Analyzes AIMS(progress monitoring), FSA and EOC data to help drive instruction.
- Worked with departments to help develop school-wide action plan.



- Introduces and sustains the use of a school wide set of editing marks to be used in all classes for the editing text.
- Introduces and sustains the use of a school wide annotation guide to be used in all classes for annotating complex text.
- Establishes and Modifies the 12 school wide literacy strategies to better align with the performance objectives of the new standards and assessments. Promote the inclusion of these across all classes.
- Shares research-based instructional literacy strategies with all teachers with follow up for collaborative lesson planning to incorporate the latest strategies into all lesson plans across subjects.

## Public and Collaborative Teaching

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

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

All teachers are required to select Peer Coaching Team (PCT) members of their choosing at the beginning of the year. A log is kept of all team collaborations for planning, feedback and observing lessons.

All teachers are provided with collaborative planning time within their departments for 1 full day each semester to plan lessons that align better with new standards and assessments.

Subs are provided quarterly for team members to observe each other for a full period of instruction and give/receive feedback and peer coaching.

All former faculty meeting times are used instead for opportunities for teachers to sit with PCTs to lesson plan and include new literacy strategies in their repertoire. These are required meeting times.

Optional staff development opportunities are offered to include a variety of topics. Ex: grading, integrating instructional technology, behavior management and understanding the instructional framework, etc.

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

1. Regularly scheduled support meetings for new teachers with administrators and support staff.
2. Participation in collaborative planning and problem solving with Peer Coaching Teams.
3. Additional planning time scheduled regularly throughout the year.
4. Multiple opportunities for peer observations.
5. Continuous feedback throughout the year from classroom snapshots and formal observations.

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

1. New teachers participate in Peer Coaching Teams within which they plan, problem solve and share best practice.
2. New teachers have a district mentor who meets with them weekly.
3. Support meetings for new teachers are held regularly throughout the school year by administrative staff and deans to answer questions and provide ideas.
5. Continuous feedback throughout the year from classroom snapshots and formal observations.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The instructional leadership team worked with their departments to develop action plans specific to their department goals.

Teachers are given opportunities (paid by SAC) the week before preplanning to spend 4-5 hours familiarizing themselves with the ACPS instructional framework, test specifications, sample test stems, practice tests and the resources available on CPALMS.

Scheduled times during preplanning and the first month of school and at the beginning of the 2nd semester are used for teachers to align plans/instruction/assessments with the standards.

Each teacher is assigned a full sub day for collaborating within department groups to review, annotate and incorporate the standards, test specifications, test response modes, sample lesson plans and MEAs from CPALMS. This is planned once each semester.

Three subs are hired each 9 weeks for teachers to observe colleagues from their PCTs deliver collaboratively planned lessons that are designed to better prepare students for the new rigors.

Dedication of first 2 faculty meeting times to alignment activities within PCTs.

Dedication of agenda for each Instructional leadership meeting that alignment is continuing.

**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***

Classroom based assessment data and FCAT data from 2013-2014 was used (FSA data was not available at time of placement, adjustments will be made as the data becomes available) to properly place students into the appropriate level of reading and math classes. Students at Level 1 in reading are provided with a block schedule of READ 180 (6th & 7th) which addresses each student's areas of need with weekly progress monitoring included. Students in 8th grade will use the core curriculum in a block for reading and language arts. Students (6th-8th) at Level 1 in math are provided with a DOP math class which provides smaller class size and a pace that reaches more depth in curriculum topics than breadth to help develop and solidify basic skills.

In all classes, teachers are required to frequently progress monitor and document mastery of 70% accuracy. Students not achieving mastery must be documented and the interventions/differentiation used to get them to mastery for the retest opportunity must be documented and submitted as well. These include (but are not limited to): reteaching in small groups, use of flashcards, study buddies, lunch time review, test correction and retest, alternate form of test, use of alternate graphic organizers, thematic maps, etc. Three cycles of test/remediation/retest are employed to get all students to mastery.

***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: 20,000**

The after school program runs for 2 hours each day and provides core academic tutoring, homework completion support and enrichment activities for students through voluntary participation.

**Strategy Rationale**

Students are provided with a safe, focused after school environment with support to complete homework and participate in guided leisure activities instead of being home alone. Supervision, after school snack and creative activities support the whole child after their school day.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Wilson, Jessica, wilsonjw@gm.sbac.edu

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

Student progress is monitored through AIMS (Reading, Language Arts, Math, Science and Civics) all other subjects use teacher-made progress monitoring assessments, SRI scores, GPA data, attendance and discipline data. A student's data will be compared to their past year's data as well as to the data of a similar cohort group that did not participate in the after school program.

**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**

An evening Open House is hosted in Feb. for prospective students. Shadowing days are set up for 5th graders to shadow a current 6th grader for a day. Our ESE department chair travels to the major feeder schools to meet with parents of incoming 6th graders with special needs and develop IEPs that will transition them successfully to middle school.

Eighth graders are oriented to the variety of 9th grade programs available in the district early in the year through a presentation about the various magnet programs available in high school. Counselors from each school meet with students zoned for that high school to facilitate registration. Evening Open Houses for each high school are advertised at our school and all 8th graders are encouraged to attend. Students are encouraged to participate in scheduled shadowing days at the high schools.

**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**

During the 8th grade year, the guidance department provides opportunities for students to complete their career planning inventories and to advise students on course selections in high school. The local SFC CROP (college readiness) director visits campus during all lunches to encourage students to participate in their free after school program. We advertise this on campus as well, and the principal, Donna Kidwell, serves on the CROP board. Applications for the free program are

distributed with encouragement for students to return them completed.

A career fair is implemented each year for 8th graders. Guest speakers representing a wide variety of careers present to small groups of students for half the school day. Junior Achievement provides guest speakers from local businesses to lead all 8th graders through a career/financial awareness activity that lasts for half of the school day.

Each Friday in fall, students are encouraged to forgo the dress code parameters if they want to wear a T shirt depicting a favorite college/university of their choice.

Eight of our students are participating in the Take Stock in Children scholarship program which provides awareness and information sessions about college and mentoring to eligible members of the program.

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

We offer a career and technical course in technology which provides students with the opportunity to earn a certificate in Microsoft Office applications. These certificate exams include PowerPoint, Excel and Word. Family and Consumer Science classes are available to all grade levels as an elective. A robotics club is available to all students after-school.

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

None at this time.

***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***

Approximately 20 8th graders are selected for the Santa Fe College Showcase program which provides them with visits to area postsecondary settings and eligibility criteria so they can begin setting goals now as needed.

Lesson plans and instruction meet the standards for increased rigor and higher level of reading, writing and critical thinking skills in efforts to make sure all of our exiting 8th graders are better prepared for postsecondary setting and the workplace.

## 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.

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## 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.** At least 65% of students will pass the FSA reading test.
- G2.** At least 55% of students with pass the FSA Math test
- G3.** The number of referrals to the Dean will decrease by 100 from the previous year.

## 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.** At least 65% of students will pass the FSA reading test. 1a

G073622

**Targets Supported** 1b

| Indicator                      | Annual Target |
|--------------------------------|---------------|
| AMO Reading - African American | 65.0          |
| AMO Reading - SWD              | 64.0          |

**Resources Available to Support the Goal** 2

- Instructional cohorts, Teacher Leaders, Research based strategies, Collaborative Planning, Planning time, DOE resource sites

**Targeted Barriers to Achieving the Goal** 3

- Limited teacher planning time to adjust and incorporate standards and rigors
- Limited knowledge of scoring protocol and assessment results
- Limited time for teachers to acquire new ideas, strategies that are aligned with expectations and assessment results

**Plan to Monitor Progress Toward G1.** 8

AIMS, Progress Monitoring assessments, FSA data

**Person Responsible**

Donna Kidwell Diehlman

**Schedule**

Monthly, from 8/31/2015 to 6/9/2016

**Evidence of Completion**

lesson plans, assessment data, FSA data

**G2. At least 55% of students with pass the FSA Math test** 1a

 G073623

**Targets Supported** 1b

| Indicator                   | Annual Target |
|-----------------------------|---------------|
| AMO Math - African American | 61.0          |
| AMO Math - SWD              | 62.0          |

**Resources Available to Support the Goal** 2

- DOE online resources, PCTs,

**Targeted Barriers to Achieving the Goal** 3

- Limited teacher planning time.
- Limited time to research, plan new ideas and develop new strategies/interventions.

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

AIMS progress monitoring data will be used to monitor progress towards goals.

**Person Responsible**

Kelly Jones

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

AIMS data

**G3.** The number of referrals to the Dean will decrease by 100 from the previous year. 1a

G073624

**Targets Supported** 1b

| Indicator            | Annual Target |
|----------------------|---------------|
| Discipline incidents | 100.0         |

**Resources Available to Support the Goal** 2

- PTA, SAC, Community stakeholders, Student Support Services team, Teachers, Administrators

**Targeted Barriers to Achieving the Goal** 3

- Student negative behavior choices
- Teachers conscious of losing instructional time

**Plan to Monitor Progress Toward G3.** 8

Examining similar data at frequent intervals

**Person Responsible**

Donna Kidwell Diehlman

**Schedule**

Weekly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Discipline data for targeted group.

## 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.** At least 65% of students will pass the FSA reading test. **1**

 **G073622**

**G1.B1** Limited teacher planning time to adjust and incorporate standards and rigors **2**

 **B192274**

**G1.B1.S1** Substitutes used at the beginning of year to provide additional teacher planning time that is structured to incorporate new rigors. Teachers plan as a department for a full day. **4**

 **S203715**

### Strategy Rationale

Teachers will have time to review standards, test specifications, CPALMS, available assessment results and other state resources needed to plan for effective instruction.

### Action Step 1 **5**

Each dept is assigned a day for collaborative planning each semester and the administration hires subs to cover classes for that day. Summer planning opportunities are provided for this purpose as well.

### Person Responsible

Donna Kidwell Diehlman

### Schedule

Semiannually, from 9/1/2015 to 2/29/2016

### Evidence of Completion

Each teacher will submit the lesson plans developed during that time as well as documentation that new implications for instruction were incorporated. Administrators will walk through classes to observe collaboratively planned lessons.



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

Lesson plans, documentation of new resources used and corresponding instruction

**Person Responsible**

Donna Kidwell Diehlman

**Schedule**

Quarterly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

Plans, CWT data, worksheet from planning time

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

Instruction, assessment of student progress

**Person Responsible**

Donna Kidwell Diehlman

**Schedule**

Quarterly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

CWT data; Progress Monitoring data

**G1.B1.S2** All teachers plan collaboratively, consult with and observe others within self-chosen Peer Coaching Teams throughout the school year. 4

 S203716

### Strategy Rationale

Collaboration increases variety, quality of ideas, provides immediate feedback from peers and can result in a higher quality product.

### Action Step 1 5

Teachers select peers to collaborate with; Sessions scheduled formally and informally

#### Person Responsible

Donna Kidwell Diehlman

#### Schedule

Weekly, from 9/4/2014 to 5/28/2015

#### Evidence of Completion

PCT logs

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

PCT logs

#### Person Responsible

Donna Kidwell Diehlman

#### Schedule

Semiannually, from 9/4/2014 to 5/28/2015

#### Evidence of Completion

Documenting at least 14 meetings

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Lesson Plan monitoring

**Person Responsible**

Donna Kidwell Diehlman


**Schedule**

Quarterly, from 9/15/2014 to 5/15/2015

***Evidence of Completion***

lesson plans and logs

**G1.B1.S3** Twice monthly required faculty meetings used solely for collaborative planning and the presentation of additional literacy strategies and resources. 4

 S203717

**Strategy Rationale**

Quality lesson planning requires quality time and the use of available resources.

**Action Step 1** 5

Monitor lesson plans with feedback as requested

**Person Responsible**

Donna Kidwell Diehlman

**Schedule**

Quarterly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

Lesson Plan documents

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Plans collected and monitored regularly

**Person Responsible**

Donna Kidwell Diehlman

**Schedule**

Quarterly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

Lesson Plan documents

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Teachers will commit to adding 2 additional research-based strategies during the year

**Person Responsible**

Donna Kidwell Diehlman


**Schedule**

On 5/31/2016

***Evidence of Completion***

lesson plans and classroom snapshot data, strategies log

**G1.B2** Limited knowledge of scoring protocol and assessment results **2**

 B192275

**G1.B2.S1** Teachers will be given structured time before and throughout the year for collaborative lesson planning, data analysis, unpacking the standards researching what is known of assessments/scoring and resources provided with the curriculum. **4**

 S203718

**Strategy Rationale**

It requires quality time to learn acquire new information and apply it effectively into planning and instruction.

**Action Step 1** **5**

Structure and time provided for acquisition of new information and becoming familiar with new materials.

**Person Responsible**

Donna Kidwell Diehlman

**Schedule**

Weekly, from 8/3/2015 to 6/9/2016

***Evidence of Completion***

Lesson plans, worksheets from planning sessions, Classroom snapshots and formal observational data

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

Worksheets, lesson plans and observational data will be monitored for fidelity and alignment.

**Person Responsible**

Donna Kidwell Diehlman

**Schedule**

Quarterly, from 8/3/2015 to 6/9/2016

***Evidence of Completion***

Worksheets, lesson plans and observational data will be aligned to reflect increased rigor and compatibility with new assessments.

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

Classroom snapshot data will be compared with Lesson Plans to ensure inclusion of new material and increased rigor.

### Person Responsible

Donna Kidwell Diehlman

### Schedule

Monthly, from 9/14/2015 to 5/31/2016

### Evidence of Completion

Classroom snapshot data and Lesson Plans

**G1.B3** Limited time for teachers to acquire new ideas, strategies that are aligned with expectations and assessment results 2

 B192276

**G1.B3.S1** Teacher Leaders and Administrators will present research-based strategies for use across all content areas. 4

 S203719

### Strategy Rationale

It is easier to incorporate new strategies if the research and gathering of resources is already done for you as well as examples of its use provided for easier generalization.

## Action Step 1 5

Administration coordinates presentation of strategies throughout year and gathers examples of use.

### Person Responsible

Donna Kidwell Diehlman

### Schedule

Monthly, from 8/17/2015 to 5/31/2016

### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

The use of research-based strategies in instruction

**Person Responsible**

Donna Kidwell Diehlman

**Schedule**

Monthly, from 9/1/2015 to 6/9/2016

***Evidence of Completion***

Classroom snapshot, observation data and strategies logs

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Administrators will review classroom snapshot and observation data

**Person Responsible**

Donna Kidwell Diehlman

**Schedule**

On 6/9/2016


***Evidence of Completion***

Classroom snapshot and observation feedback

**G2. At least 55% of students with pass the FSA Math test** 1

 G073623

**G2.B1 Limited teacher planning time.** 2

 B192277

**G2.B1.S1** Departments will highlight research-based strategies and share lesson plans at monthly department meetings. 4

 S203720

**Strategy Rationale**

Focus on effective instruction can increase quality of planning and instruction.

**Action Step 1** 5

Department meetings will focus on effective instructional practices and sharing of techniques and lesson plans and data analysis.

**Person Responsible**

Donna Kidwell Diehlman

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

Meeting agenda/minutes

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

Submission of Dept. meeting agendas/minutes

**Person Responsible**

Donna Kidwell Diehlman

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

***Evidence of Completion***

Agenda and minutes of each department meeting



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

Meeting agendas and minutes will reflect professional sharing and collaboration

**Person Responsible**

Greg Yurish

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**Evidence of Completion**

Minutes/agendas from meeting

**G2.B1.S2** Teachers will be provided with 1 full day of structured, collaborative lesson planning with department each semester. 4

 S203721

**Strategy Rationale**

Quality lesson planning takes quality time.

**Action Step 1** 5

Collaborative lesson planning with dept teachers will happen each semester using FSA and DOE resources.

**Person Responsible**

Donna Kidwell Diehlman

**Schedule**

Semiannually, from 9/1/2015 to 2/29/2016

**Evidence of Completion**

Lesson plans written during PD time.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Lesson plans will be kept and referred to as needed.

**Person Responsible**

Donna Kidwell Diehlman

**Schedule**

Quarterly, from 9/1/2015 to 2/29/2016

***Evidence of Completion***

Lesson plans

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Lesson plans will be monitored and compared with CWT data

**Person Responsible**

Donna Kidwell Diehlman


**Schedule**

Quarterly, from 9/1/2015 to 5/31/2016


***Evidence of Completion***

Lesson plans

**G2.B2** Limited time to research, plan new ideas and develop new strategies/interventions. 2

 B192278

**G2.B2.S1** Twice monthly required faculty meetings used for collaborative planning and presentations of research-based strategies. 4

 S203722

### Strategy Rationale

Quality lesson planning requires quality time and the use of available resources.

### Action Step 1 5

#### Person Responsible

#### Schedule

#### Evidence of Completion

**G3.** The number of referrals to the Dean will decrease by 100 from the previous year. 1

 G073624

**G3.B1** Student negative behavior choices 2

 B192279

**G3.B1.S1** Early identification and intervention with potential problem students. Providing Leadership and communication skill training to select students. 4

 S203723

### Strategy Rationale

Building a positive relationship with students prior to exhibiting problem behaviors could result in a decrease of out of class time.

### Action Step 1 5

Use data to pre-identify target group.

#### Person Responsible

Bill Hrivnak

#### Schedule

Monthly, from 8/24/2015 to 6/9/2016

#### Evidence of Completion

List of students meeting criteria, list of interventions used, pre/post intervention data

## Action Step 2 5

Select group of students invited to become part of the Leadership/Communication skills class during 1st semester.

### **Person Responsible**

### **Schedule**

Biweekly, from 10/9/2015 to 11/16/2015

### **Evidence of Completion**

Discipline, attendance and academic data for participants and total school.

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

Meet regularly with target group, provide communication and leadership skills training.

### **Person Responsible**

Tracy Scott

### **Schedule**

Daily, from 8/24/2015 to 1/22/2016

### **Evidence of Completion**

discipline reports, academic records, attendance data

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

Discipline data for participants, grades

### **Person Responsible**

Lawson Brown, Jr.


### **Schedule**

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

### **Evidence of Completion**

Discipline data for targeted group, report card grades

**G3.B2 Teachers conscious of losing instructional time** 2

 B192280

**G3.B2.S1** Teachers will utilize the classroom intervention logs to document interventions used such as (phone call home, lunch detention, after-school detention) before having to resort to removing a student from class or confronting a student in the middle of class instruction. 4

 S203724

**Strategy Rationale**

Not all disruptive behavior needs result in a student being removed from class for long periods of time. Many student behaviors can be re-directed in the classroom.

**Action Step 1** 5

Documenting pre-referral interventions on the classroom logs.

**Person Responsible**

Lawson Brown, Jr.

**Schedule**

Daily, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

Classroom logs for each class of students

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Collection of classroom logs for students receiving referrals

**Person Responsible**

Lawson Brown, Jr.

**Schedule**

Monthly, from 8/24/2015 to 6/9/2016

***Evidence of Completion***

Intervention logs and referral data

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Comparison of classroom logs and referral data

**Person Responsible**

Lawson Brown, Jr.

**Schedule**

On 6/9/2016

**Evidence of Completion**

classroom logs and referrals

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source      | Task, Action Step or Monitoring Activity   | Who                     | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date        |
|-------------|--|-------------------------|-------------------------------|---|---------------------------|
| G1.B1.S1.A1 | Each dept is assigned a day for collaborative planning each semester and the administration hires subs to cover classes for that day. Summer planning opportunities are provided for this purpose as well. | Kidwell Diehlman, Donna | 9/1/2015                      | Each teacher will submit the lesson plans developed during that time as well as documentation that new implications for instruction were incorporated. Administrators will walk through classes to observe collaboratively planned lessons. | 2/29/2016<br>semiannually |
| G1.B1.S2.A1 | Teachers select peers to collaborate with; Sessions scheduled formally and informally  | Kidwell Diehlman, Donna | 9/4/2014                      | PCT logs  | 5/28/2015<br>weekly       |
| G1.B1.S3.A1 | Monitor lesson plans with feedback as requested  | Kidwell Diehlman, Donna | 9/1/2015                      | Lesson Plan documents   | 5/31/2016<br>quarterly    |
| G1.B2.S1.A1 | Structure and time provided for acquisition of new information and becoming familiar with new materials.   | Kidwell Diehlman, Donna | 8/3/2015                      | Lesson plans, worksheets from planning sessions, Classroom snapshots and formal observational data  | 6/9/2016<br>weekly        |
| G1.B3.S1.A1 | Administration coordinates presentation of strategies throughout year and gathers examples of use.   | Kidwell Diehlman, Donna | 8/17/2015                     |   | 5/31/2016<br>monthly      |
| G2.B1.S1.A1 | Department meetings will focus on effective instructional practices and sharing of techniques and lesson plans and data analysis.  | Kidwell Diehlman, Donna | 9/1/2015                      | Meeting agenda/minutes  | 5/31/2016<br>monthly      |
| G2.B1.S2.A1 | Collaborative lesson planning with dept teachers will happen each semester using FSA and DOE resources.  | Kidwell Diehlman, Donna | 9/1/2015                      | Lesson plans written during PD time.  | 2/29/2016<br>semiannually |
| G2.B2.S1.A1 | [no content entered]   |                         |                               | one-time  |                           |
| G3.B1.S1.A1 | Use data to pre-identify target group.   | Hrivnak, Bill           | 8/24/2015                     | List of students meeting criteria, list of interventions used, pre/post intervention data   | 6/9/2016<br>monthly       |
| G3.B2.S1.A1 | Documenting pre-referral interventions on the classroom logs.  | Brown, Jr., Lawson      | 8/24/2015                     | Classroom logs for each class of students   | 6/9/2016<br>daily         |
| G3.B1.S1.A2 | Select group of students invited to become part of the Leadership/ Communication skills class during 1st semester.   |                         | 10/9/2015                     | Discipline, attendance and academic data for participants and total school.   | 11/16/2015<br>biweekly    |

| Source       | Task, Action Step or Monitoring Activity  | Who                     | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date     |
|--------------|---|-------------------------|-------------------------------|--|------------------------|
| G1.MA1       | AIMS, Progress Monitoring assessments, FSA data   | Kidwell Diehlman, Donna | 8/31/2015                     | lesson plans, assessment data, FSA data  | 6/9/2016 monthly       |
| G1.B1.S1.MA1 | Instruction, assessment of student progress   | Kidwell Diehlman, Donna | 8/24/2015                     | CWT data; Progress Monitoring data   | 6/9/2016 quarterly     |
| G1.B1.S1.MA1 | Lesson plans, documentation of new resources used and corresponding instruction                                     | Kidwell Diehlman, Donna | 9/1/2015                      | Plans, CWT data, worksheet from planning time  | 5/31/2016 quarterly    |
| G1.B2.S1.MA1 | Classroom snapshot data will be compared with Lesson Plans to ensure inclusion of new material and increased rigor. | Kidwell Diehlman, Donna | 9/14/2015                     | Classroom snapshot data and Lesson Plans   | 5/31/2016 monthly      |
| G1.B2.S1.MA1 | Worksheets, lesson plans and observational data will be monitored for fidelity and alignment.                       | Kidwell Diehlman, Donna | 8/3/2015                      | Worksheets, lesson plans and observational data will be aligned to reflect increased rigor and compatibility with new assessments. | 6/9/2016 quarterly     |
| G1.B3.S1.MA1 | Administrators will review classroom snapshot and observation data  | Kidwell Diehlman, Donna | 9/1/2015                      | Classroom snapshot and observation feedback  | 6/9/2016 one-time      |
| G1.B3.S1.MA1 | The use of research-based strategies in instruction   | Kidwell Diehlman, Donna | 9/1/2015                      | Classroom snapshot, observation data and strategies logs   | 6/9/2016 monthly       |
| G1.B1.S2.MA1 | Lesson Plan monitoring  | Kidwell Diehlman, Donna | 9/15/2014                     | lesson plans and logs  | 5/15/2015 quarterly    |
| G1.B1.S2.MA1 | PCT logs  | Kidwell Diehlman, Donna | 9/4/2014                      | Documenting at least 14 meetings   | 5/28/2015 semiannually |
| G1.B1.S3.MA1 | Teachers will commit to adding 2 additional research-based strategies during the year                               | Kidwell Diehlman, Donna | 9/1/2015                      | lesson plans and classroom snapshot data, strategies log   | 5/31/2016 one-time     |
| G1.B1.S3.MA1 | Plans collected and monitored regularly   | Kidwell Diehlman, Donna | 9/1/2015                      | Lesson Plan documents  | 5/31/2016 quarterly    |
| G2.MA1       | AIMS progress monitoring data will be used to monitor progress towards goals.                                       | Jones, Kelly            | 9/1/2015                      | AIMS data  | 5/31/2016 monthly      |
| G2.B1.S1.MA1 | Meeting agendas and minutes will reflect professional sharing and collaboration                                     | Yurish, Greg            | 9/1/2015                      | Minutes/agendas from meeting   | 5/31/2016 monthly      |
| G2.B1.S1.MA1 | Submission of Dept. meeting agendas/ minutes  | Kidwell Diehlman, Donna | 9/1/2015                      | Agenda and minutes of each department meeting  | 5/31/2016 monthly      |
| G2.B1.S2.MA1 | Lesson plans will be monitored and compared with CWT data   | Kidwell Diehlman, Donna | 9/1/2015                      | Lesson plans   | 5/31/2016 quarterly    |
| G2.B1.S2.MA1 | Lesson plans will be kept and referred to as needed.  | Kidwell Diehlman, Donna | 9/1/2015                      | Lesson plans   | 2/29/2016 quarterly    |
| G3.MA1       | Examining similar data at frequent intervals  | Kidwell Diehlman, Donna | 8/24/2015                     | Discipline data for targeted group.  | 6/9/2016 weekly        |
| G3.B1.S1.MA1 | Discipline data for participants, grades  | Brown, Jr., Lawson      | 8/24/2015                     | Discipline data for targeted group, report card grades   | 5/31/2016 weekly       |
| G3.B1.S1.MA1 | Meet regularly with target group, provide communication and leadership skills training.                             | Scott, Tracy            | 8/24/2015                     | discipline reports, academic records, attendance data  | 1/22/2016 daily        |
| G3.B2.S1.MA1 | Comparison of classroom logs and referral data  | Brown, Jr., Lawson      | 8/24/2015                     | classroom logs and referrals   | 6/9/2016 one-time      |
| G3.B2.S1.MA1 | Collection of classroom logs for students receiving referrals   | Brown, Jr., Lawson      | 8/24/2015                     | Intervention logs and referral data  | 6/9/2016 monthly       |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** At least 65% of students will pass the FSA reading test.

**G1.B1** Limited teacher planning time to adjust and incorporate standards and rigors

**G1.B1.S1** Substitutes used at the beginning of year to provide additional teacher planning time that is structured to incorporate new rigors. Teachers plan as a department for a full day.

### PD Opportunity 1

Each dept is assigned a day for collaborative planning each semester and the administration hires subs to cover classes for that day. Summer planning opportunities are provided for this purpose as well.

#### Facilitator

Principal

#### Participants

All teachers

#### Schedule

Semiannually, from 9/1/2015 to 2/29/2016

**G1.B1.S2** All teachers plan collaboratively, consult with and observe others within self-chosen Peer Coaching Teams throughout the school year.

### PD Opportunity 1

Teachers select peers to collaborate with; Sessions scheduled formally and informally

#### Facilitator

Principal

#### Participants

All instructional staff

#### Schedule

Weekly, from 9/4/2014 to 5/28/2015



## **G1.B2** Limited knowledge of scoring protocol and assessment results

**G1.B2.S1** Teachers will be given structured time before and throughout the year for collaborative lesson planning, data analysis, unpacking the standards researching what is known of assessments/scoring and resources provided with the curriculum.

### **PD Opportunity 1**

Structure and time provided for acquisition of new information and becoming familiar with new materials.

#### **Facilitator**

District support staff, teacher leaders, department chairs, and administrators

#### **Participants**

All teachers

#### **Schedule**

Weekly, from 8/3/2015 to 6/9/2016

## **G1.B3** Limited time for teachers to acquire new ideas, strategies that are aligned with expectations and assessment results

**G1.B3.S1** Teacher Leaders and Administrators will present research-based strategies for use across all content areas.

### **PD Opportunity 1**

Administration coordinates presentation of strategies throughout year and gathers examples of use.

#### **Facilitator**

Administration and Teacher Leaders

#### **Participants**

All teachers

#### **Schedule**

Monthly, from 8/17/2015 to 5/31/2016

**G2. At least 55% of students with pass the FSA Math test**

**G2.B1 Limited teacher planning time.**

**G2.B1.S1** Departments will highlight research-based strategies and share lesson plans at monthly department meetings.

**PD Opportunity 1**

Department meetings will focus on effective instructional practices and sharing of techniques and lesson plans and data analysis.

**Facilitator**

Teacher Leaders, Department Chairperson, APC

**Participants**

Math Teachers

**Schedule**

Monthly, from 9/1/2015 to 5/31/2016

**G2.B1.S2** Teachers will be provided with 1 full day of structured, collaborative lesson planning with department each semester.

**PD Opportunity 1**

Collaborative lesson planning with dept teachers will happen each semester using FSA and DOE resources.

**Facilitator**

Instructional Leaders & Dept. Chairs

**Participants**

Dept. Teachers

**Schedule**

Semiannually, from 9/1/2015 to 2/29/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

|   |             |  |                                  |                          |     |            |
|---|-------------|--|----------------------------------|--------------------------|-----|------------|
| 1 | G1.B1.S1.A1 | Each dept is assigned a day for collaborative planning each semester and the administration hires subs to cover classes for that day. Summer planning opportunities are provided for this purpose as well. |                                  |                          |     | \$2,986.07 |
|   | Function    | Object   | Budget Focus                     | Funding Source           | FTE | 2015-16    |
|   |             |  | 0481 - Fort Clarke Middle School | School Improvement Funds |     | \$2,986.07 |
| 2 | G1.B1.S2.A1 | Teachers select peers to collaborate with; Sessions scheduled formally and informally  |                                  |                          |     | \$0.00     |
| 3 | G1.B1.S3.A1 | Monitor lesson plans with feedback as requested  |                                  |                          |     | \$0.00     |
| 4 | G1.B2.S1.A1 | Structure and time provided for acquisition of new information and becoming familiar with new materials.   |                                  |                          |     | \$1,990.72 |
|   | Function    | Object   | Budget Focus                     | Funding Source           | FTE | 2015-16    |
|   |             |  | 0481 - Fort Clarke Middle School | School Improvement Funds |     | \$1,990.72 |
| 5 | G1.B3.S1.A1 | Administration coordinates presentation of strategies throughout year and gathers examples of use.   |                                  |                          |     | \$1,277.90 |
|   | Function    | Object   | Budget Focus                     | Funding Source           | FTE | 2015-16    |
|   |             |  | 0481 - Fort Clarke Middle School | School Improvement Funds |     | \$1,277.90 |
| 6 | G2.B1.S1.A1 | Department meetings will focus on effective instructional practices and sharing of techniques and lesson plans and data analysis.  |                                  |                          |     | \$0.00     |
| 7 | G2.B1.S2.A1 | Collaborative lesson planning with dept teachers will happen each semester using FSA and DOE resources.  |                                  |                          |     | \$0.00     |
| 8 | G2.B2.S1.A1 |  |                                  |                          |     | \$0.00     |
| 9 | G3.B1.S1.A1 | Use data to pre-identify target group.   |                                  |                          |     | \$0.00     |
|   | Function    | Object   | Budget Focus                     | Funding Source           | FTE | 2015-16    |
|   |             |  | District-Wide                    | Other                    |     | \$0.00     |
|   |             |  | Notes: Grant                     |                          |     |            |

| Budget Data |             |  |                                  |                |     |            |
|-------------|-------------|--|----------------------------------|----------------|-----|------------|
| 10          | G3.B1.S1.A2 | Select group of students invited to become part of the Leadership/ Communication skills class during 1st semester. |                                  |                |     | \$1,500.00 |
|             | Function    | Object   | Budget Focus                     | Funding Source | FTE | 2015-16    |
|             |             |  | 0481 - Fort Clarke Middle School | Other          |     | \$1,500.00 |
|             |             |  | Notes: Find it and Fund it Grant |                |     |            |
| 11          | G3.B2.S1.A1 | Documenting pre-referral interventions on the classroom logs.  |                                  |                |     | \$0.00     |
| Total:      |             |  |                                  |                |     | \$7,754.69 |