

Lake Gibson Middle School



2015-16 School Improvement Plan

Lake Gibson Middle School

6901 SOCRUM LOOP RD N, Lakeland, FL 33809

<http://www.lakegibsonmiddle.com/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	54%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	46%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lake Gibson Middle School's mission is to develop successful students by providing experiences through college and career pathways.

Provide the school's vision statement

We believe that:

Success - All students can and will learn, no matter what!

Honesty - Honesty is the best policy.

Achievement - Students will achieve by participating in hands on, interactive learning experiences.

Respect - Everyone will treat each other with respect.

Knowledge - Students will gain knowledge through partnerships with school, families and community.

Safety - Our school environment will be safe.

School Environment

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

During the first week of school, the morning news show presented lessons on the school culture, school wide expectations, and procedures. Teachers reinforced these lessons by teaching the school wide expectations in their classrooms and built relationships with students.

The school wide expectations are: Being respectful, Initiating kindness, Taking responsibility, Effective Learning.

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

Before school - students have "waiting areas" for specific grade levels. Sixth graders wait in the auditorium, seventh graders wait in the cafeteria and eighth graders wait on the black top. Key adults (such as the grade level deans) are present in each of these areas so that students are able to talk with them if a problem arises.

During school - Key adults (teachers are at doors, deans, administration) are around campus during class changes, guidance counselors meet with each student individually throughout the year to ensure that each student is doing well through their middle school experience.

After school - adults are stationed around campus to ensure that students are leaving campus safely.

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

Lake Gibson Middle School is a Positive Behavior Support School. As a part of PBS, school wide expectations are in place for all students and staff. These school wide expectations are taught to all students through out the first week of the school year and through out the year. In addition, students are rewarded for following the school wide expectations by receiving "Shark Bite tickets". Consequences for not following the school wide expectations follows a specific path. Minor infractions

follow a warning, phone call home, conference, discipline referral and other consequences depending on the infraction. Major infractions follow the Code of Conduct.

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

Lake Gibson Middle School has a "Tier 2" intervention team that meets once per week to discuss the needs of individual students who are having difficulty with behavior and academics. During this meeting, interventions are put in place to meet the needs of these individual students. Interventions may include an adult mentor assigned to individual students, counseling sessions with a guidance counselor, group counseling or check in/check out.

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 MTSS team meets weekly to review early warning system data. This data shows students who are at risk based on attendance, discipline referrals and test scores.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	20	29	37	86
One or more suspensions	17	23	25	65
Course failure in ELA or Math	22	16	22	60
Level 1 on statewide assessment	84	96	119	299

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	2	4	2	8

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

Students who scored a level 1 on FCAT and low fluency score on FAIR in reading are scheduled in a double block intensive reading class.

Students who continue to struggle in academics receive academic interventions provided by our ESE teacher outside of their regular reading or math instruction.

Students are also provided other interventions as needed as follows:

Check in / check out

Provided with an adult mentor

Placed in a guidance group according to need

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/51845>.

Description

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

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

Lake Gibson Middle School has a variety of business partners which are utilized to support the school's Positive Behavior Support program and PTO. These business partners also provide incentives for student academics for honor roll and awards ceremonies at the end of the school year. In return, the school provides free advertising for the businesses.

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
Conely, Kathy	Principal
Routenberg, Samara	Assistant Principal
Harris, Becky	Teacher, K-12
Hutchinson, Robin	Instructional Coach
Lafountain, Penny	Teacher, K-12
Leslie, Gloria	Teacher, ESE
Pages, Neysa	Teacher, K-12
Peterson, Jessie	Instructional Coach
Sullivan, Dena	Teacher, K-12
Jones, Damien	Assistant Principal
Barham, John	Dean
Sessoms, Leandrea	Teacher, K-12

Duties

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

Members of the MTSS Leadership Team will meet with members of the School Advisory Council (SAC) and principal to help develop the SIP and revise the SIP throughout the year as needed. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching – Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing; and align processes and procedures.

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 MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per week to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done monthly.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- o Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

A sub group of the MTSS Leadership Team will meet at least monthly to specifically review and discuss discipline data, discuss the implementation of Positive Behavior Support (PBS), utilize the problem solving model for students or classes needing Tier 2 or 3 interventions, and discuss staff professional development needs.

Title I, Part A, funds school-wide services to Lake Gibson Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Migrant students enrolled in Lake Gibson Middle School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software

programs and web-based access via Title II-D funds as made available.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Lake Gibson Middle School provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

This school is a location for a summer feeding program for the community.

Students with housing needs are referred to the Homeless Student Advocate.

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Students are provided with information related to adult education options upon request.

Students at Lake Gibson Middle School have the option to participate in a variety of pre-academies including Culinary, Business, Power, Biotech, Media Design, and Fine Arts.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jessie Peterson	Teacher
Robin Hutchinson	Teacher
Ellen Huey	Teacher
Damien Jones	Principal
Samara Routenberg	Principal
Neysa Pages	Parent
Jackie Pedigo	Education Support Employee
Kristina Bond	Parent
Alicia Cunningham	Parent
Tammy May	Teacher
Patricia Jones	Parent
Anita Heerapersaud	Parent
Misty McBride	Parent
JoAnna Lewis	Parent
Lisa Miller	Parent
Donna Whitstye	Parent
Lisa Clark	Parent
Katie Morales	Parent
Cherlynn Garcia	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

The School Advisory Council meets monthly. At its monthly meetings, it reviews different parts of the School Improvement Plan, reviews data, implementation of the strategies, and makes suggested revisions accordingly.

Development of this school improvement plan

The SAC committee reviewed progress monitoring data at the end of the 2014-15 school year and brainstormed strategies for school improvement. These strategies were used by the Leadership Team in writing the 2015-16 School Improvement Plan.

Preparation of the school's annual budget and plan

The SAC committee reviewed the School Improvement Plan strategies and proposed a budget to implement the strategies. Specifically, the SAC and Leadership Team discussed the Title I budget and how to best spend the Title I dollars in order to increase student achievement.

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

During the 2014-15 school year, school improvement funds were used for after school tutoring. Approximately 150 students participated in tutoring in the areas of reading and math on Tuesday and Thursday afternoons from 4:00-5:00 during the months of November through March. Identified students worked in small groups and received tutoring on specific benchmarks in both reading and math.

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

The SAC will be meeting monthly to ensure that these activities are met.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Conely, Kathy	Principal
Routenberg, Samara	Assistant Principal
Peterson, Jessie	Instructional Coach
Huey, Ellen	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Differentiated instruction in the Reading and Language Arts classrooms:

The Literacy Leadership Team provides materials and ideas for all teachers (content area and literacy teachers) for differentiated instruction. A professional library has been created with videos and books on differentiated instruction in all content areas.

Getting more books into students hands (making the media center a "happy" place):

The Literacy Leadership Team has ordered more books for classroom libraries and the media center. They have also weeded out many of the books in the Media Center in order to keep the Media Center up to date. The team gave suggestions to the Media Specialist on ways to create a more friendly environment in the Media Center so students would enjoy visiting the Media Center.

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

Students are scheduled in teams according to level.

Team A are the students who are in inclusion classes and receive inclusion support from a co-teacher or paraprofessional.

Team B are the students who are in regular classes.

Team X are the students who are in Accelerated classes which include high school classes.

Teachers will work collaboratively to integrate instruction throughout these teams. They will also have "kid conversations" since they will have students in common.

Schedules are made so that teachers within a subject area department have a common planning time. Therefore, teachers will plan curriculum together in subject alike groups. Collaborative planning occurs every Tuesday for all core subjects.

PLCs will occur on a weekly basis (every Wednesday) during planning time. Professional Development occurs during this time. Topics will include new Florida Standards, Writing in the content area, Higher order thinking, Data analysis and effective teaching strategies.

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

Teachers new to school will receive a school orientation that will include a tour of the school and school procedures. Person responsible: Sessoms, Estridge, Conely

Professional development will occur for all staff on a weekly basis. Person responsible: Conely, Peterson

All teachers will be provided consistent feedback regarding teaching strategies. Person responsible: Conely, Routenberg, Jones

All staff will receive positive reinforcement from other staff and from students on a regular basis. Person responsible: Conely, Jones, PBS Team

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

18 of our teachers are new to our school. 14 of these teachers are experienced teachers. Therefore, they will need assistance with policies and procedures for our school. A school orientation was provided for all 18 of them on August 14 from 9:00-12:00 which included a review of our staff handbook, a question and answer session, school tour and ended with a gift of supplies.

Each of these 18 teachers has been assigned a mentor.

4 of the 18 teachers are first year teachers. These teachers will receive extra assistance during PLCs just for them which will include new teacher help on such topics as Pinnacle, School Discipline plan, Lesson planning, Parent communication, Effective teaching strategies, Teacher Evaluation System.

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

Professional Development from the Dana Center will be used in PLCs to ensure that teachers understand the basis for the Florida Standards.

Teachers will use the curriculum maps to plan instruction during collaborative planning.

The district has provided instructional materials that are aligned with the Florida Standards for use in the classrooms. These materials will be used when planning instruction.

CPALMS will be used when planning instruction and in professional development.

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**

During the 2013-14 school year, teachers participated in professional development in strategies for differentiated instruction. During the 2014-15 school year, the discussions and implementation of differentiated instruction continued. During the 2015-16 school year, we will continue the differentiated instruction conversations and visit model classrooms. We will also focus on higher order thinking and effective teaching strategies.

Teachers will know the students through assessment and data collection.

Teachers will use stations as one strategy for differentiating instruction while pulling small groups according to need.

We will continue the use of model classrooms so that teachers can see other teachers differentiate instruction and gain ideas for effective teaching strategies.

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: Extended School Day

Minutes added to school year: 2,160

Students will be identified by FCAT scores, benchmark assessments and FAIR testing. They will be offered tutoring on Tuesday and Thursday afternoons for one hour in the subject areas of reading and math. This instruction will focus on specific skills using small group instruction.

Strategy Rationale

This strategy will provide additional time and practice on specific skills identified on benchmark assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Conely, Kathy, kathy.conely@polk-fl.net

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

Students will be given a pre-test and a post-test. We will also analyze their progress monitoring assessments using IBTP and FAIR test scores.

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

We provide supports for incoming 6th graders through the following:

Open house for 5th graders

Parent night for 5th graders (Principal going to the elementary schools)

Guidance Counselor made available for the students

All 6th graders together in the mornings

We provide support to the 8th graders going to the high school at the end of the year through the following:

Tour of the high school

High school counselor coming to LGMS to speak with the students

Open house night at the high school

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

The guidance counselors will meet with each student individually to discuss their individual grades and interests. Career pre-academies will be discussed. Schedule requests will be entered before the end of the 2015-16 school year.

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

Lake Gibson Middle School has a large variety of pre-academies. These include culinary, business, biotechnology, agriscience, power, media design, and fine arts. In these pre-academies, students are able to apply academics to real world. Students also apply academics to the real world during instruction in the core subject areas of reading, math, language arts, science and social studies.

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

Lake Gibson Middle School has a large variety of pre-academies. These include culinary, business, biotechnology, agriscience, power, media design, and fine arts. In these pre-academies, students are able to apply academics to real world. Students also apply academics to the real world during instruction in the core subject areas of reading, math, language arts, science and social studies.

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** All staff will provide a safe learning environment through consistent implementation of Positive Behavior Support.
- G2.** Increase student achievement through quality standards based instruction and communication with all stakeholders to ensure student success based on classroom walk throughs and progress monitoring data.

Strategic Goals Detail

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

G1. All staff will provide a safe learning environment through consistent implementation of Positive Behavior Support. **1a**

 **G073799**

Targets Supported **1b**

Indicator	Annual Target
Instructional Minutes	350.0
Discipline incidents	80.0

Resources Available to Support the Goal **2**

- Coaches
- Professional Development
- Positive Behavior Support Team
- Social Skills training
- MTSS Team
- PTO

Targeted Barriers to Achieving the Goal **3**

- lack of consistency of implementation of PBS / discipline plans

G2. Increase student achievement through quality standards based instruction and communication with all stakeholders to ensure student success based on classroom walk throughs and progress monitoring data.

1a

 G073800

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Math - All Students	66.0
FCAT 2.0 Science Proficiency	37.0
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	68.0
Algebra I EOC Pass Rate	92.0
Math Gains	60.0
ELA/Reading Gains	65.0

Resources Available to Support the Goal 2

- Coaches
- Professional Development sessions
- Instructional Materials
- Books for book studies
- District feedback and PD/expertise
- Technology
- Complex text
- Curriculum Maps
- Florida Inclusion Network
- SPDG Grant
- Achieve 3000
- Cpalms
- Positive Behavior Support
- Collaborative Planning Time
- Social Skills Training
- All students scheduled in Reading classes
- Remind 101
- Guidance Lessons
- Interventionist
- Agile Minds
- School Facebook page
- School webpage

- Title I Money
- ESE Money
- PTO
- Network Manager

Targeted Barriers to Achieving the Goal 3

- Lack of parent involvement
- Lack of consistency in quality of instruction from classroom to classroom
- Low staff morale

Plan to Monitor Progress Toward G2. 8

Common Formative Test Data

Person Responsible

Kathy Conely

Schedule

Monthly, from 8/18/2014 to 6/9/2016

Evidence of Completion

FAIR, Standards based End of Module Assessments, Extended Reading Passages, End of Course Prep exams (Civics, Algebra 1, Geometry), Writing Progress monitoring

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  **S123456** = Quick Key

G1. All staff will provide a safe learning environment through consistent implementation of Positive Behavior Support. **1**

 **G073799**

G1.B4 lack of consistency of implementation of PBS / discipline plans **2**

 **B192720**

G1.B4.S1 All staff will consistently provide a positive learning environment. **4**

 **S204205**

Strategy Rationale

Need consistency in implementation for PBS to effectively work. Classroom management needs to be in place for consistent instruction to occur and for student achievement to result.

Action Step 1 **5**

All staff will consistently implement Positive Behavior Support.

Person Responsible

Damien Jones

Schedule

Daily, from 8/17/2015 to 6/10/2016

Evidence of Completion

Discipline data (collected monthly)

Action Step 2 5

All staff will integrate school wide expectations throughout the school day

Person Responsible

Damien Jones

Schedule

Daily, from 8/10/2015 to 6/10/2016

Evidence of Completion

Discipline data (collected monthly), PBS data

Action Step 3 5

All staff will address students respectfully at all times

Person Responsible

Damien Jones

Schedule

Daily, from 8/10/2015 to 6/10/2016

Evidence of Completion

Discipline data (collected monthly)

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

PBS team will meet monthly to review data

Person Responsible

Damien Jones

Schedule

Monthly, from 9/7/2015 to 6/6/2016

Evidence of Completion

Discipline data from Genesis, PBS reward data and surveys

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

PBS Team will meet monthly to discuss effectiveness

Person Responsible

Damien Jones

Schedule

Monthly, from 9/7/2015 to 6/6/2016

Evidence of Completion

Discipline data from Genesis, PBS data and surveys

G2. Increase student achievement through quality standards based instruction and communication with all stakeholders to ensure student success based on classroom walk throughs and progress monitoring data. 1

 G073800

G2.B11 Lack of parent involvement 2

 B192733

G2.B11.S1 Create a community of communication. 4

 S204212

Strategy Rationale

Parents state that middle school students do not bring flyers and information home.

Action Step 1 5

Administration will make a Friday evening weekly email to all parents explaining what is coming up the next week in the school.

Person Responsible

Kathy Conely

Schedule

Weekly, from 8/14/2015 to 6/3/2016

Evidence of Completion

Parent surveys

Action Step 2 5

Teachers will communicate what students are learning with parents via monthly e-news, email, Remind 101, and the website.

Person Responsible

Kathy Conely

Schedule

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

Evidence of Completion

Parent surveys

Action Step 3 5

Administration will communicate with staff via weekly newsletter.

Person Responsible

Kathy Conely

Schedule

Weekly, from 8/21/2015 to 6/3/2016

Evidence of Completion

Newsletters

Plan to Monitor Fidelity of Implementation of G2.B11.S1 6

Copies of weekly emails and various communications

Person Responsible

Kathy Conely

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Copies of weekly emails and other communications will be collected to show that communication was used

Plan to Monitor Effectiveness of Implementation of G2.B11.S1 7

Parent surveys

Person Responsible

Robin Hutchinson


Schedule

Semiannually, from 10/12/2015 to 5/20/2016

Evidence of Completion

Parent and staff surveys will be completed twice per year to determine if communication has been effective

G2.B11.S2 Create a culture of school / family / community partnerships. 4

 S204213

Strategy Rationale

We all need to work together to ensure that students make progress.

Action Step 1 5

Open house will be designed as a teaching opportunity.

Person Responsible

Robin Hutchinson

Schedule

On 10/20/2015

Evidence of Completion

Open House evaluations

Action Step 2 5

Monthly parent workshops will be centered on student learning

Person Responsible

Robin Hutchinson

Schedule

Monthly, from 9/7/2015 to 4/29/2016

Evidence of Completion

Workshop evaluations

Action Step 3 5

Family Fun activities will be included in the menu of family involvement activities offered throughout the year.

Person Responsible

Robin Hutchinson

Schedule

Monthly, from 9/7/2015 to 4/29/2016

Evidence of Completion

Event evaluations

Plan to Monitor Fidelity of Implementation of G2.B11.S2 6

Parents will complete an evaluation at all parent night activities

Person Responsible

Robin Hutchinson

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Parent evaluations at Parent events

Plan to Monitor Effectiveness of Implementation of G2.B11.S2 7

Collect Parent surveys at the close of the school year

Person Responsible

Robin Hutchinson

Schedule

On 5/27/2016

Evidence of Completion

Parent survey results

G2.B17 Lack of consistency in quality of instruction from classroom to classroom 2

 B192739

G2.B17.S1 Teachers will consistently collaborate with grade level / department and team PLCs to plan lessons based on the Florida Standards. 4

 S204218

Strategy Rationale

Need for consistency in planning and teaching quality lessons based around the Florida Standards.

Action Step 1 5

Departments will meet weekly to plan standards based lessons.

Person Responsible

Kathy Conely

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Lesson plans, sign in sheets from collaborative planning sessions

Action Step 2 5

Department chairs will turn in documentation of research based planning based around standards.

Person Responsible

Kathy Conely

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

sign in sheets with brief description of collaborative planning session

Action Step 3 5

Substitute teachers will be provided to set aside time for team conversations on a quarterly basis for the purpose of discussing student progress and integration of curriculum.

Person Responsible

Samara Routenberg

Schedule

Quarterly, from 9/25/2015 to 5/13/2016

Evidence of Completion

Agenda, Data from team conversations, Lists of students discussed

Action Step 4 5

Differentiated professional development will be provided to teachers according to need

Person Responsible

Kathy Conely

Schedule

Weekly, from 10/19/2015 to 5/27/2016

Evidence of Completion

Professional Development sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B17.S1 6

Schedule of collaborative planning meetings

Person Responsible

Kathy Conely

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Administrators will attend weekly collaborative planning meetings based on schedules created

Plan to Monitor Effectiveness of Implementation of G2.B17.S1 7

Sign in sheets and administrator notes from collaborative planning sessions

Person Responsible

Kathy Conely

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Each collaborative planning session will have a sign in sheet and meeting notes that will be submitted weekly

G2.B17.S2 Teachers will consistently provide quality standards based instruction. 4

 S204219

Strategy Rationale

Need for consistent quality instruction once the collaborative lessons have been planned.

Action Step 1 5

Teachers will use effective teaching strategies in their classrooms on a daily basis.

Person Responsible

Kathy Conely

Schedule

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

Evidence of Completion

Classroom walk throughs, Monitoring form

Action Step 2 5

Teachers will use data driven differentiated instruction in classrooms on a daily basis.

Person Responsible

Kathy Conely

Schedule

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

Evidence of Completion

Classroom walk throughs, Monitoring form

Action Step 3 5

Writing will occur in every classroom every day.

Person Responsible

Kathy Conely

Schedule

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

Evidence of Completion

Kathy Conely, Samara Routenberg, Damien Jones, Jessie Peterson

Action Step 4 5

Teachers will have a higher order thinking bulletin board and will utilize the questions during instruction.

Person Responsible

Kathy Conely

Schedule

Daily, from 8/17/2015 to 6/9/2016

Evidence of Completion

Classroom walk throughs, monitoring form

Plan to Monitor Fidelity of Implementation of G2.B17.S2 6

Classroom walk throughs completed weekly, progress monitoring data will be reviewed by Leadership Team

Person Responsible

Kathy Conely


Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom walk throughs, standards based walk through form, progress monitoring data

G2.B18 Low staff morale **2**

 B192740

G2.B18.S1 Focus on staff relationships and team building. **4**

 S204220

Strategy Rationale

Teachers have been given new curriculum and new standards (2014-15), we have 19 new teachers on the staff, 4 new para professionals and one new secretary. Teachers report that they don't know each other across departments.

Action Step 1 **5**

Schedule monthly department activities and quarterly staff activities.

Person Responsible

Samara Routenberg

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Attendance at monthly functions

Action Step 2 **5**

Administration will focus on positive support for staff, including building personal relationships.

Person Responsible

Kathy Conely

Schedule

Daily, from 8/17/2015 to 6/10/2016

Evidence of Completion

Increase in staff retention.

Action Step 3 5

Each teacher will be assigned a peer partner for the purpose of support throughout the school year.

Person Responsible

Kathy Conely

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

End of year survey, increase in staff retention

Action Step 4 5

Include new staff information in the newsletter and morning news show.

Person Responsible

Kathy Conely

Schedule

Weekly, from 8/24/2015 to 12/18/2015

Evidence of Completion

End of year survey, increase in staff retention

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	All staff will consistently implement Positive Behavior Support.	Jones, Damien	8/17/2015	Discipline data (collected monthly)	6/10/2016 daily
G2.B11.S1.A1	Administration will make a Friday evening weekly email to all parents explaining what is coming up the next week in the school.	Conely, Kathy	8/14/2015	Parent surveys	6/3/2016 weekly
G2.B11.S2.A1	Open house will be designed as a teaching opportunity.	Hutchinson, Robin	8/31/2015	Open House evaluations	10/20/2015 one-time
G2.B17.S1.A1	Departments will meet weekly to plan standards based lessons.	Conely, Kathy	8/17/2015	Lesson plans, sign in sheets from collaborative planning sessions	6/3/2016 weekly
G2.B17.S2.A1	Teachers will use effective teaching strategies in their classrooms on a daily basis.	Conely, Kathy	8/24/2015	Classroom walk throughs, Monitoring form	6/9/2016 daily
G2.B18.S1.A1	Schedule monthly department activities and quarterly staff activities.	Routenberg, Samara	8/17/2015	Attendance at monthly functions	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A2	All staff will integrate school wide expectations throughout the school day	Jones, Damien	8/10/2015	Discipline data (collected monthly), PBS data	6/10/2016 daily
G2.B11.S1.A2	Teachers will communicate what students are learning with parents via monthly e-news, email, Remind 101, and the website.	Conely, Kathy	8/24/2015	Parent surveys	6/9/2016 daily
G2.B11.S2.A2	Monthly parent workshops will be centered on student learning	Hutchinson, Robin	9/7/2015	Workshop evaluations	4/29/2016 monthly
G2.B17.S1.A2	Department chairs will turn in documentation of research based planning based around standards.	Conely, Kathy	8/17/2015	sign in sheets with brief description of collaborative planning session	6/3/2016 weekly
G2.B17.S2.A2	Teachers will use data driven differentiated instruction in classrooms on a daily basis.	Conely, Kathy	8/24/2015	Classroom walk throughs, Monitoring form	6/9/2016 daily
G2.B18.S1.A2	Administration will focus on positive support for staff, including building personal relationships.	Conely, Kathy	8/17/2015	Increase in staff retention.	6/10/2016 daily
G1.B4.S1.A3	All staff will address students respectfully at all times	Jones, Damien	8/10/2015	Discipline data (collected monthly)	6/10/2016 daily
G2.B11.S1.A3	Administration will communicate with staff via weekly newsletter.	Conely, Kathy	8/21/2015	Newsletters	6/3/2016 weekly
G2.B11.S2.A3	Family Fun activities will be included in the menu of family involvement activities offered throughout the year.	Hutchinson, Robin	9/7/2015	Event evaluations	4/29/2016 monthly
G2.B17.S1.A3	Substitute teachers will be provided to set aside time for team conversations on a quarterly basis for the purpose of discussing student progress and integration of curriculum.	Routenberg, Samara	9/25/2015	Agenda, Data from team conversations, Lists of students discussed	5/13/2016 quarterly
G2.B17.S2.A3	Writing will occur in every classroom every day.	Conely, Kathy	8/24/2015	Kathy Conely, Samara Routenberg, Damien Jones, Jessie Peterson	6/9/2016 daily
G2.B18.S1.A3	Each teacher will be assigned a peer partner for the purpose of support throughout the school year.	Conely, Kathy	8/24/2015	End of year survey, increase in staff retention	6/10/2016 daily
G2.B17.S1.A4	Differentiated professional development will be provided to teachers according to need	Conely, Kathy	10/19/2015	Professional Development sign in sheets	5/27/2016 weekly
G2.B17.S2.A4	Teachers will have a higher order thinking bulletin board and will utilize the questions during instruction.	Conely, Kathy	8/17/2015	Classroom walk throughs, monitoring form	6/9/2016 daily
G2.B18.S1.A4	Include new staff information in the newsletter and morning news show.	Conely, Kathy	8/24/2015	End of year survey, increase in staff retention	12/18/2015 weekly
G1.B4.S1.MA1	PBS Team will meet monthly to discuss effectiveness	Jones, Damien	9/7/2015	Discipline data from Genesis, PBS data and surveys	6/6/2016 monthly
G1.B4.S1.MA1	PBS team will meet monthly to review data	Jones, Damien	9/7/2015	Discipline data from Genesis, PBS reward data and surveys	6/6/2016 monthly
G2.MA1	Common Formative Test Data	Conely, Kathy	8/18/2014	FAIR, Standards based End of Module Assessments, Extended Reading Passages, End of Course Prep exams (Civics, Algebra 1, Geometry), Writing Progress monitoring	6/9/2016 monthly
G2.B11.S1.MA1	Parent surveys	Hutchinson, Robin	10/12/2015	Parent and staff surveys will be completed twice per year to determine if communication has been effective	5/20/2016 semiannually
G2.B11.S1.MA1	Copies of weekly emails and various communications	Conely, Kathy	8/17/2015	Copies of weekly emails and other communications will be collected to show that communication was used	6/3/2016 weekly
G2.B17.S1.MA1	Sign in sheets and administrator notes from collaborative planning sessions	Conely, Kathy	8/17/2015	Each collaborative planning session will have a sign in sheet and meeting notes that will be submitted weekly	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B17.S1.MA1	Schedule of collaborative planning meetings	Conely, Kathy	8/17/2015	Administrators will attend weekly collaborative planning meetings based on schedules created	6/3/2016 weekly
G2.B11.S2.MA1	Collect Parent surveys at the close of the school year	Hutchinson, Robin	5/27/2016	Parent survey results	5/27/2016 one-time
G2.B11.S2.MA1	Parents will complete an evaluation at all parent night activities	Hutchinson, Robin	9/7/2015	Parent evaluations at Parent events	5/27/2016 monthly
G2.B17.S2.MA1	Classroom walk throughs completed weekly, progress monitoring data will be reviewed by Leadership Team	Conely, Kathy	8/24/2015	Classroom walk throughs, standards based walk through form, progress monitoring data	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All staff will provide a safe learning environment through consistent implementation of Positive Behavior Support.

G1.B4 lack of consistency of implementation of PBS / discipline plans

G1.B4.S1 All staff will consistently provide a positive learning environment.

PD Opportunity 1

All staff will consistently implement Positive Behavior Support.

Facilitator

Damien Jones

Participants

All staff

Schedule

Daily, from 8/17/2015 to 6/10/2016

PD Opportunity 2

All staff will integrate school wide expectations throughout the school day

Facilitator

Damien Jones, Viandra Pryce

Participants

All staff

Schedule

Daily, from 8/10/2015 to 6/10/2016

G2. Increase student achievement through quality standards based instruction and communication with all stakeholders to ensure student success based on classroom walk throughs and progress monitoring data.

G2.B11 Lack of parent involvement

G2.B11.S1 Create a community of communication.

PD Opportunity 1

Teachers will communicate what students are learning with parents via monthly e-news, email, Remind 101, and the website.

Facilitator

Kathy Conely, Kay Teehan

Participants

Teachers

Schedule

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

G2.B17 Lack of consistency in quality of instruction from classroom to classroom

G2.B17.S1 Teachers will consistently collaborate with grade level / department and team PLCs to plan lessons based on the Florida Standards.

PD Opportunity 1

Departments will meet weekly to plan standards based lessons.

Facilitator

Kathy Conely, Samara Routenberg, Damien Jones

Participants

Teachers

Schedule

Weekly, from 8/17/2015 to 6/3/2016

PD Opportunity 2

Substitute teachers will be provided to set aside time for team conversations on a quarterly basis for the purpose of discussing student progress and integration of curriculum.

Facilitator

Kathy Conely, Samara Routenberg, Damien Jones, Jessie Peterson, Robin Hutchinson

Participants

Core Content Teachers

Schedule

Quarterly, from 9/25/2015 to 5/13/2016

PD Opportunity 3

Differentiated professional development will be provided to teachers according to need

Facilitator

Kathy Conely

Participants

All Teachers

Schedule

Weekly, from 10/19/2015 to 5/27/2016

G2.B17.S2 Teachers will consistently provide quality standards based instruction.

PD Opportunity 1

Teachers will use effective teaching strategies in their classrooms on a daily basis.

Facilitator

Kathy Conely, Samara Routenberg, Damien Jones, Jessie Peterson

Participants

Teachers

Schedule

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

PD Opportunity 2

Teachers will use data driven differentiated instruction in classrooms on a daily basis.

Facilitator

Kathy Conely, Samara Routenberg, Damien Jones, Jessie Peterson

Participants

Teachers

Schedule

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

PD Opportunity 3

Writing will occur in every classroom every day.

Facilitator

Joanne Jackson

Participants

Teachers

Schedule

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

PD Opportunity 4

Teachers will have a higher order thinking bulletin board and will utilize the questions during instruction.

Facilitator

Kathy Conely

Participants

Teachers

Schedule

Daily, from 8/17/2015 to 6/9/2016

Technical Assistance Items

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

G2. Increase student achievement through quality standards based instruction and communication with all stakeholders to ensure student success based on classroom walk throughs and progress monitoring data.

G2.B18 Low staff morale

G2.B18.S1 Focus on staff relationships and team building.

PD Opportunity 1

Schedule monthly department activities and quarterly staff activities.

Facilitator

Sunshine Committee

Participants

All staff

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Budget

Budget Data

1	G1.B4.S1.A1	All staff will consistently implement Positive Behavior Support.	\$0.00
2	G1.B4.S1.A2	All staff will integrate school wide expectations throughout the school day	\$0.00
3	G1.B4.S1.A3	All staff will address students respectfully at all times	\$0.00
4	G2.B11.S1.A1	Administration will make a Friday evening weekly email to all parents explaining what is coming up the next week in the school.	\$0.00
5	G2.B11.S1.A2	Teachers will communicate what students are learning with parents via monthly e-news, email, Remind 101, and the website.	\$0.00
6	G2.B11.S1.A3	Administration will communicate with staff via weekly newsletter.	\$0.00
7	G2.B11.S2.A1	Open house will be designed as a teaching opportunity.	\$0.00
8	G2.B11.S2.A2	Monthly parent workshops will be centered on student learning	\$0.00
9	G2.B11.S2.A3	Family Fun activities will be included in the menu of family involvement activities offered throughout the year.	\$0.00
10	G2.B17.S1.A1	Departments will meet weekly to plan standards based lessons.	\$0.00

Budget Data						
11	G2.B17.S1.A2	Department chairs will turn in documentation of research based planning based around standards.				\$0.00
12	G2.B17.S1.A3	Substitute teachers will be provided to set aside time for team conversations on a quarterly basis for the purpose of discussing student progress and integration of curriculum.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	140-Substitute Teachers	1761 - Lake Gibson Middle School	Title I Part A		\$4,000.00
13	G2.B17.S1.A4	Differentiated professional development will be provided to teachers according to need				\$0.00
14	G2.B17.S2.A1	Teachers will use effective teaching strategies in their classrooms on a daily basis.				\$0.00
15	G2.B17.S2.A2	Teachers will use data driven differentiated instruction in classrooms on a daily basis.				\$0.00
16	G2.B17.S2.A3	Writing will occur in every classroom every day.				\$0.00
17	G2.B17.S2.A4	Teachers will have a higher order thinking bulletin board and will utilize the questions during instruction.				\$0.00
18	G2.B18.S1.A1	Schedule monthly department activities and quarterly staff activities.				\$0.00
19	G2.B18.S1.A2	Administration will focus on positive support for staff, including building personal relationships.				\$0.00
20	G2.B18.S1.A3	Each teacher will be assigned a peer partner for the purpose of support throughout the school year.				\$0.00
21	G2.B18.S1.A4	Include new staff information in the newsletter and morning news show.				\$0.00
Total:						\$4,000.00