Shelley S. Boone Middle School

2015-16 School Improvement Plan

Shelley S. Boone Middle School

225 22ND ST S, Haines City, FL 33844

http://schools.polk-fl.net/boonemiddle

School Demographics

School Type	2014-15 Title I School	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Middle	Yes	68%

Alternative/ESE Center	Charter School	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	82%

School Grades History

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

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

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
Priority	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

Boone Middle School believes learning is for all and all students can learn. We are responsible for doing whatever it takes to learn the social and academic skills needed to succeed in our ever-changing society.

Provide the school's vision statement

The Boone Middle School team joins the parents and community in delivering rigorous and relevant curriculum and assisting all students regardless of background to achieve success in middle school, high school, post-secondary options and throughout their life.

School Environment

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

Each year we have an Open House Event, Fall Festival, Smile Pack Program, PBS Program, School Clubs, Concert Events and Intermural Sports Program that help build relationships with teachers and students. We also encourage teachers to make positive phone calls home to let parents know how their students are doing on our campus. Additionally we make calls home to parents to let them know of events taking place on school.This year we have developed an advisory period and tutoring program for our students to help them be successful in the classroom as well.

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

At the beginning of the school year we have a yearly student orientation on our PBS Program. Our PBS Program includes two important pieces. The first piece focus on the reward aspect of the program. We call this our PBS Caught Being Good Cards for positive reinforcement. The second aspect deals with behavior improvement and classroom management. This part includes a flow chart that divides classroom managed behaviors and office managed behaviors. Each side of the chart has specific instructions on how to handle classroom and office behaviors. Our school has three core expectations that are taught and reinforced throughout the school year by the use of this program. We also have student assemblies that focus on student expectations in regards to the Student Code of Conduct, School Expectations, and Responsibilities. We discuss our zero tolerance for bullying and explain to students the procedures to report bullying if they feel this is occurring.

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

At the beginning of the school year we have a yearly staff orientation on our PBS Program. Our PBS Program includes two important pieces. The first piece focus on the reward aspect of the program. We call this our PBS Caught Being Good Cards for positive reinforcement. The second aspect deals with behavior improvement and classroom management. This part includes a flow chart that divides classroom managed behaviors and office managed behaviors. Each side of the chart has specific

instructions on how to handle classroom and office behaviors. Our school has three core expectations that are taught and reinforced throughout the school year by the use of this program.

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

We have included an advisory period in our weekly schedule that allows an opportunity for a teacher to meet with each child individually to provide counseling and mentoring to all students.
We also have three guidance counselors on campus that meet with our students that need helping dealing with personal and social issues. We have a school social worker that meets with students as well to discuss attendance and other issues that arise. This year we have also developed an additional mentoring opportunity for students to meet once a week when we discover that they are having difficulties in some area on campus.

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

Our early Warning System is housed through the District Office. The system identifies students that are absent 10% or more of the days enrolled, are over-age 2 or more years for the grade level, are tardy 20% or more in one period, and have received 3 or more days in ISS/OSS. The system also identifies those students failing English Language Arts or Mathematics. We also have data for those students that scored a Level 1 on the state assessment.

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	58	72	61	191
One or more suspensions	16	18	4	38
Course failure in ELA or Math	4	51	32	87
Level 1 on statewide assessment	149	198	173	520

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	7	6	2	15

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

Our guidance counselors with meet with students that are listed on the Early Warning System to discuss the issues that they may be having in these different areas. We offer Anger Management Groups for those students that are having difficulty getting along with others that eventually leads to disciplinary problems. Our school social worker meets with all students that have attendance problems. We also offer tutoring for students that are failing in all content areas.

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

This year's parental involvement activities include: orientation, open house, Title One mtg, All Pro Dads (meets monthly), IMoms (meets monthly), science night, Fall into Reading Night, Lunch with a Loved One, Showcase Boone, and a writing night.

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

Our school reaches out to community businesses to attend school functions and to be a part of our School Advisory Council through emails, personal visits, letters, and Holiday cards. This is an area that Boone Middle School still has difficulty getting the support of the local businesses. We continue to invite these people in to develop partnerships with.

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
Raub, Kathryn	Principal
Gutierrez, Enrique	Assistant Principal
Mankowski, Heather	Teacher, K-12
Boggs, Mary	Other
Carson, Anita	Teacher, K-12
Harris, Cheryce	Teacher, K-12
Iiames, Kenneth	Assistant Principal
Lane, Brandon	Teacher, K-12
Montgomery, Lateria	Dean
Pascoa, Hugo	Teacher, K-12
Walker, Annmarie	Instructional Coach
Adams, Sandra	Assistant Principal

Duties

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

Kathryn Raub (Principal), Sandy Adams (Assistant Principal) and Enrique Gutierrez (Assistant Principal) are responsible for monitoring the fidelity of the MTSS process and implementation of strategies listed on our SIP. They also allocate resources and determine what additional supports are needed for our teachers. Annemarie Walker and Heather Mankowski are Academic Intervention Facilitators that conduct PLCs and provide professional development to teachers within their subject area. Joe Evans, Alyssa Moriarity, Eluid Kevernege and Cheryce Harris are Lead Teachers that communicate what strategies are being used in the classroom and report any updates within their subject areas. Kenneth Iiames and Lateria Montgomery are Deans and provide feedback about discipline concerns on our campus. Anita Carson is our Title One Interventionist that helps facilitate activities within the Title One Guidelines. Mary Boggs is our LEA Facilitator and ensures that we meet the needs of our ESE students. Hugo Pascoa is our technology manager that assists in the data gathering of our school's progress.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The School Based Leadership Team meets on a weekly basis to monitor the effectiveness of our core instruction and to allocate appropriate resources needed to improve our students' achievement. We utilize a rotating schedule to ensure that all areas are able to be addressed at least monthly. The SBLT identifies any areas of concern by analyzing our trend data in the areas of reading, math, science, writing, behavior and attendance. We then identifiy what our barriers are and what strategies to put in place to address these barriers. During our weekly meetings we monitor the effectiveness of our strategies by looking at progress monitoring data and determining if the rate of progress is sufficient to close the current performance gap. If the rate of progress is insufficient we go back through the problem-solving process to determine what adjustments need to be made.
Title I, Part A, funds school-wide services to Boone Middle School. The Title 1 funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.
Title I, Part A, funds school-wide services to Boone Middle School. The Title 1 funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.
Title 1, 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.
Title II- Professional development resources are available to Title I schools through Title II funds. In addition,, School Technology Services provide tech nical support, technology training, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Boone Middle provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds.
Title III- 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.
Title X- Homeless- The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides 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.

Supplemental Academic Instruction (SAI)- SAI funds will be coordinated with the Title I funds to provide after school math and reading support for all level 1 students who are able to participate. The summer Credit Retrieval program makes it possible for students to succeed and gain credit when it may not have been achieved in their regular classes during the school year. SES (Supplemental Educational Services) provides additional academic instruction for economically disadvantaged students for enhancement in Reading, Math, and Science.

Violence Prevention Programs- Boone Middle provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness. Many speakers are scheduled throughout the year to support making the right choices in life for our students. School safety is a major concern.

Nutrition Programs-Boone Middle is a location for a summer feeding program for the community.

Housing Programs- N/A

School Advisory Council (SAC)

Membership:	
Name	**Stakeholder Group**
	Business/Community
Kathy Raub	Principal
Enrique Gutierrez	Principal
Ruby McCray	Education Support Employee
Derrick Whiteman	Business/Community
Micheline Okraska	Parent
Sandra Adams	Principal

Duties

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

Evaluation of last year's school improvement plan

The SAC Committee was in full agreement of our goals for last year that were listed in our SIP and agreed that we need to continue to focus on the standards based instruction in the classroom. Once this goal is met in the classroom than it will lead to students being more successful in all academic areas. Our SAC also agreed that this year they will help support Boone and work with the community to help involve them more in the activities on campus.

Development of this school improvement plan

One of the major duties of the SAC is to play an active part in contributing to and monitoring the School Improvement process. Throughout the school year, elements of the SIP are presented, reviewed, discussed and monitored for overall effectiveness.

Preparation of the school's annual budget and plan

The Title One Budget is shared with the SAC members. All agree that budgeted funds should be used toward student achievement and the discretion to spend these funds be left to the principal.

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

Student Incentives- 100% of the School Improvement Funds

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Carson, Anita	Teacher, K-12
Painter, Rebecca	Instructional Media
Walker, Annmarie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT will be to ensure the implementation of extended reading passages across all content areas, implementation of distributive summarizing, HOT questions, and appropriate vocabulary instruction .

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

Collaborative planning is scheduled once a week with grade level and academic teams. This is a time when plans are developed and ideas shared to increase the standards based and rigorous instruction in the classroom. All content areas have common planning times each day of the week to allow for individual collaboration amongst teams.

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

All teachers will participate in: PEC, New Teacher training, AIF facilitators coaching, Learning Focused Professional Development, PBS/RtI training, Weekly PLCs and planning meetings. Coaches will observe and model instruction for new teachers and provide opportunities for continuous professional development through PLCs.

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

All beginning teachers will be paired with an experienced teacher within their department to help with planning and learning the standards necessary to plan effective instruction. All beginning teachers also work with an Instructional Coach for continued guidance in the classroom focusing on standards based instruction that is engaging for our students.

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

Weekly planning meetings occur on campus that is facilitated by the instructional coaches to help teachers understand the new Florida standards and to plan lessons that appropriately teach these standards. Resources such as our District Learning Maps, Test Item Specs, and Florida Standards are used when planning these lessons on a regular basis.

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

We monitor student progress through ongoing progress monitoring, pre and post assessments in content areas, and classroom observations to provide additional support for our students. The type of support offered include but are not limited to small group instruction, individual assistance, assigned to intensive classes, before and after school tutoring.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 6,720

Teachers are utilizing Rosetta Stone and homework help. Students are working in all academic areas to be successful. All students that have requested to be part of this program are participating and transportation is provided if needed.

Strategy Rationale

To help our ESOL students be successful in their academic areas and to help overcome the language barrier some students encounter.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected throughout the year through classroom grades and Rosetta Stone reports to monitor the effectives of the program.

Strategy: After School Program
Minutes added to school year: 5,160

Teachers are working with students in all academic areas to be successful in the classroom. Students are identified by their advisory teachers to attend after school tutoring to improve their classroom grades and have a better understanding of the material presented.

Strategy Rationale

To help all of our students be successful in their academics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Carson, Anita, anita.carson@polk-fl.net

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

Data is collected throughout the year through classroom grades and interims.

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

NA

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

We currently have the school guidance counselors meet with students to discuss the courses offered and what offerings best fit the needs and interests of each student. Students are placed in classes based on these discussions.

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

Each year our 8th grade students attend the WE EXPO to learn about college and career planning and to be exposed to all of the career academies offered at our local High Schools.
We currently offer four technology courses that are career readiness classes.

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

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:

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

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

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔍 `S123456` = Quick Key

Strategic Goals Summary

G1.   Teachers will develop and deliver standards based instruction that is engaging and rigorous with ongoing monitoring and feedback.

Strategic Goals Detail

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

G1. Teachers will develop and deliver standards based instruction that is engaging and rigorous with ongoing monitoring and feedback. `1a`

🔑 G073843

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	56.0
AMO Reading - All Students	62.0
FCAT 2.0 Science Proficiency	38.0

Resources Available to Support the Goal `2`

- Common Core Standards and Next Generation State Standards
- Exemplary teachers to provide an opportunity for others to complete classroom observations
- Coaching Cycle
- Instructional coaches support during planning

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher knowledge of the Standards and how to teach them appropriately
- Teachers do not understand how to analyze data to drive instruction.

Plan to Monitor Progress Toward G1. `8`

Monitor classroom walkthrough data and student data with a focus on standards based lessons and instructional strategies.

Person Responsible
Kathryn Raub

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

Evidence of Completion
Lesson Plans, Student Work Samples, Classroom Walkthroughs, Benchmark Assessments, and Ongoing Progress Monitoring Assessments

Action Plan for Improvement

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. Teachers will develop and deliver standards based instruction that is engaging and rigorous with ongoing monitoring and feedback. [1]

🔑 G073843

G1.B1 Lack of teacher knowledge of the Standards and how to teach them appropriately [2]

🔑 B192870

G1.B1.S1 Develop a system of supporting the teachers in understanding the standards in order to plan and deliver effective lessons. [4]

🔑 S204359

Strategy Rationale

Action Step 1 [5]

Develop and implement a structure for common planning including deliverables facilitated by instructional coach, teacher leader or administrator.

Person Responsible

Kathryn Raub

Schedule

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

Evidence of Completion

Teacher Lesson Plans, Student Work Samples,Classroom Walkthroughs, Agenda with sign in and notes, Preplanning sheet

Action Step 2 5

Teachers will have differentiated coaching support to include peer observation, modeling and formalized coaching cycle.

Person Responsible

Cynthia Torres

Schedule

Daily, from 10/9/2014 to 5/29/2015

Evidence of Completion

Classroom walkthroughs, coaches logs, coaching notes in the calendar

Action Step 3 5

Provide professional development on gradual release, collaborative structures, and pacing with time for implementation, follow up and feedback.

Person Responsible

Kathryn Raub

Schedule

Monthly, from 8/15/2014 to 5/29/2015

Evidence of Completion

PD Calendarr

Action Step 4 5

Implement a monitoring system to provide feedback to teachers and to strategically direct coaching support.

Person Responsible

Enrique Gutierrez

Schedule

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

Evidence of Completion

Walkthrough data and coaches calendars with notes

Action Step 5 5

Develop a system to facilitate pre-planning for all content teachers.

Person Responsible

Enrique Gutierrez

Schedule

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

Evidence of Completion

Pre-planning sheet/conversations in the One Note Program

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

Administration will be present in the planning meetings and professional development activities.

Person Responsible

Kathryn Raub

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Agendas, notes, sign in sheets, notes from planning meetings

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

Administration will discuss the data collected from the monitoring tool in leadership meeting and coaches meetings.

Person Responsible

Kathryn Raub

Schedule

Weekly, from 10/16/2014 to 5/29/2015

Evidence of Completion

Excel spreadsheet, coaching calendars with notes, and notes from meetings.

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

Review of lesson plans created during planning process in comparison to classroom instruction and assessment.

Person Responsible

Kathryn Raub

Schedule

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

Evidence of Completion

Lesson Plans, Student Work Samples, Classroom Walkthroughs, Benchmark Assessment Data, Progress Monitoring Data, and EOC Data

G1.B2 Teachers do not understand how to analyze data to drive instruction. `2`

B192871

G1.B2.S1 Support teachers in understanding how to analyze data to drive instruction. `4`

S204362

Strategy Rationale

Action Step 1 `5`

Create common assessments within the different departments aligned to the Florida Standards and NGSS.

Person Responsible

Brandon Lane

Schedule

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

Evidence of Completion

Assessments

Action Step 2 5

Support teachers in analyzing and using the data to drive instruction.

Person Responsible

Brandon Lane

Schedule

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

Evidence of Completion

assessments, data collected, lesson plans

Action Step 3 5

Implement opportunities for reteaching and enrichment in the instructional day.

Person Responsible

Heather Mankowski

Schedule

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

Evidence of Completion

lesson plans and classrooom walkthroughs

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

Collect and review common assessments that are created.

Person Responsible

Kathryn Raub

Schedule

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

Evidence of Completion

Common assessments, data, lesson plans

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

Flexible grouping tied to data evident in the classroom with remediation and enrichment.

Person Responsible

Kathryn Raub

Schedule

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

Evidence of Completion

groups shown in lesson plans, classroom walkthroughs

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

Review of student data focusing on the remediation or retention of skills.

Person Responsible

Kathryn Raub

Schedule

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

Evidence of Completion

Student data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Develop and implement a structure for common planning including deliverables facilitated by instructional coach, teacher leader or administrator.	Raub, Kathryn	8/17/2015	Teacher Lesson Plans, Student Work Samples,Classroom Walkthroughs, Agenda with sign in and notes, Preplanning sheet	6/9/2016 weekly
G1.B2.S1.A1	Create common assessments within the different departments aligned to the Florida Standards and NGSS.	Lane, Brandon	8/24/2015	Assessments	6/9/2016 quarterly
G1.B1.S1.A2	Teachers will have differentiated coaching support to include peer observation, modeling and formalized coaching cycle.	Torres, Cynthia	10/9/2014	Classroom walkthroughs, coaches logs, coaching notes in the calendar	5/29/2015 daily
G1.B2.S1.A2	Support teachers in analyzing and using the data to drive instruction.	Lane, Brandon	8/24/2015	assessments, data collected, lesson plans	6/9/2016 quarterly
G1.B1.S1.A3	Provide professional development on gradual release, collaborative structures, and pacing with time for implementation, follow up and feedback.	Raub, Kathryn	8/15/2014	PD Calendarr	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A3	Implement opportunities for reteaching and enrichment in the instructional day.	Mankowski, Heather	8/24/2015	lesson plans and classrooom walkthroughs	6/9/2016 biweekly
G1.B1.S1.A4	Implement a monitoring system to provide feedback to teachers and to strategically direct coaching support.	Gutierrez, Enrique	8/17/2015	Walkthrough data and coaches calendars with notes	6/9/2016 daily
G1.B1.S1.A5	Develop a system to facilitate pre-planning for all content teachers.	Gutierrez, Enrique	8/17/2015	Pre-planning sheet/conversations in the One Note Program	6/9/2016 weekly
G1.MA1	Monitor classroom walkthrough data and student data with a focus on standards based lessons and instructional strategies.	Raub, Kathryn	8/24/2015	Lesson Plans, Student Work Samples, Classroom Walkthroughs, Benchmark Assessments, and Ongoing Progress Monitoring Assessments	6/9/2016 weekly
G1.B1.S1.MA1	Review of lesson plans created during planning process in comparison to classroom instruction and assessment.	Raub, Kathryn	8/17/2015	Lesson Plans, Student Work Samples, Classroom Walkthroughs, Benchmark Assessment Data, Progress Monitoring Data, and EOC Data	6/9/2016 daily
G1.B1.S1.MA1	Administration will be present in the planning meetings and professional development activities.	Raub, Kathryn	8/18/2014	Agendas, notes, sign in sheets, notes from planning meetings	5/29/2015 daily
G1.B1.S1.MA3	Administration will discuss the data collected from the monitoring tool in leadership meeting and coaches meetings.	Raub, Kathryn	10/16/2014	Excel spreadsheet, coaching calendars with notes, and notes from meetings.	5/29/2015 weekly
G1.B2.S1.MA1	Review of student data focusing on the remediation or retention of skills.	Raub, Kathryn	8/24/2015	Student data	6/9/2016 biweekly
G1.B2.S1.MA1	Collect and review common assessments that are created.	Raub, Kathryn	8/24/2015	Common assessments, data, lesson plans	6/9/2016 quarterly
G1.B2.S1.MA2	Flexible grouping tied to data evident in the classroom with remediation and enrichment.	Raub, Kathryn	8/24/2015	groups shown in lesson plans, classroom walkthroughs	6/9/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will develop and deliver standards based instruction that is engaging and rigorous with ongoing monitoring and feedback.

G1.B1 Lack of teacher knowledge of the Standards and how to teach them appropriately

G1.B1.S1 Develop a system of supporting the teachers in understanding the standards in order to plan and deliver effective lessons.

PD Opportunity 1

Develop and implement a structure for common planning including deliverables facilitated by instructional coach, teacher leader or administrator.

Facilitator

Instructional Coaches and Administration

Participants

Teachers, Instructional Coaches, and Administration

Schedule

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

PD Opportunity 2

Provide professional development on gradual release, collaborative structures, and pacing with time for implementation, follow up and feedback.

Facilitator

Heather Mankowski, Cynthia Torres, Rachel Jensen, Administration

Participants

Teachers, Instructional Coaches, Administration

Schedule

Monthly, from 8/15/2014 to 5/29/2015

PD Opportunity 3

Develop a system to facilitate pre-planning for all content teachers.

Facilitator

Laura Sawyer

Participants

Teachers, Instructional Coaches, Administration

Schedule

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

G1.B2 Teachers do not understand how to analyze data to drive instruction.

G1.B2.S1 Support teachers in understanding how to analyze data to drive instruction.

PD Opportunity 1

Support teachers in analyzing and using the data to drive instruction.

Facilitator

Instructional Coaches and Administration

Participants

Instructional Coaches, teachers, and administration

Schedule

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

PD Opportunity 2

Implement opportunities for reteaching and enrichment in the instructional day.

Facilitator

Instructional Coaches

Participants

All academic teachers

Schedule

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

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	Develop and implement a structure for common planning including deliverables facilitated by instructional coach, teacher leader or administrator.	$0.00
2	G1.B1.S1.A2	Teachers will have differentiated coaching support to include peer observation, modeling and formalized coaching cycle.	$0.00
3	G1.B1.S1.A3	Provide professional development on gradual release, collaborative structures, and pacing with time for implementation, follow up and feedback.	$0.00
4	G1.B1.S1.A4	Implement a monitoring system to provide feedback to teachers and to strategically direct coaching support.	$0.00
5	G1.B1.S1.A5	Develop a system to facilitate pre-planning for all content teachers.	$0.00
6	G1.B2.S1.A1	Create common assessments within the different departments aligned to the Florida Standards and NGSS.	$0.00
7	G1.B2.S1.A2	Support teachers in analyzing and using the data to drive instruction.	$0.00
8	G1.B2.S1.A3	Implement opportunities for reteaching and enrichment in the instructional day.	$0.00
		Total:	$0.00