

Miami-Dade County Public Schools

Horace Mann Middle School



2015-16 School Improvement Plan

Horace Mann Middle School

8950 NW 2ND AVE, EI Portal, FL 33150

<http://hmms.dade.k12.fl.us/>

School Demographics

School Type

Middle

2014-15 Title I School

Yes

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

95%

Alternative/ESE Center

No

Charter School

No

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

100%

School Grades History

Year
Grade

2014-15
D*

2013-14
D

2012-13
D

2011-12
C

**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 Dade County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Horace Mann Middle provides a challenging student-centered curriculum with quality instruction for all students and a safe haven which fosters a productive learning environment.

Provide the school's vision statement

We, at Horace Mann Middle, are committed to creating a safe, nurturing and disciplined learning environment for all students and establish a foundation for lifelong learners.

School Environment

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

The teachers at Horace Mann mentor the students before and after school by tutorials, clubs and sporting events.

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

As a PBS school, Horace Mann offers many activities that are provided by offering incentives for positive behavior. All available adults monitor the school on a consistent basis.

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

Horace Mann is a PBS school, have SCIS in place and a detention 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

At Horace Mann there is a full-time counselor and nurse; part-time social worker, psychologist and community involvement specialist to provide ongoing services depending on the student's needs.

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

Level 1 in Reading
Count Percent
HORACE MANN MIDDLE SCHOOL
06 60 27
07 55 20
08 49 22

Total: 210
Level 1 in Math
Count Percent
HORACE MANN MIDDLE SCHOOL
06 60 27
07 48 22
08 91 22
Total: 363

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	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	120	103	140	363

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	70	73	78	221

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

A team has been identified to monitor the Early Warning System Indicators. Systems are in place to intervene before the EWI becomes a problem. There are incentives to promote positive academic behaviors.

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 available at the school site.

Description

Increase parent involvement through subject specific parent information meetings and report card nights.

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

Horace Mann Middle School has many opportunities to build and sustain relationships with parents. Some of the scheduled events include; 8th Grade Parent Night (10/15), Report Card Night (end of each grading period), Literacy Night, Open House (09/16).

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
Maycock, Leon	Principal
Selwood, Ethel	Assistant Principal
Wilson, Cindy	Instructional Coach
Pericles, Fredlynn	Teacher, K-12
Allen, Cashania	SAC Member

Duties

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

MTSS/Rtl leadership is composed of the following:

- Administrator(s) who will ensure commitment and allocate resources are:

Leon P. Maycock, Principal

Ethel M. Selwood, Assistant Principal

- Teacher(s) and Coaches will assist in identifying areas of need, conduct and monitor interventions targeted to the area of need and report on meeting the goals of the MTSS/Rtl at grade level, subject area, and intervention group, problem solving. They are:

Latosha Sutton & Lesley Kopsick, Reading Coaches

Cindy Wilson, Math Coach

- Team members who will meet to review consensus, infrastructure, and implementation of building level are:

Teri Sands, Academic Counselor

Shontel Howell, SPED LEA and SPED Department Chair

Ms. St. Fort, Social Worker

Ms. Budosky, School Psychologist

The school's MTSS/Rtl will include additional personnel as resources to the team based on specific problems or concerns as warranted.

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

Community stakeholders MTSS/Rtl is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/Rtl uses increasingly more

intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities in before or after-school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental MTSS/RtI in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; MTSS/RtI in the design and delivery of professional development; and provide support for assessment and implementation monitoring. The MTSS/RtI is included in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, and Title I Calendar Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school, and summer school) by the Title I, Part C, Migrant Education Program.

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to MTSS/RtI qualified mentors for the New Teacher (MINT) Program

- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to MTSS/RtI in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness

Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's plan.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Certification agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mr. Leon Maycock	Principal
Mr. Randolph Morton	Teacher
Mario Mena	Teacher
Carl Pender	Teacher
Elizabeth Briano	Teacher
Michelle Deull	Teacher
Christela Jean Francois	Education Support Employee
Nerlande Rinvill	Student
Claudia Cugbillos	Business/Community
Robin Hechler	Business/Community
Ronnie Hufnagel	Business/Community
Jason M. Walker	Business/Community
Allen, Cashina	Teacher

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 EESAC evaluated and made revisions to the 2015-2016 School Improvement Plan during the first meeting held on September 9, 2015.

Development of this school improvement plan

The Council reviews and approves the School Improvement Plan and receives updates to the School Improvement Plan monthly.

Preparation of the school's annual budget and plan

The EESAC is involved with the preparation of the school's annual budget plan.

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

EESAC funds will be used to improve student academic performance and to incentivize improved student academic performance.

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
Selwood, Ethel	Assistant Principal
Maycock, Leon	Principal
Wilson, Cindy	Instructional Coach
Pericles, Fredlynn	Teacher, K-12
James, Bellsennes	Teacher, K-12
Allen, Cashania	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will establish monitor and interpret reading data, establish model classrooms, conference with teachers, mentor new teachers and provide professional development. The LLT will create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; reviewing and interpreting data; and providing professional development.

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 occurs once a week and is guided by the instructional coach. Within these planning sessions teachers collaborate to create engaging lessons. In addition, teachers participate in a PLC meeting once a week that is led by the department chair. Within the PLC, teachers are able to share best practices, analyze articles and review student work. Lastly, teachers attend team meetings twice a week. Within these meetings they are able to collaboratively plan activities for their grade level

students. Also, they share ways that they deter misbehavior in their classrooms to increase student participation and achievement.

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

The principal of the school actively recruits Teach for America teachers for open vacancies. New teachers and early career teachers meet with their respective department chairs and mentors on a weekly basis.

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

New and early career teachers are provided with time to meet with their mentors and department chairs during common planning and department meetings. New teachers are tiered by their respective coaches and participate in the coaching continuum.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers attend collaborative planning once a week with their instructional coach. Within these planning sessions the department unpacks the standards and creates lesson plans that are aligned to the Florida standards.

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

Within our common planning sessions, teachers identify the standards that students are weak on overall as well as individually. Teachers use this information to determine what will be remediated through whole group and small group instruction. When reteaching happens in small groups, students are grouped according to the standard that they are weak in and the teacher leads that group. The other groups will be student led groups that will review the same standard at a higher level.

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: 3,000

The after-school program will provide homelearning assistance to students (including ESOL and ESE students) and enrichment activities.

Strategy Rationale

The strategy rationale is to increase student achievement.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Selwood, Ethel, eselwood@dadeschools.net

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

Pre- and post- testing will be conducted by tutors to determine learning gains in the areas of reading and math.

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

N/A

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 school has a certified counselor; a magnet lead teacher; reading, math, and science coaches, as well as certified teachers and administrators that meet with the students and their parents to discuss and plan for the classes from which the students will benefit the most.

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

The school provides students with computer education classes that help them improve their computer skills and expose them to different fields, such as web and graphic design, math, reading, and multimedia implementation. These classes help the students practice skills that they can use in their everyday life as well as in their future.

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

The school offers to the students and their families: parent-teacher meetings/ conferences, high school articulation field trips, a career fair, a magnet fair, a high-school fair, a state-wide college tour, and assemblies with speakers from different businesses.

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

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.

Horace Mann Middle School's areas of strength are open minded and ready for instructional change to accommodate the rigor of the FSA.

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.

Teachers and students struggle with the upstanding the rigor and complexity of the FSA. Through Common Planning, we hope to improve core instruction.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.
- G2.** To increase student achievement by improving core instruction in Science.
- G3.** To increase student achievement by improving core instruction in Mathematics by infusing collaborative strategies where students work together to meet an instructional objective and have an opportunities to discuss/share findings.
- G4.** Parental Involvement-See Title 1 PIP
- G5.** The school will decrease discipline incidents through more parent involvement in school activities and development of strong PTSA using the EWS tracking system.
- G6.** To increase student achievement by improving core instruction in Literacy by infusing active learning strategies.
- G7.** To increase student achievement by effectively planning for rigorous and aligned lessons in Social Sciences.

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. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. 1a

 G073973

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Morning Announcements, Connect Ed and team meetings.

Targeted Barriers to Achieving the Goal 3

- The students, parents and teachers do not have a clear understanding of PBS.

Plan to Monitor Progress Toward G1. 8

Get School Data and EWS Data/Documents

Person Responsible

Leon Maycock

Schedule

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

Evidence of Completion

Daily Attendance; Truancy Reports; EWS Documents, Records of Home Visits

G2. To increase student achievement by improving core instruction in Science. 1a

 G073974

Targets Supported 1b

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

Resources Available to Support the Goal 2

- "Materials for hands-on activities, organize stock room, time during planning "

Targeted Barriers to Achieving the Goal 3

- Limited evidence of active learning strategies.

Plan to Monitor Progress Toward G2. 8

Data Reports/Chats on Formative Assessments, Common Planning Agendas, Lesson Plans, Administrative Walk-throughs Feedback

Person Responsible

Leon Maycock

Schedule

On 6/9/2016

Evidence of Completion

Data Chat Forms, Data Reports, Formal Classroom Observations

G3. To increase student achievement by improving core instruction in Mathematics by infusing collaborative strategies where students work together to meet an instructional objective and have an opportunities to discuss/share findings. 1a

 G073975

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal 2

- Curriculum Support Specialist, Illustrative Mathematics Items, Cpalms,

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of collaborative strategies where students work together to meet an instructional objective and have an oportunity to discuss/share findings.

Plan to Monitor Progress Toward G3. 8

Data from Topic and District Assessments; i-Ready Data

Person Responsible

Cindy Wilson

Schedule

On 6/9/2016

Evidence of Completion

Administrative Walk-through Logs, Common Planning Agendas, Sign-In Sheets from Professional Development

G4. Parental Involvement-See Title 1 PIP 1a

 G073976

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- See Title 1 PIP

Targeted Barriers to Achieving the Goal 3

- See Title 1 PIP

Plan to Monitor Progress Toward G4. 8

School Climate Survey

Person Responsible

Ethel Selwood

Schedule

On 6/9/2016

Evidence of Completion

Sign In Sheets from Parent Involvement Activities

G5. The school will decrease discipline incidents through more parent involvement in school activities and development of strong PTSA using the EWS tracking system. 1a

 G073977

Targets Supported 1b

Indicator	Annual Target
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Discipline incidents	10.0
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Resources Available to Support the Goal 2

- CIS, PTSA

Targeted Barriers to Achieving the Goal 3

- PTSA is in the process of being re-established.

Plan to Monitor Progress Toward G5. 8

Data from School Climate Survey and Sign In Sheets from Parent Enrichment Nights, Referral Reports

Person Responsible

Ethel Selwood

Schedule

On 6/9/2016

Evidence of Completion

Data from School Climate Survey and Sign In Sheets from Parent Enrichment Nights, Referral Reports

G6. To increase student achievement by improving core instruction in Literacy by infusing active learning strategies. **1a**

 G073978

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	

Resources Available to Support the Goal **2**

- Built in Common Planning, Peer reflection during planning meetings, Lesson Plans, Utilization of observational teachers, Coaching Cycles, Student Work Samples, Weekly Administrative Walk Throughs, and School-based Professional Development, and CSS

Targeted Barriers to Achieving the Goal **3**

- Teachers have a limited use of active learning strategies to promote student engagement.

Plan to Monitor Progress Toward G6. **8**

i-Ready, Mid-Year Assessment (MYA), Scholastic Reading Inventory (SRI)/Scholastic Phonics Inventory (SPI)

Person Responsible

Ethel Selwood

Schedule

Weekly, from 11/26/2014 to 6/9/2016

Evidence of Completion

Progress monitoring, data chat forms, data chats with teachers and data binders.

G7. To increase student achievement by effectively planning for rigorous and aligned lessons in Social Sciences. 1a

G073979

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
AMO Reading - All Students	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
FSA English Language Arts - Achievement	
FAA Mathematics Achievement	
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Social Studies specific professional development that supports standards-based instruction, EDGENUITY, NBC Learn, Discovery Education. For ALL core Social Studies instruction - Online Teacher Edition textbook that includes primary/secondary sources, graphic novels, graphic organizers, assessments, complete lesson plans with appropriate stimuli (political cartoons, tables, charts, graphs, pictures, quotes) and the student edition (online) textbook. In addition, 7th grade Civics need to utilize the 7th grade Civics Test Item Specifications (FLDOE) and Civics Task Cards and tablets.

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of planning for rigorous, text-dependent/evidence based questions.

Plan to Monitor Progress Toward G7. 8

Student achievement will be monitored through topic and District Assessments

Person Responsible**Schedule**

On 6/9/2016

Evidence of Completion

Student achievement will increase when compared to the baseline, topic and interim 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. Provide ongoing support and service in the areas of positive school culture, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. **1**

 **G073973**

G1.B1 The students, parents and teachers do not have a clear understanding of PBS. **2**

 **B193185**

G1.B1.S1 Introduce and reinforce PBS throughout the year using morning newscast, afternoon PA announcements, school website, PBS Brochures and connect ed. **4**

 **S204693**

Strategy Rationale

To improve understanding of PBS to parents, students and teachers.

Action Step 1 **5**

1. Create a PBS point plan that will reward students for consistent good behavior.

Person Responsible

Leon Maycock

Schedule

Evidence of Completion

Store established and fully functional.

Action Step 2 5

2. Present rules and expectations and reward system during school wide grade level assemblies.

Person Responsible

Leon Maycock

Schedule

Evidence of Completion

Evidence of mastery will be evident by students adhering to PBS rules, policies and procedures.

Action Step 3 5

3. Present PBS outline during school Open House for parents and community partners.

Person Responsible

Leon Maycock

Schedule

Evidence of Completion

This will be evident by the open house agenda and CIS parent sign in log.

Action Step 4 5

4. Send attendance letters/certificates to students and parents during CIS home visits.

Person Responsible

Leon Maycock

Schedule

Evidence of Completion

Evidence of mastery will be provided by CIS log and record of parent conferences.

Action Step 5 5

"5. Team will review problem areas and behaviors of concern using COGNOS & RtIB data during monthly meetings."

Person Responsible

Leon Maycock

Schedule

Evidence of Completion

Evidence of this will be provided by the PBS meeting agenda cognos reports and RTIB data.

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

Ongoing monitoring.

Person Responsible

Leon Maycock

Schedule

Evidence of Completion

To ensure a clear understanding of PBS school-wide.

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

District Initiative Get School will be used to monitor and increase attendance rates. Also, Student Services and Administrative Team will monitor students who display EWS indicators.

Person Responsible

Leon Maycock

Schedule

On 6/9/2016


Evidence of Completion

Get Schooled Data, Truancy List and EWS Data/Documents

G2. To increase student achievement by improving core instruction in Science. 1

 G073974

G2.B1 Limited evidence of active learning strategies. 2

 B193186

G2.B1.S1 Incorporating Questioning Techniques to drive student engagement and internalization of content. 4

 S204694

Strategy Rationale

To increase evidence of active learning strategies.

Action Step 1 5

Question Probing Technique: CSS will provide teachers with a video of her modeling probing in a classroom. During planning the CSS will also ensure that teachers are including questions they want to ask students as they complete activities/labs.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Evidence of questioning for activities and labs should be included in lesson plans.

Action Step 2 5

The CSS will introduce the Daily FCAT Hotspot strategy to 8th grade teachers during planning. The CSS will also show teachers different test taking strategies they can utilize during this section of their lesson. Teachers will then choose a strategy that they want to implement in their classroom.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Evidence of FCAT hotspot and test taking skill strategies on lesson plans and during walkthroughs.

Action Step 3 5

The CSS will provide teachers with a PD on Question Formulation Technique. Teachers will then plan a upcoming lesson they would like to implement the technique.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Agenda and Sign in sheet for PD

Action Step 4 5

The CSS will Collaborate with the Reading Coach during leadership team meetings to determine the best Accountable talk/ questioning strategies to use for specific topics in Science. The CSS will then review this information with specific teachers during planning.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Teachers implement Accountable talk strategies/ and questioning techniques on Lesson plans.

Action Step 5 5

The CSS and Ms. Selwood will conduct targeted walkthroughs aligned to identifying teachers in need of support with implementing questioning strategies. Identified teachers will then be supported through coaching cycles.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Walkthrough Logs

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

Ongoing monitoring through Administrative Walk-throughs; Lesson Plans; Common Planning Agendas, Bi-Weekly Debriefings

Person Responsible

Ethel Selwood

Schedule

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

Evidence of Completion

Walkthrough logs, Agendas

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

Data Reports/Chats on Formative Assessments, Common Planning Agendas, Lesson Plans, Administrative Walk-throughs Feedback

Person Responsible

Leon Maycock


Schedule

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


Evidence of Completion

Data Chat Forms, Data Reports, Formal Classroom Observations


G3. To increase student achievement by improving core instruction in Mathematics by infusing collaborative strategies where students work together to meet an instructional objective and have an opportunities to discuss/share findings. **1**

 G073975

G3.B1 There is limited evidence of collaborative strategies where students work together to meet an instructional objective and have an oportunity to discuss/share findings. **2**

 B193187

G3.B1.S1 Teach Like a Champion 2.0 - Technique 33 Cold Call - Call on students regardless of whether they've raised their hands. **4**

 S204695

Strategy Rationale

To increase evidence of collaborative strategies.

Action Step 1 **5**

Utilize a PLC meeting to model the 'Cold Call' strategy for the teachers. At the end of the common planning session, the instructors will determine specific parts of their lesson structure to use the strategy with fidelity.

Person Responsible

Cindy Wilson

Schedule

Evidence of Completion

PLC Meeting Rosters, Videos, Lesson Plans

Action Step 2 **5**

The ETO CSS and Math Coach will conduct targeted walkthroughs aligned to identifying teachers in need of support with implementing the Cold Call strategy and conduct coaching cycles.

Person Responsible

Cindy Wilson

Schedule

Evidence of Completion

Note-Taking/Note-Making sheets for teachers, Coaching Log Documentation

Action Step 3 5

Utilize common planning sessions where mathematics teachers reflect on their implementation of active learning strategies and revise their methods of implementation.

Person Responsible

Cindy Wilson

Schedule

Evidence of Completion

Common planning Roster, Common Planning Products, Lesson Plans

Action Step 4 5

The administrative team and math coach will conduct leadership team meetings aligned to the development of the math teachers and determine look-fors as they conduct their walkthroughs as a follow-up to the support work provided by the math coach.

Person Responsible

Leon Maycock

Schedule

Evidence of Completion

Administrative walkthrough logs

Action Step 5 5

Person Responsible

Schedule

Evidence of Completion

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

Ongoing monitoring of Common Planning, Professional Development, Administrative Walk-throughs, Lesson Plans, Data from Topic and District Assessments

Person Responsible

Cindy Wilson

Schedule

On 6/9/2016

Evidence of Completion

Lesson Plans, Common Planning Agendas, Administrative Walk-throughs Logs

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

Common Planning, Professional Development, Administrative Walk-throughs, Lesson Plans, Data from Topic and District Assessments

Person Responsible

Schedule

On 6/9/2016


Evidence of Completion

Lesson Plans, Common Planning Agendas, Administrative Walk-throughs Logs

G4. Parental Involvement-See Title 1 PIP 1

 G073976

G4.B1 See Title 1 PIP 2

 B193188

G4.B1.S1 See Title 1 PIP 4

 S204696

Strategy Rationale

Action Step 1 5

Implement Parental Involvement Activities to encourage parent participation.

Person Responsible

Ethel Selwood

Schedule

On 6/9/2016

Evidence of Completion

Sign In Sheets from Parental Involvement Activities

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

Ongoing monitoring through School Climate Survey and Sign-In Sheets from Parent Involvement Activities

Person Responsible

Ethel Selwood

Schedule

On 6/9/2016

Evidence of Completion

Sign In Sheets from Parental Involvement Activities

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

Ongoing monitoring through School Climate Survey and Sign-In Sheets from Parent Involvement Activities

Person Responsible

Ethel Selwood

Schedule

On 6/9/2016

Evidence of Completion

Sign In Sheets from Parental Involvement Activities

G5. The school will decrease discipline incidents through more parent involvement in school activities and development of strong PTSA using the EWS tracking system. 1

 G073977

G5.B1 PTSA is in the process of being re-established. 2

 B193189

G5.B1.S1 Increase parental involvement by re-establishing the PTSA, involve parents more in school activities and parent conferences. 4

 S204697

Strategy Rationale

Decrease of student behavioral incidents by increasing parental involvement.

Action Step 1 5

Implement Family Enrichment and Literacy Nights to increase parental involvement.

Person Responsible

Ethel Selwood

Schedule

On 6/9/2016

Evidence of Completion

Sign In Sheets from PTSA and Parent Enrichment Activities

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

Ongoing monitoring through PTSA and Parental involvement activities such as Parent Enrichment Night

Person Responsible

Ethel Selwood

Schedule

On 6/9/2016

Evidence of Completion

Sign In Sheets from PTSA and Parent Enrichment Activities

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

Ongoing monitoring through PTSA and Parental involvement activities such as Parent Enrichment Night

Person Responsible

Schedule

On 6/9/2016

Evidence of Completion

Sign In Sheets from PTSA and Parent Enrichment Activities

G6. To increase student achievement by improving core instruction in Literacy by infusing active learning strategies. 1

 G073978

G6.B1 Teachers have a limited use of active learning strategies to promote student engagement. 2

 B193190

G6.B1.S1 Implement Active Learning Strategies and Student Accountable Talk that will allow for more student engagement, academic accountable talk, and collaborative discussions. 4

 S204698

Strategy Rationale

During initial walkthroughs, teachers need support in implementing active learning strategies to increase student engagement and student accountable talk.

Action Step 1 5

Provide professional development on Active Learning Strategies and Student Accountable Talk to enhance student engagement, academic accountable talk, and collaborative discussions.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Collaborative Planning Agendas, Sign-in Sheets, Lesson Plans

Action Step 2 5

During Common Planning, teachers will plan for effective lessons that include Active Learning Strategies such as Think-Write-Pair-Share, Reciprocal Teaching, and the use of anchor charts to increase student academic accountable talk and learning. As well as create text-dependent/ evidence-based questions that are aligned with the Item Specifications and student end products.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Collaborative Planning Agendas, Sign-in Sheets, Anchor Charts, Lesson Plans

Action Step 3 5

Teachers will implement lesson plans that include Active Learning Strategies such as Think-Write-Pair-Share, Reciprocal Teaching, and the use of anchor charts to increase student academic accountable talk and learning. As well as infuse rigorous text-dependent/evidence-based question stems that are aligned to the Item Specifications and student end products.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Lesson Plans, Observation, Student Work Samples, Anchor Charts

Action Step 4 5

Reading Coaches will conduct coaching cycles with teachers if needed on active learning strategies such as Think-Write-Pair-Share and Reciprocal Teaching to increase student engagement and learning.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Coaching Logs, Leadership Team Debrief Notes

Action Step 5 5

Walkthroughs will be conducted to determine teachers who are in need of infusing active learning strategies in their daily lessons.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Lesson Plans, Observation, Student Work Samples

Action Step 6 5

Provide additional Professional Development on Active Learning Strategies that go beyond Think-Write-Pair-Share, Reciprocal Teaching, and rigorous questioning strategies aligned with Item Specifications

Person Responsible

Ethel Selwood

Schedule

Monthly, from 9/1/2015 to 11/3/2015

Evidence of Completion

Agendas, Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Built in common planning, peer reflection during planning meetings, coaching cycles, weekly administrative walk throughs, school-based professional development, ETO CSS support and Scholastic representative instructional support.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Common planning agenda, common planning products, coaching logs, PD sign-in sheets, administrative observation logs.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Administrative follow-ups on coaching cycles/logs, administrator presence during common planning, administrative walk-throughs.

Person Responsible

Leon Maycock


Schedule

Weekly, from 11/26/2014 to 6/9/2016


Evidence of Completion

Common planning agenda, common planning products, coaching logs, PD sign-in sheets, administrative observation logs.

G7. To increase student achievement by effectively planning for rigorous and aligned lessons in Social Sciences. **1**

 G073979

G7.B1 There is limited evidence of planning for rigorous, text-dependent/evidence based questions. **2**

 B193191

G7.B1.S1 Provide support to Administration, Literacy Coach and teachers in order to build capacity that supports common planning to align the NGSSS-Social Studies and Florida Standards (Reading-RH and Writing-WHST) for Social Studies. Expectation from common planning is the lesson plans are student-centered with instructional activities in which the STUDENTS demonstrate understanding through quality activities and end in a writing extension aligned to current standards. **4**

 S204699

Strategy Rationale

To increase evidence of rigorous lessons through collaborative planning.

Action Step 1 **5**

Administration and Literacy Coach will be provided with inserts for each to teacher to have a content specific resource binder. Binders will contain the NGSSS-SS for core content (6th grade World History, 7th grade Civics, and 8th grade US History), Florida Standards (LAFS) for Social Studies (Reading-RH and Writing- WHST), unpacking template for the Florida Standards and Florida Standards Writing rubrics (Argumentation and Informational), Social Studies Instructional Framework, suggested lesson plan template with gradual release of responsibility model (GRRM).

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

When teachers receive their instructional resource binders.

Action Step 2 5

Plan for a common planning that includes an itemized agenda using the Social Studies Instructional Framework, suggested lesson plan template with Gradual Release of Responsibility Model (GRRM) and expected outcomes.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Itemized Agenda

Action Step 3 5

Conduct common planning, according to agenda, in order to align the instructional resources, instructional framework and suggested lesson plan template to generate student-centered instructional activities and writing.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Completed Lesson Plans aligned to standards with student centered activities.

Action Step 4 5

Implementation of lesson plans created through planning

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Execution of Lesson Plans

Action Step 5 5

Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Notes of observations by administrators

Action Step 6 5

Administration to debrief with teachers, Literacy Coach, and ETO CSS and/or IS to determine next steps

Person Responsible

Ethel Selwood

Schedule

Evidence of Completion

Notes of debrief

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Expectation from common planning is the lesson plans are student-centered with instructional activities in which the STUDENTS demonstrate understanding through quality activities and end in a writing extension aligned to current standards.

Person Responsible

Ethel Selwood

Schedule

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

Evidence of Completion

Administrative Walk-through Logs, Common Planning Agendas, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Ongoing monitoring of Common Planning; Professional Development

Person Responsible

Ethel Selwood

Schedule

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

Evidence of Completion

Administrative Walk-through Logs, Common Planning Agendas, Lesson Plans, History Lab (Student Responses)

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	1. Create a PBS point plan that will reward students for consistent good behavior.	Maycock, Leon	9/9/2015	Store established and fully functional.	weekly
G2.B1.S1.A1	Question Probing Technique: CSS will provide teachers with a video of her modeling probing in a classroom. During planning the CSS will also ensure that teachers are including questions they want to ask students as they complete activities/labs.	Selwood, Ethel	9/9/2015	Evidence of questioning for activities and labs should be included in lesson plans.	weekly
G3.B1.S1.A1	Utilize a PLC meeting to model the 'Cold Call' strategy for the teachers. At the end of the common planning session, the instructors will determine specific parts of their lesson structure to use the strategy with fidelity.	Wilson, Cindy	9/9/2015	PLC Meeting Rosters, Videos, Lesson Plans	weekly
G4.B1.S1.A1	Implement Parental Involvement Activities to encourage parent participation.	Selwood, Ethel	9/1/2015	Sign In Sheets from Parental Involvement Activities	6/9/2016 one-time
G5.B1.S1.A1	Implement Family Enrichment and Literacy Nights to increase parental involvement.	Selwood, Ethel	9/1/2015	Sign In Sheets from PTSA and Parent Enrichment Activities	6/9/2016 one-time
G6.B1.S1.A1	Provide professional development on Active Learning Strategies and Student Accountable Talk to enhance student engagement, academic accountable talk, and collaborative discussions.	Selwood, Ethel	9/1/2014	Collaborative Planning Agendas, Sign-in Sheets, Lesson Plans	weekly
G7.B1.S1.A1	Administration and Literacy Coach will be provided with inserts for each to teacher to have a content specific resource binder. Binders will contain the NGSSS-SS for core content (6th grade World History, 7th grade Civics, and 8th grade US History), Florida Standards (LAFS) for Social Studies (Reading-RH and Writing- WHST), unpacking template for the Florida Standards and	Selwood, Ethel	9/9/2015	When teachers receive their instructional resource binders.	weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Florida Standards Writing rubrics (Argumentation and Informational), Social Studies Instructional Framework, suggested lesson plan template with gradual release of responsibility model (GRRM).				
G1.B1.S1.A2	2. Present rules and expectations and reward system during school wide grade level assemblies.	Maycock, Leon	9/9/2015	Evidence of mastery will be evident by students adhering to PBS rules, policies and procedures.	weekly
G2.B1.S1.A2	The CSS will introduce the Daily FCAT Hotspot strategy to 8th grade teachers during planning. The CSS will also show teachers different test taking strategies they can utilize during this section of their lesson. Teachers will then choose a strategy that they want to implement in their classroom.	Selwood, Ethel	9/9/2015	Evidence of FCAT hotspot and test taking skill strategies on lesson plans and during walkthroughs.	weekly
G3.B1.S1.A2	The ETO CSS and Math Coach will conduct targeted walkthroughs aligned to identifying teachers in need of support with implementing the Cold Call strategy and conduct coaching cycles.	Wilson, Cindy	9/9/2015	Note-Taking/Note-Making sheets for teachers, Coaching Log Documentation	weekly
G6.B1.S1.A2	During Common Planning, teachers will plan for effective lessons that include Active Learning Strategies such as Think-Write-Pair-Share, Reciprocal Teaching, and the use of anchor charts to increase student academic accountable talk and learning. As well as create text-dependent/evidence-based questions that are aligned with the Item Specifications and student end products.	Selwood, Ethel	9/1/2014	Collaborative Planning Agendas, Sign-in Sheets, Anchor Charts, Lesson Plans	daily
G7.B1.S1.A2	Plan for a common planning that includes an itemized agenda using the Social Studies Instructional Framework, suggested lesson plan template with Gradual Release of Responsibility Model (GRRM) and expected outcomes.	Selwood, Ethel	9/9/2015	Itemized Agenda	weekly
G1.B1.S1.A3	3. Present PBS outline during school Open House for parents and community partners.	Maycock, Leon	9/9/2015	This will be evident by the open house agenda and CIS parent sign in log.	weekly
G2.B1.S1.A3	The CSS will provide teachers with a PD on Question Formulation Technique. Teachers will then plan a upcoming lesson they would like to implement the technique.	Selwood, Ethel	9/9/2015	Agenda and Sign in sheet for PD	weekly
G3.B1.S1.A3	Utilize common planning sessions where mathematics teachers reflect on their implementation of active learning strategies and revise their methods of implementation.	Wilson, Cindy	9/9/2015	Common planning Roster, Common Planning Products, Lesson Plans	weekly
G6.B1.S1.A3	Teachers will implement lesson plans that include Active Learning Strategies such as Think-Write-Pair-Share, Reciprocal Teaching, and the use of anchor charts to increase student academic accountable talk and learning. As well as infuse rigorous text-dependent/evidence-based question stems that are aligned to the Item Specifications and student end products.	Selwood, Ethel	9/1/2014	Lesson Plans, Observation, Student Work Samples, Anchor Charts	weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B1.S1.A3	Conduct common planning, according to agenda, in order to align the instructional resources, instructional framework and suggested lesson plan template to generate student-centered instructional activities and writing.	Selwood, Ethel	9/9/2015	Completed Lesson Plans aligned to standards with student centered activities.	weekly
G1.B1.S1.A4	4.Send attendance letters/certificates to students and parents during CIS home visits.	Maycock, Leon	9/9/2015	Evidence of mastery will provided by CIS log and record of parent conferences.	weekly
G2.B1.S1.A4	The CSS will Collaborate with the Reading Coach during leadership team meetings to determine the best Accountable talk/ questioning strategies to use for specific topics in Science. The CSS will then review this information with specific teachers during planning.	Selwood, Ethel	9/9/2015	Teachers implement Accountable talk strategies/ and questioning techniques on Lesson plans.	weekly
G3.B1.S1.A4	The administrative team and math coach will conduct leadership team meetings aligned to the development of the math teachers and determine look-fors as they conduct their walkthroughs as a follow-up to the support work provided by the math coach.	Maycock, Leon	9/9/2015	Administrative walkthrough logs	biweekly
G6.B1.S1.A4	Reading Coaches will conduct coaching cycles with teachers if needed on active learning strategies such as Think-Write-Pair-Share and Reciprocal Teaching to increase student engagement and learning.	Selwood, Ethel	9/1/2015	Coaching Logs, Leadership Team Debrief Notes	weekly
G7.B1.S1.A4	Implementation of lesson plans created through planning	Selwood, Ethel	9/9/2015	Execution of Lesson Plans	weekly
G1.B1.S1.A5	"5. Team will review problem areas and behaviors of concern using COGNOS & RtIB data during monthly meetings."	Maycock, Leon	9/9/2015	Evidence of this will be provided by the PBS meeting agenda cognos reports and RTIB data.	weekly
G2.B1.S1.A5	The CSS and Ms. Selwood will conduct targeted walkthroughs aligned to identifying teachers in need of support with implementing questioning strategies. Identified teachers will then be supported through coaching cycles.	Selwood, Ethel	9/9/2015	Walkthrough Logs	weekly
G3.B1.S1.A5	[no content entered]			one-time	
G6.B1.S1.A5	Walkthroughs will be conducted to determine teachers who are in need of infusing active learning strategies in their daily lessons.	Selwood, Ethel	9/1/2015	Lesson Plans, Observation, Student Work Samples	biweekly
G7.B1.S1.A5	Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.	Selwood, Ethel	9/9/2015	Notes of observations by administrators	biweekly
G6.B1.S1.A6	Provide additional Professional Development on Active Learning Strategies that go beyond Think-Write-Pair-Share, Reciprocal Teaching, and rigorous questioning strategies aligned with Item Specifications	Selwood, Ethel	9/1/2015	Agendas, Sign-In Sheets	11/3/2015 monthly
G7.B1.S1.A6	Administration to debrief with teachers, Literacy Coach, and ETO CSS and/or IS to determine next steps	Selwood, Ethel	9/9/2015	Notes of debrief	weekly
G1.MA1	Get School Data and EWS Data/ Documents	Maycock, Leon	9/1/2015	Daily Attendance; Truancy Reports; EWS Documents, Records of Home Visits	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	District Initiative Get School will be used to monitor and increase attendance rates. Also, Student Services and Administrative Team will monitor students who display EWS indicators.	Maycock, Leon	9/1/2015	Get Schooled Data, Truancy List and EWS Data/Documents	6/9/2016 one-time
G1.B1.S1.MA1	Ongoing monitoring.	Maycock, Leon	9/9/2015	To ensure a clear understanding of PBS school-wide.	weekly
G2.MA1	Data Reports/Chats on Formative Assessments, Common Planning Agendas, Lesson Plans, Administrative Walk-throughs Feedback	Maycock, Leon	9/1/2015	Data Chat Forms, Data Reports, Formal Classroom Observations	6/9/2016 one-time
G2.B1.S1.MA1	Data Reports/Chats on Formative Assessments, Common Planning Agendas, Lesson Plans, Administrative Walk-throughs Feedback	Maycock, Leon	9/1/2015	Data Chat Forms, Data Reports, Formal Classroom Observations	6/9/2016 monthly
G2.B1.S1.MA1	Ongoing monitoring through Administrative Walk-throughs; Lesson Plans; Common Planning Agendas, Bi-Weekly Debriefings	Selwood, Ethel	9/9/2015	Walkthrough logs, Agendas	6/9/2016 daily
G3.MA1	Data from Topic and District Assessments; i-Ready Data	Wilson, Cindy	9/1/2015	Administrative Walk-through Logs, Common Planning Agendas, Sign-In Sheets from Professional Development	6/9/2016 one-time
G3.B1.S1.MA1	Common Planning, Professional Development, Administrative Walk-throughs, Lesson Plans, Data from Topic and District Assessments		9/1/2015	Lesson Plans, Common Planning Agendas, Administrative Walk-throughs Logs	6/9/2016 one-time
G3.B1.S1.MA1	Ongoing monitoring of Common Planning, Professional Development, Administrative Walk-throughs, Lesson Plans, Data from Topic and District Assessments	Wilson, Cindy	9/1/2015	Lesson Plans, Common Planning Agendas, Administrative Walk-throughs Logs	6/9/2016 one-time
G4.MA1	School Climate Survey	Selwood, Ethel	9/1/2015	Sign In Sheets from Parent Involvement Activities	6/9/2016 one-time
G4.B1.S1.MA1	Ongoing monitoring through School Climate Survey and Sign-In Sheets from Parent Involvement Activities	Selwood, Ethel	9/1/2015	Sign In Sheets from Parental Involvement Activities	6/9/2016 one-time
G4.B1.S1.MA1	Ongoing monitoring through School Climate Survey and Sign-In Sheets from Parent Involvement Activities	Selwood, Ethel	9/1/2015	Sign In Sheets from Parental Involvement Activities	6/9/2016 one-time
G5.MA1	Data from School Climate Survey and Sign In Sheets from Parent Enrichment Nights, Referral Reports	Selwood, Ethel	9/1/2015	Data from School Climate Survey and Sign In Sheets from Parent Enrichment Nights, Referral Reports	6/9/2016 one-time
G5.B1.S1.MA1	Ongoing monitoring through PTSA and Parental involvement activities such as Parent Enrichment Night		9/1/2015	Sign In Sheets from PTSA and Parent Enrichment Activities	6/9/2016 one-time
G5.B1.S1.MA1	Ongoing monitoring through PTSA and Parental involvement activities such as Parent Enrichment Night	Selwood, Ethel	9/1/2015	Sign In Sheets from PTSA and Parent Enrichment Activities	6/9/2016 one-time
G6.MA1	i-Ready, Mid-Year Assessment (MYA), Scholastic Reading Inventory (SRI)/Scholastic Phonics Inventory (SPI)	Selwood, Ethel	11/26/2014	Progress monitoring, data chat forms, data chats with teachers and data binders.	6/9/2016 weekly
G6.B1.S1.MA1	Administrative follow-ups on coaching cycles/logs, administrator presence during common planning, administrative walk-throughs.	Maycock, Leon	11/26/2014	Common planning agenda, common planning products, coaching logs, PD sign-in sheets, administrative observation logs.	6/9/2016 weekly
G6.B1.S1.MA1	Built in common planning, peer reflection during planning meetings, coaching cycles, weekly administrative walk throughs, school-based professional development, ETO CSS	Selwood, Ethel	11/26/2014	Common planning agenda, common planning products, coaching logs, PD sign-in sheets, administrative observation logs.	weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	support and Scholastic representative instructional support.				
G7.MA1	Student achievement will be monitored through topic and District Assessments		9/1/2015	Student achievement will increase when compared to the baseline, topic and interim assessments.	6/9/2016 one-time
G7.B1.S1.MA1	Ongoing monitoring of Common Planning; Professional Development	Selwood, Ethel	9/9/2015	Administrative Walk-through Logs, Common Planning Agendas, Lesson Plans, History Lab (Student Responses)	6/9/2016 daily
G7.B1.S1.MA1	Expectation from common planning is the lesson plans are student-centered with instructional activities in which the STUDENTS demonstrate understanding through quality activities and end in a writing extension aligned to current standards.	Selwood, Ethel	9/9/2015	Administrative Walk-through Logs, Common Planning Agendas, Lesson Plans	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.

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	1. Create a PBS point plan that will reward students for consistent good behavior.	\$0.00
2	G1.B1.S1.A2	2. Present rules and expectations and reward system during school wide grade level assemblies.	\$0.00
3	G1.B1.S1.A3	3. Present PBS outline during school Open House for parents and community partners.	\$0.00
4	G1.B1.S1.A4	4. Send attendance letters/certificates to students and parents during CIS home visits.	\$0.00
5	G1.B1.S1.A5	"5. Team will review problem areas and behaviors of concern using COGNOS & RtIB data during monthly meetings."	\$0.00
6	G2.B1.S1.A1	Question Probing Technique: CSS will provide teachers with a video of her modeling probing in a classroom. During planning the CSS will also ensure that teachers are including questions they want to ask students as they complete activities/labs.	\$0.00
7	G2.B1.S1.A2	The CSS will introduce the Daily FCAT Hotspot strategy to 8th grade teachers during planning. The CSS will also show teachers different test taking strategies they can utilize during this section of their lesson. Teachers will then choose a strategy that they want to implement in their classroom.	\$0.00
8	G2.B1.S1.A3	The CSS will provide teachers with a PD on Question Formulation Technique. Teachers will then plan a upcoming lesson they would like to implement the technique.	\$0.00
9	G2.B1.S1.A4	The CSS will Collaborate with the Reading Coach during leadership team meetings to determine the best Accountable talk/ questioning strategies to use for specific topics in Science. The CSS will then review this information with specific teachers during planning.	\$0.00
10	G2.B1.S1.A5	The CSS and Ms. Selwood will conduct targeted walkthroughs aligned to identifying teachers in need of support with implementing questioning strategies. Identified teachers will then be supported through coaching cycles.	\$0.00
11	G3.B1.S1.A1	Utilize a PLC meeting to model the 'Cold Call' strategy for the teachers. At the end of the common planning session, the instructors will determine specific parts of their lesson structure to use the strategy with fidelity.	\$0.00
12	G3.B1.S1.A2	The ETO CSS and Math Coach will conduct targeted walkthroughs aligned to identifying teachers in need of support with implementing the Cold Call strategy and conduct coaching cycles.	\$0.00
13	G3.B1.S1.A3	Utilize common planning sessions where mathematics teachers reflect on their implementation of active learning strategies and revise their methods of implementation.	\$0.00
14	G3.B1.S1.A4	The administrative team and math coach will conduct leadership team meetings aligned to the development of the math teachers and determine look-fors as they conduct their walkthroughs as a follow-up to the support work provided by the math coach.	\$0.00
15	G3.B1.S1.A5		\$0.00
16	G4.B1.S1.A1	Implement Parental Involvement Activities to encourage parent participation.	\$0.00

Budget Data			
17	G5.B1.S1.A1	Implement Family Enrichment and Literacy Nights to increase parental involvement.	\$0.00
18	G6.B1.S1.A1	Provide professional development on Active Learning Strategies and Student Accountable Talk to enhance student engagement, academic accountable talk, and collaborative discussions.	\$0.00
19	G6.B1.S1.A2	During Common Planning, teachers will plan for effective lessons that include Active Learning Strategies such as Think-Write-Pair-Share, Reciprocal Teaching, and the use of anchor charts to increase student academic accountable talk and learning. As well as create text-dependent/evidence-based questions that are aligned with the Item Specifications and student end products.	\$0.00
20	G6.B1.S1.A3	Teachers will implement lesson plans that include Active Learning Strategies such as Think-Write-Pair-Share, Reciprocal Teaching, and the use of anchor charts to increase student academic accountable talk and learning. As well as infuse rigorous text-dependent/evidence-based question stems that are aligned to the Item Specifications and student end products.	\$0.00
21	G6.B1.S1.A4	Reading Coaches will conduct coaching cycles with teachers if needed on active learning strategies such as Think-Write-Pair-Share and Reciprocal Teaching to increase student engagement and learning.	\$0.00
22	G6.B1.S1.A5	Walkthroughs will be conducted to determine teachers who are in need of infusing active learning strategies in their daily lessons.	\$0.00
23	G6.B1.S1.A6	Provide additional Professional Development on Active Learning Strategies that go beyond Think-Write-Pair-Share, Reciprocal Teaching, and rigorous questioning strategies aligned with Item Specifications	\$0.00
24	G7.B1.S1.A1	Administration and Literacy Coach will be provided with inserts for each to teacher to have a content specific resource binder. Binders will contain the NGSSS-SS for core content (6th grade World History, 7th grade Civics, and 8th grade US History), Florida Standards (LAFS) for Social Studies (Reading-RH and Writing- WHST), unpacking template for the Florida Standards and Florida Standards Writing rubrics (Argumentation and Informational), Social Studies Instructional Framework, suggested lesson plan template with gradual release of responsibility model (GRRM).	\$0.00
25	G7.B1.S1.A2	Plan for a common planning that includes an itemized agenda using the Social Studies Instructional Framework, suggested lesson plan template with Gradual Release of Responsibility Model (GRRM) and expected outcomes.	\$0.00
26	G7.B1.S1.A3	Conduct common planning, according to agenda, in order to align the instructional resources, instructional framework and suggested lesson plan template to generate student-centered instructional activities and writing.	\$0.00
27	G7.B1.S1.A4	Implementation of lesson plans created through planning	\$0.00
28	G7.B1.S1.A5	Administrative walk-through to observe for implementation of lessons and if needed, identification of teachers in need of additional support.	\$0.00
29	G7.B1.S1.A6	Administration to debrief with teachers, Literacy Coach, and ETO CSS and/or IS to determine next steps	\$0.00
Total:			\$0.00