

Fernandina Beach Middle School



2015-16 School Improvement Plan

Fernandina Beach Middle School

315 CITRONA DR, Fernandina Beach, FL 32034

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	42%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	26%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Nassau County School Board on 11/12/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	37
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Nassau County School District and at Fernandina Beach Middle School is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

Provide the school's vision statement

Our vision at Fernandina Beach Middle School is to promote, support, and afford students the opportunity to become productive members of society and life-long learners.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:

- The history and content of the Declaration of Independence
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States.
- Flag education
- The elements of civil government
- The history of the United States
- The history of the Holocaust
- The history of African Americans
- The history of the state
- The conservation of natural resources
- Comprehensive health education
- The study of Hispanic contributions to the United States
- The study of women's contributions to the United States
- Character development programs
- Sacrifices of veterans

We will ensure that relationship-building is a clear priority and that students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

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

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.

Involve all staff in the process of modeling and teaching interpersonal expectations in academic and non-academic settings and giving them instruction for reporting violations to appropriate supervisors. School wide expectations will be established through the Positive Behavior Support Team. Staff and students will be educated and recognized when displaying the behaviors identified in the expectations.

Develop methods of effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

Ensure teachers are trained in classroom management strategies (CHAMPS) and follow the Student Code of Conduct as established by the Nassau County School Board when handling discipline. Instructional team reviews classroom data to ensure students are engaged while in class. Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. Class meetings will occur on a frequent basis to include student feedback. School-wide recognition systems are in place. Offer school counseling services with dedicated time for core classroom guidance that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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

School based teams, such as the Positive Behavior System team, meet to discuss students with barriers to academic and social success. Mentors are assigned to students identified with concerns. Offer instruction and various campus activities that address social/emotional needs of students. Refer students to enter the system of care set forth through the Positive Behavior System in order to connect students to agencies who have Cooperative Agreements or are on campus (i.e. Communities in Schools, Starting Point Behavioral Health, and Child Advocacy Rapid Response Team). School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation) Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. (Include core, supplemental, and intensive supports.)

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

Through the county data analysis program, DART:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Early Warning Indicators

- a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- b. One or more suspensions, whether in school or out of school

- c. Course failure in English Language Arts or mathematics
- d. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	14	23	26	63
One or more suspensions	1	2	10	13
Course failure in ELA or Math	1	12	14	27
Level 1 on statewide assessment	30	25	34	89

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	6	8	
Students exhibiting two or more indicators	7	1	8

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

1. Provision of research based intensive reading instruction to all students scoring level 1 on the Florida Standards Assessment through research based reading Achieve 3000 program.
2. All students scoring level 1 on the FSA mathematics assessment receive remediation in their areas of deficiency during their mathematics course.
3. Students who accumulate five absences in a month or 10 absences during a 90 day period will be referred to enter the Positive Behavior Support system of care so school can work with the Positive Behavior support team to develop, implement, and monitor interventions designed to improve the student's school attendance.
4. Teachers and administrators use a variety of informal disciplinary and/or guidance steps, prior to, during, and after formal disciplinary actions. These methods may include: monitoring student behavior through short-term progress reports and other strategies, conferences and contracts between administrators, parents/guardians, teachers, and students, referrals to Positive Behavior Support team, or Student Services (i.e. group or individual counseling with a guidance counselor, psychological evaluation, and direction to appropriate agencies for specific problems).

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

School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

A. Communication between home and school is regular, two-way and meaningful.

B. Responsible parenting is promoted and supported.

C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress through our annual Curriculum Night and other regular communication.

D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.

E. Parents are full partners in the decisions that affect children and families.

F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

- Open House
- School Edline web page
- Focus
- Newsletters communicating classroom and school news to parents
- Parent phone calls, School Messenger, and face-to face meetings
- College and Career Fairs
- School Matters Publication

We strongly encourage parent involvement through the activities of our Parent-Teacher Organization, such as the Fall BBQ and the Desserts of Amelia.

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 annual Desserts of Amelia event partners with over 50 businesses in our community to raise money for teacher classroom supplies. The annual event is approaching its 17th event this school year and raises an average of \$20,000 per year. Our students, faculty, and parents participate in non-profit events in our community such as The Lymphoma Walk, Ben Byrns Runway Rally 5K, and give back to local agencies that benefit our local community such as Barnabas. Our Parent-Teacher Organization meets monthly and the administration and teaching staff communicates regularly with businesses, agencies and volunteers. Volunteer and community involvement programs develop community resources in response to the differing needs of classrooms. Volunteers may tutor, mentor, assist in the classroom, help with fundraising, participate in developing school plans, as well as many other opportunities.

Recognition awards promote community involvement as well as highlight outstanding volunteer practices and showcase exemplary projects which are then shared district-wide.

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
Mazzella, John	Principal
Land, Erin	Guidance Counselor
Brown, Edward	Assistant Principal
Severance, Courtney	Teacher, K-12
Thompson, Renee	Teacher, K-12
Larsen, Rebecca	Teacher, K-12
Whitaker, Paige	Teacher, K-12
Hall, Julie	Teacher, K-12
Stefanski, Heather	Teacher, K-12
Parker, Sharla	
Gillette, Cedric	Teacher, K-12
Jones, Tymira	Teacher, K-12
Bunch, Brenda	Teacher, ESE

Duties

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

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach. The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

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's leadership team works closely with the Positive Behavior System team to oversee the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in

achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process

The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers 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; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II

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

- training to certify qualified mentors for the New Teacher Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III

The District provides supplemental academic instruction and services to students who are ELL. The district employees an ELL instructional coach.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

Supplemental Academic Instruction (SAI)

These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:

The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education is taught through many programs and courses
- 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 Wellness Policy.

Head Start

The Nassau Schools that contain primary grades work in concert with Episcopal Childrens Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

Adult Education

Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.

Career and Technical Education

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Robin Melton	Parent
Edward Brown	Principal
Anne Barbanel	Parent
Tymira Jones	Teacher
John Mazzella	Principal
Beano Roberts	Business/Community
Kassy Sjuggerud	Parent
Betsy Schoelen	Teacher
Keisha Williams	Parent
Wendi Gale Kidd	Parent
Josie Barber	Parent
Erin Land	Teacher
Lola Jones	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 SAC Chair presents last year's goals and where FBMS finished in obtaining those goals. This presentation is typically done by the 2nd or 3rd meeting of the SAC the following school year. The team discusses the successes of meeting certain goals and evaluates where to go from there. If goals fall short, the team discusses possible reasons and solutions.

Development of this school improvement plan

SAC members read and discussed the plan during their monthly meetings and made suggestions for improvements and alterations.

Preparation of the school's annual budget and plan

n/a

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

School improvement funds were not allocated last year until the end of the school year. Therefore, the SAC did not spend money for budgeted projects. For the 2015-16 school year, the SAC plans to spend money on substitutes for staff development and/or community involvement and investing in our new AVID program in the 6th grade.

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
	Instructional Coach
Mazzella, John	Principal
Schoelen, Betsy	Guidance Counselor
Stefanski, Heather	Teacher, K-12
Roberts, Tymira	Teacher, K-12
Parker, Sharla	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will support instructional strategies to improve reading comprehension and the Florida State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities. .

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

Opportunities for encouraging positive working relationships between teachers include participation in Leadership Meetings, Faculty Meetings, and Team Meetings (including Positive Behavior System team). In these meetings the focus is on students' academic and social needs. Teachers regularly engage in professional dialogue with colleagues; share ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom instruction. Teachers work together to develop shared knowledge and discover common solutions to challenging problems.

The master schedule was revamped to give students early release time every Wednesday in order for teachers to have additional collaborative instructional planning time.

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

1. Provision of mentoring, training and coaching for:

- a) first and second-year new teachers, including those in Alternative Certification (ACP) or Educator Preparation Institute (EPI) programs; and
- b) ESOL and Reading teachers in the process of earning an Endorsement.

These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.

2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.

3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.

4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.

5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

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

A. First year teachers participate in the following district professional development and mentoring activities:

1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
4. Florida State Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management

10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.

B. Observation and Coaching/Mentoring Components:

1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.
5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:
The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.

The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

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

Core instructional materials and programs are selected from the list of state approved adoptions. It is also the intent of the Nassau County School District that textbooks be selected for district-wide use by course/grade/level to assure continuity and economy throughout the district. Media materials should be selected to provide enrichment and curriculum support taking into consideration the varied needs, interests, and abilities of the school population. School Textbook Selection Committees include representatives of faculty, parents and community members.

District Adoption Process:

1. Sample materials of all state adopted texts will be obtained by the appropriate director and evaluated by the school committee using appropriate forms and criteria.
2. Each school will select its choice for the district adoption in each area under consideration. Each school's selection will be submitted to the appropriate instructional director.
3. School selections will be tallied. The title receiving the most votes will be designated as the district adoption for each course or subject area.

Resources used to evaluate instructional materials include: Florida State Standards and Next Generation Sunshine State Standards, grade level expectations, curriculum frameworks or course descriptions, and FLDOE instructional materials specifications.

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

Data analysis is at the center of all instructional decisions. The master schedule contains blocks of time for instruction based on the diverse needs of students. Remediation and enrichment in the classroom is based on progress monitoring data collected in core classes such as reading and math. This data is reviewed in team meetings and data chats are conducted with students.

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficiency. The team is charged with identifying problems within the general population of students and within subgroups of students, analyzing why the problems are occurring, formulating an intervention plan and then measuring the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficiency becomes their MTSS (multi-tiered system of supports) and forms the basis for the school improvement plan.

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: 11,520

The Communities in Schools "Homework Club" provides certified teachers to assist students with homework and enrichment using Accelerated Math, Accelerated Reader, USA Test Prep, Kahn Academy, FloridaStudents.org, and other programs. .

Strategy Rationale

Students require additional instruction beyond the classroom for greater understanding of the content. Additionally, many students have barriers (working parents, parents who are unable to help with advanced skills) within the home to complete their homework and benefit from receiving help in the after school program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pipkin, Amy, amy@cisnassau.org

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

Grades, FSA scores, attendance of behavior of participating students are monitored and assessed.

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

Each school holds student/parent orientation meetings to assist with the transitioning from one school level to another. The Student Progression Plan and student handbook is distributed and reviewed.

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

Efforts to support the development of students' academic and career plans include large group presentations, classroom presentations, parent workshops and individual conferences with students throughout their secondary school careers. Resources include student handbooks, the Student Progression Plan, Registration Guides, College and Career Fairs, and Financial Aid Workshops. Family involvement in the planning process includes notification of activities through School Reach, school websites, and school newsletters.

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

The Career and Technical Occupations program is available to sixth grade students. Digital Art and Design and Exploring 3D Art is available to seventh grade students, and Career and Decision Making/ Science Technology Engineering and Math is available to eighth grade students. Students are eligible to receive multimedia industry certification.

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

- Content area teachers incorporate careers associated with specific subjects as they teach the content.
- The My Career Shines curriculum is used as part of the 8th grade Social Studies curriculum.

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

- Implementation of the AVID System district wide (WICOR strategies)
- PSAT is administered to all 8th grade students to determine the level of college readiness and to predict AP course offerings.
- Use the Khan Academy to enhance classroom instruction.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of students scoring at level 3 or above on the Civics EOC exam.
- G2.** Increase the percentage of students scoring at level 3 or above on the FCAT Science Assessment.
- G3.** Increase the percentage of students scoring above the 50th percentile on the Florida Standards Math Assessments (FSA) and above the 50th percentile proficiency level on the Algebra I EOC.
- G4.** Increase the percentage of students scoring above the 50th percentile on the ELA Florida Standards Assessments (FSA).

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. Increase the percentage of students scoring at level 3 or above on the Civics EOC exam. 1a

G074776

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	70.0

Resources Available to Support the Goal 2

- CPALMS, textbooks, Curriculum maps, Current events

Targeted Barriers to Achieving the Goal 3

- Pacing Guides

Plan to Monitor Progress Toward G1. 8

Civics EOC scores

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

percentage of students meeting proficiency or higher

G2. Increase the percentage of students scoring at level 3 or above on the FCAT Science Assessment. 1a

G074777

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Marzano's Art and Science of Teacher Framework, Science Textbooks and Labs, District CRT, CPALMS, Discovery Ed, IQWST, STEM, WICOR, Robotics

Targeted Barriers to Achieving the Goal 3

- Students may have difficulty understanding the scientific concepts, higher level thinking and problem solving.

Plan to Monitor Progress Toward G2. 8

FCAT Science 2.0 scores

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

percentage of students meeting proficiency or higher

G3. Increase the percentage of students scoring above the 50th percentile on the Florida Standards Math Assessments (FSA) and above the 50th percentile proficiency level on the Algebra I EOC. 1a

G074778

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Achievement	75.0

Resources Available to Support the Goal 2

- Marzano's teacher framework, Math text books, Kahn Academy, Accelerated Math, AVID program, WICOR, Robotics, STEM, STAR Math 2.0, MathXL

Targeted Barriers to Achieving the Goal 3

- Students may fail to see the connection between classroom activities and real-world applications.
- Students may lack experience with the New Florida Standards Assessment question types (Equation response – Graphic response – Multiple-choice response – Multi-select response – May require selecting responses, Natural Language response, Simulation response –)

Plan to Monitor Progress Toward G3. 8

FSA Math and Algebra I EOC scores

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

percentage of students meeting proficiency or higher

G4. Increase the percentage of students scoring above the 50th percentile on the ELA Florida Standards Assessments (FSA). 1a

G074779

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Achievement	71.0

Resources Available to Support the Goal 2

- Achieve 3000, CPALMS, RACE, WICOR strategies, Accelerated Reader 360, STAR Reading, Kahn Academy, USA Test Prep, Marzano's Art and Science of Teaching Framework, Discovery Ed, Read180, FSA online assessment portal

Targeted Barriers to Achieving the Goal 3

- Students need additional support with text-based writing prompts.
- Students need support with the ELA Florida Standards Assessment question types (open response, multiple choice, two part questions, selective response, highlighting text).

Plan to Monitor Progress Toward G4. 8

ELA Florida Standards Assessment and ELA Writing Component scores

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

percentage of students meeting proficiency or higher

Plan to Monitor Progress Toward G4. 8

Assessment Data, Classroom lesson plans, Classroom walk-throughs

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 8/11/2015

Evidence of Completion

Assessment data, Lesson plans, deliberate practice, student work samples, observations

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. Increase the percentage of students scoring at level 3 or above on the Civics EOC exam. **1**

 G074776

G1.B1 Pacing Guides **2**

 B195259

G1.B1.S1 Teachers will continue to work on curriculum and pacing guides. **4**

 S206901

Strategy Rationale

Good progress has been made as indicated by the percentage of students passing the December EOC.

Action Step 1 **5**

Lesson plans, classroom observations, assessment data, curriculum maps

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Lesson plans, projects, assessment data, curriculum maps

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

Lesson plans, classroom observations, assessment data, curriculum maps

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Lesson plans, classroom observations, assessment data, curriculum maps

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

Lesson plans, classroom observations, assessment data, curriculum maps

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Lesson plans, classroom observations, assessment data, curriculum maps

G2. Increase the percentage of students scoring at level 3 or above on the FCAT Science Assessment. 1

G074777

G2.B1 Students may have difficulty understanding the scientific concepts, higher level thinking and problem solving. 2

B195260

G2.B1.S1 Increase opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking skills) as it relates to effective science instruction. 4

S206902

Strategy Rationale

Action Step 1 5

Lesson plans, Assessment data, classroom observations

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Lesson plans, Science Projects, Classroom Walkthroughs, assessment data

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

Lesson plans, Assessment data, classroom observations, Science projects

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Lesson plans, Science Projects, Classroom Walkthroughs

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

Lesson plans, Assessment data, classroom observations

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016


Evidence of Completion

Lesson plans, Science Projects, Classroom Walkthroughs


G3. Increase the percentage of students scoring above the 50th percentile on the Florida Standards Math Assessments (FSA) and above the 50th percentile proficiency level on the Algebra I EOC. 1

 G074778

G3.B1 Students may fail to see the connection between classroom activities and real-world applications. 2

 B195261

G3.B1.S1 Teachers will apply concepts to problems arising in everyday life, society, and the workplace so that students will see the relevance and connection. 4

 S206903

Strategy Rationale

Action Step 1 5

Review Assessment Data, Classroom lesson plans, and conduct classroom observations

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Assessment data, Lesson plans, deliberate practice, student work samples

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

Assessment Data, Classroom lesson plans, Classroom walk-throughs

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Assessment data, Lesson plans, deliberate practice, student work samples, observations

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

Assessment Data, Classroom lesson plans, classroom observations, student work samples

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Assessment Data, Classroom lesson plans, classroom observations, student work samples

G3.B2 Students may lack experience with the New Florida Standards Assessment question types (Equation response – Graphic response – Multiple-choice response – Multi-select response – May require selecting responses, Natural Language response, Simulation response –) **2**

 B195262

G3.B2.S1 Math teachers will incorporate a variety of question types within their lessons daily. **4**

 S206904

Strategy Rationale

Action Step 1 **5**

Students will practice using the online FSA portal and similar questioning from innovative lesson plans created using CPALMS.

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Lesson plans, classroom observations, assessment data, curriculum maps

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

Lesson plans, classroom observations, assessment data, curriculum maps

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Lesson plans, classroom observations, assessment data, curriculum maps

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

Lesson plans, classroom observations, assessment data, curriculum maps

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Lesson plans, classroom observations, assessment data, curriculum maps


G4. Increase the percentage of students scoring above the 50th percentile on the ELA Florida Standards Assessments (FSA). 1

 G074779

G4.B1 Students need additional support with text-based writing prompts. 2

 B195263

G4.B1.S1 All teachers will use text-based writing across the curriculum with common writing rubrics. 4

 S206905

Strategy Rationale

Practice will help in preparation.

Action Step 1 5

All teachers will collaborate to expand the writing curriculum to include text-based writing.

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Assessment data, Lesson plans, deliberate practice, student work samples

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

Assessment Data, Classroom lesson plans, Classroom walk-throughs

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Assessment data, Lesson plans, deliberate practice, student work samples, observations

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

Assessment Data, Classroom lesson plans, classroom observations, student work samples

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Assessment Data, Classroom lesson plans, classroom observations, student work samples

G4.B1.S2 Improve the quality of text-based writing for the ELA Writing Component. 4

S206906

Strategy Rationale

Practice will help in improving the quality of writing.

Action Step 1 5

All teachers will collaborate to expand the writing curriculum to include text-based writing.

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Assessment data, Lesson plans, deliberate practice, student work samples

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Assessment Data, Classroom lesson plans, Classroom walk-throughs

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 8/11/2015

Evidence of Completion

Assessment Data, Classroom lesson plans, classroom observations, student work-samples

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Assessment data, Classroom lesson plans, classroom observations, student work samples

Person Responsible

John Mazzella


Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

Assessment Data, Classroom lesson plans, classroom observations, student work samples

G4.B2 Students need support with the ELA Florida Standards Assessment question types (open response, multiple choice, two part questions, selective response, highlighting text). 2

 B195264

G4.B2.S1 Students will practice using the online FSA portal and similar questioning from innovative lesson plans created using CPALMS. 4

 S206907

Strategy Rationale

Practice will help in preparation.

Action Step 1 5

All teachers will incorporate a variety of question types within their lessons across the curriculum.

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

lesson plans, student work samples, formative and summative assessments.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Review classroom activities, lesson plans, classroom observations

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

lesson plans, student work samples, formative and summative assessments.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Review classroom activities, lesson plans, classroom observations

Person Responsible

John Mazzella

Schedule

Daily, from 8/11/2015 to 5/26/2016

Evidence of Completion

weekly lesson plans, student work samples, assessments

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	Lesson plans, classroom observations, assessment data, curriculum maps	Mazzella, John	8/11/2015	Lesson plans, projects, assessment data, curriculum maps	5/26/2016 daily
G2.B1.S1.A1	Lesson plans, Assessment data, classroom observations	Mazzella, John	8/11/2015	Lesson plans, Science Projects, Classroom Walkthroughs, assessment data	5/26/2016 daily
G3.B1.S1.A1	Review Assessment Data, Classroom lesson plans, and conduct classroom observations	Mazzella, John	8/11/2015	Assessment data, Lesson plans, deliberate practice, student work samples	5/26/2016 daily
G3.B2.S1.A1	Students will practice using the online FSA portal and similar questioning from innovative lesson plans created using CPALMS.	Mazzella, John	8/11/2015	Lesson plans, classroom observations, assessment data, curriculum maps	5/26/2016 daily
G4.B1.S1.A1	All teachers will collaborate to expand the writing curriculum to include text-based writing.	Mazzella, John	8/11/2015	Assessment data, Lesson plans, deliberate practice, student work samples	5/26/2016 daily
G4.B1.S2.A1	All teachers will collaborate to expand the writing curriculum to include text-based writing.	Mazzella, John	8/11/2015	Assessment data, Lesson plans, deliberate practice, student work samples	5/26/2016 daily
G4.B2.S1.A1	All teachers will incorporate a variety of question types within their lessons across the curriculum.	Mazzella, John	8/11/2015	lesson plans, student work samples, formative and summative assessments.	5/26/2016 daily
G1.MA1	Civics EOC scores	Mazzella, John	8/11/2015	percentage of students meeting proficiency or higher	5/26/2016 daily
G1.B1.S1.MA1	Lesson plans, classroom observations, assessment data, curriculum maps	Mazzella, John	8/11/2015	Lesson plans, classroom observations, assessment data, curriculum maps	5/26/2016 daily
G1.B1.S1.MA1	Lesson plans, classroom observations, assessment data, curriculum maps	Mazzella, John	8/11/2015	Lesson plans, classroom observations, assessment data, curriculum maps	5/26/2016 daily
G2.MA1	FCAT Science 2.0 scores	Mazzella, John	8/11/2015	percentage of students meeting proficiency or higher	5/26/2016 daily
G2.B1.S1.MA1	Lesson plans, Assessment data, classroom observations	Mazzella, John	8/11/2015	Lesson plans, Science Projects, Classroom Walkthroughs	5/26/2016 daily
G2.B1.S1.MA1	Lesson plans, Assessment data, classroom observations, Science projects	Mazzella, John	8/11/2015	Lesson plans, Science Projects, Classroom Walkthroughs	5/26/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	FSA Math and Algebra I EOC scores	Mazzella, John	8/11/2015	percentage of students meeting proficiency or higher	5/26/2016 daily
G3.B1.S1.MA1	Assessment Data, Classroom lesson plans, classroom observations, student work samples	Mazzella, John	8/11/2015	Assessment Data, Classroom lesson plans, classroom observations, student work samples	5/26/2016 daily
G3.B1.S1.MA1	Assessment Data, Classroom lesson plans, Classroom walk-throughs	Mazzella, John	8/11/2015	Assessment data, Lesson plans, deliberate practice, student work samples, observations	5/26/2016 daily
G3.B2.S1.MA1	Lesson plans, classroom observations, assessment data, curriculum maps	Mazzella, John	8/11/2015	Lesson plans, classroom observations, assessment data, curriculum maps	5/26/2016 daily
G3.B2.S1.MA1	Lesson plans, classroom observations, assessment data, curriculum maps	Mazzella, John	8/11/2015	Lesson plans, classroom observations, assessment data, curriculum maps	5/26/2016 daily
G4.MA1	ELA Florida Standards Assessment and ELA Writing Component scores	Mazzella, John	8/11/2015	percentage of students meeting proficiency or higher	5/26/2016 daily
G4.MA2	Assessment Data, Classroom lesson plans, Classroom walk-throughs	Mazzella, John	8/11/2015	Assessment data, Lesson plans, deliberate practice, student work samples, observations	8/11/2015 daily
G4.B1.S1.MA1	Assessment Data, Classroom lesson plans, classroom observations, student work samples	Mazzella, John	8/11/2015	Assessment Data, Classroom lesson plans, classroom observations, student work samples	5/26/2016 daily
G4.B1.S1.MA1	Assessment Data, Classroom lesson plans, Classroom walk-throughs	Mazzella, John	8/11/2015	Assessment data, Lesson plans, deliberate practice, student work samples, observations	5/26/2016 daily
G4.B2.S1.MA1	Review classroom activities, lesson plans, classroom observations	Mazzella, John	8/11/2015	weekly lesson plans, student work samples, assessments	5/26/2016 daily
G4.B2.S1.MA1	Review classroom activities, lesson plans, classroom observations	Mazzella, John	8/11/2015	lesson plans, student work samples, formative and summative assessments.	5/26/2016 daily
G4.B1.S2.MA1	Assessment data, Classroom lesson plans, classroom observations, student work samples	Mazzella, John	8/11/2015	Assessment Data, Classroom lesson plans, classroom observations, student work samples	5/26/2016 daily
G4.B1.S2.MA1	Assessment Data, Classroom lesson plans, Classroom walk-throughs	Mazzella, John	8/11/2015	Assessment Data, Classroom lesson plans, classroom observations, student work-samples	8/11/2015 daily

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. Increase the percentage of students scoring at level 3 or above on the Civics EOC exam.

G1.B1 Pacing Guides

G1.B1.S1 Teachers will continue to work on curriculum and pacing guides.

PD Opportunity 1

Lesson plans, classroom observations, assessment data, curriculum maps

Facilitator

Jean Lamar

Participants

Social Studies teachers

Schedule

Daily, from 8/11/2015 to 5/26/2016

G2. Increase the percentage of students scoring at level 3 or above on the FCAT Science Assessment.

G2.B1 Students may have difficulty understanding the scientific concepts, higher level thinking and problem solving.

G2.B1.S1 Increase opportunities for teachers to change instructional practices (problem solving, discovery learning, collaboration, communication, and critical thinking skills) as it relates to effective science instruction.

PD Opportunity 1

Lesson plans, Assessment data, classroom observations

Facilitator

Dr. Larry Chew/ Michelle Wright

Participants

Science teachers

Schedule

Daily, from 8/11/2015 to 5/26/2016

G3. Increase the percentage of students scoring above the 50th percentile on the Florida Standards Math Assessments (FSA) and above the 50th percentile proficiency level on the Algebra I EOC.

G3.B1 Students may fail to see the connection between classroom activities and real-world applications.

G3.B1.S1 Teachers will apply concepts to problems arising in everyday life, society, and the workplace so that students will see the relevance and connection.

PD Opportunity 1

Review Assessment Data, Classroom lesson plans, and conduct classroom observations

Facilitator

Patricia Evans/Dianne Romon

Participants

Math teachers

Schedule

Daily, from 8/11/2015 to 5/26/2016

G3.B2 Students may lack experience with the New Florida Standards Assessment question types (Equation response – Graphic response – Multiple-choice response – Multi-select response – May require selecting responses, Natural Language response, Simulation response –)

G3.B2.S1 Math teachers will incorporate a variety of question types within their lessons daily.

PD Opportunity 1

Students will practice using the online FSA portal and similar questioning from innovative lesson plans created using CPALMS.

Facilitator

Patricia Evans/Dianne Romon

Participants

Math teachers

Schedule

Daily, from 8/11/2015 to 5/26/2016

G4. Increase the percentage of students scoring above the 50th percentile on the ELA Florida Standards Assessments (FSA).

G4.B1 Students need additional support with text-based writing prompts.

G4.B1.S1 All teachers will use text-based writing across the curriculum with common writing rubrics.

PD Opportunity 1

All teachers will collaborate to expand the writing curriculum to include text-based writing.

Facilitator

Pam Wilkerson, Nassau County School Board

Participants

Language Arts teachers

Schedule

Daily, from 8/11/2015 to 5/26/2016

G4.B2 Students need support with the ELA Florida Standards Assessment question types (open response, multiple choice, two part questions, selective response, highlighting text).

G4.B2.S1 Students will practice using the online FSA portal and similar questioning from innovative lesson plans created using CPALMS.

PD Opportunity 1

All teachers will incorporate a variety of question types within their lessons across the curriculum.

Facilitator

Pamela Wilkerson

Participants

Language Arts teachers

Schedule

Daily, from 8/11/2015 to 5/26/2016

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	Lesson plans, classroom observations, assessment data, curriculum maps	\$0.00
2	G2.B1.S1.A1	Lesson plans, Assessment data, classroom observations	\$0.00
3	G3.B1.S1.A1	Review Assessment Data, Classroom lesson plans, and conduct classroom observations	\$0.00
4	G3.B2.S1.A1	Students will practice using the online FSA portal and similar questioning from innovative lesson plans created using CPALMS.	\$0.00
5	G4.B1.S1.A1	All teachers will collaborate to expand the writing curriculum to include text-based writing.	\$0.00
6	G4.B1.S2.A1	All teachers will collaborate to expand the writing curriculum to include text-based writing.	\$0.00
7	G4.B2.S1.A1	All teachers will incorporate a variety of question types within their lessons across the curriculum.	\$0.00
Total:			\$0.00