Desoto Middle School

2016-17 Schoolwide Improvement Plan

Desoto Middle School

420 E GIBSON ST, Arcadia, FL 34266

http://dms.desotoschools.com/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	D	D

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 Desoto County School Board on 9/27/2016.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Desoto Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of De Soto Middle School is to prepare all students to be successful citizens and productive workers.

b. Provide the school's vision statement.

Our vision is to create a safe and positive learning environment to ensure that all students have the opportunity to reach their greatest potential. De Soto Middle School is striving to maintain high academic standards, accommodate the varied learning styles, and create students that may become productive and involved members of society.

2. School Environment

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

Teachers and students spend the first several days and weeks getting to know their students. All teachers conduct "getting to know my class" activities where the students participate. Students get to know each other and their teachers. Many of the teachers display the products of these activities for the weeks to come.

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

As part of the beginning of the year procedures, teachers teach a suspended curriculum. Specific subject areas take on portions of the district's Code of Student Conduct, the DMS Student Handbook, and then spend time teaching classroom expectations and procedures. The leadership team also meets with each grade level. The goal of these activities is for students to know the expectations of the teacher and of the school, and to feel comfortable in the fact that the school is set up to monitor and provide a safe and respectful learning environment.

c. 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.

Students and teachers are both provided specific behavioral expectations; these are reviewed at the beginning of the year. Expectations are displayed around the campus and in classrooms. Students are aware of discipline expectations and consequences. Behavior is tracked and monitored both in a school system (minor behaviors such as gum, electronics, tardies), and majors are tracked and monitored on the district's system. Behaviors patterns are monitored and addressed by making necessary adjustments in schedules or supervision. Proactive behavior is rewarded, both student and staff, through positive notes, and grade level or school wide events.

d. 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.

Guidance counselors introduce themselves to each class at the beginning of the year. Students are provided with the methods of requesting help: guidance counselor request slips, bully reporting,

witness reporting, schedule change requests, etc. Teachers are encouraged to send students who are visibly upset to guidance. Various mentor programs assist our students: Take Stock in Children, Check and Connect, Homeless and Migrant programs. Families can request food assistance from the All Faiths Food Bank backpack program. Representatives from Student Services provide training to our staff in crisis recognition and suicide prevention.

3. 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).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

At this time, De Soto Middle School uses the State defined early warning indicators: 9 or more absences per semester, suspensions, course failures, and level 1 scores on state assessments. Several programs produce data reports which are reviewed and integrated through Literacy Team data chats. The results are shared and discussed in Data Chats with teachers. The two major data systems include our student information system (Skyward) and our assessment database (Performance Matters).

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	18	33	26	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	98	107	119	0	0	0	0	324
Course failure in ELA or Math	0	0	0	0	0	0	14	21	22	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	0	0	0	157	201	154	0	0	0	0	512

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	30	29	11	0	0	0	0	70

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

DeSoto Middle School employs many methods to monitor and address the needs of those students who are identified by the early warning system. Students that earn a level 1 on the state reading assessment are placed in an intensive reading class. We will run weekly reports using the reporting functions within our student information system to further monitor students. Interventions for these students include (but are not limited to): letters home to indicate that the student is being monitored by De Soto Middle School's early warning system, discussion at weekly child study teams, referral to guidance counselor, referral to social worker, enrollment in a credit recovery program, participate in before or after school tutoring programs, parent conferences, additional weekly academic and/ or behavior reporting.

After each marking period the school counselors conduct academic review conferences for all students who failed one or more academic classes. These students' grades are then monitored on a

weekly basis until the grades are passing. Along with the attendance secretary the school counselors conduct weekly attendance meetings. At these meetings support services are developed for both students and families. These services include CINS/FINS referrals and SAP assessments through the school social worker.

After school tutoring is available for students in all content areas. All students who are identified by their teachers as needing extra assistance are encouraged to attend.

Students who need intensive supports are monitored on a weekly/daily check in/check out basis in which their academic, attendance and discipline status is reviewed. Students and families are also helped with basic needs such as food and clothes.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. 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.

De Soto Middle School's has several community and business partnerships as well as grants. Currently, the De Soto County Health Department, Dental Clinic, All Faith's Food Program, business partners and local community programs. During the upcoming year, De Soto Middle School Leadership will aggressively pursue additional supports within the community as well as post secondary programs. Through these efforts we will expand our business partnerships. Leadership Team will participate in community functions, encourage involvement with Arcadia City Council, Chamber of Commerce, outreach to local churches,and invitations to community / college officials to school functions.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Britton, Christina	Principal
Kane, Matt	Assistant Principal
Bement, Kathy	Instructional Coach
Irby, Amanda	Instructional Coach
Loughren, Timothy	Dean

b. Duties

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

Roles
The Leadership Team's role focuses on developing and maintaining a problem-solving system designed to bring out the best in the school, our teachers and our students academically, socially and behaviorally.

Meeting Process
The team meets weekly, or as needed, to review universal screening data, on-going progress monitoring data, at class and grade levels, for instructional decisions. The data is also used to identify students who are meeting or exceeding benchmarks, or are at moderate / high risk for not meeting benchmarks. The team identifies and coordinates necessary professional development and resources.
For students identified as "at risk" or "in need of additional support", plans are developed to provide supports in targeted areas of concern.Follow up meetings are conducted at regular intervals to review implementation and progress as well as determine further needs.

ROLES / FUNCTIONS
The Leadership team (Principal, Assistant Principal, Dean, Instructional Coaches) ensure common vision and leadership in data driven decision making, implementation of appropriate assessment,interventions, and professional development aligned with RtI as well as communication with parents, instructional coaches and Student Services Personnel including the Guidance Counselor and Dean, provide services and expertise on individual assessment and interpretation of intervention data, program / intervention design and implementation on an individual basis. Team members link families with resources in school and in the community to support academic, social, emotional and behavior success.

2. 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.

School Based Leadership Team:
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, progress monitoring, intervention support, and documentation. In addition the Team ensures adequate professional development to support RtI implementation, and plans while communicating with parent and school advisory regarding the school-based Literacy plans and activities.

Instructional Coaches:
Develops, leads, coordinates and evaluates school core content standards/programs; identifies and

analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation.

General Education Teachers (as needed):
Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) and ESOL Teachers:
Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through inclusion.

Coordination of Supplemental Funds, Services and Programs
Title I, Part A
Services are provided to students in need of additional services through after school programs, summer institutes, and intervention instruction during the school day. The district coordinates the use of Title I, II, and III funds to provide professional development for teachers and administrators to improve instructional practices and support improvement in student achievement.

Title I, Part C- Migrant
Migrant Advocates at each school site provide instructional support to students either during or after the student academic day. These advocates coordinate services with Title I and other programs.

Title I, Part D
Funds from this source are used to support instruction in DJJ facilities located in DeSoto, and to develop and implement a drop out prevention program for the district.

Title II
Title II, Part A funds are used to provide supplemental professional development for faculty, staff, and administrators at all school sites in the district. Specific activities are based on the needs of the schools, as determined by student performance data and surveys of all stakeholders. These funds are used in collaboration with funds from local sources and other Federal projects.

Title II Part D funds are used to support instructional technology through the purchase and repair of hardware, purchase of software, and provision of professional development in the use of technology as an instructional tool.

Title III
Services are provided at each school site to support education of English Language Learners for the purpose of improving student performance.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Christina Britton	Principal
Robbie Mullins	Parent
Kathy Bement	Teacher
Asya Phillips	Teacher
Holly Shea	Teacher
Tobi Webster	Education Support Employee
Connie Wells	Education Support Employee
Debbie Wertz	Business/Community
Olivia Barrera	Student
Kay Reed	Business/Community
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC, when elected, will examine the SIP from the previous year and evaluate whether goals where met and adjustments need to be made.

b. Development of this school improvement plan

The major activity of the School Advisory Council for the upcoming school year will be monitoring the implementation of the school improvement plan, reviewing progress data, and focusing on the mission statement of providing a safe environment and for students to reach their fullest potential.

c. Preparation of the school's annual budget and plan

The SAC will evaluate the annual budget and will allocate how SAC funds will be spent.

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

Student Behavior Program $1500.00
Student/Staff Incentives $1600.00
Substitutes for meetings $250.00
Student of the Month Rewards $300.00

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Britton, Christina	Principal
Irby, Amanda	Instructional Coach
Bement, Kathy	Instructional Coach
Kane, Matt	Assistant Principal
Loughren, Timothy	Dean
Bickett, Leslie	School Counselor
Keller, Rebecca	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT meets weekly to review school based concerns, calendars, student needs, etc.
In addition, the LLT meets monthly with Team Leaders, individually and PLC groups to discuss students/curriculum, review data, identify trends/patterns/needs and identify potential interventions and / or strategies to assist student learning.

D. Public and Collaborative Teaching

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

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

All instructional staff participate in Professional Learning Communities that focus on collaboratively planning lessons and developing common assessments. In addition, committees work together to organize and implement activities to bring staff together for fun as well as planning. The school's Social Committee has developed a year long plan of activities to celebrate our successes.

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

In order to recruit highly qualified teachers, staff attend recruitment fairs and review Teachers Teachers.

1. New teachers meet regularly with leadership team members and a veteran mentor teacher works collaboratively with them. Instructional Coach meet more frequently with new teachers. The principal is the person responsible for implementation.

2. District wide mentor program.
The District has developed a Mentor Program to allow new teachers the opportunity to become comfortable with the policies and procedures of our school as they settle in to their curriculum areas. This program allows district staff monthly meetings with new teachers for assistance in a variety of needs. The persons responsible for implementation are the Principal and District Human Resources Department.

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

Mentor and mentee meet weekly (or more frequently as necessary) to discuss evidence based strategies for effective classroom teaching as well as help with the every day process and routines. The Instructional Coaches meet monthly with the mentor/mentee. The mentor is paid a stipend by the district. The mentor and mentee also meet during preplanning for district orientation.

The rationale for pairings are based on grade level, subject area, experience, successful achievement scores on assessments, mentoring training and ability to work with new staff.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

De Soto Middle School utilizes core curriculum materials that have been adopted by the District from State approved materials. Supplemental Programs are research based and approved by the District.

b. Instructional Strategies

1. 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.

Instructional Coaches and the school Literarcy Leadership Team review data during the summer and identify students in need of supplemental instruction. Courses are established using research based programs (I-Ready, Read 180, etc) Students are enrolled in these classes. The Instructional Coaches meet weekly with Read 180 coaches and I-Ready coaches to ensure fidelity, and make adjustments. In addition, the coaches meet biweekly to review data and progress with each grade level/subject area PLC to identify lessons, strategies and adjustments during common planning time.

2. 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: 700

Extended learning opportunities for students offered after school: credit recovery program, subject area specific tutoring in the four core areas, EOC blitzes to review for Algebra and Civics

Strategy Rationale

Students will be remediated in the areas where they are failing academically, are provided assistance in the areas where they are struggling, and/or provided enrichment to prepare for state EOCs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Kane, Matt, matt.kane@desotoschools.com

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

Credit retrieval data, percent of students passing coursework, percent of students proficient on state EOCs.

2. Student Transition and Readiness

a. 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).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Instructional coaches, guidance counselors, and staffing specialists from feeder elementary schools meet with their DMS counterparts to review data and records of incoming students to identify those needing additional supplemental instruction and those in need of advanced coursework. Open House is held before school starts to meet staff, see classrooms, ask questions, etc.

The same procedure is utilized with outgoing 8th graders. In addition to these steps, many 8th graders participate in advanced coursework and are enrolled in high school courses for credit.

b. College and Career Readiness

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

De Soto Middle School is an AVID school. Our students are encouraged to research their career goals and the work needed to achieve those goals. Our AVID students visit colleges as well.

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

None

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

DMS offers Business, AgriScience, AVID, Culinary, and Research. These courses support technical education initiatives and serve as our academic electives.

4. 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.

Introduce and increase advanced coursework.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   DeSoto Middle School teachers will plan and use ambitious and collaborative teaching strategies to be implemented during instructional time.

Strategic Goals Detail

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

G1. DeSoto Middle School teachers will plan and use ambitious and collaborative teaching strategies to be implemented during instructional time. `1a`

🔍 G082516

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	35.0
ELA/Reading Gains District Assessment	48.0
FSA Mathematics Achievement	32.0
Math Gains	43.0
Statewide Science Assessment Achievement	32.0
Civics EOC Pass	50.0

Targeted Barriers to Achieving the Goal `3`

- Planning With Standards -Need for efficient/ effective planning focused on the Standards.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Academic Coaches

- "PLC" data-driven instruction

- iReady assessment and resources

- Data from common assessment

- New math and ELA Textbooks/ series-aligned to FSA

- Student spends 90mins + in iReady lab/ week

- iReady trained teacher for "blended model" instruction

- iReady Labs

Plan to Monitor Progress Toward G1. `8`

Data Chats with teachers, admin and/or coach as part of LLT and PLCS

Person Responsible
Christina Britton

Schedule
Weekly, from 8/17/2016 to 5/22/2017

Evidence of Completion
Review documentation of: PLC meetings, Team planning, Lesson plans, Agendas, calendars. FSA Data, iReady data, common assessments, Science/ Civics/ Algebra Benchmark data, previous FCAT 2.0, Read 180, System 44, discipline/ attendance reports, report cards

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. DeSoto Middle School teachers will plan and use ambitious and collaborative teaching strategies to be implemented during instructional time. `1`

🔍 G082516

G1.B2 Planning With Standards -Need for efficient/ effective planning focused on the Standards. `2`

🔍 B218461

G1.B2.S1 Implementing lesson planning utilizing backward design model with standards and common assessments during Content Grade Level PLC. `4`

🔍 S230746

Strategy Rationale

To increase student achievement, content area teachers need to be in accord regarding common assessments derived from of state standards.

Action Step 1 `5`

Schedule trainings: PLCs, understanding backwards- deign model, understanding standards, common assessments, Rigor Relevance & Relationship rubric training

Person Responsible

Kathy Bement

Schedule

Weekly, from 8/17/2016 to 5/10/2017

Evidence of Completion

Complete Schedule

Action Step 2 `5`

Implement training Understanding PLCs, Lesson Planning, Common Assessment Development.

Person Responsible

Kathy Bement

Schedule

Weekly, from 8/17/2016 to 5/17/2017

Evidence of Completion

agendas, data analysis sheets

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

Monitor lesson plans and common assessments developed through implementation of action plans.

Person Responsible

Christina Britton

Schedule

Weekly, from 8/15/2016 to 5/15/2017

Evidence of Completion

PLC notes, Lesson Plans

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

Lesson plans and common assessments, student performance on district assessments and state assessments should improve.

Person Responsible

Christina Britton

Schedule

Weekly, from 8/15/2016 to 6/30/2017

Evidence of Completion

PLC Notes, amended lesson plans based on data, increase of strategies being used, teacher made assessments, state assessment results.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1 🔍 A294532	Schedule trainings: PLCs, understanding backwards- deign model, understanding standards, common...	Bement, Kathy	8/17/2016	Complete Schedule	5/10/2017 weekly
G1.B2.S1.MA1 🔍 M297240	Monitor lesson plans and common assessments developed through implementation of action plans.	Britton, Christina	8/15/2016	PLC notes, Lesson Plans	5/15/2017 weekly
G1.B2.S1.A2 🔍 A294533	Implement training Understanding PLCs, Lesson Planning, Common Assessment Development.	Bement, Kathy	8/17/2016	agendas, data analysis sheets	5/17/2017 weekly
G1.MA1 🔍 M297241	Data Chats with teachers, admin and/or coach as part of LLT and PLCS	Britton, Christina	8/17/2016	Review documentation of: PLC meetings, Team planning, Lesson plans, Agendas, calendars. FSA Data, iReady data, common assessments, Science/ Civics/ Algebra Benchmark data, previous FCAT 2.0, Read 180, System 44, discipline/ attendance reports, report cards	5/22/2017 weekly
G1.B2.S1.MA1 🔍 M297239	Lesson plans and common assessments, student performance on district assessments and state...	Britton, Christina	8/15/2016	PLC Notes, amended lesson plans based on data, increase of strategies being used, teacher made assessments, state assessment results.	6/30/2017 weekly

V. Professional Development Opportunities

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

G1. DeSoto Middle School teachers will plan and use ambitious and collaborative teaching strategies to be implemented during instructional time.

G1.B2 Planning With Standards -Need for efficient/ effective planning focused on the Standards.

G1.B2.S1 Implementing lesson planning utilizing backward design model with standards and common assessments during Content Grade Level PLC.

PD Opportunity 1

Schedule trainings: PLCs, understanding backwards- deign model, understanding standards, common assessments, Rigor Relevance & Relationship rubric training

Facilitator

Instructional Coaches, Leadership

Participants

Instructional staff

Schedule

Weekly, from 8/17/2016 to 5/10/2017

PD Opportunity 2

Implement training Understanding PLCs, Lesson Planning, Common Assessment Development.

Facilitator

Coaches

Participants

instructional staff

Schedule

Weekly, from 8/17/2016 to 5/17/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	**Schedule trainings: PLCs, understanding backwards- deign model, understanding standards, common assessments, Rigor Relevance & Relationship rubric training**	$0.00
2	G1.B2.S1.A2	**Implement training Understanding PLCs, Lesson Planning, Common Assessment Development.**	$0.00
		Total:	$0.00