

The School District of Palm Beach County

Loggers' Run Community Middle School



2016-17 Schoolwide Improvement Plan

Loggers' Run Community Middle School

11584 W PALMETTO PARK RD, Boca Raton, FL 33428

<https://lrms.palmbeachschools.org>

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	No	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 Palm Beach County School Board on 11/16/2016.

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Loggers' Run Community Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

Loggers' Run Middle School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

The vision of Loggers' Run Community Middle School is to provide an intellectually stimulating and safe environment in which students can develop skills that will enable them to be successful and productive citizens.

2. School Environment

a. 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) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

History of Holocaust, History of African Americans, Hispanic Contributions, Women's Contributions, and Sacrifices of Veterans. This will be done through collaborative activities and lessons across multidisciplinary content areas.

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

For safety, we have School wide Positive Behavior Support to address common area and classroom expectations that address behavior. We also have a program that promotes efficacy by identifying students that are engaged in desired targeted behaviors. This is our PATH program. Administration conducts annual grade level assemblies to discuss expectations, policies and procedures.

Our student PATH stands for
Be Proud
Be Accountable
Be Thoughtful
Be Helpful

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.

We use the CHAMPS initiative that norms every classroom environment through the implementation of a behavioral matrix that defines expectations by activity. Our in-house Assistant Principal and CHAMPS trainer, Brian Siegel, trains our new teachers (3 years or earlier) to the CHAMPS strategies.

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.

Loggers' Run has a School Based Team in which staff actively refer our at risk students. Guidance counselors are also available to speak with students on a regular basis to ensure our struggling students are focused and on-task.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

Every Monday morning the Data Processor will:

1. Print a report listing students with 5 or more absences for the current nine weeks.
2. Print a report with students with at least one suspension.

The teachers will submit biweekly:

1. Their current list of students that are non-proficient.
2. A printout of all FSQ's and USA's highlighting students that are in the lowest 25%.

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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
Absences below 90%	0	0	0	0	0	0	30	31	33	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	18	23	24	0	0	0	0	65
Course Failure in ELA/ Math	0	0	0	0	0	0	9	36	37	0	0	0	0	82
FSA/FCAT/EOC Level 1 (ELA/Math)	0	0	0	0	0	0	59	72	71	0	0	0	0	202

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	
	0	0	0	0	0	0	20	32	40	0	0	0	0	92

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

Loggers' Run provides middle school course recovery through Edgenuity for students that are failing core content areas so they are able to demonstrate proficiency.

Students that are level 1 on state wide assessments are placed in intensive reading to help improve their comprehension and fluency proficiency.

Students that have referrals and attendance issues are referred to our school based teams (SBT) to provide further analysis of risk factors and identify needed strategies and resources to help them become academically successful.

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?

No

1. PIP Link

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

2. Description

Parent engagement opportunities will include Curriculum night, PTSA, SAC, Volunteers in Public Schools, Parent Teacher conferences and participation in fund raising events.

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.

Our business partnership coordinator actively identifies, maintains, and facilitates active partnerships with local businesses within our community. On an ongoing basis, this coordinator identifies resources that we are in need of and will make requests of our partners.

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
Capitano, Edmund	Principal
Graham, Sherri	Assistant Principal
Siegel, Brian	Assistant Principal
Ganguzza, Deborah	Teacher, ESE
Kabinoff, Richard	Teacher, K-12
Milos, Ana	Teacher, K-12
Temple, Evelyn	Teacher, K-12
Stathopoulos, Christina	Teacher, K-12
Gates, Julie	Teacher, K-12
Fennell, Alexandra	Teacher, K-12

b. Duties

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

As administrators and teachers, we are instructional leaders of Loggers' Run Middle School and we share in the decision making process on a daily basis.

We develop and maintain the master schedule around the needs of our students. We engage in

shared decision making when we hire new faculty and staff and train staff in regards to their professional development to ensure their success through the process of induction.

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.

Resources are allocated and aligned for instructional purposes based on student and teacher needs. Data is used to identify areas of challenges and to identify key factors for their success.

School wide data is daily reviewed to evaluate effectiveness of core instruction and to facilitate effective decision making relative to resource allocation and student performance. Also, it is used to provide teacher support as well as to identify and address level small group instruction and individual student needs.

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix (CHAMPS) and teaching expected behaviors, communicating with parents, and monitoring SwPBS (PATH). We update our action plans during Department meetings. We instill an appreciation for multicultural diversity through structured lessons, and implementation of SwPBS programs.

The school leadership team problem solves by regularly reviewing instructional needs including the status of computers and support technology. The team identifies new pathways for students to increase interest in Pre-Medical, Pre-Law, Culinary as well as other areas of interest.

The leadership team meets on a weekly basis and the technology team meets once a month for upcoming projects. Resources are monitored by the leadership and technology team as well as the school treasurer.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. We also employed a District trainer, Elena Singer, who will work with educating our ELL students through small group instruction and provide strategies to teachers to improve their pedagogical instruction.

Violence prevention programs: SwPBS, conflict resolution, character counts, NOPE, and CHAMPS (classroom management)

CTE: Digital Divide program enables students to refurbish computers for the community through technical education.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Edmund Capitano	Principal
Richard Kabinoff	Teacher
Stacy Ho-On	Parent
Paul Ho-On	Parent
Diane Esola	Education Support Employee
Nancy Rhodes	Parent
Debra Cottone	Parent
Sheri Schwartz	Parent
Wendy Bronchick	Parent
Melissa Fellman	Parent
Jennifer Biemel	Parent
Janisse Pagan-Grossman	Parent
Brook Olea	Parent
Diana Lopez	Parent
Lisa Thweatt	Parent
Christina Alvarado	Parent
Jaclyn Corbiciero	Teacher
Christina Stathopoulos	Teacher
Shane Berner	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

SAC members were in agreement that our goals and objectives are consistent with the Long Term Objectives for Loggers' Run and we need to continue to move forward to show increased proficiency.

b. Development of this school improvement plan

The Long Term Objectives and Data targets were created based on previous projections. The FY17 SIP is finalized with the input of our SAC members. The members were in agreement to provide funding that is remaining from previous years for professional development and to assist with student achievement in our ELL and Low 25% subgroups in the content areas that are most in need of improvement.

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

Discussion with SAC regarding budget funding to help with tutoring students for academic achievement and high-stakes testing preparation.

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

Loggers' Run FY16 Budget for tutorials and other supplemental resources totaled \$2,000 from SAC

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
Capitano, Edmund	Principal
Graham, Sherri	Assistant Principal
Siegel, Brian	Assistant Principal
Stathopoulos, Christina	Teacher, K-12
Temple, Evelyn	Teacher, K-12
Fennell, Alexandra	Teacher, K-12
Ganguzza, Deborah	Teacher, K-12
Kabinoff, Richard	Teacher, K-12

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

Loggers' Run Middle School supports reading and building academic fluency through all its content areas subjects. In specific classes such as Intensive Reading, our teachers are working with struggling Low 25% and ELL students to improve their fluency and comprehension. READ 180 and the use of the Rotational Instructional Model RIM

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.

Through ongoing Professional Learning Communities (PLC), we provide the opportunity for staff to plan during common planning in each content area as arranged in the Master Schedule.

Each content's curriculum is executed in a manner that is vertically articulated across all grade levels.

We also have PLC meetings that are sponsored by different departments to allow all staff to gather before school and discuss cross curricular goals.

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

We incorporate a professional collegial atmosphere for our staff. The Administration provides support and resources to teachers to develop their talent for student success. New teachers are given mentors through the Educational Support Programs (ESP) to work with them to provide ongoing professional educational support as well as guidance as observed through informal and formal walk-thrus. We

provide common planning times for the teachers to work together as a team thus developing a true professional learning community.

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

All new staff are enrolled in the Educator Support Program (ESP), and are paired with mentors who have clinical educator certification and have been trained in the Marzano evaluation process. Support and professional development activities are followed in adherence to the timeline, set forth by the School District of Palm Beach County.

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.

All content areas are in alignment with the State's benchmarks and standards. All core content and acceleration classes are guided through test item specifications (Item Specs) and through in-school PLC common planning times. Content curricular alignment is monitored by PLC team leaders as well as administration. For training, Loggers' Run Middle School incorporates District trainings and professional development to ensure rigorous aligned lesson plans.

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.

At Loggers' Run, Data is used to inform and to drive instruction. FSQ's and USA's are analyzed to evaluate areas of strengths and opportunities for growth, allowing us to differentiate instruction according to students' need. ESE and ELL strategists will co-teach and facilitate small group instruction to assist students having difficulty.

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: 6,480

Academic enrichment and remediation is required for all students in the after school program. It is also available to the entire student population with in our school center.

Strategy Rationale

We offer this program to increase academic performance in core courses and on state "High-Stakes" and district mandated assessments. The program also provides enrichment activities that contribute to a well-rounded education.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Siegel, Brian, brian.siegel@palmbeachschools.org

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

Both qualitative and quantitative data are analyzed to determine proficiency and growth and staff will collaborate with core area teachers to determine needs and opportunities.

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. Â§ 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.

Our elementary feeder school students visit Loggers' Run for an introductory assembly and tour of our campus. This allows them to see and hear first hand about middle school before they arrive thus easing any anxieties and provides and opportunity to meet with teachers and staff.

Our feeder high school makes several visits to speak with our current 8th grade students to discuss high school opportunities. They also provide a DVD for us to show to the students that answers student generated questions to help them be better prepared.

Our ESE and ELL coordinators also work with both the elementary and high schools to be sure transitions and matriculation are smooth and all paperwork is completed in a timely manner.

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.

All students are exposed to our career academies and academic opportunities available to them. Current 8th graders will participate in a career academy orientation by the neighboring high schools as well as career and academic counseling assemblies. Certified School Counselors are available for individual counseling to ensure students are on the correct path toward high school and college/ career readiness.

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

Through our Pre-Medical Sciences, Pre-Law, Information Technology, and our Culinary Academies students are able to explore career opportunities and participate in career planning activities. Mentoring and job shadowing activities allow the students to connect the real life experience to their academic studies. All students receive rigorous instruction that allows them to connect the academic experience to future endeavors whether it be a college or career path.

Students that complete the 8th grade requirements for Pre-Medical, Information Technology, and Culinary also receive high-school credit.

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

We have Pre-Medical and Pre-Law Academies that work in conjunction with our Science and Social Studies classes. Teachers coordinate lesson plans that allow for cross-curricular activities and learning opportunities

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.

Students will be challenged by rigorous courses such as Algebra I Honors, Geometry Honors, Earth Space Science and Spanish I. Students will be placed in advanced courses based on academic ability on state and district assessments.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1a

G083768

Targets Supported 1b

Indicator	Annual Target
High School Readiness	81.0
FSA ELA Achievement	65.0
FSA Mathematics Achievement	60.0
High School Readiness	69.0

Targeted Barriers to Achieving the Goal 3

- The ability to recognize the academic, social and emotional needs of all students no matter race, ethnicity or gender

Resources Available to Help Reduce or Eliminate the Barriers 2

- In-House Professional Development to address the needs of our Lowest 25% students.
- District professional development staff trainers.
- Professional Development/ Teaching teachers how to pull and analyze data regarding students' performance.
- Teachers to access "Performance Matters" and "Educational Database Warehouse" (EDW)
- Provide In-House Professional Development through our trained staff.
- Select student pullouts and rigorous instruction in order to make gains on high-stakes testing.
- Build academic language development through the content areas.
- Consistent use of heritage language dictionaries as a resource.

Plan to Monitor Progress Toward G1. 8

Administration will analyze data from classroom and district assessments and determine if adequate progress is being made and design additional next steps as needed.

Person Responsible

Edmund Capitano

Schedule

Every 6 Weeks, from 9/19/2016 to 5/26/2017

Evidence of Completion

FSQ's, USA, Mid-term Exams, PBPA, District Diagnostics

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

 = Problem Solving Step  S123456 = Quick Key


G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1

 G083768

G1.B1 The ability to recognize the academic, social and emotional needs of all students no matter race, ethnicity or gender 2

 B222465

G1.B1.S1 Provide instructional staff with various professional learning opportunities focused on meeting the needs of all students. 4

 S234740

Strategy Rationale

If our faculty is provided with professional learning opportunities focused on instructional strategies, delivering effective instruction and increasing their cultural competence then student outcomes will improve.

Action Step 1 5

Provide teachers with professional development focused on planning and delivering effective and relevant instruction.

Person Responsible

Edmund Capitano

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Sign-In Sheets, PD Artifacts, Lesson Plans, Classroom Walkthrough Notes & Feedback to Teachers

Action Step 2 5

Provide teachers with support in planning the for the use of formative assessments and how use them to check for student mastery of each daily lesson.

Person Responsible

Edmund Capitano

Schedule

Every 6 Weeks, from 9/12/2016 to 2/2/2017

Evidence of Completion

Sign In Sheets, Lesson Plans, Classroom Walkthrough Notes & Feedback to Teachers

Action Step 3 5

Loggers' Run will offer Professional Development during faculty meetings and PDD days to build cultural competence to ensure equity and access in all learning environments.

Person Responsible

Alexandra Fennell

Schedule

Monthly, from 9/15/2016 to 6/2/2017

Evidence of Completion

PD Artifacts, Lesson Plans, Classroom Walkthrough Notes & Feedback

Action Step 4 5

Classroom walkthroughs will be conducted focusing in on the implementation of the professional learning opportunities content provided to teachers.

Person Responsible

Edmund Capitano

Schedule

Biweekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Classroom Walkthrough Artifacts (Schedule, Notes, etc.)

Action Step 5 5

Feedback will be provided to teachers after classroom walkthrough visits to assist teachers with refining the implementation of the concepts providing during PD.

Person Responsible

Edmund Capitano

Schedule

Monthly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Feedback to Teachers from Administrators

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

Meet with Professional Development team to review the various learning opportunities provided throughout the year.

Person Responsible

Alexandra Fennell

Schedule

Monthly, from 9/26/2016 to 2/24/2017

Evidence of Completion

PD Agendas, PD Artifacts, PD Schedule, Faculty Meeting Agendas

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

Meet with Academic Leadership team to review formative data on effective instruction such as classroom walkthough data, formative assessment data, teacher feedback and student feedback data.

Person Responsible

Edmund Capitano









Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Meeting Agendas, iObservation Data, assessment data, teacher and student feedback summary reports.

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.B1.S1.A2  A302295	Provide teachers with support in planning the for the use of formative assessments and how use them...	Capitano, Edmund	9/12/2016	Sign In Sheets, Lesson Plans, Classroom Walkthrough Notes & Feedback to Teachers	2/2/2017 every-6-weeks
G1.B1.S1.MA1  M306929	Meet with Professional Development team to review the various learning opportunities provided...	Fennell, Alexandra	9/26/2016	PD Agendas, PD Artifacts, PD Schedule, Faculty Meeting Agendas	2/24/2017 monthly
G1.MA1  M306933	Administration will analyze data from classroom and district assessments and determine if adequate...	Capitano, Edmund	9/19/2016	FSQ's, USA, Mid-term Exams, PBPA, District Diagnostics	5/26/2017 every-6-weeks
G1.B1.S1.MA1  M306928	Meet with Academic Leadership team to review formative data on effective instruction such as...	Capitano, Edmund	10/3/2016	Meeting Agendas, iObservation Data, assessment data, teacher and student feedback summary reports.	5/26/2017 monthly
G1.B1.S1.A4  A302297	Classroom walkthroughs will be conducted focusing in on the implementation of the professional...	Capitano, Edmund	9/5/2016	Classroom Walkthrough Artifacts (Schedule, Notes, etc.)	5/26/2017 biweekly
G1.B1.S1.A5  A302298	Feedback will be provided to teachers after classroom walkthrough visits to assist teachers with...	Capitano, Edmund	9/26/2016	Feedback to Teachers from Administrators	5/26/2017 monthly
G1.B1.S1.A1  A302294	Provide teachers with professional development focused on planning and delivering effective an...	Capitano, Edmund	8/9/2016	Sign-In Sheets, PD Artifacts, Lesson Plans, Classroom Walkthrough Notes & Feedback to Teachers	6/2/2017 daily
G1.B1.S1.A3  A302296	Loggers' Run will offer Professional Development during faculty meetings and PDD days to build...	Fennell, Alexandra	9/15/2016	PD Artifacts, Lesson Plans, Classroom Walkthrough Notes & Feedback	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G1.B1 The ability to recognize the academic, social and emotional needs of all students no matter race, ethnicity or gender

G1.B1.S1 Provide instructional staff with various professional learning opportunities focused on meeting the needs of all students.

PD Opportunity 1

Provide teachers with professional development focused on planning and delivering effective and relevant instruction.

Facilitator

District Staff/ Keisha Johnson ELA/ Nikkia Deluz & Lori Dool Civics/ Diana Snider Math; Alg 1 & Geometry.

Participants

Instructional Staff

Schedule

Daily, from 8/9/2016 to 6/2/2017

PD Opportunity 2

Provide teachers with support in planning the for the use of formative assessments and how use them to check for student mastery of each daily lesson.

Facilitator

Administrative Team

Participants

Instructional Staff

Schedule

Every 6 Weeks, from 9/12/2016 to 2/2/2017

PD Opportunity 3

Loggers' Run will offer Professional Development during faculty meetings and PDD days to build cultural competence to ensure equity and access in all learning environments.

Facilitator

Elena Singer

Participants

All Faculty

Schedule

Monthly, from 9/15/2016 to 6/2/2017

PD Opportunity 4

Feedback will be provided to teachers after classroom walkthrough visits to assist teachers with refining the implementation of the concepts providing during PD.

Facilitator

Administrative Team

Participants

Instructional Staff

Schedule

Monthly, from 9/26/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide teachers with professional development focused on planning and delivering effective an relevant instruction.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7300		1751 - Loggers' Run Community Middle School	General Fund		\$5,000.00
			Notes: Notes			
2	G1.B1.S1.A2	Provide teachers with support in planning the for the use of formative assessments and how use them to check for student mastery of each daily lesson.				\$0.00
3	G1.B1.S1.A3	Loggers' Run will offer Professional Development during faculty meetings and PDD days to build cultural competence to ensure equity and access in all learning environments.				\$8,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7300		1751 - Loggers' Run Community Middle School	General Fund		\$3,500.00
			Notes: Notes			
	7300		1751 - Loggers' Run Community Middle School	General Fund		\$5,000.00
			Notes: Notes			
4	G1.B1.S1.A4	Classroom walkthroughs will be conducted focusing in on the implementation of the professional learning opportunities content provided to teachers.				\$0.00
5	G1.B1.S1.A5	Feedback will be provided to teachers after classroom walkthrough visits to assist teachers with refining the implementation of the concepts providing during PD.				\$0.00
Total:						\$13,500.00