

Duval County Public Schools

Marine Science Education Center



2016-17 Schoolwide Improvement Plan

Marine Science Education Center

1347 PALMER ST, Atlantic Beach, FL 32233

<http://www.duvalschools.org/msec>

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)
High School 9-12	No	23%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year	2015-16
Grade	F

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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 Marine Science Education Center

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

To provide educational excellence in every classroom, for every student, every day.

b. Provide the school's vision statement.

Every student is inspired and prepared for success in college, or a career, and life.

2. School Environment

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

When the students first visit the school the administrator has a conference with the student and the parents to describe the purpose and goals for each student. At this time the student's academic strength and weakness are discussed. We also evaluate why the student was not successful in a traditional school. The administrator will pass this information along to the teacher so they can start to have ideas of how to build a relationship with the student.

We do numerous activities to learn about the students' cultures. We celebrate student's birthdays, have classroom discussions about social backgrounds. We also do team building activities that involve the students and the staff. Once a month we have a student faculty lunch for the school that is prepared by the students and faculty. At the end of the first nine weeks we have a dinner for all students and their parents. We celebrate all holidays by having a student faculty lunch.

The perceptions of teachers, students, and parents regarding school culture and environment are assessed using the Gallup and TNTP survey instruments. This feedback provides direction for strengthening specific areas of the school culture and environment.

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

The school is open 1.5 hours before school starts and all students are welcome to be at school early. The school is also open for students to stay after school. We also have a relationship with organizations that donate food to the school for the students. The administrator has an open door policy, and teachers and staff who are dedicated to the students. The school also has a partnership with the Beaches Resource Center which provides free counseling for students in need.

Our administrators and teachers are constantly in the hallway monitoring student movement throughout the day. According to our Gallup poll, the students feel safe at school.

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.

The students have a set schedule of class times and break times, this helps to minimize the number distractions throughout the day. The academic teacher and the vocational teacher communicate daily, to set up a schedule to minimize daily distractions.

We also have a very precise set of rules and consequences that are covered by the staff at the beginning of the year. At the end of each day the staff discusses any problems that have occurred throughout the day and makes any changes in daily activities that will minimize distractions.

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.

The entire staff at the Marine Science Center has an open door policy. If any students needs to talk, they are always welcome to do so with any staff member. If we feel that any student needs any other services that we cannot provide we have counselors or district personnel provide aid to the students. If there are ever any problems that are occurring that effect all students, due to our small size, we can address the problems as an entire group. We also encourage parents if they know of any problems or situations that are occurring with their son or daughter to please inform us so that we can all work on it collaboratively.

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.

Due to the small class size of the Marine Science Center we contact the student and or the parent of the student that is absent from school. This procedure is carried out by the teacher or the administrator. This is carried out with in the first hour of morning role at 8:15am. We then keep a record of any excessive absences on a student index card and the reason.

Along with attendance we also monitor students discipline history, overall grades, as well as teacher and state assessment scores.

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	0	0	0	0	0	0	2	2	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	4	4	

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	0	0	0	0	0	0	0	0	

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

The student's academic level is evaluated when they first attend the Marine Science Center through testing and a background check of their past academic grades and state testing assessment scores.

This information is cataloged and passed on to the academic teacher so that he can start to develop an academic learning plan specific to the student's needs.

Each student has an individual plan that is followed by the teachers. This plan is created from data gathered prior to the entry of the student as well as information obtained during the school year. These plans can consist of before or after school tutoring, mentoring, and specific lessons designed to improve an individual student's performance in Language Arts or Mathematics.

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

During enrollment the administrator meets with the parents of every student, occasionally this has to be done through a phone call. The administrator gives a card to all parents and expresses the school's open door policy also the mission of the school is discussed. On the first day of school a packet is sent home to all parents that includes a school calendar, important dates and school contact information. Parents are always encouraged to call about any questions or concerns. We host an Open House Dinner for the parents at the end of the first quarter. During our Open House we update them on school happenings as well as their son or daughters progress.

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.

The school has a partnership with local organizations:

- a. Safe Harbor Seafood
- b. Morningstar Marine

These organizations assist by providing resource to the school for student achievement and for 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
Ledford, James Dean	Principal
Shoemaker, Nathan	Administrative Support

b. Duties

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

The Leadership Team is always available to aid teachers with instructional needs: gathering resources, providing feedback after observations, providing mentoring, allowing teachers to visit other classrooms or schools, bringing in mentors, and updating new instructional materials. All members of the Marine Science Center are involved with the decision making.

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.

The MSC Leadership team will meet around the following academic and behavioral questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?

Based on the above information, the team will:

- Identify professional development and resources.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and implement new processes and skills.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
James Ledford	Principal
Nathan Shoemaker	Education Support Employee
Janet Ramdass	Parent
John Snyder	Parent
Amy Palmer	Business/Community
Elizabeth Otterbein	Teacher
Wendy Manasco	Parent
Linda Trinidad	Parent
Tara Budd	Parent
Aimee Porterfield	Parent
Rob Schantz	Business/Community
Jetta Schantz	Business/Community

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 Marine Science Center was not required to complete a School Improvement Plan. However, the School Advisory Council did consult with school leadership on overall school strategies.

b. Development of this school improvement plan

School Administration will present the School Improvement Plan to the SAC team and receive feedback around goals and strategies.

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

School Administration will present the School Improvement Plan to the SAC team and receive feedback around goals and strategies. We will also discuss school needs along with budgetary items.

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

NA

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
Ledford, James Dean	Principal
Shoemaker, Nathan	Administrative Support
Carney, Charles	Teacher, Career/Technical
Meserve, Joe	Teacher, K-12
Viers, Bobby Jo	Teacher, K-12

b. Duties

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

The major initiative of the LLT for this school year is the integration of literacy strategies throughout the curriculum to support elevated reading and writing. All teachers are responsible for teaching literacy strategies embedded within the curriculum of their classes. The administrator will also assist in the monitoring the implementation of each strategy.

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.

The academic teachers along with the vocational teachers work closely together to coordinate plans. They do multiple cross curricular activities to promote team building. We have luncheons, faculty field trips, and staff meetings throughout the school year.

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

At the Marine Science Center we have staff activities to promote team building. We have luncheons, faculty field trips, and staff meetings. We communicate often as a staff to prevent or solve any problems that arise. We have been very successful retaining high quality teachers.

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

We use the district provided MINT program for any new teachers. Teachers are paired with experienced and successful staff members that have been CET trained.

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.

The Marine Science Center uses district approved curriculum guides based on Florida Standards. We utilize data from observations and evaluations under the CAST system. We also utilize a data base called Performance Matters, the i-Ready math and the GED practice tests to provide targeted and differentiated instruction. Teachers and the administration also participate in common planning sessions and professional learning community sessions where they read and apply new knowledge of the standards to their lesson planning process.

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.

The Marine Science Center uses data from the state based assessments, the i-Ready math assessment and the GED practice test assessments to modify classroom instruction for each student. The students are then evaluated through out the year in classrooms to make sure that growth is occurring so their rate of success improves on state and GED assessments..

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

The teachers and administrator are available before and after school to help any students with any academic work. We also have volunteer tutors that are available to help students with their individual needs.

Strategy Rationale

To ensure students have every opportunity to meet their graduation requirements.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ledford, James Dean, ledfordj@duvalschools.org

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

Success rates on State Assessments, GED, and overall Graduation Rates

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.

When the students enroll at the school the administrator meets with the parents of every student, occasionally this has to be done through a phone call. The administrator gives a card to all parents and expresses the school's open door policy also the mission of the school is discussed. On the first day of school a packet is sent home to all parents that includes a school calendar, important dates and school contact information. Parents are always encouraged to call about any questions or concerns. We host an Open House Dinner for the parents at the end of the first quarter. During our Open House we update them on school happenings as well as their son or daughter's progress.

After graduation, students are monitored and offered support in finding appropriate post secondary education or work force opportunities.

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.

The academic instructor works with students on preparing future goals after they graduate from the Marine Science Center. We have guest speakers from local educational organizations speak to the students as well as military recruiters. We also have a strong relationship with local businesses that provide job opportunities for our students.

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

The students participate in a vocational program, Commercial Fishing. The students learn basic skills to be hired in the fishing industry.

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

The academic teacher and the vocational teacher work closely together to coordinate lesson plans. They will incorporate reading, writing and math lessons to include the skills that they are learning in the vocational program.

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.

The Marine Science Center is working towards making sure that students see the relevance in receiving their High School Diploma and continuing their education after High School. This is accomplished in the following manor:

1. Students choose their future career.
2. Students develop a plan to meet their career goal.

The Teachers aid in this by providing information about the student's career choice and bringing in educational organizations and mentors to achieve their career goal plans.

Students are encouraged to take the ACT and SAT for college placement purposes.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. The Marine Science Center will ensure excellent instruction occurs in all classrooms, by creating a common vision for all stakeholders.

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. The Marine Science Center will ensure excellent instruction occurs in all classrooms, by creating a common vision for all stakeholders. **1a**

 G084177

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Targeted Barriers to Achieving the Goal **3**

- The entry reading and math levels of incoming students

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

- District curriculum, Performance Matters, Individual student plans

Plan to Monitor Progress Toward G1. **8**

Teacher common assessments along with district assessments.

Person Responsible

James Dean Ledford

Schedule

Weekly, from 8/15/2016 to 5/29/2017

Evidence of Completion

Minutes from weekly teacher professional learning meetings will be kept along with evidence of data analysis.

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. The Marine Science Center will ensure excellent instruction occurs in all classrooms, by creating a common vision for all stakeholders. 1

 G084177

G1.B1 The entry reading and math levels of incoming students 2

 B223681

G1.B1.S3 The academic teacher will devise an individualized plan for each student who has not passed the FSA Reading/Writing assessment and or Algebra 1 EOC. Teachers will receive Professional Development around this strategy. The professional development will include assistance with analyzing student data as well as tracking students' current progress. 4

 S236011

Strategy Rationale

To ensure each student receives the specific strategies they need to enhance their overall success.

Action Step 1 5

Teachers will utilize data from previous assessments along with current teacher assessments to create an individualized plan for each student.

Person Responsible

James Dean Ledford

Schedule

Quarterly, from 8/15/2016 to 5/29/2017

Evidence of Completion

Individualized student plans

Action Step 2 5

School administration will provide professional development for each teacher that will enable them to design these individual student plans. The process will include examining key data points in the areas of both math and science, along with tracking students overall progress in their academics at that point.

Person Responsible

James Dean Ledford

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Professional Development Agenda, Minutes and each Individualized Student Plan

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will give common assessments along with district assessments to monitor each student's progress.

Person Responsible

James Dean Ledford

Schedule

On 5/29/2017

Evidence of Completion

Student's progress will be monitored throughout the year. Meeting minutes along with administrator walkthroughs will be conducted regularly.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Each students' progress will be monitored and changes to each plan will occur throughout the year.

Person Responsible

James Dean Ledford






Schedule

Biweekly, from 8/15/2016 to 5/29/2017

Evidence of Completion

Evidence will be taken from student's scores on teacher made assessments, district assessments, along with state assessments.

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.MA1  M310029	Teacher common assessments along with district assessments.	Ledford, James Dean	8/15/2016	Minutes from weekly teacher professional learning meetings will be kept along with evidence of data analysis.	5/29/2017 weekly
G1.B1.S3.MA1  M310025	Each students' progress will be monitored and changes to each plan will occur throughout the year.	Ledford, James Dean	8/15/2016	Evidence will be taken from student's scores on teacher made assessments, district assessments, along with state assessments.	5/29/2017 biweekly
G1.B1.S3.MA1  M310026	Teachers will give common assessments along with district assessments to monitor each student's...	Ledford, James Dean	8/15/2016	Student's progress will be monitored throughout the year. Meeting minutes along with administrator walkthroughs will be conducted regularly.	5/29/2017 one-time
G1.B1.S3.A1  A304440	Teachers will utilize data from previous assessments along with current teacher assessments to...	Ledford, James Dean	8/15/2016	Individualized student plans	5/29/2017 quarterly
G1.B1.S3.A2  A304441	School administration will provide professional development for each teacher that will enable them...	Ledford, James Dean	8/15/2016	Professional Development Agenda, Minutes and each Individualized Student Plan	5/31/2017 quarterly

V. Professional Development Opportunities

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

G1. The Marine Science Center will ensure excellent instruction occurs in all classrooms, by creating a common vision for all stakeholders.

G1.B1 The entry reading and math levels of incoming students

G1.B1.S3 The academic teacher will devise an individualized plan for each student who has not passed the FSA Reading/Writing assessment and or Algebra 1 EOC. Teachers will receive Professional Development around this strategy. The professional development will include assistance with analyzing student data as well as tracking students' current progress.

PD Opportunity 1

Teachers will utilize data from previous assessments along with current teacher assessments to create an individualized plan for each student.

Facilitator

Dean Ledford

Participants

Faculty and Staff

Schedule

Quarterly, from 8/15/2016 to 5/29/2017

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.S3.A1	Teachers will utilize data from previous assessments along with current teacher assessments to create an individualized plan for each student.	\$0.00
2	G1.B1.S3.A2	School administration will provide professional development for each teacher that will enable them to design these individual student plans. The process will include examining key data points in the areas of both math and science, along with tracking students overall progress in their academics at that point.	\$0.00
Total:			\$0.00