

Polk County Public Schools

Crystal Lake Middle School



2016-17 Schoolwide Improvement Plan

Crystal Lake Middle School

2410 CRYSTAL LAKE DR N, Lakeland, FL 33801

<http://www.polk-fl.net/clms>

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	64%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	F	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 is pending approval by the Polk 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 Crystal Lake 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.

To provide an atmosphere conducive to maximize each student's individual academic potential and positive self-esteem with support from parents, community, and business partners to help ensure a positive and safe culture.

b. Provide the school's vision statement.

Crystal Lake Middle School seeks to provide an educational program meeting the needs of each unique individual by creating an environment that provides the opportunity for intellectual, aesthetic, physical, social, moral and emotional development. This will be accomplished through a STEM program of interdisciplinary and cooperative learning supported by up-to-date technology and an integrated curriculum focus. We will work together with students, parents, and the community to maintain a safe and positive learning environment. The staff will continue to provide individual students with the support and guidance necessary for success.

2. School Environment

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

CLMS has adopted the CHAMPS curriculum to assist teachers with developing relationships with students. Teachers are also taking part of a book study to allow teachers to better understand the needs of the students. Leadership Team will mentor at risk students to ensure the students will be promoted. The Student/Parent Outreach Facilitator will assist students with grade recovery and attendance.

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

The school participates in the district mandated wellness lessons which includes topics such as bullying and drug education. These lessons provide students examples of how to talk to students and adults about their feelings and safety in order to provide an environment conducive to learning. We also provide team meetings where students discuss school procedures and behavior expectations.

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.

Teachers use a progressive discipline system where the students receive marks on a discipline tracking form. With this form, there is parent communication via signatures, phone calls, and conferences. After a student receives 6 discipline infraction marks, the student receives a referral which will result in discipline according to the procedures documented in the Code of Conduct. Teachers will utilize CHAMPS procedures to ensure that students have a clear understanding of teacher expectations and assignment outcomes. This will help to reduce student frustration in not understanding expectations. Teachers will also utilize CHAMPS strategies to develop better relationships with students. This will further assist teachers in understanding student behavior. Another behavioral system in place is our Check and Connect program. Check and Connect is a

structured mentoring intervention to promote student success, engagement at school, with learning through relationship building and systematic use of data. The components of check and connect consist of a mentor who works with students and families for a minimum of two years. The mentor conducts regular checks utilizing data schools already collect (attendance, grades, discipline) on the student. The mentor uses the data to deliver timely interventions to re-establish and maintain students' social and academic competencies while checking and focusing on school completion rather than drop out prevention.

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.

Our school also utilizes the use of our 2 guidance counselors who provide counseling to students on bullying issues and mentoring for future careers. Our school psychologist who works closely with our Ps/RtI team to provide multi-tier support services. The guidance counselors lead the parent-teacher conferences to ensure that the focus is on grades, social needs, and school and home needs. The administrative team has an open door policy which ensures that concerns are quickly addressed.

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.

Once a month the Leadership discusses the Early Warning signs to make sure we are providing the students with the assistance that they need. The data that the team discusses comes from IDEAS which contains: students with less than a 2.0 GPA, credits progress, more than 2 semester failing grades, more than 1 core class failing grade in 1st grading period, more than 1 core class failing grade in 2nd grading period, more than 1 core class failing grade in 3rd grading period, more than 1 core class failing grade in 4th grading period, students who are overage, students who are absent more than 10% of days, students who are tardy more than 20%, students with more than 3 days of ISS/OSS.

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	10	12	18	0	0	0	0	40	
One or more suspensions	0	0	0	0	0	0	45	38	28	0	0	0	0	111	
Course failure in ELA or Math	0	0	0	0	0	0	5	8	16	0	0	0	0	29	
Level 1 on statewide assessment	0	0	0	0	0	0	144	132	109	0	0	0	0	385	

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	61	60	58	0	0	0	0	179

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

Reading and Math Interventionists - CLMS has two reading and two math interventionists who push in to intensive reading and math classes and provide differentiated instruction which focuses on students' areas of weakness. The math interventionists will focus on students who are Level 1 in reading and in math since these students will not take Intensive Math.

Literacy and Math Coach - CLMS has a literacy and a math coach who provide data and instructional coaching to all teachers.

Attendance Huddles - Guidance and Truancy Officer - Gail Kimsey - Our guidance counselors and our truancy officer meet with students with attendance issues biweekly to discuss strategies for success.

Data Chats - failure of students in the LA and math courses - These are bi-weekly chats with teachers and weekly by the administrative team to ensure that all students are succeeding.

Achieve 3000 - All level 2 students will completed 2 articles a week on this Internet based leveled reading program where students read articles at their reading level and complete leveled activities to improve reading comprehension.

Progress Monitoring for all core content areas - 3 times a year students will take a progress monitoring test in reading, math, 8th grade science, and 7th grade civics to determine their progress in these courses and determine future course instruction to improve areas of weakness.

RtI/MTSS - Tier two and three interventions - These interventions are provided by reading and math interventionists as they assist lower level students.

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

CLMS communicates daily, weekly, and monthly with parents through School Messenger calls, the school website, staff webpages, a Facebook page, printed daily announcements, a monthly newsletter, and informational flyers. Some staff members also utilize web based programs such as Remind 101 and Dojo to inform parents of academic and behavior progress. Staff members also utilize a communication log where they document all communication between parents whether via phone, text, or email. Parent portal is also a tool parents can use to track attendance and grades. The students also complete grade logs in class in case the parents are not able to view Parent Portal. Students also write down their weekly in-class and homework in the school provided agenda in case they are absent.

CLMS also invites parents in to the school as approved volunteers. There are also monthly parent nights which focus on a specific content area where families can learn more about the content area as well as meet other families in a fun, academic setting. Before these parent nights, there are PTO meetings where parents can take on a more active role in activities taking place at our school. There are also monthly SAC meetings where parents are invited to participate in discussions regarding school data, events, and student progress.

In order to provide more directed instruction, CLMS offers tutoring before school and on Saturdays in the Spring semester.

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.

Southeastern University will offer PD and team building strategies to assist new teachers in becoming more confident in their teaching roles. SEU will also provide other resources as needed. CLMS works closely with local businesses and organizations in order to procure resources to support the school and student achievement. All members of our staff work to build these relationships. Currently, we are working with Dustin Drawdy (Oak Ridge Fish Farms), Jonathan Foster (Fish Eye Fish Farms), and David Hoy (Shiner Shack) to raise and breed fish in our aquaculture program which will help sustain the program and provide our students with real-world experience. Every year, our school welcomes guest speakers from our community for the Great American Teach-In where our students learn about different career opportunities. The SAC and PTO are also vital links to our community. These members help provide guidance and assistance in completing projects that support our school and student achievement in the form of celebrations and school improvement.

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
Cotter, Ronda	Principal
Jackson, Johnnie	Assistant Principal
Miller, Talley	Assistant Principal
Hillery, Sheila	Instructional Coach
Cantrell, Amanda	Instructional Coach
Pfaff, Nicole	Other

b. Duties

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

Ronda Cotter, Principal - provides educational leadership, administers and directs all activities and functions of school. Leads all Leadership Meetings, facilitates ELA and Reading PLCs. Johnnie Jackson, Assistant Principal of Curriculum, is the principal designee. He is the facilitator for all Math and 6th grade science PLCs, schedules students and maintains a safe campus. Talley Miller, Assistant Principal of Administration, is in charge of the Deans and assists with maintain a safe and secure building. She is the facilitator for Social Studies and 7th grade Science PLCs. Shelia Hillery, Math Coach, facilitates math PLCs. She trains the teachers on effectively using the 5 E model, differentiating instruction based on data, and supports them anyway that they need. Amanda Cantrell, Reading Coach, facilitates all ELA and Reading PLCS. She also provides cross content reading strategies. Nicole Pfaff, Math Interventionist, assists struggling math students. She also in charge of the Title I budget.

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 Leadership Team meets once a week. During this time data, lesson plans, item specs, up coming tests and critical needs are discussed. Each member is responsible for reporting out about their areas to the team during our weekly meetings.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ronda Cotter	Principal
Sheila Hillery	Teacher
Shandale Terrell	Education Support Employee
Rex Perry	Business/Community
Johnnie Jackson	Education Support Employee
Amy Siegel	Education Support Employee
Jennifer Vinson	Parent
Jennifer Martinez	Teacher

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 first meeting will take place in September

b. Development of this school improvement plan

We will review this year's school improvement plan and make any revisions based on members input during our meetings.

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

The schools budget and Title I budget will be shared throughout the year at meetings.

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

There were no allocated funds for SAC last year.

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
Cantrell, Amanda	Instructional Coach
Cotter, Ronda	Principal
Hillery, Sheila	Instructional Coach
Jackson, Johnnie	Assistant Principal

b. Duties

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

They will meet to discuss and make recommendations on how reading is incorporated within the school. Discussions will take place on how to make reading positive across the curriculum through the use of Voyager, Achieve 3000, and other motivational events such as our Reading Parent Night.

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.

Every Tuesday, all teachers will meet during their planning period for PLC. During this time an agenda has been established to guide the teachers' work that is facilitated by an administrator or an instructional coach. Teachers have homework before this meeting session. Every Wednesday, teachers will meet to plan lessons for the following week. All teachers with the support of a coach or an administrator have developed a weekly calendar. From that calendar, teachers ensure that their lessons are prepared one week in advance.

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

We recruit teachers through our commitment to our STEM program. We then develop and retain these highly qualified, certified-in-field effective teachers by training them in our systemic reforms which includes PD on assessment (formative and summative), literacy throughout the curriculum, and data driven instruction.

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

Amanda Cantrell (Literacy Coach) and Sheila Hillery (Math Coach) are the new teacher mentors. Administrators met with the new teachers for an orientation before school started and provided the new teachers with pertinent information. They meet biweekly with the teachers to provide more information and to answer any questions. Each new teacher also has a mentor in their content area.

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.

Our teachers follow the the learning schedules provided by the district which address the current Florida standards.

All math and language arts/reading teachers have received training in the new Florida Standards while social studies and science teachers have received training in the NGSSS. All the teachers are required to maintain a lesson plan notebook which contains weekly lesson plans on a lesson plan template that includes which standards are being addressed.

The training also includes analysis of the test design summary, course description, and test item specifications.

The teachers have unpacked the standards with their new textbook series in both math and language arts. The instruction is standards-based where the standards are the structure tool. The MAFS and LAFS gives the introduction, domain, cluster, and the standards.

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.

We use progress monitoring (FAIR and district-provided assessments) and formative assessments to determine areas of student weaknesses. We then form small groups and provide differentiated instruction. The math and reading interventionists also push in to the reading and math classes to provide more differentiated instruction.

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: Before School Program

Minutes added to school year: 3,120

Students are provided Algebra I instruction.

Strategy Rationale

Many of our students arrive to school early and to maximize their learning potential, we provide them extra practice in these core areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hillery, Sheila, sheila.hillery@polk-fl.net

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

The instructional coaches will give a pre-test to the students to determine areas of strengths and weaknesses. Every other week, data will be collected via on-going progress monitoring to determine areas of strengths and weaknesses.

Strategy: Weekend Program

Minutes added to school year: 1,920

Saturday Learning Academy

Strategy Rationale

Providing remediation in Reading, Writing, and Math to close achievement gaps and improve learning gains

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cantrell, Amanda, amanda.cantrell@polk-fl.net

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

Formative assessments and progress monitoring

Strategy: After School Program

Minutes added to school year: 3,600

After school grade recovery, reinforcement of standards and homework assistance is offered after school to assist students.

Strategy Rationale

The after school assistance will improve learning gains and close the achievement gap.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pfaff, Nicole, nicole.pfaff@polk-fl.net

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

Student grade recovery progress report, monitoring student learning gains

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.

We host 2 orientations to welcome the new students. Guidance counselors go to our feeder schools to introduce them to the programs that are offered. Elective teachers attend a Saturday recruitment

fair to share information about the school.

The 8th graders are visited by the guidance counselors of their zoned schools to assist them in completing their schedules.

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.

Students are provided the opportunity to take advanced classes for high school credit such as Algebra, Geometry, Earth Space Science, and Spanish.

We also partner with local fish farms to breed and raise fish in our aquaculture program. This partnership gives our students real-world experience with supply and demand and helps sustain our programs.

We invite community members to speak to our students every year during our Great American Teach In about their prospective careers.

Our 8th grade students attended the WE3 Expo to assist with student transitions and interests for high school.

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

Our students have the opportunity to take the following electives: Project Lead the Way, Robotics, Aquaculture, Agriculture, Veterinary Tech, Instructional Television.

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

All of our classes this year will incorporate STEM themed lessons.

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.

All courses at CLMS incorporate Florida Standards which prepare students for career and college. These standards include writing, listening, reading, and speaking which are skills that will improve student readiness for the post-secondary level.

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.** Through the use of a new discipline plan, we will reduce the number of students receiving in-school suspension and out of school suspension.
- G2.** Standard aligned tasks and assessments will be developed and monitored through on-going data analysis to determine mastery of standards.
- G3.** Standard based instruction and lesson plans will be implemented through structured support with ongoing monitoring and feedback.

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. Through the use of a new discipline plan, we will reduce the number of students receiving in-school suspension and out of school suspension. 1a

 G085036

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	20.0

Targeted Barriers to Achieving the Goal 3

- Consistency of following through with school wide rules by all stakeholders.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Dean
- Assistant Principal II
- CHAMPS curriculum
- Discipline notebooks

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Standard aligned tasks and assessments will be developed and monitored through on-going data analysis to determine mastery of standards. 1a

G085037

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	44.0
Math Gains	50.0
ELA/Reading Lowest 25% Gains	41.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher understanding on how to analyze data to drive standards based instructions.
- Developing and implementing standards based tasks.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FAIR, IBTP, Achieve 3000, Voyager

Plan to Monitor Progress Toward G2. 8

Formal and informal assessments and student tasks will be monitored for standard mastery.

Person Responsible

Ronda Cotter

Schedule

On 5/26/2017

Evidence of Completion

FAIR, IBTP, Achieve 3000, other informal classroom data, and student aligned tasks.

G3. Standard based instruction and lesson plans will be implemented through structured support with ongoing monitoring and feedback. 1a

G085038

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	41.0
Algebra I EOC Pass Rate	90.0
FSA Mathematics Achievement	41.0
FCAT 2.0 Science Proficiency	41.0
Civics EOC Pass	41.0
Geometry EOC Pass Rate	90.0

Targeted Barriers to Achieving the Goal 3

- Teachers understanding how to fully execute a lesson that is tied to the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading and Math interventionists
- Reading and Math Coaches

Plan to Monitor Progress Toward G3. 8

Administrators walkthroughs, informal and formal observations

Person Responsible

Ronda Cotter

Schedule

Weekly, from 9/12/2016 to 4/28/2017

Evidence of Completion

Administrators observations

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Through the use of a new discipline plan, we will reduce the number of students receiving in-school suspension and out of school suspension. **1**

 G085036

G1.B3 Consistency of following through with school wide rules by all stakeholders. **2**

 B226189

G1.B3.S1 Teachers will be trained throughout the year on CHAMPS strategies as needed. **4**

 S238597

Strategy Rationale

Teachers need behavioral strategies that will help with their classroom management.

Action Step 1 **5**

CHAMPS trainers and administrators will develop CHAMPS training and discipline notebook training for teachers.

Person Responsible

Talley Miller

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Training agendas and sign in sheets

Action Step 2 **5**

Analyze discipline data to determine who needs specialized training.

Person Responsible

Talley Miller

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Discipline reports

Action Step 3 5

Trainers and administrators will model CHAMPS strategies in classrooms with teachers.

Person Responsible

Talley Miller

Schedule

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

Evidence of Completion

Teacher reflection forms

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Discipline notebooks will be monitored.

Person Responsible

Talley Miller

Schedule

Biweekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Classroom check off list

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom walkthroughs to monitor implementation of strategies.

Person Responsible

Talley Miller

Schedule

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

Evidence of Completion

Classroom walkthrough documentation

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teachers discipline notebook will be matched to how many referrals have been written by teachers.

Person Responsible

Talley Miller

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Discipline notebooks and discipline reports

G2. Standard aligned tasks and assessments will be developed and monitored through on-going data analysis to determine mastery of standards. 1

 G085037

G2.B1 Lack of teacher understanding on how to analyze data to drive standards based instructions. 2

 B226190

G2.B1.S2 Ongoing data will be analyzed in PLCs to develop lesson plans for classroom implementation.

4

 S238601

Strategy Rationale

To improve the targeting of students based on their needs.

Action Step 1 5

In PLCs, teachers, coaches and administrators will discuss on going student assessment data.

Person Responsible

Johnnie Jackson

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

PLC agendas, data tracking form

Action Step 2 5

Develop high quality standard based lesson plans based on student data.

Person Responsible

Johnnie Jackson

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Lesson plans, PLC minutes, data tracking forms

Action Step 3 5

Teachers will effectively implement data driven lesson plans.

Person Responsible

Ronda Cotter

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Implementation of PLCs and lesson plans.

Person Responsible

Johnnie Jackson

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Lesson plans and PLC agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

PLC and Leadership team data chats among teachers, coaches and administrators.

Person Responsible

Ronda Cotter

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

PLC minutes and Leadership team minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

PLC and Leadership team data chats among teachers, coaches and administrators.

Person Responsible

Ronda Cotter

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

PLC minutes and Leadership team minutes

G2.B2 Developing and implementing standards based tasks. 2

 B226191

G2.B2.S2 PLCs will focus on developing standards based aligned tasks. 4

 S238604

Strategy Rationale

Teachers will be able to develop the appropriate tasks based on standards.

Action Step 1 5

Coaches and administrators will facilitate how to align a task to a standard through PLCs.

Person Responsible

Johnnie Jackson

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

PLC agenda, aligned tasks

Action Step 2 5

Teachers will develop and implement standard aligned tasks.

Person Responsible

Johnnie Jackson

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Action Step 3 5

Through PLCs teachers will discuss student completed tasks to determine if the standard was mastered.

Person Responsible

Johnnie Jackson

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Student tasks, PLC reflections

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Standard aligned tasks will be vetted in Leadership team.

Person Responsible

Ronda Cotter

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Leadership team minutes and student completed tasks

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Tasks will be evaluated in Leadership meetings and in PLCs

Person Responsible

Ronda Cotter

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Leadership and PLC minutes and student tasks

G3. Standard based instruction and lesson plans will be implemented through structured support with ongoing monitoring and feedback. 1

 G085038

G3.B3 Teachers understanding how to fully execute a lesson that is tied to the standards. 2

 B226194

G3.B3.S2 Classroom support for teachers through modeling and co-teaching. 4

 S238607

Strategy Rationale

To support teachers on how to effectively deliver standards based instruction.

Action Step 1 5

Coaches will implement a coaching cycle for teachers as needed.

Person Responsible

Johnnie Jackson

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Coaching cycle forms filled out based on the needs of the teachers.

Action Step 2 5

Coaches will identify and support teachers who are struggling with a certain strategy or lesson by co-teaching a lesson to ensure it is being fully implemented.

Person Responsible

Ronda Cotter

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

PLC notes and reflection forms

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Coaching cycles and co-teaching will be discussed during Leadership meetings.

Person Responsible

Ronda Cotter

Schedule

Weekly, from 9/6/2016 to 5/30/2017

Evidence of Completion

Leadership team meeting notes.

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Feedback and reflection about the coaching cycle between coach and teacher.

Person Responsible

Ronda Cotter

Schedule

Biweekly, from 9/13/2016 to 6/2/2017

Evidence of Completion

Reflection forms about the coaching cycle.

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Classroom observations and monitoring the effectiveness of the coaching cycle.

Person Responsible

Ronda Cotter

Schedule






Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Administrators observations and Leadership team meeting notes

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 M315656	[no content entered]		No Start Date		No End Date one-time
G3.MA1 M315666	Administrators walkthroughs, informal and formal observations	Cotter, Ronda	9/12/2016	Administrators observations	4/28/2017 weekly
G2.MA1 M315662	Formal and informal assessments and student tasks will be monitored for standard mastery.	Cotter, Ronda	9/6/2016	FAIR, IBTP, Achieve 3000, other informal classroom data, and student aligned tasks.	5/26/2017 one-time
G1.B3.S1.MA1 M315652	Teachers discipline notebook will be matched to how many referrals have been written by teachers.	Miller, Talley	8/29/2016	Discipline notebooks and discipline reports	5/26/2017 monthly
G1.B3.S1.MA1 M315653	Discipline notebooks will be monitored.	Miller, Talley	8/29/2016	Classroom check off list	5/26/2017 biweekly
G1.B3.S1.MA2 M315654	Classroom walkthroughs to monitor implementation of strategies.	Miller, Talley	9/5/2016	Classroom walkthrough documentation	5/26/2017 weekly
G1.B3.S1.A1 A308960	CHAMPS trainers and administrators will develop CHAMPS training and discipline notebook training...	Miller, Talley	8/8/2016	Training agendas and sign in sheets	5/26/2017 monthly
G1.B3.S1.A2 A308961	Analyze discipline data to determine who needs specialized training.	Miller, Talley	8/22/2016	Discipline reports	5/26/2017 monthly
G1.B3.S1.A3 A308962	Trainers and administrators will model CHAMPS strategies in classrooms with teachers.	Miller, Talley	9/5/2016	Teacher reflection forms	5/26/2017 biweekly
G2.B1.S2.MA1 M315657	PLC and Leadership team data chats among teachers, coaches and administrators.	Cotter, Ronda	9/6/2016	PLC minutes and Leadership team minutes	5/26/2017 monthly
G2.B1.S2.MA1 M315658	PLC and Leadership team data chats among teachers, coaches and administrators.	Cotter, Ronda	9/6/2016	PLC minutes and Leadership team minutes	5/26/2017 monthly
G2.B1.S2.MA1 M315659	Implementation of PLCs and lesson plans.	Jackson, Johnnie	9/6/2016	Lesson plans and PLC agendas	5/26/2017 monthly
G2.B1.S2.A1 A308964	In PLCs, teachers, coaches and administrators will discuss on going student assessment data.	Jackson, Johnnie	9/6/2016	PLC agendas, data tracking form	5/26/2017 monthly
G2.B1.S2.A2 A308965	Develop high quality standard based lesson plans based on student data.	Jackson, Johnnie	9/6/2016	Lesson plans, PLC minutes, data tracking forms	5/26/2017 weekly
G2.B1.S2.A3 A308966	Teachers will effectively implement data driven lesson plans.	Cotter, Ronda	9/6/2016		5/26/2017 weekly
G2.B2.S2.MA1 M315660	Tasks will be evaluated in Leadership meetings and in PLCs	Cotter, Ronda	9/12/2016	Leadership and PLC minutes and student tasks	5/26/2017 monthly
G2.B2.S2.MA1 M315661	Standard aligned tasks will be vetted in Leadership team.	Cotter, Ronda	9/12/2016	Leadership team minutes and student completed tasks	5/26/2017 monthly
G2.B2.S2.A1 A308967	Coaches and administrators will facilitate how to align a task to a standard through PLCs.	Jackson, Johnnie	9/12/2016	PLC agenda, aligned tasks	5/26/2017 monthly
G2.B2.S2.A2 A308968	Teachers will develop and implement standard aligned tasks.	Jackson, Johnnie	9/12/2016		5/26/2017 monthly
G2.B2.S2.A3 A308969	Through PLCs teachers will discuss student completed tasks to determine if the standard was...	Jackson, Johnnie	9/12/2016	Student tasks, PLC reflections	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S2.MA1  M315664	Coaching cycles and co-teaching will be discussed during Leadership meetings.	Cotter, Ronda	9/6/2016	Leadership team meeting notes.	5/30/2017 weekly
G3.B3.S2.MA1  M315663	Classroom observations and monitoring the effectiveness of the coaching cycle.	Cotter, Ronda	9/12/2016	Administrators observations and Leadership team meeting notes	6/2/2017 monthly
G3.B3.S2.MA2  M315665	Feedback and reflection about the coaching cycle between coach and teacher.	Cotter, Ronda	9/13/2016	Reflection forms about the coaching cycle.	6/2/2017 biweekly
G3.B3.S2.A1  A308970	Coaches will implement a coaching cycle for teachers as needed.	Jackson, Johnnie	9/6/2016	Coaching cycle forms filled out based on the needs of the teachers.	6/2/2017 biweekly
G3.B3.S2.A2  A308971	Coaches will identify and support teachers who are struggling with a certain strategy or lesson by...	Cotter, Ronda	9/6/2016	PLC notes and reflection forms	6/2/2017 biweekly

V. Professional Development Opportunities

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

G1. Through the use of a new discipline plan, we will reduce the number of students receiving in-school suspension and out of school suspension.

G1.B3 Consistency of following through with school wide rules by all stakeholders.

G1.B3.S1 Teachers will be trained throughout the year on CHAMPS strategies as needed.

PD Opportunity 1

CHAMPS trainers and administrators will develop CHAMPS training and discipline notebook training for teachers.

Facilitator

Administrators and CHAMPS trainers

Participants

All faculty

Schedule

Monthly, from 8/8/2016 to 5/26/2017

G2. Standard aligned tasks and assessments will be developed and monitored through on-going data analysis to determine mastery of standards.

G2.B1 Lack of teacher understanding on how to analyze data to drive standards based instructions.

G2.B1.S2 Ongoing data will be analyzed in PLCs to develop lesson plans for classroom implementation.

PD Opportunity 1

In PLCs, teachers, coaches and administrators will discuss on going student assessment data.

Facilitator

Administrators and coaches

Participants

All teachers

Schedule

Monthly, from 9/6/2016 to 5/26/2017

PD Opportunity 2

Develop high quality standard based lesson plans based on student data.

Facilitator

Administrators and coaches

Participants

All teachers

Schedule

Weekly, from 9/6/2016 to 5/26/2017

G2.B2 Developing and implementing standards based tasks.

G2.B2.S2 PLCs will focus on developing standards based aligned tasks.

PD Opportunity 1

Coaches and administrators will facilitate how to align a task to a standard through PLCs.

Facilitator

Coaches and administrators

Participants

All coaches

Schedule

Monthly, from 9/12/2016 to 5/26/2017

G3. Standard based instruction and lesson plans will be implemented through structured support with ongoing monitoring and feedback.

G3.B3 Teachers understanding how to fully execute a lesson that is tied to the standards.

G3.B3.S2 Classroom support for teachers through modeling and co-teaching.

PD Opportunity 1

Coaches will identify and support teachers who are struggling with a certain strategy or lesson by co-teaching a lesson to ensure it is being fully implemented.

Facilitator

Coaches

Participants

All teachers

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	CHAMPS trainers and administrators will develop CHAMPS training and discipline notebook training for teachers.	\$0.00
2	G1.B3.S1.A2	Analyze discipline data to determine who needs specialized training.	\$0.00
3	G1.B3.S1.A3	Trainers and administrators will model CHAMPS strategies in classrooms with teachers.	\$0.00
4	G2.B1.S2.A1	In PLCs, teachers, coaches and administrators will discuss on going student assessment data.	\$0.00
5	G2.B1.S2.A2	Develop high quality standard based lesson plans based on student data.	\$0.00
6	G2.B1.S2.A3	Teachers will effectively implement data driven lesson plans.	\$0.00
7	G2.B2.S2.A1	Coaches and administrators will facilitate how to align a task to a standard through PLCs.	\$0.00
8	G2.B2.S2.A2	Teachers will develop and implement standard aligned tasks.	\$0.00
9	G2.B2.S2.A3	Through PLCs teachers will discuss student completed tasks to determine if the standard was mastered.	\$0.00
10	G3.B3.S2.A1	Coaches will implement a coaching cycle for teachers as needed.	\$0.00
11	G3.B3.S2.A2	Coaches will identify and support teachers who are struggling with a certain strategy or lesson by co-teaching a lesson to ensure it is being fully implemented.	\$0.00
Total:			\$0.00