

Polk County Public Schools

Mclaughlin Academy Of Excellence



2016-17 Schoolwide Improvement Plan

Mclaughlin Academy Of Excellence

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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)
Combination School 6-10	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	65%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	D	C*	D	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 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 Mclaughlin Academy Of Excellence

DA Region and RED	DA Category and Turnaround Status
Southwest -	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our Mission is to educate and inspire all students through the arts

b. Provide the school's vision statement.

The vision of McLaughlin Middle School and Fine Arts Academy is to provide our students with the skills to be successful in high school, in higher education, and in life.

2. School Environment

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

1. Parent Workshops--iMoms and All Pro Dad meetings before and after school that includes parents, student, teachers, support staff, and administrators.
2. Academic Workshops--Content area meetings before and after school for parents that allow interaction between teachers, parents, and students.
3. Open House, Fine Arts Celebrations, and Performances --Celebration of our students that is open to parents, community, and business partners.

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

1. Before school--Students are housed by grade level where they are supervised by school personnel.
2. Positive Behavior Systems--School-wide expectations clearly defined and posted throughout the building along with the information within their Student Handbook/Agenda.
3. School-wide PBS/CHAMPS celebrations throughout the school year to celebrate those students who meet the School-wide expectations.
4. Academic tutoring before and after school to enhance and support student learning.
5. High Academic expectations within all areas
6. Character and Leadership Skill building to begin the year and updates throughout the year.

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.

McLaughlin Middle School's four expectations are

1. Be Responsible
2. Be Respectful
3. Be Prepared
4. Be Safe

McLaughlin's School Wide Classroom Rule: RISE

R--Responsible Student

I--Inspire Self and others

S--Show Respect

E--Engaged at all Times

The expectations are taught, modeled, and practiced. Reinforcement strategies will provide rewards

at different intervals for meeting the targeted behavior. Parent, community, and business partners are key to the success of PBS at McLaughlin.

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.

1. School Counselors are available throughout the school day. Each grade level is assigned to a specific counselor, and the counselor loops with their grade level, which allows the counselor to have a more individualized knowledge of each child.
2. Student-Parent Outreach Social Worker is available throughout the school day.
3. Mentoring program is set up to mentor students. We have several business partners and local churches who volunteer to mentor several students at McLaughlin.
4. Other ESE and support services are provided throughout the school year from various district resources.
5. Our Resource Officer provides SAVE classes along with positive interaction and support to all students throughout the school year.

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.

Early Warning System:

1. GPA--Below a 2.0
2. Academic Credit--English, Math, Science, and Social Studies
3. Attendance--10 days or more
4. Attendance--20 days or more
5. Tardy--Greater than 20%
6. School Suspension--3 days or more
7. Assessment/Data--Progress Monitor student achievement 3 times a year to monitor success along with areas of need.

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	37	59	86	0	0	0	0	182	
One or more suspensions	0	0	0	0	0	0	37	64	112	0	0	0	0	213	
Course failure in ELA or Math	0	0	0	0	0	0	16	3	2	0	0	0	0	21	
Level 1 on statewide assessment	0	0	0	0	0	0	162	163	147	0	0	0	0	472	

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	57	28	50	0	0	0	0	135

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

1. Counselors meet with students on a regular basis to keep them informed of their progress.
2. Parent conferences throughout the year to keep them informed of student progress.
3. Social Worker meets with each student on a weekly or bi-weekly basis along with making regular contact with family.
4. Regular Attendance meeting with parent, student, and school attendance committee.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/316244>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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 works with the community to hold various types of parent involvement events. Members of the local community actively participate in the annual Great American Teach-In. The Student Advisory Council consists of school and community members who meet to support the school and increase student achievement.

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
Killebrew, Eileen	Principal
Fisher, Julianna	Assistant Principal
Cruz, Nidia	Instructional Coach
Flores, Meghan	Instructional Coach

b. Duties

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

*Various members of the Leadership team also serve on the SIP writing team. The SIP team in turn shares SIP with staff and SAC and assists in monitoring implementation of plan.

*Monthly leadership meetings held to review progress monitoring data, classroom walkthrough data, and school-wide non-negotiable implementation with decisions made based on input.

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 will hold focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

*Monthly data chats will be held.

*The Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

*Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

* Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

*Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

*Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Title I, Part A, funds school-wide services to McLaughlin Middle School & Fine Arts Academy. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in McLaughlin Middle School & Fine Arts Academy will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate

placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs

McLaughlin Middle School & Fine Arts Academy provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school is a location for a summer feeding program for the community during our designated summer school dates.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate

Head Start

Head Start is located on McLaughlin's School grounds. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Career and Technical Education

Students in the 8th grade at McLaughlin Middle School & Fine Arts Academy have the opportunity to participate in a year long Foundation of Agriculture course. Those students taking Graphic Arts will receive training and practice with the ADOBE program and be able to take the CTE certification exam.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Eileen Killebrew	Principal
Helen Peterson	Business/Community
Chris Ford	Education Support Employee
Tim Sherman	Teacher
Angie Cain	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

Throughout the school year, the SAC committee reviewed the School Improvement Plan and provided feedback based on administrative walk-through data and survey information. During the first SAC meeting, the SIP will be reviewed and discussed along with any other changes or information updates within the SIP.

b. Development of this school improvement plan

The School Advisory Council provided ongoing feedback throughout the school year, and the SAC members will approve the advisory membership and this School Improvement Plan.

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

The proposed budget is brought before the SAC Committee and decisions are made based on input from all SAC members.

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

School Improvement funds will be used to purchase materials and supplies to be used in the classroom to increase student achievement.

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
Killebrew, Eileen	Principal
Fisher, Julianna	Assistant Principal
Flores, Meghan	Instructional Coach
Ford, Christopher	Dean

b. Duties

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

The team will provide support to various content/elective teachers as we continuously analyze our reading data throughout the year and make various data driven decisions to meet the needs of our students. The instructional coach and intervention teachers will provide support to content and elective teachers with UNRAVEL reading and math strategies along with literacy strategies. Various team members on the LLT will be part of the PSRTI team.

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.

1. Each Tuesday and Thursday Collaborative Planning within departments
2. School Based Leadership Team bi-monthly meetings (Academic Focus)
3. Leadership Team weekly meeting (School-Wide Management Focus)
4. Faculty Meeting Wednesday (1 time a month) (Add Breakfast Bash-1 time a month-food provided by various departments)
5. Grade Level meetings 1 time each month with academic and CHAMPS/discipline focus.

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

1. Pair new teachers with veteran staff in their discipline.
2. All staff participate in Professional Learning Communities by grade level & discipline
Instructional Coaches to monitor
3. Follow District hiring practices Principal is responsible

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

*Bi-monthly meeting with new teachers to discuss issues and concerns along with answering any questions.

(conducted by Principal or AP)

*New teachers partnered with seasoned teacher within same content area.

*Instructional Coaches to provide curricular support and coaching.

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.

*New curricular materials based on Florida's new standards were researched and purchased through the Polk County School Board.

*FSA focused curriculum materials have been arriving at McLaughlin since July

*Computer Based Programs that support the curriculum and Florida Standards are in place to meet the learning needs. These programs are research based and selected by district personnel.

*Instructional learning maps were updated throughout the summer to fine tune their focus on the Florida Standards, and those learning maps are available to all teachers through Moodle.

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.

Progress Monitoring data is completed at least 3 times a year along with ongoing mini assessments to analyze proficiency of standards. The data from the Lang. Arts, Math, and Science assessments are used within our Collaborative lesson planning to include instructional remediation along with enrichment.

Example: Questions or content is added within the bell work/bell ringer portion of the lesson for remediation

Example: Questions, content, or skill that needs remediation is incorporated into a learning station/ small group instruction.

Example: Mini lesson to reteach or extend the learning focus.

Students are grouped for small group instruction based on data provided through progress monitoring and mini assessments. Instruction is based on the needs of the small group. Example: Intensive Reading (Voyager and/or Achieve 3000) supplemental program data is collected from base-line and progress monitoring. This data is used to group students for small group instruction and remediation to target areas of need.

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: 4,500

Before school tutoring to target math and reading using data to drive the instruction

Strategy Rationale

Based on progress monitoring data, students are grouped for before school tutoring to increase student achievement within that area of need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Flores, Meghan, meghan.flores@polk-fl.net

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

Progress monitoring and mini assessment data will be collected and analyzed to determine effectiveness of the instruction

Strategy: After School Program

Minutes added to school year: 4,500

After school tutoring to target math, writing, and reading

Strategy Rationale

Based on progress monitoring data, students are grouped for after school tutoring to increase student achievement within the area of need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cruz, Nidia, nidia.cruz@polk-fl.net

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

Progress monitoring and mini assessment data will be collected and analyzed to determine effectiveness of the instruction

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.

1. Tour of school for incoming 5th grade students along with meeting with groups to discuss core and elective courses
2. Parent Night for incoming 5th grade students
3. 8th grade students visit local high schools before end of year
4. High school counselors visit and discuss the options available at the local high schools

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.

1. Business partners as members of our various school committees---SAC Members
2. Business partners speak within various classrooms during the Great American Teach In
3. College representatives speak with our 8th grade students.
4. 8th grade field trips at the end of the year to local college and university campuses.
5. Accelerated learning for students: Algebra, Geometry, Earth/Space Science, Foundation of Agriculture.

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

Students are offered the opportunity to select Agriculture, ADOBE within Graphic Arts, and other Industry Certification training within ITV, which students can select for their elective courses. These courses can continue throughout High School and into their career or profession. Students are also members of (FFA-Future Farmers of America) that promote career and leadership planning.

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

1. Foundations of Agriculture (HS course)
2. ADOBE within Graphic Arts
3. Basic IC3 Exam for Industry Certification in ITV

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.

1. Algebra Honors (HS Credit)
2. Geometry (HS Credit)
3. Earth/Space Science (HS Credit)

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. Teachers will engage students in rigorous tasks aligned with the full intent of the standard.

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. Teachers will engage students in rigorous tasks aligned with the full intent of the standard. 1a

G085067

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	30.0
FSA Mathematics Achievement	30.0
Statewide Science Assessment Achievement	35.0
Algebra I EOC Pass Rate	70.0
Geometry EOC Pass Rate	70.0
Attendance Below 90%	15.0
Attendance Below 90% Grade 06	11.0
Attendance Below 90% Grade 07	18.0
Attendance Below 90% Grade 08	22.0
One or More Suspensions	20.0
1+ Suspensions Grade 06	10.0
1+ Suspensions Grade 07	15.0
1+ Suspensions Grade 08	15.0
Students exhibiting two or more EWS indicators (Total)	13.0
Students in sixth grade exhibiting two or more EWS indicators	15.0
Students in seventh grade exhibiting two or more EWS indicators	8.0
Students in eighth grade exhibiting two or more EWS indicators	15.0
2+ Course Failures - Middle Grades	2.0
Course Failures ELA	1.0
Level 1 - All Grades	40.0
Level 1 - Grade 06	45.0
Level 1 - Grade 07	45.0
Level 1 - Grade 08	47.0
Course Failures Mathematics	0.3
Certified in Field	100.0
ESOL Endorsed	50.0
Highly Qualified Teachers	100.0
Reading Endorsed	20.0

Targeted Barriers to Achieving the Goal 3

- Effective use of roles and responsibilities for Administrative Staff and Instructional Coaches
- Consistent use of school-wide Instructional Non-Negotiables
- Lack of knowledge of the Florida Standards (Know-Understand-Do) which affects the planning and deliver of standards based tasks

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I
- Untapped Resources within school

- Collaborative Planning
- District and Department personnel
- Item Specifications for ELA, Math, Science, Algebra, and Geometry
- Cpalms and web based resources
- Data Available
- Feedback for teachers through Journeys & Google Apps
- FAIR Data
- Achieve 3000
- Voyager

Plan to Monitor Progress Toward G1. 8

Student achievement data will be continuously analyzed to determine the effectiveness of standards based teaching and learning.

Person Responsible

Eileen Killebrew

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Student achievement data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard. **1**

 G085067

G1.B1 Effective use of roles and responsibilities for Administrative Staff and Instructional Coaches **2**

 B226281

G1.B1.S1 Clearly defined roles for Instructional Coaches including Instructional Coaching schedules and Coaching Cycle logs **4**

 S238708

Strategy Rationale

Maintain accountability with clearly defined roles and responsibilities

Action Step 1 **5**

Administration will define the roles and responsibilities for Instructional Coaches.

Person Responsible

Eileen Killebrew

Schedule

On 6/2/2017

Evidence of Completion

Coaching Schedules and Coaching Cycle Logs

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

Review of Coaching schedules and logs by administrative team

Person Responsible

Eileen Killebrew

Schedule

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

Evidence of Completion

Coaching Schedules and Coaching Cycle Logs

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

Administrative team and instructional coaches will meet to discuss data to determine effectiveness of Instructional Coaching.

Person Responsible

Eileen Killebrew


Schedule

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

Evidence of Completion

Coaching schedules and logs and CWT data

G1.B1.S2 Clearly defined roles for Administrative Team 4

 S238709

Strategy Rationale

Maintain accountability with clearly defines roles and responsibilities

Action Step 1 5

Roles and responsibilities being handled by appropriate administrator

Person Responsible

Eileen Killebrew

Schedule

Daily, from 8/12/2016 to 6/2/2017

Evidence of Completion

CWT Data-Journey's Chart and Schedules

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

CWT data will be analyzed

Person Responsible

Eileen Killebrew

Schedule

Weekly, from 8/12/2016 to 6/2/2017

Evidence of Completion

CWT schedules and Journey's charts and CWT/checklists

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administrative Team weekly CWT data analysis.

Person Responsible

Eileen Killebrew

Schedule

Weekly, from 8/12/2016 to 6/2/2017

Evidence of Completion

CWT Data/Checklists

G1.B2 Consistent use of school-wide Instructional Non-Negotiables 2

 B226282

G1.B2.S1 Monitor and provide feedback on Lesson Plans and use CWT checklist 4

 S238710

Strategy Rationale

Build school-wide capacity around Florida Standards

Action Step 1 5

Non-Negotiable Instructional expectations will be clearly defined and provided to all teachers.

Person Responsible

Julianna Fisher

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Agenda, minutes, and sign-in sheets

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

Lesson plans will be monitored weekly.

Person Responsible

Julianna Fisher

Schedule

Weekly, from 8/19/2016 to 6/2/2017

Evidence of Completion

Lesson plan checklist/feedback

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

Leadership Team will analyze/evaluate CWT data for consistent use of Instructional Non-Negotiables.

Person Responsible

Eileen Killebrew


Schedule

Monthly, from 8/19/2016 to 5/26/2017

Evidence of Completion

CWT Checklists

G1.B2.S2 Professional Development based on needs 4

 S238711

Strategy Rationale

Build school-wide capacity around Non-negotiables

Action Step 1 5

Professional Development based on data gathered during CWT by Administrative Team

Person Responsible

Eileen Killebrew

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

PD Agenda, PPT, and other resource materials

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

CWT data will be gathered after the PD to monitor implementation

Person Responsible

Julianna Fisher

Schedule

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

Evidence of Completion

Weekly or Monthly CWT data

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Analyze CWT data for implementation and consistent use of targeted PD within teaching/learning

Person Responsible

Eileen Killebrew

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

CWT data

G1.B3 Lack of knowledge of the Florida Standards (Know-Understand-Do) which affects the planning and deliver of standards based tasks 2

 B226283

G1.B3.S1 Instructional Coaches and Administrative Team will facilitate the analysis of the state standards during collaborative planning using pre-planning form. Instructional coaches will facilitate during the month of Aug and Sept 2016. 4

 S238712

Strategy Rationale

Build school-wide capacity around Florida Standards

Action Step 1 5

The standard along with test item specifications, cognitive complexity/depth of knowledge, and/or Cpalms resources will be utilized to analyze what the students need to KNOW, UNDERSTAND, AND DO.

Person Responsible

Meghan Flores

Schedule

Biweekly, from 8/16/2016 to 5/25/2017

Evidence of Completion

Lesson plans

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

Progress monitoring assessment and/or mini assessment data will be monitored for student achievement.

Person Responsible

Meghan Flores

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Student achievement data

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

Student achievement data will drive instructional remediation and/or differentiation of small group instruction.

Person Responsible

Julianna Fisher


Schedule

Weekly, from 9/16/2016 to 5/26/2017

Evidence of Completion

Lesson plans--to include remediation through bellwork or other differentiated instructional strategies

G1.B3.S2 Targeted Administrative CWT 4

 S238713

Strategy Rationale

Monitor the fidelity of standards based teaching and learning

Action Step 1 5

Administrative team will perform targeted classroom walk-throughs.

Person Responsible

Eileen Killebrew

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CWT checklist

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administrative weekly meetings

Person Responsible

Eileen Killebrew

Schedule

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

Evidence of Completion

CWT data

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Analysis of student achievement data

Person Responsible

Eileen Killebrew

Schedule

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

Evidence of Completion

Student assessment data (progress monitoring and/or mini 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.B3.S1.A1 A309117	The standard along with test item specifications, cognitive complexity/ depth of knowledge, and/or...	Flores, Meghan	8/16/2016	Lesson plans	5/25/2017 biweekly
G1.MA1 M315909	Student achievement data will be continuously analyzed to determine the effectiveness of standards...	Killebrew, Eileen	9/30/2016	Student achievement data	5/26/2017 monthly
G1.B2.S1.MA1 M315901	Leadership Team will analyze/evaluate CWT data for consistent use of Instructional Non-Negotiables.	Killebrew, Eileen	8/19/2016	CWT Checklists	5/26/2017 monthly
G1.B2.S1.A1 A309115	Non-Negotiable Instructional expectations will be clearly defined and provided to all teachers.	Fisher, Julianna	8/10/2016	Agenda, minutes, and sign-in sheets	5/26/2017 monthly
G1.B3.S1.MA1 M315905	Student achievement data will drive instructional remediation and/or differentiation of small group...	Fisher, Julianna	9/16/2016	Lesson plans--to include remediation through bellwork or other differentiated instructional strategies	5/26/2017 weekly
G1.B3.S1.MA1 M315906	Progress monitoring assessment and/or mini assessment data will be monitored for student...	Flores, Meghan	9/30/2016	Student achievement data	5/26/2017 monthly
G1.B2.S2.MA1 M315903	Analyze CWT data for implementation and consistent use of targeted PD within teaching/learning	Killebrew, Eileen	9/30/2016	CWT data	5/26/2017 monthly
G1.B2.S2.MA1 M315904	CWT data will be gathered after the PD to monitor implementation	Fisher, Julianna	9/9/2016	Weekly or Monthly CWT data	5/26/2017 monthly
G1.B2.S2.A1 A309116	Professional Development based on data gathered during CWT by Administrative Team	Killebrew, Eileen	9/30/2016	PD Agenda, PPT, and other resource materials	5/26/2017 monthly
G1.B3.S2.MA1 M315907	Analysis of student achievement data	Killebrew, Eileen	9/12/2016	Student assessment data (progress monitoring and/or mini assessments)	5/26/2017 monthly
G1.B3.S2.MA1 M315908	Administrative weekly meetings	Killebrew, Eileen	9/5/2016	CWT data	5/26/2017 weekly
G1.B3.S2.A1 A309118	Administrative team will perform targeted classroom walk-throughs.	Killebrew, Eileen	8/15/2016	CWT checklist	5/26/2017 weekly
G1.B1.S1.MA1 M315897	Administrative team and instructional coaches will meet to discuss data to determine effectiveness...	Killebrew, Eileen	9/2/2016	Coaching schedules and logs and CWT data	6/2/2017 weekly
G1.B1.S1.MA1 M315898	Review of Coaching schedules and logs by administrative team	Killebrew, Eileen	9/9/2016	Coaching Schedules and Coaching Cycle Logs	6/2/2017 weekly
G1.B1.S1.A1 A309113	Administration will define the roles and responsibilities for Instructional Coaches.	Killebrew, Eileen	8/29/2016	Coaching Schedules and Coaching Cycle Logs	6/2/2017 one-time
G1.B2.S1.MA1 M315902	Lesson plans will be monitored weekly.	Fisher, Julianna	8/19/2016	Lesson plan checklist/feedback	6/2/2017 weekly
G1.B1.S2.MA1 M315899	Administrative Team weekly CWT data analysis.	Killebrew, Eileen	8/12/2016	CWT Data/Checklists	6/2/2017 weekly
G1.B1.S2.MA1 M315900	CWT data will be analyzed	Killebrew, Eileen	8/12/2016	CWT schedules and Journey's charts and CWT/checklists	6/2/2017 weekly
G1.B1.S2.A1 A309114	Roles and responsibilities being handled by appropriate administrator	Killebrew, Eileen	8/12/2016	CWT Data-Journey's Chart and Schedules	6/2/2017 daily

V. Professional Development Opportunities

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

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard.

G1.B2 Consistent use of school-wide Instructional Non-Negotiables

G1.B2.S1 Monitor and provide feedback on Lesson Plans and use CWT checklist

PD Opportunity 1

Non-Negotiable Instructional expectations will be clearly defined and provided to all teachers.

Facilitator

Leadership Team: Administration, Literacy/Math Coaches, and Reading/Math Interventionists

Participants

Content and Elective Teachers

Schedule

Monthly, from 8/10/2016 to 5/26/2017

G1.B2.S2 Professional Development based on needs

PD Opportunity 1

Professional Development based on data gathered during CWT by Administrative Team

Facilitator

J. Fisher, M. Flores, and N. Cruz

Participants

Teachers

Schedule

Monthly, from 9/30/2016 to 5/26/2017

VI. Technical Assistance Items

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

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard.

G1.B1 Effective use of roles and responsibilities for Administrative Staff and Instructional Coaches

G1.B1.S1 Clearly defined roles for Instructional Coaches including Instructional Coaching schedules and Coaching Cycle logs

TA Opportunity 1

Administration will define the roles and responsibilities for Instructional Coaches.

Facilitator

Principal

Participants

Administrative Team and Instructional Coaches

Schedule

On 6/2/2017

G1.B3 Lack of knowledge of the Florida Standards (Know-Understand-Do) which affects the planning and deliver of standards based tasks

G1.B3.S1 Instructional Coaches and Administrative Team will facilitate the analysis of the state standards during collaborative planning using pre-planning form. Instructional coaches will facilitate during the month of Aug and Sept 2016.

TA Opportunity 1

The standard along with test item specifications, cognitive complexity/depth of knowledge, and/or Cpalms resources will be utilized to analyze what the students need to KNOW, UNDERSTAND, AND DO.

Facilitator

Participants

Schedule

Biweekly, from 8/16/2016 to 5/25/2017

VII. Budget

1	G1.B1.S1.A1	Administration will define the roles and responsibilities for Instructional Coaches.	\$0.00
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2	G1.B1.S2.A1	Roles and responsibilities being handled by appropriate administrator	\$0.00
3	G1.B2.S1.A1	Non-Negotiable Instructional expectations will be clearly defined and provided to all teachers.	\$0.00
4	G1.B2.S2.A1	Professional Development based on data gathered during CWT by Administrative Team	\$0.00
5	G1.B3.S1.A1	The standard along with test item specifications, cognitive complexity/depth of knowledge, and/or Cpalms resources will be utilized to analyze what the students need to KNOW, UNDERSTAND, AND DO.	\$0.00
6	G1.B3.S2.A1	Administrative team will perform targeted classroom walk-throughs.	\$0.00
Total:			\$0.00