

Fort Clarke Middle School



2016-17 Schoolwide Improvement Plan

Fort Clarke Middle School

9301 NW 23RD AVE, Gainesville, FL 32606

<https://www.sbac.edu/fortclarke>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/18/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	44
Appendix 2: Professional Development and Technical Assistance Outlines	46
Professional Development Opportunities	46
Technical Assistance Items	49
Appendix 3: Budget to Support Goals	49

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 Fort Clarke Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Fort Clarke Middle School is strongly committed to providing an environment that fosters the social, mental, physical, emotional and cultural development of each student.

b. Provide the school's vision statement.

Through a continuous cycle of collaboration, planning, teaching, assessment, remediation and reflection, Fort Clarke strives to provide a successful learning experience for all students.

2. School Environment

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

Mentoring Program: Mentors are paired with a student needing support. Weekly contact, regular goal setting and celebrations are scheduled.

Weekly Team Meetings: Agenda items include collaboration regarding students experiencing a lack of success, brainstorming of interventions that have worked and formation of plans for future success.

Incentive Programs: School-wide incentive programs for good behavior and high achievement, as well as improvement in either area are scheduled regularly and advertised daily. This healthy competition between Homerooms and grade levels helps to bond teachers and students by working on common goals.

Field trips: Trips are scheduled during the first 9 weeks of school for the sole purpose of forming strong relationships among students and between teachers and students. Activities such as bowling and skating and visiting MOSI together allow students and teachers to get to know each other as individuals.

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

*Local school bullying hotline where students are reminded weekly to report any unsafe actions.

*PALS Program: Peer support program with a mental health counseling component.

*Peer Mediation: Student leaders are trained to mediate disagreements between students.

*EDEP after school program: Provides a safe, stimulating social and homework environment for students.

*Before School Care: Free supervision from 7 am until 8:40 am for students needing to be dropped off early.

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.

Fort Clarke developed a school wide discipline plan in 2007 which has been revised and updated each year. Teachers, counselors, deans and administrators wrote the iPOD (I practice outstanding discipline) plan which has an edition that is sent home for parent/student reference and a teacher edition for classroom reference. The plan includes the behavioral expectations in each area of the school and school day, as well as how each of the school rules are exhibited in various aspects of a student's school day. The rules include: Be Safe, Be Respectful, Be Responsible, HBO (Keep Hands, Body, Objects to yourself). The Teacher Edition also contains sample strategies and consequences for a wide variety of infractions as well as positive consequences to continue redirection improvement when it is noted.

A classroom log is provided which lists the hierarchy of consequences. All teachers are asked to keep a log for each class so that data containing parent contact and all interventions implemented is readily available for reference. The school's protocols for enforcing the district dress code, cell phone, and tardy policies are also shared and reviewed.

Teachers new to our school are oriented to the iPod during preplanning each year and it is covered with the entire faculty more briefly during preplanning as well.

Forgiveness offered for 1st referral to help encourage students to learn from their behavior choices. If students do not receive another referral for the year, the first referral will not be documented as part of their behavior record.

Students who do not have a referral during each 9 weeks can participate in Falcon Fun Day at the end of the 9 weeks.

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.

Fort Clarke provides mentoring to at risk students by faculty/staff members as well as from community members, and small group and individual counseling for a variety of issues from grieving a loss, self-injurious behavior, feeling depressed, to lack of organization skills and low self esteem..

Our PALS program provides mental health therapy in small groups for students who feel like 'outsiders' or that they don't belong. In this program, students who are successfully attached to the school environment reach out to others less connected and form relationships.

Peer Mediators are students trained to foster listening and communication skills between individuals or groups who are not getting along. If students at odds with other are willing to sit at the table together, Peer Mediators will facilitate a dialogue between the parties and make every effort to foster a resolution to the difficulties being shared.

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.

Fort Clarke Middle School uses readily available real-time data maintained on Infinite Campus, the district School Information System. Nightly, the data is imported to PCG, a contracted vendor, which

updates an electronic educator dashboard. The data provides a lens through which Fort Clarke Middle School is able to:

- (1.) identify students at risk of dropping out
- (2.) build a library of specific interventions
- (3.) increase community partnerships and support schools (i.e. System of Care)
- (4.) set goals for student achievement
- (5.) improve student success rates

The district EWS allows teachers individually and Fort Clarke Middle School to hone-in the following key pieces of data: (1.) Student attendance rate with in a 90 day window, (2.) student referral rates to include but not limited by the following key data fields (referral type, date-location of incident, referring teacher, referral action/resolution, and referral action/solution duration), (3.) student quarterly and semester grades, (4.) and FSA score, state standardized test scores.

The data not only allows provides Fort Clarke Middle School teachers with in-time data to intervene and support students at risk, but also provides the Fort Clarke Middle School leadership with school wide trend data to be used to develop school specific interventions and determine degree of impact over time. The electronic dashboard places into the following warning categories: red, orange, yellow, and green. Furthermore, the dashboards includes student demographic indicators (ethnicity, disability, etc.) by which the teacher and/or school leader can filter and analyze student cohort and or referring trends. Indicator colors categorize students according to number of indicators they satisfy: Red-all 4 indicators, Orange-3 indicators, yellow-2 indicators, green 1 or 0 indicators. Although a student may only be at risk for one indicator only, the dashboard allows the teacher and/or administrator to identify and track the indicators[s] of concern. The dashboard allows indicators to be measured using numbers as well as percentages.

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	21	26	27	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	35	21	25	0	0	0	0	81
Course failure in ELA or Math	0	0	0	0	0	0	9	29	52	0	0	0	0	90
Level 1 on statewide assessment	0	0	0	0	0	0	25	17	13	0	0	0	0	55

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	8	13	21	0	0	0	0	42	

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

For students meeting the criteria of two or more indicators, Fort Clarke Middle School will:

- (1.) convene a [child study or behavior team-to meet EWS state S.B 850 requirements], and
- (2.) provide a 10-day notice to parents/guardians to include: purpose, time, location, and opportunity to participate.

The child study/behavior team will document identified indicators and implement the school-wide behavior plan.

Weekly Team Meetings: Student concerns in areas of academics, attendance, behavior, grades are documented and further action is assigned to various team members, as appropriate. When students have been absent more than 5 days without notifying the school, the Homeroom teacher, school counselor or attendance clerk will contact home to inquire about the student, share the district's discipline policy and encourage a prompt return to school.

Below are specific interventions and strategies employed by the school:

1. Grade level assemblies the first week of school to make behavior expectations and consequences clear. Continuing with quarterly extended homeroom time for behavior assemblies with each grade level.
2. All students receive the IPOD(I practice outstanding discipline) school-wide behavior plan.
3. Targeted students are shared with adult stake-holders and are the focus of instruction, remediation and assessment decision. Classroom walkthroughs/observations by deans and administration. Goal is to keep students in classrooms as much as possible for instruction.
4. Remediation of skill deficits with alternate instructional strategies documented by each teacher.
5. Assigning all at risk students an adult mentor from various programs (IE: PALS, Faith-Based groups, University programs, School-Based personnel mentorships) to make weekly contact, set goals, reward, etc.
6. Gentlemen's Club for 8th grade boys and Girl's club for 8th grade girls to learn about how to be responsible adults.
7. Offering incentives to first time referrals so no more are earned. Students meet individually with the principal after their first dean's referral to discuss alternate behaviors, plan for success, and offer the incentive to remove the referral at end of year if no more are earned. This offer is put in a letter to parents which students take home for a parent signature.
8. When students are suspended from school, parents are required to accompany students upon their return to school to meet with the administrative team to discuss implications of continued misbehavior and suspension, as well as to devise a plan for improvement.
9. Falcon Funday (games, snow cones, socializing with friends, etc.) each quarter-all students who have not received a referral for that 9 weeks will be able to participate.
10. Designing individual point sheets for behavior tracking and incentives.
11. Provide schedule modifications to decrease potential for inappropriate behaviors
12. Assignment to smaller classes for math/reading/ELA with alternate curriculum or strategies. Schedule regular counseling sessions with assigned counselor and/or other school personnel
13. Referral to outside agency (System Of Care)
14. Grant written to provide after-school basic skills support in reading and Math for targeted students.

Students failing any academic class after the first semester meet with the administrative team to identify the reasons for the failure, discuss possible solutions, set goals for the next 9 weeks, and devise an action plan. These students are then identified to the grade level team for closer monitoring and followed up with after the third 9 weeks' grades are out.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

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

No

1. PIP Link

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

2. Description

Two parent nights are scheduled for outreach purposes. The first meeting of the year provided parents with information about the pupil progression plan. The topic for the second night will be determined second semester based on current data and need.

We invite parents to volunteer for ice cream socials, dances, field trips, health screenings, to attend Meet the Teacher and Open House. We also schedule over 600 parent conferences per year. School funds are used to purchase School Planners for every student which contain information about dress code, the attendance policy, check out procedures, requirements for graduation, etc. This is an important organizational tool that are used for daily communication with parents regarding school assignments and any other pertinent issues through hand written comments.

Teacher websites communicate assignments, due dates, assessment information and copies of class notes for home reference. Grade, assignments, assessment scores, etc is provided through our Parent Portal that can be accessed by parents through Infinite Campus.

The PTA sponsors two parent information sessions each year. The topics are decided based on current need. Ex: Important coping strategies for middle school students. We provide office staff for all evening events, including the Open House, so that parents may sign up for Parent Portal access at times most convenient to them.

Monthly Newsletter, Phone Homes and Emails home to parents occur frequently to inform families of deadlines, resources, support and what to expect in the following weeks. Grade level teams have created websites with important information to keep parents informed throughout the year.

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.

Quarterly fundraising nights at a local restaurants to raise funds for instructional technology.

Locally owned-businesses are used to provide food and activities for our Falcon Fun Days.

Fundraiser nights to raise money to lower the cost of student field trips are set up by each grade level team.

Community SAC members support our fundraisers and encourage their employees to mentor students.

Community members are solicited to mentor, attend school functions and support school sports, dances and events.

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
Hrivnak, Bill	Dean
Brill Jones, Kelly	Principal
Brown, Jr.	Assistant Principal
Ferguson, Clint	Other
Scott, Tracy	School Counselor
Suskin, Donna	Instructional Media
Greenaway, Darlene	Dean
Fairchild, Jeff	Teacher, ESE
Mead, Jessica	Assistant Principal
Young, John	Teacher, K-12
Galasso, Stacey	Teacher, K-12
Parker, Trish	Teacher, ESE
Weaver, Chris	Teacher, K-12

b. Duties

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

Each Team Leader is responsible for being familiar with current data and bringing ideas for solutions to the weekly meetings. They share input from each of their teachers with the administrative team, help make school-wide decisions and then communicate the details of those decisions with the teachers on their team. The Team leaders group includes 12 school leaders who meet each Monday morning with Team Leaders then meeting with grade level teachers the following morning.

Instructional Leaders (Department Chairs) meet monthly with administration to fine tune instructional improvement efforts and act as a conduit between teachers and administration on matters of lesson planning, instruction, assessment and remediation. The following day, they meet with department teachers to share information and obtain feedback and input as available.

Teachers serve on school wide committees representing their grade level teams or content area departments.. Input is solicited through the teacher reps on the committees from the administrator chairpersons of each: Discipline, Department Chairs, Student Services, and Wellness.

Administrators practice classroom snapshots where feedback is given to teachers regarding key instructional elements and conversations are initiated by questions and comment placed online or in person.

Administrators and teacher leaders lead monthly staff development opportunities that offer strategies and supports for teachers to use as they plan and implement quality instruction.

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.

Team Leaders and the administrative team meet weekly to discuss current progress monitoring data, discipline data and monitor the interventions already in place. Based upon the data shared, interventions and programs already in place may be modified to alter outcomes. This is done with input from all 13 members with discussion and consensus building practiced. If consensus cannot be reached, team leaders obtain input from each teacher at the following day's Team Meeting and then report back to Team Leaders for continued discussion.

1. SAC funds will be used to pay for an outside consultant to provide training to teachers in conflict resolution strategies. SAC meets monthly, and the allocation of all resources is voted on with the budget sheet shared at each meeting.
2. PTA funds will be used to provide incentives for classes and individuals not receiving discipline referrals each 9 weeks. PTA Board meets monthly and the budget sheet is shared at each meeting. Budget decisions are usually made by consensus.
3. CREATE funds will be used to provide substitute teachers for each teacher as departments plan collaboratively for an entire day once each semester. The CREATE plan and budget is prepared in September and submitted to the district for approval in October.
4. SAC funds will be used to hire subs so that teachers can observe each other teaching collaboratively planned lessons.
5. SAC funds will be used to purchase instructional technology for classrooms.
6. Grant funds have been applied for after school remediation of skills in reading and math for targeted students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Cheri Ciarletto	Parent
Veronica Ross	Education Support Employee
Robert Carroll	Business/Community
Kelly Brill Jones	Principal
Sara Wellman	Teacher
Kathleen Cook	Teacher
Terri Schimel	Teacher
C. Ann Scott	Business/Community
Jennifer Fisher	Parent
Rosheeda Wright	Parent
Melissa Williams	Parent
Zach Jernigan	Business/Community
Shellie Berkelhammer	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

SAC reviews and revises the SIP in October of each year before submission, then reviews it again in light of student data as it becomes available in the spring. We discuss areas where we fell short of, or reached, our goals. Suggestions are made at that point for changes to the SIP for next year with recommendations offered for additional strategies and interventions or to modify a goal.

b. Development of this school improvement plan

The SAC oversees the implementation of the plan, reviews and revises it as appropriate before it is uploaded and approves funds to be used for purchases that support implementation of the plan.

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

At the initial SAC meeting of the year, the budget sheet is shared and rolled over/new funds are totaled to provide the starting budget for the year.

As requests for funds comes to the attention of SAC, we discuss, question and vote on all requests for and use of funds. Approved requests must fit into the budget plan of the SIP for that year. The remaining balances are included in the minutes and future needs are discussed with an eye to the bottom line and resources remaining.

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

- Instructional technology-\$6789.95
- Curriculum Materials-\$450
- Staff Development-\$5058
- Robotics competition-\$650
- National History Day Competition-\$1480
- Deputy to attend school safety conference-\$750
- APA salary-\$3500

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.

Ft. Clarke is in compliance.

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
Brill Jones, Kelly	Principal
Galasso, Stacey	Teacher, K-12
Brown, Jr.	Assistant Principal
Young, John	Teacher, K-12
Yurish, Greg	Teacher, K-12
Fairchild, Jeff	Teacher, ESE
Bramlett, Geoff	Teacher, K-12
Mead, Jessica	Assistant Principal
Kron, Matt	Teacher, K-12
Wellman, Sara	Teacher, K-12
Weaver, Chris	Teacher, K-12

b. Duties

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

- Analyzes AIMS(progress monitoring), FSA, FSSA and EOC data to help drive instruction.
- Worked with departments to help develop review and create school improvement plan.
- Introduces and sustains the use of a school wide set of editing marks to be used in all classes for the editing text.
- Introduces and sustains the use of a school wide annotation guide to be used in all classes for annotating complex text.
- Shares research-based instructional literacy strategies with all teachers with follow up for collaborative lesson planning to incorporate the latest strategies into all lesson plans across subjects.

D. Public and Collaborative Teaching

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

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

All teachers are required to select Peer Coaching Team (PCT) members of their choosing at the beginning of the year. A log is kept of all team collaborations for planning, feedback and observing lessons.

All teachers are provided with collaborative planning time within their departments for 1 full day each semester to plan lessons that align better with new standards and assessments.

Subs are provided each semester for teachers to observe each other for a full period of instruction and give/receive feedback and peer coaching.

Monthly staff development opportunities are provided for teachers to sit with PCTs to discuss strategies and resources presented to the whole group. These are required meeting times.

Additional staff development opportunities are offered to include a variety of topics. Ex: grading,

integrating instructional technology, behavior management and understanding the instructional framework, etc.

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

1. Regularly scheduled support meetings for new teachers with administrators and support staff.
2. Participation in collaborative planning and problem solving with Peer Coaching Teams.
3. Additional planning time scheduled regularly throughout the year.
4. Multiple opportunities for peer observations.
5. Continuous feedback throughout the year from classroom snapshots and formal observations.

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

1. New teachers participate in Peer Coaching Teams within which they plan, problem solve and share best practice.
2. New teachers have a district mentor who meets with them weekly.
3. Support meetings for new teachers are held regularly throughout the school year by administrative staff and deans to answer questions and provide ideas.
5. Continuous feedback throughout the year from classroom snapshots and formal observations.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The instructional leadership team worked with their departments to develop action plans specific to their department goals.

Teachers are given opportunities (paid by SAC) the week before preplanning to spend 4-5 hours collaborating with peers and familiarizing themselves with the ACPS instructional framework, course standards and the resources available on CPALMS.

Scheduled times during preplanning and the first month of school and at the beginning of the 2nd semester are used for teachers to align plans/instruction/assessments with the standards.

Each teacher is provided the opportunity for a full sub day for collaborating within department groups to review, annotate and incorporate the standards, test specifications, test response modes, sample lesson plans. This is planned once each semester.

Three subs are hired each semester for teachers to observe colleagues from their PCTs delivering collaboratively planned lessons that are designed to better prepare students for the new rigors.

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.

Classroom based assessment data and FSA data was used to properly place students into the appropriate level of reading and math classes. Students at Level 1 in reading are provided with a block schedule of READ 180 (6th & 7th) which addresses each student's areas of need with weekly progress monitoring included. Students in 8th grade will use the core curriculum in a block for reading and language arts. Our ESE students that score a level 1 will also be using READ 180 as part of their curriculum. Students (6th-8th) at Level 1 in math are provided with an intensive math class which provides smaller class size and a pace that reaches more depth in curriculum topics than breadth to help develop and solidify basic skills.

In all classes, teachers are required to frequently progress monitor and document mastery of 70% accuracy. Students not achieving mastery must be documented and the interventions/differentiation used to get them to mastery for the retest opportunity must be documented and submitted as well. These include (but are not limited to): reteaching in small groups, use of flashcards, study buddies, lunch time review, test correction and retest, alternate form of test, use of alternate graphic organizers, thematic maps, etc. Three cycles of test/remediation/retest are employed to get all students to mastery.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 21,600

The after school program runs for 2 hours each day and provides core academic tutoring, homework completion support and enrichment activities for students through voluntary participation.

Strategy Rationale

Students are provided with a safe, focused after school environment with support to complete homework and participate in guided leisure activities instead of being home alone. Supervision, after school snack and creative activities support the whole child after their school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wilson, Jessica, wilsonjw@gm.sbac.edu

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

Student progress is monitored through AIMS (Reading, Language Arts, Math, Science and Civics) all other subjects use teacher-made progress monitoring assessments, SRI scores, GPA data, attendance and discipline data. A student's data will be compared to their past year's data as well as to the data of a similar cohort group that did not participate in the after school program.

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.

An evening Open House is hosted in Feb. for prospective 6th grade Gifted and advanced students. These students are offered shadowing days to shadow a current 6th grader for a day in our R.E.A.CH. and gifted classes. Our ESE department chair travels to the major feeder schools to meet with parents of incoming 6th graders with special needs and develop IEPs that will transition them successfully to middle school.

All students spend the first day of school in homeroom. This is an opportunity to go over expectations and provide students the opportunity to get to know the school.

Eighth graders are oriented to the variety of 9th grade programs available in the district early in the year through a presentation about the various magnet programs available in high school. Counselors from each school meet with students zoned for that high school to facilitate registration. Evening Open Houses for each high school are advertised at our school and all 8th graders are encouraged to attend. Students are encouraged to participate in scheduled shadowing days at the 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.

During the 8th grade year, the guidance department provides opportunities for students to complete their career planning inventories and to advise students on course selections in high school.

The local SFC CROP (college readiness) director visits campus during all lunches to encourage students to participate in their free after school program. Applications for the free program are distributed with encouragement for students to return them completed.

A career fair is implemented each year for 8th graders. Guest speakers representing a wide variety of careers present to small groups of students for half the school day. Junior Achievement provides guest speakers from local businesses to lead all 8th graders through a career/financial awareness activity that lasts for half of the school day.

10 of our students are participating in the Take Stock in Children scholarship program which provides awareness and information sessions about college and mentoring to eligible members of the program.

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

We offer a career and technical course in technology which provides students with the opportunity to earn a certificate in Microsoft Office applications. These certificate exams include PowerPoint, Excel and Word. Family and Consumer Science classes are available to all grade levels as an elective. Robotics is offered as an elective class and a robotics club is available to all students after-school.

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

None at this time.

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.

Approximately 20 8th graders are selected for the Santa Fe College Showcase program which provides them with visits to area postsecondary settings and eligibility criteria so they can begin

setting goals now as needed.

Lesson plans and instruction meet the standards for increased rigor and higher level of reading, writing and critical thinking skills in efforts to make sure all of our exiting 8th graders are better prepared for postsecondary setting and the workplace.

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.** Increase the learning gains of our lowest quartile by 5%.
- G2.** At least 64% of students will pass the FSA ELA test.
- G3.** At least 66% of students with pass the FSA Math test
- G4.** The number of referrals to the Dean will decrease by 10% from the previous year.

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. Increase the learning gains of our lowest quartile by 5%. 1a

G085160

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	42.0

Targeted Barriers to Achieving the Goal 3

- limited instructional time to address learning gaps

Resources Available to Help Reduce or Eliminate the Barriers 2

- Grant written to provide additional instruction to students in our lowest quartile. Intensive reading and math classes during the school day. Mentoring program.

Plan to Monitor Progress Toward G1. 8

In addition to progress monitoring data the students FSA scores will be reviewed at the end of the year to determine learning gains.

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Progress monitoring data and FSA scores from the current and previous years to determine the % of learning gains.

G2. At least 64% of students will pass the FSA ELA test. 1a

G085161

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	70.0
AMO Reading - SWD	70.0

Targeted Barriers to Achieving the Goal 3

- Limited teacher planning time to adjust and incorporate standards and rigors, acquire new ideas, strategies that are aligned with expectations and assessment results.
- Students with achievement gaps in core skills in reading and writing

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional cohorts, Department Chairs, Research based strategies, Collaborative Planning, Planning time, DOE resource sites, on line resource programs

Plan to Monitor Progress Toward G2. 8

Progress Monitoring assessments, FSA data

Person Responsible

Kelly Brill Jones

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

lesson plans, assessment data, FSA data

G3. At least 66% of students with pass the FSA Math test 1a

G085162

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	67.0
AMO Math - SWD	67.0

Targeted Barriers to Achieving the Goal 3

- Limited teacher planning time to implement standards, plan new ideas and develop new strategies/interventions.
- Students with achievement gaps in core skills in math.

Resources Available to Help Reduce or Eliminate the Barriers 2

- DOE online resources, PCTs, student assessment data

Plan to Monitor Progress Toward G3. 8

AIMS progress monitoring data will be used to monitor progress towards goals.

Person Responsible

Jessica Mead

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

AIMS data, Moby Max data

G4. The number of referrals to the Dean will decrease by 10% from the previous year. 1a

 G085163

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Targeted Barriers to Achieving the Goal 3

- Students negative behavior choices.
- Teachers conscious of losing instructional time

Resources Available to Help Reduce or Eliminate the Barriers 2

- PTA, SAC, Community stakeholders, Student Support Services team, Discipline Committee, Teachers, Counselors and Administrators

Plan to Monitor Progress Toward G4. 8

Examining similar data at frequent intervals

Person Responsible

Kelly Brill Jones

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Discipline data for targeted group.

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. Increase the learning gains of our lowest quartile by 5%. **1**

 G085160

G1.B1 limited instructional time to address learning gaps **2**

 B226487

G1.B1.S1 We will provide additional instruction for students in the lowest quartile for an additional 3 hours a week for 20 weeks after school. **4**

 S238925

Strategy Rationale

Students need time for remediation and repeated practice in areas where they have learning gaps. These gaps make it difficult for these students to acquire grade level skills to be fully prepared to master all the standards required during the school year. Teachers have a very tight pacing guide that leaves very little time to address these needs at the intensity and frequency needed.

Action Step 1 **5**

After school program provided for additional instruction.

Person Responsible

Kelly Brill Jones

Schedule

Weekly, from 11/7/2016 to 4/7/2017

Evidence of Completion

Progress monitoring data from MobyMax.

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

The 2 teachers implementing the program will meet weekly to discuss progress of the students and share progress monitoring results with the principal.

Person Responsible

Kelly Brill Jones

Schedule

Weekly, from 11/7/2016 to 4/7/2017

Evidence of Completion

Students will take a placement test on the first day. Progress will be monitored weekly through the embedded progress monitoring system as part of MobyMax.

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

Weekly progress monitoring reports will be collected.

Person Responsible

Kelly Brill Jones


Schedule

Weekly, from 11/7/2016 to 4/7/2017

Evidence of Completion

Progress monitoring reports for both reading and math for each student.

G1.B1.S2 Mentoring program provides students with a mentor from UF Mentors program. Students are paired with a mentor to work with them on specific academic needs. 4

 S238926

Strategy Rationale

A mentor provides students with an additional support system beyond their parents, teachers and school staff. This time provides students a time for individual instruction.

Action Step 1 5

Students will be provide a mentor to work with them on specific academic needs as identified by their classroom teachers.

Person Responsible

Jessica Mead

Schedule

Weekly, from 10/3/2016 to 12/16/2016

Evidence of Completion

Survey data will be collected from the participants.

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

Survey will be given to the participants asking questions about progress.

Person Responsible

Jessica Mead

Schedule

Monthly, from 10/3/2016 to 12/16/2016

Evidence of Completion

Mentors will provide an update on the progress the student is making with their specific academic target.

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

Grades and progress monitoring data will be compared, (prior to mentoring sessions and at the end of the mentoring sessions).

Person Responsible

Jessica Mead

Schedule

On 12/16/2016

Evidence of Completion

Students grades and AIMS scores

G2. At least 64% of students will pass the FSA ELA test. 1

 G085161

G2.B1 Limited teacher planning time to adjust and incorporate standards and rigors, acquire new ideas, strategies that are aligned with expectations and assessment results. 2

 B226488

G2.B1.S1 Substitutes used at the beginning of year and 2nd semester to provide additional teacher planning time that is structured to incorporate new rigors. Teachers plan as a department for a full day.

4

 S238927

Strategy Rationale

Teachers will have time to review standards, test specifications, CPALMS, available assessment results and other state resources needed to plan for effective instruction.

Action Step 1 5

Each dept is assigned a day for collaborative planning each semester and the administration hires subs to cover classes for that day. Summer planning opportunities are provided for this purpose as well.

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 9/12/2016 to 2/28/2017

Evidence of Completion

Each teacher will submit the lesson plans developed during that time as well as documentation that new implications for instruction were incorporated. Administrators will walk through classes to observe collaboratively planned lessons.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Lesson plans, documentation of new resources used and corresponding instruction

Person Responsible

Kelly Brill Jones

Schedule

Monthly, from 9/12/2016 to 2/28/2017

Evidence of Completion

Plans, CWT data, worksheet from planning time

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Instruction, assessment of student progress

Person Responsible

Kelly Brill Jones

Schedule

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

Evidence of Completion

CWT data; Progress Monitoring data

G2.B1.S2 Teachers plan collaboratively, consult with and observe others within self-chosen Peer Coaching Teams throughout the school year. 4

 S238928

Strategy Rationale

Collaboration increases variety, quality of ideas, provides immediate feedback from peers and can result in a higher quality product.

Action Step 1 5

Teachers select peers to collaborate with; Sessions scheduled formally and informally

Person Responsible

Kelly Brill Jones

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

PCT logs

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

PCT logs

Person Responsible

Kelly Brill Jones

Schedule

Annually, from 9/5/2016 to 6/2/2017

Evidence of Completion

Documenting at least 4 meetings

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

Lesson Plan feedback

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

lesson plans

G2.B1.S3 Monthly required faculty meetings used solely for collaborative planning and the presentation of additional literacy strategies and resources. 4

S238929

Strategy Rationale

Quality lesson planning requires quality time and the use of available resources.

Action Step 1 5

Monitor lesson plans with feedback as requested

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plan documents

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Plans collected and specific feedback given

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plan documents

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Teachers use of research-based strategies and a variety of questioning to increase critical thinking skills of all students.

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

lesson plans and classroom snapshot data, pct log

G2.B2 Students with achievement gaps in core skills in reading and writing **2**

 B226489

G2.B2.S1 Research based online-program (Moby Max) was purchased. All teachers have access to using this resource with their students in all content areas. Social Studies teacher's will also be using the Reading Like an Historian Curriculum. **4**

 S238930

Strategy Rationale

Additional instruction (Moby Max) in targeted areas will provide students with support to solidify their skills.

Reading Like an Historian teaches students how to investigate historical questions by using various reading strategies such as: sourcing, contextualizing, corroborating and close reading. Curriculum is designed to be used with students with diverse reading skills and abilities.

Action Step 1 **5**

Provide teachers with access and training of Moby Max.

Person Responsible

Kelly Brill Jones

Schedule

On 6/2/2017

Evidence of Completion

Progress monitoring data, Moby Max data

Action Step 2 **5**

Social Studies teachers with incorporate Reading Like a Historian Curriculum

Person Responsible

Chris Weaver

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration will conduct classroom snapshots to observe the use of the programs. Teachers share progress monitoring data.

Person Responsible

Kelly Brill Jones

Schedule

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

Evidence of Completion

progress monitoring results, classroom-based assessments, snapshots

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Compare data for students using the programs-pre & post.

Person Responsible

Kelly Brill Jones

Schedule

On 6/2/2017

Evidence of Completion

progress monitoring data, FSA data

G3. At least 66% of students with pass the FSA Math test 1

 G085162

G3.B1 Limited teacher planning time to implement standards, plan new ideas and develop new strategies/ interventions. 2

 B226490

G3.B1.S1 Departments will highlight research-based strategies and share lesson plans at monthly department meetings. 4

 S238931

Strategy Rationale

Focus on effective instruction can increase quality of planning and instruction.

Action Step 1 5

Department meetings will focus on effective instructional practices and sharing of techniques and lesson plans and data analysis.

Person Responsible

Jessica Mead

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Meeting agenda/minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Submission of Dept. meeting agendas/minutes

Person Responsible

Kelly Brill Jones

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Agenda and minutes of each department meeting

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Meeting agendas and minutes will reflect professional sharing and collaboration

Person Responsible

Greg Yurish

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Minutes/agendas from meeting

G3.B1.S2 Teachers will be provided with 1 full day of structured, collaborative lesson planning with department each semester. 4

 S238932

Strategy Rationale

Quality lesson planning takes quality time.

Action Step 1 5

Collaborative lesson planning with dept teachers will happen each semester using FSA and DOE resources.

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 9/12/2016 to 2/28/2017

Evidence of Completion

Lesson plans written during PD time.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Review lesson plans

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 9/12/2016 to 2/28/2017

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Lesson plans will be monitored and compared with CWT data

Person Responsible

Kelly Brill Jones

Schedule

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

Evidence of Completion

Lesson plans

G3.B2 Students with achievement gaps in core skills in math. 2

 B226491

G3.B2.S1 Research-based on-line program was purchased as an additional resource to support core curriculum. All teachers have access to use with their students in all content areas. 4

 S238933

Strategy Rationale

Additional instruction in targeted areas will provide students with support to solidify their skills.

Action Step 1 5

Provide teachers with access and training of Moby Max to use as part of their instruction.

Person Responsible

Kelly Brill Jones

Schedule

On 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administrators will conduct classroom snapshots to observe the use of the program.

Person Responsible

Kelly Brill Jones

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Teachers will share progress monitoring data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Compare data for students using the program-pre-post.

Person Responsible

Kelly Brill Jones

Schedule

On 6/2/2017

Evidence of Completion

progress monitoring data, FSA data

G4. The number of referrals to the Dean will decrease by 10% from the previous year. 1

 G085163

G4.B1 Students negative behavior choices. 2

 B226492

G4.B1.S1 Grade level assemblies the first week of school to make behavior expectations and consequences clear. Early identification and intervention with potential problem students. Clubs for boys and girls to learn about being responsible adults. Mentoring programs to help develop positive relationships with students. 4

 S238934

Strategy Rationale

Building a positive relationship with students prior to exhibiting problem behaviors could result in a decrease of out of class time.

Action Step 1 5

Use data to pre-identify target group.

Person Responsible

Lawson Brown, Jr.

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

List of students meeting criteria, list of interventions used, pre/post intervention data

Action Step 2 5

Select students and assign mentors from various programs (IE: PALS, Faith-based groups, University Programs, School-based personnel)

Person Responsible

Lawson Brown, Jr.

Schedule

Weekly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Discipline, attendance and academic data for participants and total school.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Meet regularly with target group

Person Responsible

Lawson Brown, Jr.

Schedule

Quarterly, from 10/3/2016 to 6/2/2017

Evidence of Completion

discipline reports, academic records, attendance data

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Discipline data for participants, grades

Person Responsible

Lawson Brown, Jr.

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Discipline data for targeted group, report card grades

G4.B2 Teachers conscious of losing instructional time 2

B226493

G4.B2.S1 Teachers will utilize the classroom intervention logs to document interventions used such as (phone call home, lunch detention, after-school detention) before having to resort to removing a student from class or confronting a student in the middle of class instruction. Deans, counselors and Admin will observe students in class. 4

S238935

Strategy Rationale

Not all disruptive behavior needs result in a student being removed from class for long periods of time. Many student behaviors can be re-directed in the classroom.

Action Step 1 5

Documenting pre-referral interventions on the classroom logs.

Person Responsible

Lawson Brown, Jr.

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom logs for each class of students

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Collection of classroom logs for students receiving referrals

Person Responsible

Lawson Brown, Jr.

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Intervention logs and referral data

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Comparison of classroom logs and referral data

Person Responsible

Lawson Brown, Jr.

Schedule

On 6/2/2017

Evidence of Completion

classroom logs and referrals

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S2.MA1 M316427	Grades and progress monitoring data will be compared, (prior to mentoring sessions and at the end...	Mead, Jessica	10/3/2016	Students grades and AIMS scores	12/16/2016 one-time
G1.B1.S2.MA1 M316428	Survey will be given to the participants asking questions about progress.	Mead, Jessica	10/3/2016	Mentors will provide an update on the progress the student is making with their specific academic target.	12/16/2016 monthly
G1.B1.S2.A1 A309449	Students will be provide a mentor to work with them on specific academic needs as identified by...	Mead, Jessica	10/3/2016	Survey data will be collected from the participants.	12/16/2016 weekly
G2.B1.S1.MA1 M316431	Lesson plans, documentation of new resources used and corresponding instruction	Brill Jones, Kelly	9/12/2016	Plans, CWT data, worksheet from planning time	2/28/2017 monthly
G2.B1.S1.A1 A309450	Each dept is assigned a day for collaborative planning each semester and the administration hires...	Brill Jones, Kelly	9/12/2016	Each teacher will submit the lesson plans developed during that time as well as documentation that new implications for instruction were incorporated. Administrators will walk through classes to observe collaboratively planned lessons.	2/28/2017 semiannually
G3.B1.S2.MA1 M316442	Review lesson plans	Brill Jones, Kelly	9/12/2016	Lesson plans	2/28/2017 semiannually
G3.B1.S2.A1 A309456	Collaborative lesson planning with dept teachers will happen each semester using FSA and DOE...	Brill Jones, Kelly	9/12/2016	Lesson plans written during PD time.	2/28/2017 semiannually
G1.B1.S1.MA1 M316425	Weekly progress monitoring reports will be collected.	Brill Jones, Kelly	11/7/2016	Progress monitoring reports for both reading and math for each student.	4/7/2017 weekly
G1.B1.S1.MA1 M316426	The 2 teachers implementing the program will meet weekly to discuss progress of the students and...	Brill Jones, Kelly	11/7/2016	Students will take a placement test on the first day. Progress will be monitored weekly through the embedded progress monitoring system as part of MobyMax.	4/7/2017 weekly
G1.B1.S1.A1 A309448	After school program provided for additional instruction.	Brill Jones, Kelly	11/7/2016	Progress monitoring data from MobyMax.	4/7/2017 weekly
G1.MA1 M316429	In addition to progress monitoring data the students FSA scores will be reviewed at the end of the...	Brill Jones, Kelly	8/15/2016	Progress monitoring data and FSA scores from the current and previous years to determine the % of learning gains.	6/2/2017 semiannually
G2.MA1 M316438	Progress Monitoring assessments, FSA data	Brill Jones, Kelly	9/5/2016	lesson plans, assessment data, FSA data	6/2/2017 monthly
G3.MA1 M316445	AIMS progress monitoring data will be used to monitor progress towards goals.	Mead, Jessica	9/1/2016	AIMS data, Moby Max data	6/2/2017 quarterly
G4.MA1 M316450	Examining similar data at frequent intervals	Brill Jones, Kelly	10/3/2016	Discipline data for targeted group.	6/2/2017 monthly
G2.B1.S1.MA1 M316430	Instruction, assessment of student progress	Brill Jones, Kelly	9/12/2016	CWT data; Progress Monitoring data	6/2/2017 quarterly
G2.B2.S1.MA1 M316436	Compare data for students using the programs-pre & post.	Brill Jones, Kelly	9/12/2016	progress monitoring data, FSA data	6/2/2017 one-time
G2.B2.S1.MA1 M316437	Administration will conduct classroom snapshots to observe the use of the programs. Teachers share...	Brill Jones, Kelly	9/12/2016	progress monitoring results, classroom-based assessments, snapshots	6/2/2017 quarterly
G2.B2.S1.A1 A309453	Provide teachers with access and training of Moby Max.	Brill Jones, Kelly	8/15/2016	Progress monitoring data, Moby Max data	6/2/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A2 A309454	Social Studies teachers with incorporate Reading Like a Historian Curriculum	Weaver, Chris	9/12/2016		6/2/2017 monthly
G3.B1.S1.MA1 M316439	Meeting agendas and minutes will reflect professional sharing and collaboration	Yurish, Greg	9/1/2016	Minutes/agendas from meeting	6/2/2017 monthly
G3.B1.S1.MA1 M316440	Submission of Dept. meeting agendas/ minutes	Brill Jones, Kelly	9/1/2016	Agenda and minutes of each department meeting	6/2/2017 monthly
G3.B1.S1.A1 A309455	Department meetings will focus on effective instructional practices and sharing of techniques and...	Mead, Jessica	9/1/2016	Meeting agenda/minutes	6/2/2017 monthly
G3.B2.S1.MA1 M316443	Compare data for students using the program-pre-post.	Brill Jones, Kelly	9/1/2016	progress monitoring data, FSA data	6/2/2017 one-time
G3.B2.S1.MA1 M316444	Administrators will conduct classroom snapshots to observe the use of the program.	Brill Jones, Kelly	9/1/2016	Teachers will share progress monitoring data	6/2/2017 quarterly
G3.B2.S1.A1 A309457	Provide teachers with access and training of Moby Max to use as part of their instruction.	Brill Jones, Kelly	9/1/2016		6/2/2017 one-time
G4.B1.S1.MA1 M316446	Discipline data for participants, grades	Brown, Jr., Lawson	10/3/2016	Discipline data for targeted group, report card grades	6/2/2017 monthly
G4.B1.S1.MA1 M316447	Meet regularly with target group	Brown, Jr., Lawson	10/3/2016	discipline reports, academic records, attendance data	6/2/2017 quarterly
G4.B1.S1.A1 A309458	Use data to pre-identify target group.	Brown, Jr., Lawson	8/15/2016	List of students meeting criteria, list of interventions used, pre/post intervention data	6/2/2017 monthly
G4.B1.S1.A2 A309459	Select students and assign mentors from various programs (IE: PALS, Faith-based groups, University...	Brown, Jr., Lawson	10/3/2016	Discipline, attendance and academic data for participants and total school.	6/2/2017 weekly
G4.B2.S1.MA1 M316448	Comparison of classroom logs and referral data	Brown, Jr., Lawson	8/15/2016	classroom logs and referrals	6/2/2017 one-time
G4.B2.S1.MA1 M316449	Collection of classroom logs for students receiving referrals	Brown, Jr., Lawson	8/15/2016	Intervention logs and referral data	6/2/2017 monthly
G4.B2.S1.A1 A309460	Documenting pre-referral interventions on the classroom logs.	Brown, Jr., Lawson	8/15/2016	Classroom logs for each class of students	6/2/2017 daily
G2.B1.S2.MA1 M316432	Lesson Plan feedback	Brill Jones, Kelly	8/15/2016	lesson plans	6/2/2017 semiannually
G2.B1.S2.MA1 M316433	PCT logs	Brill Jones, Kelly	9/5/2016	Documenting at least 4 meetings	6/2/2017 annually
G2.B1.S2.A1 A309451	Teachers select peers to collaborate with; Sessions scheduled formally and informally	Brill Jones, Kelly	9/5/2016	PCT logs	6/2/2017 monthly
G3.B1.S2.MA1 M316441	Lesson plans will be monitored and compared with CWT data	Brill Jones, Kelly	9/12/2016	Lesson plans	6/2/2017 quarterly
G2.B1.S3.MA1 M316434	Teachers use of research-based strategies and a variety of questioning to increase critical...	Brill Jones, Kelly	8/15/2016	lesson plans and classroom snapshot data, pct log	6/2/2017 semiannually
G2.B1.S3.MA1 M316435	Plans collected and specific feedback given	Brill Jones, Kelly	8/15/2016	Lesson Plan documents	6/2/2017 semiannually
G2.B1.S3.A1 A309452	Monitor lesson plans with feedback as requested	Brill Jones, Kelly	8/15/2016	Lesson Plan documents	6/2/2017 semiannually

V. Professional Development Opportunities

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

G2. At least 64% of students will pass the FSA ELA test.

G2.B1 Limited teacher planning time to adjust and incorporate standards and rigors, acquire new ideas, strategies that are aligned with expectations and assessment results.

G2.B1.S1 Substitutes used at the beginning of year and 2nd semester to provide additional teacher planning time that is structured to incorporate new rigors. Teachers plan as a department for a full day.

PD Opportunity 1

Each dept is assigned a day for collaborative planning each semester and the administration hires subs to cover classes for that day. Summer planning opportunities are provided for this purpose as well.

Facilitator

Principal

Participants

Teachers

Schedule

Semiannually, from 9/12/2016 to 2/28/2017

G2.B1.S2 Teachers plan collaboratively, consult with and observe others within self-chosen Peer Coaching Teams throughout the school year.

PD Opportunity 1

Teachers select peers to collaborate with; Sessions scheduled formally and informally

Facilitator

Principal

Participants

All instructional staff

Schedule

Monthly, from 9/5/2016 to 6/2/2017

G2.B2 Students with achievement gaps in core skills in reading and writing

G2.B2.S1 Research based online-program (Moby Max) was purchased. All teachers have access to using this resource with their students in all content areas. Social Studies teacher's will also be using the Reading Like an Historian Curriculum.

PD Opportunity 1

Provide teachers with access and training of Moby Max.

Facilitator

Department chair/teachers

Participants

Teachers

Schedule

On 6/2/2017

G3. At least 66% of students with pass the FSA Math test

G3.B1 Limited teacher planning time to implement standards, plan new ideas and develop new strategies/interventions.

G3.B1.S1 Departments will highlight research-based strategies and share lesson plans at monthly department meetings.

PD Opportunity 1

Department meetings will focus on effective instructional practices and sharing of techniques and lesson plans and data analysis.

Facilitator

Department Chairperson, APC

Participants

Math Teachers

Schedule

Monthly, from 9/1/2016 to 6/2/2017

G3.B1.S2 Teachers will be provided with 1 full day of structured, collaborative lesson planning with department each semester.

PD Opportunity 1

Collaborative lesson planning with dept teachers will happen each semester using FSA and DOE resources.

Facilitator

Dept. Chairs

Participants

Dept. Teachers

Schedule

Semiannually, from 9/12/2016 to 2/28/2017

G3.B2 Students with achievement gaps in core skills in math.

G3.B2.S1 Research-based on-line program was purchased as an additional resource to support core curriculum. All teachers have access to use with their students in all content areas.

PD Opportunity 1

Provide teachers with access and training of Moby Max to use as part of their instruction.

Facilitator

Department Chairs/teachers

Participants

Teachers

Schedule

On 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.B1.S1.A1	After school program provided for additional instruction.				\$0.00
2	G1.B1.S2.A1	Students will be provide a mentor to work with them on specific academic needs as identified by their classroom teachers.				\$0.00
3	G2.B1.S1.A1	Each dept is assigned a day for collaborative planning each semester and the administration hires subs to cover classes for that day. Summer planning opportunities are provided for this purpose as well.				\$2,573.43
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0481 - Fort Clarke Middle School	School Improvement Funds		\$2,573.43
4	G2.B1.S2.A1	Teachers select peers to collaborate with; Sessions scheduled formally and informally				\$0.00
5	G2.B1.S3.A1	Monitor lesson plans with feedback as requested				\$0.00
6	G2.B2.S1.A1	Provide teachers with access and training of Moby Max.				\$1,328.10
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0481 - Fort Clarke Middle School	Other		\$1,328.10
7	G2.B2.S1.A2	Social Studies teachers with incorporate Reading Like a Historian Curriculum				\$0.00
8	G3.B1.S1.A1	Department meetings will focus on effective instructional practices and sharing of techniques and lesson plans and data analysis.				\$0.00
9	G3.B1.S2.A1	Collaborative lesson planning with dept teachers will happen each semester using FSA and DOE resources.				\$2,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0481 - Fort Clarke Middle School	Other		\$2,800.00
10	G3.B2.S1.A1	Provide teachers with access and training of Moby Max to use as part of their instruction.				\$0.00
11	G4.B1.S1.A1	Use data to pre-identify target group.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		\$0.00
			Notes: Grant			
12	G4.B1.S1.A2	Select students and assign mentors from various programs (IE: PALS, Faith-based groups, University Programs, School-based personnel)				\$0.00

Alachua - 0481 - Fort Clarke Middle School - 2016-17 SIP
Fort Clarke Middle School

13	G4.B2.S1.A1	Documenting pre-referral interventions on the classroom logs.	\$0.00
Total:			\$6,701.53