

# Middleburg High School



# 2016-17 Schoolwide Improvement Plan

## Middleburg High School

3750 COUNTY ROAD 220, Middleburg, FL 32068

<http://mhs.oneclay.net>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	53%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	17%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	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 is pending approval by the Clay 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	11
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>26</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>28</b>
Professional Development Opportunities	28
Technical Assistance Items	30
<b>Appendix 3: Budget to Support Goals</b>	<b>30</b>

## 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 Middleburg High School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

To provide a safe, educational environment that fosters students' intellectual, social, emotional and physical potential, empowering them to become productive, lifelong learners.

##### b. Provide the school's vision statement.

Middleburg High School Beliefs:

- \*Students will develop the skills necessary to think independently and become effective problem solvers.
- \*Students will develop an appreciation and understanding of the value of lifelong learning through enrichment courses and activities.
- \*Teachers will encourage students to learn valuable lessons through athletics, performing arts and other extracurricular activities.
- \*Teachers will engage the intellectual curiosity and creativity of students, allowing them to become multifaceted learners.
- \*Students will learn to accept and adapt to change and will recognize the value of work.
- \*Teachers will encourage students to create ethical relationships with other students, faculty members and all members of the community.
- \*Students will develop a positive sense of leadership, personal responsibility, and good citizenship.
- \*Students will develop awareness of career opportunities and the skills and education required for entrance into various occupational fields.
- \*Teachers will encourage a sense of community within the school and provide an atmosphere that encourages parental participation.
- \*All members of the school community will strive to create an environment of toleration of diverse opinions and beliefs.

#### 2. School Environment

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

At Middleburg High, we strive to create relationships between all members of the school community. We have established the Bronco Parent Mentoring program, pairing students with faculty members for monitoring academics and student achievement. The Academies at Middleburg High School involve students from various backgrounds to promote a sense of belonging. The Leadership Program sends student ambassadors to area middle schools to promote involvement in clubs and activities on campus at the end of each school year. Over the summer, faculty, staff and student representatives host a "Bronco Round-Up" informing both parents and students of available academies, clubs, courses and organizations with which to become involved. We have continued "Bronco Nation," our modified block schedule this year, allowing students in grades 10-12 ample time within the school day to attend tutoring sessions, make-up missed assignments or assessments, and demonstrate responsibility through an open-campus lunch period. Students in the 9th grade participate in "20/20" time, which provides time for students to work on academic skills, participate in literacy activities, and attain tutoring from math instructors.

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

In order to create a safe and secure environment for students, we have established clear expectations for student behavior and discipline policies and procedures. We also implemented a series of "Teach-tos" at the beginning of the year to ensure that students understood the expectations for student behavior and discipline procedures. The faculty and staff also are responsible for targeted duties to assure a safe and respectful school environment. Teachers are to be present at classroom doors between classes to ensure student safety. "Bronco Nation" gives students the opportunity to interact with each other and the staff, and creates a culture of maturity, responsibility and motivation.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

We have established clear expectations for student behavior and discipline policies and procedures. We also implemented a series of "Teach-tos" at the beginning of the year to ensure that students understood the expectations for student behavior and discipline procedures.

At the beginning of the school year, the administrative team instructed the faculty about the school-wide behavioral system.

At the beginning of each school year, administration meets with all students by grade level to address school policies, expectations and disciplinary procedures to ensure that all students are aware of these issues.

**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.**

We provide SAP Counseling services via a connection with Clay Behavioral Systems, counseling sessions through the Guidance Department and our Peer Mentoring Program. We are also providing Professional Development opportunities to address suicide-prevention strategies and programs to meet the social-emotional needs of all students. Progression towards school-wide academies creates a sense of belonging and connection for all students at Middleburg High School.

### 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.**

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

## 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

We strive to involve parents and community members in a variety of ways. We provide a monthly newsletter through the Guidance department that highlights the events and activities on campus. We also maintain a Facebook account in order to update parents and students alike of important events. The MHS webpage is updated on an as-needed basis and the automated phone system notifies parents and guardians about important dates and campus activities.

**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 reaches out to local businesses, organizations and community members in order to enrich opportunities for the students both on- and off-campus. These partnerships provide financial support as well as enrichment experiences for the students. Academies have greatly benefited from this community support through supply provision, project support and career mentoring opportunities. Career Fairs are also establish connections between the students, school and community.

## 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
Dailey, Roger	Principal
Palmer, Stephanie	Assistant Principal
Williams, Justin	Assistant Principal
Rose, Heidi	SAC Member



## b. Duties

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

The leadership team analyzes school-wide data and determines the effectiveness of instruction for all students. Data includes Performance Matters, FSA and course EOCs. The team is led by Rob Feltner (principal) and supported by all other administrators. Intervention strategies are suggested to support student learning needs. The facilitator ensures that the MTSS plan is followed.

### **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.**

All Level 1 and 2 students will take a benchmark assessment three times per year. The leadership teams will meet after each assessment period to review student data. Analysis of the quality of Tier I instruction will be evaluated and facilitated by the leadership team. Administrators will meet with all content area teachers via PLCs. In these meetings, data will be discussed, as will strategies needed to assist struggling students. The focus will be on student achievement and intervention strategies. Areas addressed will include reading, Algebra I and Geometry.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Robert Feltner	Principal
Doug Allen	Teacher
Lisa Wilson	Teacher
Crystal Bendor	Teacher
Lisa Evans	Parent
Barbara Ross	Teacher
Dawn Vitellero	Teacher
Collin Markum	Teacher
Heidi Rose	Teacher
Stacey Rutherford	Business/Community
Ruth Gardner	Teacher
Haley Murphy	Teacher
Stephanie Palmer	Principal
Lynne Summers	Parent
Jacob Hawkins	Business/Community
Shannon Parlet	Education Support Employee

## **b. Duties**

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

**a. Evaluation of last year's school improvement plan**

The SAC Committee collaborated on developing goals that reflected the needs of the school, and worked to ensure that the goals also mirrored the overall County Initiatives. After drafting the SIP, it was submitted for approval by the School Board, reviewed by SAC leadership at other schools, and finalized by editing from our own committee. The Final Draft of the plan was then published and displayed for any additional faculty or staff contribution, then voted upon by the SAC Committee before final submission to the State.

**b. Development of this school improvement plan**

The committee evaluated areas in which the school needed to focus its growth and set the SIP goals. Attention focused on academic growth, student conduct, school climate, and parent involvement.

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

The SAC Committee discussed the areas of greatest need in the area of school improvement and utilized allocated funds to work toward those ultimate goals.

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

Teacher training/workshop attendance  
MTSS incentives  
School aesthetic projects

**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
Dailey, Roger	Principal
Palmer, Stephanie	Assistant Principal
Williams, Justin	Assistant Principal
Baker, Sarah	Teacher, K-12
Begin, Margaret	Teacher, ESE
Evans, Lisa	Teacher, K-12
Kessler, Hope	Teacher, K-12
Labbe, Heather	Teacher, K-12

**b. Duties**

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

The Literacy Leadership Team on campus assists with the implementation of Florida Standards. The members also address issues that affect the students' needs at in the area of developing, maintaining and enhancing literacy skills.

## 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.

By implementing the school academies, teachers are meeting to collaborate on lessons that meet the needs of students participants.

Weekly small-group PLCs or Academy meetings also promote teacher collaboration on effective lesson planning. This year, teachers were able to select PLC groups that they felt would best enrich their classroom teaching abilities and experiences.

Dave Holden trainings for faculty on literacy, collaboration and high-level thinking skills assists teachers with implementation strategies for classroom and student growth.

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

Administration at MHS participates in National recruitment fairs and teacher expos.

Retention strategies: fosters a positive environment focused on academics and professional growth

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

All teachers new to our school, regardless of years of teaching experience, are paired with an experienced teacher. This ensures smoother transition into the school environment and a provides a resource for information regarding school policies and procedures. Teacher/mentor pairings are done by department. Meetings take place on an as-needed basis. The BEST teacher program allows for mentoring and connection for all new teachers. We also utilize the TIP Plus program to prepare, support and retain new teachers.

## 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 textbooks--state adopted

links and academy binder (contains standards for each subject area)

PLC logs--submitted by PLC groups on a weekly basis

providing training for new math materials to promote instructional philosophies that align with state standards

Utilization of CPALMS for instructional support

Achieve 3000 is utilized by the Reading Department to support student learning

PSAT is given to all 10th graders and is available for Juniors as well

## 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.**

Achieve 3000 for reading teachers

Dave Holden training/mentoring: trainings for faculty on literacy, collaboration and high-level thinking skills assists teachers with implementation strategies for classroom and student growth.

**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:** Extended School Day

**Minutes added to school year:** 7,200

We offer a seventh period option as well as Compass programs in order to enrich student education or allow for remediation and mastery. In addition to remediation programs, we offer Reading and Math tutoring in the Spring.

### **Strategy Rationale**

Students who require additional remediation or enrichment activities do not need to alter current class schedules in order to receive assistance.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

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

Students earn credit(s) based upon successful completion of the program(s).

**Strategy: Extended School Day**

**Minutes added to school year: 4,320**

We have changed the schedule to include a modified block system, and twice a week for an hour each day, students can attend tutoring sessions with their teacher(s) to improve student learning and create opportunities for success.

**Strategy Rationale**

Students who require additional remediation, enrichment or tutoring may take advantage of the two hour Bronco Nation and "20/20" time allotted for these activities.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Dailey, Roger, roger.dailey@myoneclay.net

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

Departments are providing data regarding individual teacher tutoring sessions. Computer lab rosters are also being collected and recorded.

**Strategy: Extended School Day**

**Minutes added to school year: 5,400**

Bronco Nation and "20/20" is a time for school-wide tutoring availability, credit recovery, and make-up assessments.

**Strategy Rationale**

Students will have ample time built into the school day to ensure their academic success.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Dailey, Roger, roger.dailey@myoneclay.net

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

Faculty, staff and student feedback is evaluated regularly by the administrative team.

**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.**

MHS Guidance Counselors visit the Junior High schools that feed students to our school during the Spring of their 8th grade year. Over the summer, teachers and current students hold the "Bronco Round-Up" which assists the junior high students with transition to the high school setting.

## **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.**

Guidance counselors visit all English classes in the Fall of each year in order to discuss all graduation requirements, course possibilities and schedule planning. Students are also informed of upcoming college visitations to our campus, where students can speak with college or academy representatives face-to-face. Teachers post information about the College Night held each Fall, giving students another opportunity for face-to-face interaction with college/program representatives. With the variety of elective, AP, Dual and CTE programs offered, students have the chance to choose courses in which they are interested.

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

Our school provides multiple opportunities for students to see the relationships between the courses in which they are enrolled and their future options. Students may explore these options through CTE courses (carpentry, drafting, interior design, culinary arts, electrical, child care, automotive), Advanced Placement courses and Dual Enrollment classes. These academies and programs provide "real-world" experiences for students through field trips, exploratory projects, guest lectures and other practical applications. In many of the CTE programs, students can earn certification(s) and are prepared for the work force immediately upon graduating from high school. AP and Dual classes prepare students for a post-secondary education.

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

Graduation rate increases are addressed through remediation and Bronco Nation lab/tutoring availability.

Guidance provides counseling in regards to current student progress and goals.

College visitations and expos provide opportunities for students to explore post-secondary options. Each year, teachers and administrators promote accelerated programs for student achievement (Advanced Placement, Dual Enrollment, CTE).

Students "at-risk" are monitored early in the school year and MTSS strategies and incentives are initiated.

Students who are unsuccessful on the PERT/EOCs are placed in college-readiness courses in math and/or English in order to improve skills in areas of weakness.

### **4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

Students have a variety of options for life after high school. Through participation in the academies, students receive real-life experiences and training for post-secondary activities. Vocational training, certification programs as well as courses that offer college credits offer opportunities for students to success no matter their interests or plans.

## **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.** The number of students scoring at and above proficiency on the ELA FSA assessment will increase by 2%.
- G2.** The number of Lower Quartile students making learning gains will increase by 3%.
- G3.** The number of students scoring at and above proficiency on the Math FSA assessment will increase by 2%.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*



**G1.** The number of students scoring at and above proficiency on the ELA FSA assessment will increase by 2%. 1a

G086092

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	41.0

**Targeted Barriers to Achieving the Goal** 3

- time for professional development, teacher knowledge and skill, student motivation and knowledge base, technology access

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

- large and small group PLCs, regular practical assessments, course notebooks are required and checked, common formative and summative assessments are given, training by district personnel, Dave Holden training (student engagement and collaborative learning)

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

PLCs targeting strategies that address higher order thinking skills, PLCs targeting student engagement in activities, PLCs targeting student collaboration and remediation

**Person Responsible**

Roger Dailey

**Schedule**

Weekly, from 8/31/2016 to 5/31/2017

**Evidence of Completion**

a variety of data will be assessed to determine the effectiveness of PLC collaborative strategies, lesson plan checks, classroom walk-throughs by administration, PLC follow-up forms will be utilized, teacher computer stations will be assessed for age and improved if needed

**G2.** The number of Lower Quartile students making learning gains will increase by 3%. 1a

G086093

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	26.0

**Targeted Barriers to Achieving the Goal** 3

- student motivation, improvement of technology and modernization of classroom resources, limited funding, teacher compliance, technology access

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

- PLCs, district and school-based professional development opportunities, expert teachers providing modeling and collaboration, Bronco Nation and 20/20 mentoring/conferencing

**Plan to Monitor Progress Toward G2.** 8

pre-planned meeting times for PLCs, prioritizing funding, teacher incentives, student incentives

**Person Responsible**

Roger Dailey

**Schedule**

Weekly, from 8/31/2016 to 5/31/2017

**Evidence of Completion**

a variety of data will be assessed to determine progress being made, pre-planned calendar of meeting dates/times will be provided, classroom technology/materials improvement will be documented, Navigator Plus points awarded at the conclusion of professional development opportunities, Bronco Nation and 20/20 attendance rosters collected

**G3.** The number of students scoring at and above proficiency on the Math FSA assessment will increase by 2%. 1a

G086094

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	52.0

**Targeted Barriers to Achieving the Goal** 3

- student knowledge base, student motivation, limited funding, teacher compliance

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

- District Professional Development, National and local research-based strategies, PLC meetings, formative and summative assessments

**Plan to Monitor Progress Toward G3.** 8

PLC team Logs, Group Learning Target Plans, Performance Matters data, Common Assessment data

**Person Responsible**

Roger Dailey

**Schedule**

On 5/31/2017

**Evidence of Completion**

PLC team logs will be collected and feedback will be given by administration, classroom walk-throughs will be conducted by administration, PLC calendar has been made available to all teachers, Navigator Plus points awarded at the conclusion of professional development opportunities, data will be assessed to determine progress made toward the goal, classroom visits, teacher mentoring

## 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.** The number of students scoring at and above proficiency on the ELA FSA assessment will increase by 2%. **1**

 **G086092**

**G1.B1** time for professional development, teacher knowledge and skill, student motivation and knowledge base, technology access **2**

 **B228749**

**G1.B1.S1** PLCs targeting strategies that address higher order thinking skills, PLCs targeting student engagement in activities, PLCs and training targeting student collaboration and remediation, update older teacher computer stations **4**

 **S241210**

### Strategy Rationale

To create learning environments conducive to higher-order thinking and collaboration in ELA classrooms.

### Action Step 1 **5**

Weekly PLCs

#### Person Responsible

Roger Dailey

#### Schedule

Weekly, from 8/31/2016 to 5/31/2017

#### Evidence of Completion

documentation of strategies evident in lesson plans, PLC follow-up forms, student documentation, course technology requirements will be assessed; Achieve 3000, Bronco Nation and 20/20 attendance rosters, creation of common assessments

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

PLCs targeting strategies that address higher order thinking skills, PLCs targeting student engagement in activities, PLCs targeting student collaboration and remediation

**Person Responsible**

Roger Dailey

**Schedule**

Weekly, from 8/31/2016 to 5/31/2017

***Evidence of Completion***

attendance rosters are required, lesson plan checks, follow-up forms, monitoring through administrative walk-throughs, teacher computer stations will be assessed for age and improved if needed, common assessments given and recorded

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

PLCs targeting strategies that address higher order thinking skills, PLCs targeting student engagement in activities, PLCs targeting student collaboration and remediation

**Person Responsible**

Roger Dailey

**Schedule**

Weekly, from 8/31/2016 to 5/31/2017

***Evidence of Completion***

a variety of data will be assessed to determine the effectiveness of PLC collaborative strategies, lesson plan checks, classroom walk-throughs by administration, PLC follow-up forms will be utilized,

**G2.** The number of Lower Quartile students making learning gains will increase by 3%. 1

G086093

**G2.B1** student motivation, improvement of technology and modernization of classroom resources, limited funding, teacher compliance, technology access 2

B228750

**G2.B1.S1** pre-planned calendar of meeting dates and times provided to all teachers, finding areas within the budget that will allow for improved teacher access to modern technology and materials, providing teacher incentives, providing student incentives 4

S241211

### Strategy Rationale

To engage all students across curriculum and assist teachers with focusing on the lower quartile students' needs.

### Action Step 1 5

pre-planned meeting times for PLCs, prioritizing funding, teacher incentives

#### Person Responsible

Roger Dailey

#### Schedule

Weekly, from 8/31/2016 to 5/31/2017

#### Evidence of Completion

pre-planned calendar of meeting dates/times, classroom technology/materials improvement, Navigator Plus points awarded, course technology requirements will be assessed

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

pre-planned meeting times for PLCs, prioritizing funding, teacher incentives, student incentives

#### Person Responsible

Roger Dailey

#### Schedule

Weekly, from 8/31/2016 to 5/31/2017

#### Evidence of Completion

sign-in rosters will be collected, pre-planned calendar of meeting dates/times is provided to teachers, classroom technology/materials improvement will be assessed and documented, Navigator Plus points awarded at the conclusion of professional development opportunities,

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

pre-planned meeting times for PLCs, prioritizing funding, teacher incentives, student incentives

**Person Responsible**

Roger Dailey

**Schedule**

Weekly, from 8/31/2016 to 5/31/2017

***Evidence of Completion***

Lesson plans will be checked by administration, classroom walk-throughs will be conducted, pre-planned calendar of meeting dates/times has been supplied, classroom technology/materials improvement will be documented, Navigator Plus points awarded at the conclusion of professional development opportunities, Bronco Nation and 20/20 attendance rosters collected


**G3.** The number of students scoring at and above proficiency on the Math FSA assessment will increase by 2%. **1**

 G086094

**G3.B1** student knowledge base, student motivation, limited funding, teacher compliance **2**

 B228751

**G3.B1.S1** Teachers will spend 45 minutes a week as a PLC team collaboratively planning standards based lessons, common formative and summative assessments, and evaluating student work. Teams will use a Group Learning Target Plan as well as the district PLC logs to document their work around these 3 questions: What do we want students to know and be able to do? How will we know they have learned it? What will we do when they don't? **4**

 S241212

### Strategy Rationale

PLC teams who engage in a systematic process in which the adults in the building engage in constant collective inquiry and action research ultimately impact their practice in order to get better results.

### Action Step 1 **5**

Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student work, collaborative strategies

#### Person Responsible

Stephanie Palmer

#### Schedule

Weekly, from 8/31/2016 to 5/31/2017

#### Evidence of Completion

Logs from meetings, feedback from administrators through email, Navigator Plus points awarded, classroom walk-throughs, Math Nation materials/assessments



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

Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student work

**Person Responsible**

Stephanie Palmer

**Schedule**

On 5/31/2017

***Evidence of Completion***

sign-in rosters will be collected, PLC calendar available to all teachers, Navigator Plus points awarded upon completion of professional development opportunities

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

Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student work

**Person Responsible**

Roger Dailey

**Schedule**

Weekly, from 8/31/2016 to 5/31/2017






***Evidence of Completion***

The logs will be turned in weekly by each team and administrators will provide feedback. A variety of data will be assessed to determine progress made, lesson plans will be collected and checked by administration, classroom walk-throughs will be conducted by administration, Navigator Plus points awarded at the conclusion of professional development opportunities, classroom observations, and teacher trainings/mentoring

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1 M321357	PLCs targeting strategies that address higher order thinking skills, PLCs targeting student...	Dailey, Roger	8/31/2016	a variety of data will be assessed to determine the effectiveness of PLC collaborative strategies, lesson plan checks, classroom walk-throughs by administration, PLC follow-up forms will be utilized, teacher computer stations will be assessed for age and improved if needed	5/31/2017 weekly
G2.MA1 M321360	pre-planned meeting times for PLCs, prioritizing funding, teacher incentives, student incentives	Dailey, Roger	8/31/2016	a variety of data will be assessed to determine progress being made, pre-planned calendar of meeting dates/ times will be provided, classroom technology/materials improvement will be documented, Navigator Plus points awarded at the conclusion of professional development opportunities, Bronco Nation and 20/20 attendance rosters collected	5/31/2017 weekly
G3.MA1 M321363	PLC team Logs, Group Learning Target Plans, Performance Matters data, Common Assessment data	Dailey, Roger	8/31/2016	PLC team logs will be collected and feedback will be given by administration, classroom walk-throughs will be conducted by administration, PLC calendar has been made available to all teachers, Navigator Plus points awarded at the conclusion of professional development opportunities, data will be assessed to determine progress made toward the goal, classroom visits, teacher mentoring	5/31/2017 one-time
G1.B1.S1.MA1 M321355	PLCs targeting strategies that address higher order thinking skills, PLCs targeting student...	Dailey, Roger	8/31/2016	a variety of data will be assessed to determine the effectiveness of PLC collaborative strategies, lesson plan checks, classroom walk-throughs by administration, PLC follow-up forms will be utilized,	5/31/2017 weekly
G1.B1.S1.MA1 M321356	PLCs targeting strategies that address higher order thinking skills, PLCs targeting student...	Dailey, Roger	8/31/2016	attendance rosters are required, lesson plan checks, follow-up forms, monitoring through administrative walk-throughs, teacher computer stations will be assessed for age and improved if needed, common assessments given and recorded	5/31/2017 weekly
G1.B1.S1.A1 A312195	Weekly PLCs	Dailey, Roger	8/31/2016	documentation of strategies evident in lesson plans, PLC follow-up forms, student documentation, course technology requirements will be assessed; Achieve 3000, Bronco Nation and 20/20 attendance rosters, creation of common assessments	5/31/2017 weekly
G2.B1.S1.MA1 M321358	pre-planned meeting times for PLCs, prioritizing funding, teacher incentives, student incentives	Dailey, Roger	8/31/2016	Lesson plans will be checked by administration, classroom walk-throughs will be conducted, pre-planned calendar of meeting dates/times has been supplied, classroom technology/ materials improvement will be documented, Navigator Plus points awarded at the conclusion of professional development opportunities, Bronco Nation and 20/20 attendance rosters collected	5/31/2017 weekly

Clay - 0391 - Middleburg High School - 2016-17 SIP  
Middleburg High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1  M321359	pre-planned meeting times for PLCs, prioritizing funding, teacher incentives, student incentives	Dailey, Roger	8/31/2016	sign-in rosters will be collected, pre-planned calendar of meeting dates/ times is provided to teachers, classroom technology/materials improvement will be assessed and documented, Navigator Plus points awarded at the conclusion of professional development opportunities,	5/31/2017 weekly
G2.B1.S1.A1  A312196	pre-planned meeting times for PLCs, prioritizing funding, teacher incentives	Dailey, Roger	8/31/2016	pre-planned calendar of meeting dates/ times, classroom technology/materials improvement, Navigator Plus points awarded, course technology requirements will be assessed	5/31/2017 weekly
G3.B1.S1.MA1  M321361	Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student...	Dailey, Roger	8/31/2016	The logs will be turned in weekly by each team and administrators will provide feedback. A variety of data will be assessed to determine progress made, lesson plans will be collected and checked by administration, classroom walk-throughs will be conducted by administration, Navigator Plus points awarded at the conclusion of professional development opportunities, classroom observations, and teacher trainings/mentoring	5/31/2017 weekly
G3.B1.S1.MA1  M321362	Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student...	Palmer, Stephanie	8/31/2016	sign-in rosters will be collected, PLC calendar available to all teachers, Navigator Plus points awarded upon completion of professional development opportunities	5/31/2017 one-time
G3.B1.S1.A1  A312197	Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student...	Palmer, Stephanie	8/31/2016	Logs from meetings, feedback from administrators through email, Navigator Plus points awarded, classroom walk-throughs, Math Nation materials/ assessments	5/31/2017 weekly

## V. Professional Development Opportunities

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

**G1.** The number of students scoring at and above proficiency on the ELA FSA assessment will increase by 2%.

**G1.B1** time for professional development, teacher knowledge and skill, student motivation and knowledge base, technology access

**G1.B1.S1** PLCs targeting strategies that address higher order thinking skills, PLCs targeting student engagement in activities, PLCs and training targeting student collaboration and remediation, update older teacher computer stations

### PD Opportunity 1

Weekly PLCs

#### Facilitator

Administration, ELA Department Chair (Heather Labbe)

#### Participants

ELA department

#### Schedule

Weekly, from 8/31/2016 to 5/31/2017

**G2.** The number of Lower Quartile students making learning gains will increase by 3%.

**G2.B1** student motivation, improvement of technology and modernization of classroom resources, limited funding, teacher compliance, technology access

**G2.B1.S1** pre-planned calendar of meeting dates and times provided to all teachers, finding areas within the budget that will allow for improved teacher access to modern technology and materials, providing teacher incentives, providing student incentives

**PD Opportunity 1**

pre-planned meeting times for PLCs, prioritizing funding, teacher incentives

**Facilitator**

Administration, Department Chairs

**Participants**

all faculty

**Schedule**

Weekly, from 8/31/2016 to 5/31/2017

**G3.** The number of students scoring at and above proficiency on the Math FSA assessment will increase by 2%.

**G3.B1** student knowledge base, student motivation, limited funding, teacher compliance

**G3.B1.S1** Teachers will spend 45 minutes a week as a PLC team collaboratively planning standards based lessons, common formative and summative assessments, and evaluating student work. Teams will use a Group Learning Target Plan as well as the district PLC logs to document their work around these 3 questions: What do we want students to know and be able to do? How will we know they have learned it? What will we do when they don't?

**PD Opportunity 1**

Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student work, collaborative strategies

**Facilitator**

Administration, Department chairs

**Participants**

all faculty

**Schedule**

Weekly, from 8/31/2016 to 5/31/2017

## 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	Weekly PLCs	\$0.00
2	G2.B1.S1.A1	pre-planned meeting times for PLCs, prioritizing funding, teacher incentives	\$0.00
3	G3.B1.S1.A1	Train staff on collaborative processes-norms, reaching consensus, protocols for looking at student work, collaborative strategies	\$0.00
Total:			\$0.00