

Duval County Public Schools

Duncan U. Fletcher Middle School



2016-17 Schoolwide Improvement Plan

Duncan U. Fletcher Middle School

2000 3RD ST N, Jacksonville Beach, FL 32250

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

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	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

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

**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 Duval County School Board on 11/1/2016.

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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Duncan U. Fletcher 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.

Fletcher Middle School Mission Statement:

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

b. Provide the school's vision statement.

Fletcher Middle School Vision Statement:

Fletcher Middle School uses standards to help all learners understand the real life applications of basic skills and concepts. Teachers use diagnostic assessment tools to develop a plan of instruction that meets learner's academic needs. Every student is inspired and prepared for success in college or a career, and life.

2. School Environment

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

When students enroll at FMS, an interview is conducted with the student, school counselor, and any parent/guardian/family that accompanies the student. The DCPS enrollment form elicits information regarding ethnic identification (e.g. Hispanic), special academic needs (e.g. ESE, 504 Plan), English language proficiency, and military affiliation. Students are assigned to classes based on their needs as a learner; every effort is made to provide for their social/emotional needs as indicated by the student and the parent/guardian. Information regarding the student's academic history and the student's family structure is provided to his/her teachers.

Events at the school such as Orientation, Open House, PTSA meetings, and various sporting events provide an opportunity for teachers, parents, and students to interact outside of the structured classroom. Additionally, school policy is in place to allow parents and/or teachers to request meetings to discuss a student and to build relationships.

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

- The SOAR Program is offered to students arriving to school before 9:00 a.m
- Adult supervision (including the Principal, Assistant Principal, Dean, SRO & Security guards) is in place throughout the campus.
- Teachers are visible between class changes.
- The SRO is very visible on campus throughout the day.
- Student Guidelines for Success are announced in mornings- Theme for each day of the week.
- Doors are securely locked; visitors must check in at main office; parents must sign students out in AP office
- Security cameras are in place around campus which are monitored throughout the day by two

Security guards. If an event is captured on video, we can review the incident.

- Security cameras are on the school bus to capture events that take place on the bus.
- We raise awareness about Bullying during the Code of Student Conduct training.
- We have a SERT plan in place and the staff has received training.
- Monthly fire drills, intruder on campus drills, code red and code yellow drills, tornado drills are conducted throughout the year.

Schoolwide CHAMPs is in place; structured movement takes place during lunch periods.

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 implemented a school-wide discipline plan that creates a safe, secure and respectful school environment. There are established school-wide procedures for Tardies, Cell Phones, Dress Code violation, Student ID violation, and the Referral process. Teachers are provided Student Code of Conduct training during preplanning week and within PLCs so that policies are enforced fairly and consistently. Teachers are provided Foundations and CHAMPs training and lesson plans. CHAMPs lesson plans are taught to students multiple times throughout the school year. There is a school-wide PBIS plan (Positive Behavior Interventions & Support) to recognize, encourage, and reinforce achievement gains and positive behavior through our online HERO tracking program. Students and parents/guardians are able to track PBIS points earned through HERO. Student Guidelines for Success are discussed daily on morning announcements and staff wears designated colors during the week to promote the Character traits and Guidelines for Success.

Restorative Justice Practices are being implemented as a positive proactive and instructional way of dealing with misbehavior such as Support Circles, Restorative Practices, Alternative to Out of School Suspension (ATOSS). Responsible students are selected and trained as Peer Mediators to handle student conflict resolution.

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.

Guidance Referrals (BRC, MARC, BEAM, private practice)
 Restorative Justice (Peer Mediation, Support Circles, ATOSS)
 Drama Club
 Chorus/Band
 Yearbook Club
 Mentoring Programs
 Interact Club
 Classroom Guidance Lessons
 Group Counseling Opportunities
 Individual Crisis Intervention
 Parent Information Opportunities
 Vision and Hearing Screenings (6th grade and students new to the state)

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.

1. A.L.E.R.T. training for all faculty and staff.
2. Parent contact via phone, email, and/or mail regarding any absence.

3. Written scholarship warning for any student who falls below a "C" in any class.
4. Parents have access to Focus the online website to check student grades, assignments, progress reports, and absences.
4. Classroom guidance lessons for students with multiple assignments to ISSP, focusing on the area of concern (e.g. communication, anger management) and goal setting.
5. Mentor program (with faculty volunteers) targeting students who have been identified with more than two early warning indicators.
6. Access to individual crisis counseling and group counseling through the school counseling office.

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	55	363	340	0	0	0	0	758
One or more suspensions	0	0	0	0	0	0	49	54	34	0	0	0	0	137
Course failure in ELA or Math	0	0	0	0	0	0	9	11	5	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	46	88	87	0	0	0	0	221
	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	16	43	45	0	0	0	0	104

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

1. Referral to the Full Service Schools program for ongoing therapy and parental support.
2. Referral to community resources for family/parental support (BEAM and MARC).
- 3.. Intensive Reading classes and Intensive Math classes embedded into students' schedules.
3. Course recovery embedded into the student's schedule for better support/tracking.
4. Peer Mediation program to address minor, non-violent disputes.
5. Peer tutoring through the school counseling office.
6. Implementation such as Support Circles that focus on topics such as respect and responsibility.
7. Utilize ATOSS to keep students engaged in the learning environment.
8. ISSP Dean gives assignments from teachers to students in ISSP; She monitors work and assessments during ISSP; Teacher Character trait lessons.

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

Parents are highly involved at Fletcher Middle School. The PTSA meet year round to plan fundraisers where the proceeds are used to help support the academic program by offering incentives to students to encourage them to excel academically. They reward students for maintaining all "A's" honor roll as well as A/B honor roll. Students who do not receive discipline referrals during the year are also rewarded, The organization does several "teacher appreciation" programs throughout the year. Our parents act as chaperones on field trips, tutors, and mentors when needed.

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 builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement through many avenues. PTSA helps raise money for student rewards and incentives through membership and selling of FMS t-shirts and other school spirit items. Other ways FMS works with the local community is through SAC (School Advisory Council). Local churches offer teen volunteers to help with pre-planning preparations to assist teachers. Parents and members of the community are welcomed to join SAC to have a voice and collaborate on school support. We also offer Open House at the beginning of the year, PTSA Newsletter goes out to parents, access to school website, district website, team parent conferences are available, the school's Action Teams/Family and Community plans community events, guidance monthly "coffee with with parents as a means to communicate with local community and parents; PTSA sponsors Middle School 101 where teachers present curriculum to parents during an evening meeting. School spirit night is offered throughout the school year at various restaurants as a school fundraiser such as Chick Filet and Sweet Frog Yogurt.

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
Mowbray, Teresa	Principal
Wiggins, Sarah	Assistant Principal
Thompson, Tanya	Assistant Principal
Hairston, Arthur	Dean
Davis, Ronda	School Counselor
Gates, Cathleen	Instructional Coach
Brauer, Mary	Instructional Coach
Marinelli, Leola	Administrative Support
Bowler, Ingrid	Teacher, K-12
Busch, Erin	Teacher, K-12
Fretz, Scott	Teacher, K-12
McGiveron, Mark	Teacher, K-12
Woehle, Tammy	Teacher, K-12
Massar, Kim	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.

Administration observations drive the professional development to help with instructional practices. Administration oversees the implementation of CHAMPS, departmental meetings/data chats, and development of lesson plans inclusive of interventions based upon class data. Departmental representatives serve as liaisons for subject area supports. The literacy coach mentors and models appropriate Tier II and Tier III interventions. School counselors disaggregate data and identify students who may require support services outside the classroom . All team members are responsible for ensuring that there is commonality in the methodology used among teams and within departments to identify students who need interventions and track effectiveness of those interventions. The Rtl Team provides and “Intervention of the Week”, beginning quarter .

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.

1. The Foundation Team helps to ensure that all instructional settings have established Tier I processes. -Ms. Cordy (monthly meetings).
2. The Literacy Leadership Team and the Rtl committee oversee the embedding of Tier II and Tier III strategies in the math and literacy portions of the SIP (Monthly meetings).
3. Schoolwide procedures to identify and track struggling students are developed by the Leadership Team. Ms. Mowbray (monthly meetings).
4. PLCs and academic team meetings provide access to resources, continuity of interventions, and teacher support. Dept. chairs and team leaders (weekly meetings).
5. School counselors serve as resources for next steps, Tier III support, and community resource referral. Ronda Davis (as needed).

6. Saturday school is offered for students who need interventions and remediation in Math, Language Arts, Reading, Civics, and 8th grade Science (Ms. Wiggins; Feb-April).

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jim Augherton	Parent
Teresa Mowbray	Principal
Sarah Wiggins	Education Support Employee
Nancy Barrett	Parent
Julie Rekow	Business/Community
Arthur Hairston	Education Support Employee
Victor Melone	Parent
Brad McLeland	Parent
Tara Bittner	Parent
Bren Davis	Parent
Chris Malewicki	Parent
Tanya Thompson	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

Last year's SIP had one overarching academic goal that supported the improvement of student skills in reading, writing, math, and technology which addressed the new Florida Standards in Math, Reading, and Writing. Each department picked 2 school wide literacy strategies to support the goal. Each department met and collaborated on strategies that they felt would support the SIP goals. Teachers were able to voice their opinions and choose the ones that they felt would be most effective and align with their curriculum. This part of the planning process went well. Then, they met with their administrator to finalize their choices and rationale. This year we plan to include a discipline goal again so that all teachers can support the SIP by using strategies developed and modeled from our Dean of Discipline. We will also continue to keep one overarching academic goal instead of creating a separate goals for each content area.

b. Development of this school improvement plan

The first SAC meeting of the year will be held September 20, 2016, and the SIP goals and strategies will be presented to the committee. Ms. Wiggins, Assistant Principal, will present the SIP strategies that each content department chose. The powerpoint presentation (created by Literacy Team) includes 4 literacy strategies and 1 math strategy that support the academic goal. The goal was developed by the leadership team based on academic data, discipline data, and previous FSA scores. There is also a strong emphasis on improving rigor, complexity, and analysis of content in all subject areas to help students meet the Florida Standards (MAFS and LAFS) and Sunshine State Standards (Science).

The discipline goal was developed by the Dean and strategies and interventions are being implemented school wide to help reduce Class I behavior issues.

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

The school's annual budget process begins in the Spring of the previous year. Subsequently, the school is funded on the number of students enrolled.

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

School improvement funds were not used during the 2014 - 2015 year due to funds being distributed late in the school year. The funds rolled over to year for 2015- 2016, and were used to purchase sound equipment for musical productions.

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
Mowbray, Teresa	Principal
Wiggins, Sarah	Assistant Principal
Thompson, Tanya	Assistant Principal
Gates, Cathleen	Instructional Coach
Brauer, Mary	Instructional Coach
Bowler, Ingrid	Teacher, K-12
Calloway, Hannah	Teacher, K-12
Pierce, Kimberly	Teacher, K-12
Massar, Kim	Teacher, K-12
Underwood, Dora	Teacher, K-12
McGiveron, Mark	Teacher, K-12
Busch, Erin	Teacher, K-12

b. Duties

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

LLT meets once a month during Early Release to collaborate and discuss strategies, programs, and activities to promote literacy within the school. Literacy will be promoted schoolwide by the following:

- Dept. Chair created a Webinar for training on schoolwide literacy and critical thinking skills
- Achieve 3000 reading program used in Science, Social Studies, Language Arts, and Reading
- Implement schoolwide reading and writing strategies in all subject areas that support SIP
- Promote and implement more text-based writing

- Collaborate with community resources such as the Jax Beach Library and MARC to promote reading and writing skills
- Promote Essays contests (Hispanic Heritage month, Black history month, Daughters of the American Revolution, PTSA Reflections) and Scripps Howard district spelling bee
- Promote and implement using technology for instruction and student assessments and assignments
- Summer Reading novels and projects
- Multicultural literature and books are discussed and read during Hispanic Heritage Month, Black History Month, and Poetry Month
- Celebrate Literacy Week- This year our school was chosen to host the Florida Lottery's Literacy/ Civics Pop- Up Quiz Show on Dec. 13, 2016. Also, all 7th graders will be visiting the local Beaches Public Library. This is a partnership between DCPS and the Public Library system to promote reading.
- Language Arts teachers participation in the Superintendent's 25 Book Challenge

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.

Teachers plan collaboratively and devote one planning period per week to a departmental PLCs. During these PLC meetings, teachers collaborate on lesson plans, school wide reading and writing initiatives, and student work. Data chats also take place during PLCs so that teachers can plan for differentiated instruction to meet the needs of their students. Teachers are encouraged to visit classrooms of their peers and offer one another feedback. There is also grade level collaboration during early release and Action Teams that meet monthly to work on various strategies for improving student performance. Teachers also have the opportunity to meet in the morning with their team members for parent conferences.

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

We use the human resource department for clearance of qualified applicants. We also network through professional organizations. Administration, the instructional coach, and fellow teachers interview potential employees and collaborate to make the best additions to the faculty.

Fletcher Middle School strives to recruit highly qualified teachers and offers numerous hours of professional development to enable all teachers to become highly effective. Teachers are offered support by mentors and peers to help retain new teachers once they are hired. New teachers to the county are required to complete the Teacher Development Induction program. Teachers who are new to the profession or the district have 1-2 years to complete their beginning teacher portfolio which includes 2- 4 mentor observations. They also are required to complete several focus observations which are also known as peer visits. The criteria for completion depends on the new teacher's status as designated by Human Resources. Ms. Gates, the Professional Development Facilitator, oversees the Teacher Induction program and is a liaison between the school and the district office. She also works closely with our school's district Teacher Development specialist to ensure that new teachers are receiving the appropriate professional development and support that is needed for them to be successful. Also, all teachers on staff are encouraged to visit model classrooms within the school.

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

All of our teachers who are new to the district and Fletcher Middle are paired with mentors at the beginning of the school year or shortly after they are hired. Mentors are chosen by the principal and PDF

with consideration of common subject areas and grade levels, common planning, and proximity and years of experience. CET trained mentors are chosen for each of our new teachers who are required to complete the beginning teacher program.

Brand new teachers participate in the Teacher Development Induction program. Monthly meetings are held by the PDF to go over expectations, answer questions, work on portfolio assignments, and model best teaching practices. Mentors work with their mentees on a weekly basis, as well as, sharing classroom management ideas, working on the classroom environment, and providing assistance with curriculum and lesson planning. Mentors and the PDF meet to assist new teachers in developing their Individual Professional Development Plan. The PDF works with the mentees and mentors throughout the year so that all goals and deadlines are met and they are receiving needed support as they begin their teaching career.

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.

Fletcher Middle School ensures its core instructional programs and materials are aligned to Florida's standards by:

- teachers unpacking the standards (i. e. LAFS/MAFS) using the FLDOE item specifications
- using district curriculum guides, lesson guides, resources, and materials (Achieve 3000, ILIT, HMH Collections, and On the Record reading programs- Digits, Eureka, and I-Ready for math programs)
- teachers attend teacher academies, summer training, virtual trainings, and face to face workshops provided by the district
- district specialists visit the school to provide professional development, model and observe lessons and instructional strategies
- instructional coaches facilitate school based professional development and model strategies that support the Florida standards
- teachers work by dept. PLCs to collaborate on lesson plans, differentiation, and assessments that align to the standards
- Data chats are conducted with administration, teachers, and the instructional coaches to ensure that next steps are planned for helping students achieve mastery of the standards

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Several data points were used when scheduling our students for the 2016 - 2017 school year. Our district establishes Master Scheduling Requirements which are used when scheduling students in their academic classes. We used FSA reading and math scores, Lexile scores, I-Ready scores, and science assessment data to schedule students in the required classes(advanced and standard). In addition to language arts, all FSA reading level 1 and 2 students are scheduled into intensive reading enrichment or advanced reading enrichment unless their Lexile score from Achieve 3000 is on grade level. ELL students are placed on teams with teachers who have ESOL training and/or endorsements/certification. An ESOL para also rotates throughout the ESOL classes to assist and support students with diverse needs. ESE students are also placed on support facilitation teams where they receive additional support from the designated ESE teacher in math and language arts.

Some ESE students are enrolled in Learning Strategies taught by a certified ESE teacher where they learn effective strategies to improve math and reading proficiency. Math students who do not achieve a grade level score on I-Ready to take Intensive Math (currently 6th grade only). Math programs such as Digits, I-Ready, and Eureka are used with students in the standard classes.

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: 2,400

We at Fletcher Middle have developed a relationship with McKenzie's Academic Resource Center which provides free after school tutoring (on Wednesdays) for students who live in our Portside neighborhood. The resource center is located in their neighborhood which is convenient for transportation reasons.

Strategy Rationale

Many of our students in the bottom quartile of math and reading reside within this neighborhood/ community and do not have the ability to stay after or before school due to transportation issues. They also are unable to access any online textbooks and/or resources due to lack of internet service in the home. The resource center provides internet, technology, tutoring, and resources for the students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Davis, Ronda, davisr5@duvalschools.org

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

Data from Achieve 3000, ILIT, and Performance Matters will be used to monitor effectiveness in reading and language arts.

Data from I-Ready, Digits, and Eureka will be used for math.

Strategy: Weekend Program

Minutes added to school year: 2,000

Saturday School for Math, Civics, Science, and Language Arts

Strategy Rationale

Many of our students in the bottom quartile of math and reading reside near the school. Many would have access to transportation to attend Saturday school to receive enrichment or remediation of math, reading, and science skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wiggins, Sarah, stevensons2@duvalschools.org

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

Achieve 3000, DAR, teacher assessments, I-Ready, Digits, FCAT practice (science), unit tests, and mid-year assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

We offer the following for incoming sixth graders and their parents:

- a. Two evening information sessions, including tours, in February
- b. Weekly morning information/tour sessions during the month of February.
- c. School tour & information field trip for all feeder school students in May.
- d. Transition summer camp – two days for incoming 6th graders in July.

We offer the following for 6th - 8th graders:

- a. Orientation sessions the week before school. Students pick up schedules, buy lockers, meet their teachers, and tour the school.
- b. Open House to Parents and Students during the month of September.
- c. Parent- teacher conferences throughout the year.
- d. PTSA Middle School 101 (Question and Answer session;overview of curriculum)

We offer the following for 8th grade students:

- a. Florida Choices inventory through social studies curriculum.
- b. Four year academic plan prior to high school registration.
- c. Encourage participation in the Duval County Magnet/School Choice Information programs.
- d. Host visits from various magnet high schools such as Douglas Anderson School of Performing Arts and the academies of technology.
- e. Encourage attendance at high schools' incoming 9th graders information nights.

- f. Host feeder high schools for registration event.
- g. 8th Grade Parent/Student Transition to High School Night

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Students are offered various elective selections which expose them to the arts, music, media, technology, and world of work. One example is our CTE course which is aligned with the high school career education program. Additionally, eighth graders participate in a career planning course to explore options and aptitudes in preparation for the course selection and ninth grade scheduling process. Students may participate in activities such as yearbook, drama, spelling, Lego Robotics, and Math Counts which enhances and challenges their writing, math, and speaking skills for college and careers. We also participate in the district's Science Fair, History Fair, and Spelling Bee. Guest speakers are hosted by PE, Health, and other classes so students learn about careers and job opportunities.

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

Some students in grades 6-8 are enrolled in the following computer classes:

Information and Communications Technology Essentials 1

ICT Essentials 2

ICT Essentials 3 (Students will take Industry Certification Exam Certified Internet Web (CIW) Internet Business Associate).

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

Students learn word processing skills, research skills, and software application skills to enhance their use and knowledge of technology. Our district has many computer programs that are used in the academic courses which are available through "Blended Learning" folder by a Single- Sign on. Students are able to access software programs on their computers throughout the school. Students also learn how to create and collaborate on projects and research using technology skills that are applicable to college and careers.

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.

N/A

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.** If each academic and elective department uses two specific school-wide literacy strategies throughout the year, then proficiency of all students will increase on the reading FSA and in all subject areas by improving literacy skills and critical thinking skills through increased rigor, complexity, and analysis of content.
- G2.** If we better equip teachers with positive behavioral interventions to handle disruptions, then the number of students being referred to the Dean's office for Class 1 behavior issues will be decreased.

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. If each academic and elective department uses two specific school-wide literacy strategies throughout the year, then proficiency of all students will increase on the reading FSA and in all subject areas by improving literacy skills and critical thinking skills through increased rigor, complexity, and analysis of content. **1a**

 G086446

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	72.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	60.0
FSA Mathematics Achievement	74.0
Math Gains	65.0
Math Lowest 25% Gains	60.0
Algebra I EOC Pass Rate	95.0
Geometry EOC Pass Rate	95.0
FCAT 2.0 Science Proficiency	80.0
Civics EOC Pass	80.0
CTE Industry Certification Exam Passing Rate	50.0

Targeted Barriers to Achieving the Goal **3**

- Language Arts/Reading and Math have new Florida Standards and new FSA tests which were introduced 2 years ago. New reading and writing standards requires students to use more complex texts and writing responses. Teachers must learn about the new curriculum materials such novels and texts.

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

- Language Arts and Reading- Houghton Mifflin Harcourt Collection Literature books and online resources Achieve 3000, ILIT (Advanced Reading Enrichment) On the Record Reading Program by Scholastic (intensive reading), SRA, DAR TTS Strategies, Wordly Wise Vocabulary workbooks, Performance Coach Reading workbooks (LAFS), CPALMS website, FSA portal website, DCPS curriculum guides and links, Classroom Novels, and Interactive Journals
- Math- Math XL, Algebra I textbook and online resources, Digits, Algebra Nation, I-Ready, Eureka DCPS Curriculum Guide and links, and FSA portal website
- Social Studies- Achieve 3000, My Evidence Journals, History Fair online resources, Textbook and online materials, CPALMs website, NHD.org (history fair), and DCPS Curriculum Guide and links
- Science- Achieve 3000, Interactive Journals, Textbook and online resources, CPALMS website, Brain Pop, Gizmos, FCAT Explorer website, and Online resources for Science Fair
- Electives, PE/Health- DCPS curriculum guide and resources, CPALMs, Health and PE guest speakers, District Art Shows online resources, College and Career Resources (CTE), and World Languages(Spanish) textbook and online resources

Plan to Monitor Progress Toward G1. 8

.Achieve 3000, teacher assessments, student work and portfolios, and district and state assessments.

Person Responsible

Teresa Mowbray

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

teacher/coach data chats, student/teacher data chats, coach feedback forms, observations by administration

G2. If we better equip teachers with positive behavioral interventions to handle disruptions, then the number of students being referred to the Dean's office for Class 1 behavior issues will be decreased. 1a

G086447

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	500.0

Targeted Barriers to Achieving the Goal 3

- Lack of consistent implementation of school wide rituals and routines, Novice teachers, Lack of behavioral interventions used in classroom prior to referral, Lack of established team timeout locations, Limited Time for parent conferences

Resources Available to Help Reduce or Eliminate the Barriers 2

- Code of Student Conduct, Foundations Team, CHAMPs, PBIS (Positive Behavior Incentive System), and FMS Student Guidelines for Success Dean of Students

Plan to Monitor Progress Toward G2. 8

Behavior referrals, discipline dashboard includes suspensions and referral data.

Person Responsible

Arthur Hairston

Schedule

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

Evidence of Completion

Number of behavior referrals, parent contact logs, HERO, notes from conferences with students and teachers, suspension data, MINT portfolio, and observation packets

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. If each academic and elective department uses two specific school-wide literacy strategies throughout the year, then proficiency of all students will increase on the reading FSA and in all subject areas by improving literacy skills and critical thinking skills through increased rigor, complexity, and analysis of content. **1**

 **G086446**

G1.B1 Language Arts/Reading and Math have new Florida Standards and new FSA tests which were introduced 2 years ago. New reading and writing standards requires students to use more complex texts and writing responses. Teachers must learn about the new curriculum materials such novels and texts. **2**

 **B229713**

G1.B1.S1 Strategy #1 The Code and Note strategy allows students to use text codes specific to each content area to analyze and evaluate texts. Use text-based questions and reading rounds. Teachers can model the code and note technique for students. **4**

 **S242358**

Strategy Rationale

Moving students away from a “read to finish” mentality by encouraging analytical exploration.

Action Step 1 **5**

Math, Science, Social Studies, Electives, and PE/Health teachers will use the code and note strategy with students. Each subject area will have specific codes to fit the needs of their content.

Person Responsible

Teresa Mowbray

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

student work, student assessments, lesson plans

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

Peer visits, classroom observations, provide professional development, collaborate during PLCs.

Person Responsible

Teresa Mowbray

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

lesson plans, observation feedback, student work and student assessments, and data chats

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

Provide professional development, Peer visits, PLC collaboration, class visits.

Person Responsible

Teresa Mowbray

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

lesson plans, data chats, student work and assessments, observation feedback

G1.B1.S2 Power Paragraphs provide various writing templates for students to compose detailed text responses such as short response, extended response, summaries, and essays. 4

S242359

Strategy Rationale

Provide meaningful reading.
Provide purposeful writing prompts.
Provide modeling of template styles.

Action Step 1 5

Language Arts, Reading, Social Studies, Science, and PE/Health teachers will implement the Power Paragraph writing strategy by providing various templates to address different types of responses such as short responses, extended responses, summarizing and argumentative responses, and essay writing.

Person Responsible

Teresa Mowbray

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teachers will use templates such as RERUN, RACER, FRIESS, 8 step extended responses, 5 step summary frame, and Thank you, MAAM.

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

Class visits, peer visits, provide professional development, PLC collaboration, teacher conferences.

Person Responsible

Teresa Mowbray

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

Student work, assessment, lesson plans, observation feedback, data chats

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

Provide professional development, PLC collaboration, Peer visits, and teacher conferences.

Person Responsible

Sarah Wiggins


Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

lesson plans, student work and assessments, observation feedback, and data chats

G1.B1.S3 Socratic Seminar is bringing open-ended questions to a round table discussion; students engage in verbal discourse. 4

 S242360

Strategy Rationale

1. Provide meaningful texts or problems (math).
2. Teacher or students create open-ended questions. Teacher can create these questions in the beginning of learning this process.
3. Students formulate text-based answers to questions.
4. Prepare and review protocols for discussion.
4. Students present questions and ideas in an open forum.
5. Students evaluate peers.

Action Step 1 5

Elective Teachers will implement Socratic Seminar this year. They will introduce the process to students and build upon their knowledge of it throughout the year.

Person Responsible

Teresa Mowbray

Schedule

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

Evidence of Completion

student work, lesson plans, assessments, resources and materials

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

PLC collaboration, teacher conferences, peer visits, professional development, provide resources and assistance, peer visits.

Person Responsible

Teresa Mowbray

Schedule

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

Evidence of Completion

lesson plans, materials used, student work and assessments, feedback

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

PLC collaboration, teacher conferences, observations, peer visits, data chats

Person Responsible

Sarah Wiggins

Schedule

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

Evidence of Completion

data chats, student work, observation feedback, and lesson plans

G1.B1.S4 Know-Need-Plan(graphic organizer) helps students use critical thinking skills to solve math word problems. 4

 S242361

Strategy Rationale

Know- Need-Plan helps students make sense of math problems by formulating a plan based on the information given.

Action Step 1 5

Math teachers will use the Know Need Plan graphic organizer to improve students' critical thinking skills for solving word problems in Math.

Person Responsible

Sarah Wiggins

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

student work, assessments, lesson plans, and data chats

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

PLC collaboration, provide professional development, peer visits, and lesson planning.

Person Responsible

Sarah Wiggins

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

student work and assessments, data chats, and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Observe classroom instruction, student responses, student work, IReady data, teacher data chats

Person Responsible

Sarah Wiggins

Schedule

Every 3 Weeks, from 8/29/2016 to 8/28/2017

Evidence of Completion

I- Ready Data, student assessments, teacher data chats, student data chats, informal and formal observations

G1.B1.S5 They Say I Say Writing Strategy by Gerald Graff and Cathy Birkenstein This book provides teachers with strategies for teaching students to include direct quotes and information from a text source. It allows students to introduce their thoughts as they analyze text. 4

 S242362

Strategy Rationale

They Say I Say is a writing strategy using templates that teaches students how to cite evidence, paraphrase, and quote work from another source(s).
Provide meaningful and purposeful reading material.
Utilize THEY SAY, I SAY templates for students to complete while reading.

Action Step 1 5

They Say I Say

This book provides teachers with strategies for teaching students to include direct quotes and information from a text source.
It allows students to introduce their thoughts as they analyze text.

Person Responsible

Tanya Thompson

Schedule

Every 3 Weeks, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student work and portfolios, district and state assessments, writing practice and writing assessments; Thought questions in Achieve 3000

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Lesson plans, writing assignments, Thought questions in Achieve 3000, student writing portfolios and journals.

Person Responsible

Tanya Thompson

Schedule

Every 3 Weeks, from 8/29/2016 to 6/2/2017

Evidence of Completion

Achieve 3000 Thought Questions, student portfolios, interactive journals, writing assignments, teacher and district assessments.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Growth in scores and data related to writing assignments and assessments.

Person Responsible

Tanya Thompson


Schedule

Every 3 Weeks, from 8/29/2016 to 6/2/2017

Evidence of Completion

Achieve 3000 Thought questions, student work, assessments, portfolios


G2. If we better equip teachers with positive behavioral interventions to handle disruptions, then the number of students being referred to the Dean's office for Class 1 behavior issues will be decreased. **1**

 G086447

G2.B1 Lack of consistent implementation of school wide rituals and routines, Novice teachers, Lack of behavioral interventions used in classroom prior to referral, Lack of established team timeout locations, Limited Time for parent conferences **2**

 B229718

G2.B1.S1 Implement school wide rituals and routines using the new Code of Student Conduct, HERO (PBIS) and school policies. **4**

 S242363

Strategy Rationale

Teachers will become knowledgeable of the new changes in the Code of Student Conduct and school policies; have opportunities to reward students for positive behaviors.

Action Step 1 **5**

Train all teachers on the school wide discipline plan, changes to the Code of Student Conduct HERO (PBIS).

Person Responsible

Arthur Hairston

Schedule

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

Evidence of Completion

Meeting Agenda, sign-in sheets, emails to staff, and powerpoints

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

Peer visits, teacher conferences, student conferences, parent conferences, provide professional development, and provide behavior tracking forms.

Person Responsible

Arthur Hairston

Schedule

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

Evidence of Completion

behavior referrals, parent contact logs, discipline dashboard includes suspensions and referral data, HERO (PBIS tracker)

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

Classroom observations, parent conferences, provide professional development, PLC collaboration among team teachers.

Person Responsible

Teresa Mowbray

Schedule

Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Parent contact logs, PBIS and HERO behavior tracking forms, behavior referrals, discipline dashboard data

G2.B1.S2 Provide new teachers with training on Classroom Management STOIC checklist, CHAMPs, and PBIS, HERO(tracks tardies). 4

 S242364

Strategy Rationale

These are researched based programs to help new teachers with effective classroom management.

Action Step 1 5

Provide new teachers professional development on the Classroom Management STOIC Checklist, CHAMPs, and HERO (PBIS). They will also be assigned a CET mentor.

Person Responsible

Arthur Hairston

Schedule

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

Evidence of Completion

Meeting agenda, faculty sign-in sheets, and copy of power point presentation

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

Administrators and Mentors will observe new teachers on classroom management skills using CHAMPS and PBIS.

Person Responsible

Teresa Mowbray

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Assignments of mentors to new teachers, ePortfolio, observation packets from mentors, PBIS behavior tracking forms, and observation cycles from administration.

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

Teachers will be observed by administrators with formal and informal observations, mentors, dean, and PDF will conduct classroom observations aligned with the New Teacher Development Program

Person Responsible

Teresa Mowbray

Schedule








Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

PBIS tracking forms, parent contact logs, CHAMPs lessons and instruction in classroom, ePortfolios for New Teachers,

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					
G2.B1.S1.MA1 M323905	Peer visits, teacher conferences, student conferences, parent conferences, provide professional...	Hairston, Arthur	8/29/2016	behavior referrals, parent contact logs, discipline dashboard includes suspensions and referral data, HERO (PBIS tracker)	5/26/2017 biweekly
G2.B1.S1.A1 A313678	Train all teachers on the school wide discipline plan, changes to the Code of Student Conduct HERO...	Hairston, Arthur	8/29/2016	Meeting Agenda, sign-in sheets, emails to staff, and powerpoints	5/26/2017 quarterly
G2.B1.S2.A1 A313679	Provide new teachers professional development on the Classroom Management STOIC Checklist, CHAMPs,...	Hairston, Arthur	8/29/2016	Meeting agenda, faculty sign-in sheets, and copy of power point presentation	5/26/2017 quarterly
G1.B1.S3.MA1 M323897	PLC collaboration, teacher conferences, observations, peer visits, data chats	Wiggins, Sarah	8/29/2016	data chats, student work, observation feedback, and lesson plans	5/26/2017 monthly
G1.B1.S3.MA1 M323898	PLC collaboration, teacher conferences, peer visits, professional development, provide resources...	Mowbray, Teresa	8/29/2016	lesson plans, materials used, student work and assessments, feedback	5/26/2017 monthly
G1.B1.S3.A1 A313675	Elective Teachers will implement Socratic Seminar this year. They will introduce the process to...	Mowbray, Teresa	8/29/2016	student work, lesson plans, assessments, resources and materials	5/26/2017 monthly
G1.MA1 M323903	.Achieve 3000, teacher assessments, student work and portfolios, and district and state assessments.	Mowbray, Teresa	8/22/2016	teacher/coach data chats, student/teacher data chats, coach feedback forms, observations by administration	6/2/2017 every-3-weeks
G2.MA1 M323908	Behavior referrals, discipline dashboard includes suspensions and referral data.	Hairston, Arthur	8/15/2016	Number of behavior referrals, parent contact logs, HERO, notes from conferences with students and teachers, suspension data, MINT portfolio, and observation packets	6/2/2017 weekly
G1.B1.S1.MA1 M323893	Provide professional development, Peer visits, PLC collaboration, class visits.	Mowbray, Teresa	8/22/2016	lesson plans, data chats, student work and assessments, observation feedback	6/2/2017 every-3-weeks
G1.B1.S1.MA1 M323894	Peer visits, classroom observations, provide professional development, collaborate during PLCs.	Mowbray, Teresa	8/22/2016	lesson plans, observation feedback, student work and student assessments, and data chats	6/2/2017 every-3-weeks
G1.B1.S1.A1 A313673	Math, Science, Social Studies, Electives, and PE/Health teachers will use the code and note...	Mowbray, Teresa	8/22/2016	student work, student assessments, lesson plans	6/2/2017 every-3-weeks
G2.B1.S1.MA1 M323904	Classroom observations, parent conferences, provide professional development, PLC collaboration...	Mowbray, Teresa	8/29/2016	Parent contact logs, PBIS and HERO behavior tracking forms, behavior referrals, discipline dashboard data	6/2/2017 biweekly
G1.B1.S2.MA1 M323895	Provide professional development, PLC collaboration, Peer visits, and teacher conferences.	Wiggins, Sarah	8/22/2016	lesson plans, student work and assessments, observation feedback, and data chats	6/2/2017 biweekly
G1.B1.S2.MA1 M323896	Class visits, peer visits, provide professional development, PLC collaboration, teacher conferences.	Mowbray, Teresa	8/22/2016	Student work, assessment, lesson plans, observation feedback, data chats	6/2/2017 every-3-weeks
G1.B1.S2.A1 A313674	Language Arts, Reading, Social Studies, Science, and PE/Health teachers will implement the Power...	Mowbray, Teresa	8/22/2016	Teachers will use templates such as RERUN, RACER, FRIESS, 8 step extended responses, 5 step summary frame, and Thank you, MAAM.	6/2/2017 every-3-weeks
G2.B1.S2.MA1 M323906	Teachers will be observed by administrators with formal and informal observations, mentors, dean,...	Mowbray, Teresa	8/29/2016	PBIS tracking forms, parent contact logs, CHAMPs lessons and instruction in classroom, ePortfolios for New Teachers,	6/2/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1  M323907	Administrators and Mentors will observe new teachers on classroom management skills using CHAMPS...	Mowbray, Teresa	8/29/2016	Assignments of mentors to new teachers, ePortfolio, observation packets from mentors, PBIS behavior tracking forms, and observation cycles from administration.	6/2/2017 monthly
G1.B1.S4.MA1  M323900	PLC collaboration, provide professional development, peer visits, and lesson planning.	Wiggins, Sarah	8/29/2016	student work and assessments, data chats, and lesson plans	6/2/2017 biweekly
G1.B1.S4.A1  A313676	Math teachers will use the Know Need Plan graphic organizer to improve students' critical thinking...	Wiggins, Sarah	8/22/2016	student work, assessments, lesson plans, and data chats	6/2/2017 every-3-weeks
G1.B1.S5.MA1  M323901	Growth in scores and data related to writing assignments and assessments.	Thompson, Tanya	8/29/2016	Achieve 3000 Thought questions, student work, assessments, portfolios	6/2/2017 every-3-weeks
G1.B1.S5.MA1  M323902	Lesson plans, writing assignments, Thought questions in Achieve 3000, student writing portfolios...	Thompson, Tanya	8/29/2016	Achieve 3000 Thought Questions, student portfolios, interactive journals, writing assignments, teacher and district assessments.	6/2/2017 every-3-weeks
G1.B1.S5.A1  A313677	They Say I Say This book provides teachers with strategies for teaching students to include direct...	Thompson, Tanya	8/29/2016	Student work and portfolios, district and state assessments, writing practice and writing assessments; Thought questions in Achieve 3000	6/2/2017 every-3-weeks
G1.B1.S4.MA1  M323899	Observe classroom instruction, student responses, student work, IReady data, teacher data chats	Wiggins, Sarah	8/29/2016	I- Ready Data, student assessments, teacher data chats, student data chats, informal and formal observations	8/28/2017 every-3-weeks

V. Professional Development Opportunities

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

G1. If each academic and elective department uses two specific school-wide literacy strategies throughout the year, then proficiency of all students will increase on the reading FSA and in all subject areas by improving literacy skills and critical thinking skills through increased rigor, complexity, and analysis of content.

G1.B1 Language Arts/Reading and Math have new Florida Standards and new FSA tests which were introduced 2 years ago. New reading and writing standards requires students to use more complex texts and writing responses. Teachers must learn about the new curriculum materials such novels and texts.

G1.B1.S1 Strategy #1 The Code and Note strategy allows students to use text codes specific to each content area to analyze and evaluate texts. Use text-based questions and reading rounds. Teachers can model the code and note technique for students.

PD Opportunity 1

Math, Science, Social Studies, Electives, and PE/Health teachers will use the code and note strategy with students. Each subject area will have specific codes to fit the needs of their content.

Facilitator

Cathleen Gates, Instructional Coach; Mary Brauer, Instructional Coach Erin Busch, Science Dept. Chair; Scott Fretz, Social Studies Chair, Tammy Woehle, Art Dept. Chair

Participants

Math, Science, Social Studies, Electives, and PE/Health

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

G1.B1.S2 Power Paragraphs provide various writing templates for students to compose detailed text responses such as short response, extended response, summaries, and essays.

PD Opportunity 1

Language Arts, Reading, Social Studies, Science, and PE/Health teachers will implement the Power Paragraph writing strategy by providing various templates to address different types of responses such as short responses, extended responses, summarizing and argumentative responses, and essay writing.

Facilitator

Cathleen Gates, Instructional Coach; Mary Brauer, Instructional Coach Ingrid Bowler, ELA Dept. Chair; Erin Busch, Science Dept. Chair

Participants

ELA/Reading, Social Studies, Science, and PE/Health Teachers

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

G1.B1.S3 Socratic Seminar is bringing open-ended questions to a round table discussion; students engage in verbal discourse.

PD Opportunity 1

Elective Teachers will implement Socratic Seminar this year. They will introduce the process to students and build upon their knowledge of it throughout the year.

Facilitator

Cathleen Gates, Instructional Coach; Mary Brauer, Instructional Coach; Tammy Woehle, Elective Dept. Chair

Participants

Elective Dept. Chair

Schedule

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

G1.B1.S4 Know-Need-Plan(graphic organizer) helps students use critical thinking skills to solve math word problems.

PD Opportunity 1

Math teachers will use the Know Need Plan graphic organizer to improve students' critical thinking skills for solving word problems in Math.

Facilitator

Sarah Wiggins, Assistant Principal; Lynn McGiveron, Math teacher; Michelle Lavelle, District Math Specialist

Participants

Math Teachers

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

G1.B1.S5 They Say I Say Writing Strategy by Gerald Graff and Cathy Birkenstein This book provides teachers with strategies for teaching students to include direct quotes and information from a text source. It allows students to introduce their thoughts as they analyze text.

PD Opportunity 1

They Say I Say This book provides teachers with strategies for teaching students to include direct quotes and information from a text source. It allows students to introduce their thoughts as they analyze text.

Facilitator

Cathleen Gates, Instructional Coach; Mary Brauer, Instructional Coach; Ingrid Bowler, ELA Dept. Chair

Participants

Language Arts and Reading Teachers

Schedule

Every 3 Weeks, from 8/29/2016 to 6/2/2017

G2. If we better equip teachers with positive behavioral interventions to handle disruptions, then the number of students being referred to the Dean's office for Class 1 behavior issues will be decreased.

G2.B1 Lack of consistent implementation of school wide rituals and routines, Novice teachers, Lack of behavioral interventions used in classroom prior to referral, Lack of established team timeout locations, Limited Time for parent conferences

G2.B1.S1 Implement school wide rituals and routines using the new Code of Student Conduct, HERO (PBIS) and school policies.

PD Opportunity 1

Train all teachers on the school wide discipline plan, changes to the Code of Student Conduct HERO (PBIS).

Facilitator

Arthur Hairston, Dean of Discipline

Participants

School faculty

Schedule

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

G2.B1.S2 Provide new teachers with training on Classroom Management STOIC checklist, CHAMPs, and PBIS, HERO(tracks tardies).

PD Opportunity 1

Provide new teachers professional development on the Classroom Management STOIC Checklist, CHAMPs, and HERO (PBIS). They will also be assigned a CET mentor.

Facilitator

Arthur Hairston, Dean of Discipline Cathleen Gates, PDF

Participants

New teachers

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Math, Science, Social Studies, Electives, and PE/Health teachers will use the code and note strategy with students. Each subject area will have specific codes to fit the needs of their content.	\$0.00
2	G1.B1.S2.A1	Language Arts, Reading, Social Studies, Science, and PE/Health teachers will implement the Power Paragraph writing strategy by providing various templates to address different types of responses such as short responses, extended responses, summarizing and argumentative responses, and essay writing.	\$0.00
3	G1.B1.S3.A1	Elective Teachers will implement Socratic Seminar this year. They will introduce the process to students and build upon their knowledge of it throughout the year.	\$0.00
4	G1.B1.S4.A1	Math teachers will use the Know Need Plan graphic organizer to improve students' critical thinking skills for solving word problems in Math.	\$0.00
5	G1.B1.S5.A1	They Say I Say This book provides teachers with strategies for teaching students to include direct quotes and information from a text source. It allows students to introduce their thoughts as they analyze text.	\$0.00
6	G2.B1.S1.A1	Train all teachers on the school wide discipline plan, changes to the Code of Student Conduct HERO (PBIS).	\$0.00
7	G2.B1.S2.A1	Provide new teachers professional development on the Classroom Management STOIC Checklist, CHAMPs, and HERO (PBIS). They will also be assigned a CET mentor.	\$0.00
Total:			\$0.00