

Polk County Public Schools

Sleepy Hill Middle School



2016-17 Schoolwide Improvement Plan

Sleepy Hill Middle School

2215 SLEEPY HILL RD, Lakeland, FL 33810

<http://schools.polk-fl.net/shms>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	D

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Sleepy Hill Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to create a learning community with a safe and orderly, caring and supportive environment. We will eliminate barriers of achievement and create endless possibilities for success. Learning For All: Whatever It Takes!

b. Provide the school's vision statement.

Students will acquire the education and skills necessary to become contributing members of society.

2. School Environment

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

Resource team provides professional development for teachers before the beginning of school that focuses on building relationships with co-workers, students and parents. Grade level team teachers and academy teachers meet weekly to discuss student academic progress and behavior. Teachers are expected to contact parents with concerns and also with positive feedback and to maintain a contact log with this information. Team leaders record minutes and collect sign-in sheets for administration to review.

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

Schoolwide expectations are communicated to students through discussions focusing on our Student Handbook during the first week of school and throughout the year as needed. During these discussions, safety procedures and expected student behavior are covered. Teachers are expected to clearly post classroom expectations and review them during the first week of school as well. Adult supervision before, during class changes and after school is enforced to help maintain school safety as well. Also, districtwide anti-bullying lessons are presented to students to help emphasize school safety. This information is shared with students throughout the year. When students report bullying, the school follows the protocol given by the district.

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.

Professional development is provided to teachers focusing on the discipline plan for our school. Teachers are informed of the procedures to follow in regards to the various disciplinary incidents. At the beginning of school, both teachers and students are provided the expectations for student behavior. As part of the multi-tiered systems of support (MTSS), a behavior tracking form (BTF) is utilized schoolwide to track both positive and negative behaviors. Positive behavior is recognized at the end of each nine weeks. Depending on the frequency of negative behaviors, consequences are enforced (i.e. conference with student, parent contact, parent conference). Classroom walk-throughs by administration and resource team help to monitor classroom management and student engagement. Support and professional development are provided to personnel in need of assistance

in these areas. Announcements are limited to the beginning and end of the school day to avoid distractions in the classroom.

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.

Students have the opportunity to meet with guidance counselors regarding personal issues and needs. Mental health counselors are provided by the school district if warranted. Intramural sports and clubs are available for student participation. Programs provided through Health and ESE/504/ESOL assist with social-emotional and academic needs. Teachers and administration are also available before and after school to meet with students as needed.

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.

The Early Warning System (EWS) is provided by our district. Its purpose is to increase the overall, at-risk and minority graduation rate by identifying and addressing student barriers. The EWS monitors individual students on key indicators of potential dropouts with regular scheduled reports, initially to school administrators and eventually to teachers, school guidance counselors and parents of identified students who are off track and need more intensive supports. Key indicators used are: Absent 10% or more of the days enrolled, Overage two or more years for the grade level, tardy 20% or more in one period and the total number of ISS/OSS days is greater than three. We also use the indicators of Level 1 students in math and students who have failed a math course.

The EWS monitors students who are falling behind on academic knowledge and skills so that schools can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time.

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	54	68	58	0	0	0	0	180
One or more suspensions	0	0	0	0	0	0	95	86	105	0	0	0	0	286
Course failure in ELA or Math	0	0	0	0	0	0	13	12	8	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	0	0	0	108	97	79	0	0	0	0	284

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	86	78	57	0	0	0	0	221	

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

Through our Multi-Tiered Systems of Support (MTSS) Committee, students are identified who are struggling academically and/or behaviorally. The MTSS Committee brainstorms/collaborates a hypothesis as to reasons why students' are struggling. Then, develops an intervention plan to meet students' needs and monitors the plan for effectiveness. If the plan is ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/322062>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Community members and local businesses are invited to participate on our School Advisory Council (SAC) each year to help make schoolwide decisions regarding student academic success and safety. Our Parent Teacher Organization (PTO) is also active in recruiting local business partners and eliciting donations and support.

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
Blackburn, Kathryn	Principal
Bailey, Laura	Assistant Principal
Hearns, Doleciea	Assistant Principal
Hanson, Deborah	Teacher, K-12
Bookhamer, Jennifer	Instructional Coach
Estep, Jennifer	Teacher, K-12
Yamano, Michele	Teacher, K-12
Neilan, Frank	Teacher, K-12
Arzillo, Gretchen	Teacher, K-12
king, tiffany	Teacher, K-12
wren, maegan	Teacher, K-12
adams, gregory	Teacher, K-12
holleman, irona	Teacher, K-12
Kieffer, Rayna	Instructional Coach

b. Duties

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

Rayna Kieffer- Coach- facilitates MTSS meetings and develops and monitors intervention plans.

Gregory Adams -6th Grade Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

April Dolyak -7th Grade Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Tiffany King-8th Grade Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Meagan Wren -Aerospace Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Amy Hamilton-STEAM Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Jennifer Warren- ESE Representative-brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Jennifer Estep - Resource Team Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are

made. If the plan is effective, then monitoring is continued.

Sandy Mathieu -Guidance Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Doleciea Hearn -Administration Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Laura Bailey -Administration Representative- brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

Mark Neely- School Psychologist-brainstorms/collaborates a hypothesis as to reasons why students' are struggling academically. Then, develops an intervention plan to meets students' needs and monitors the plan for effectiveness. If the plan in ineffective, then revisions are made. If the plan is effective, then monitoring is continued.

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.

District and state data is reviewed. All Tier II students receive intensive instruction in tested content areas. Resource teachers are assigned to each tested content area and offer teacher support by conferencing/coaching/modeling effective instructional strategies that promote student engagement and meet student needs. Core instruction is monitored weekly by using common benchmark assessment data, district progress monitoring data and teacher formative assessments. Communication and feedback are relayed by coaches, resource, and administration via weekly data chats.

Title I, Part A

Funds school-wide services to Sleepy Hill Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after school/summer instructional programs, supplemental instructional materials, resources teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

N/A

Title I, Part D

Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned schools. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II – D funds. Funds available to Sleepy Hill Middle School are used to purchase technology based professional development software.

Title III

The district provides services for educational materials and support for families who are English Language Learners (ELL).

Title VI, Part B

N/A

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

Funding for SAI will be used in conjunction with Title 1 funds to provide after school tutoring for students who are in need of remediation in reading, math, science and writing

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

Sleepy Hill Middle School houses a GED program offered to adults in the area as well as parents.

Career and Technical Education

The eighth-grade guidance counselor meets with students as they learn about their career interests. Career Planning is also provided to eighth-grade students within their US History classes. Seventh-grade students are provided career planning through Choices and their guidance counselor.

Job Training

N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Elana Coulter	Parent
Kathryn Blackburn	Principal
Laura Bailey	Education Support Employee
Doleciea Hearn	Education Support Employee
Rayna Kieffer	Education Support Employee
Cornelius Blackman	Education Support Employee
Joe Fisher	Business/Community
Sherrell Warren	Parent

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 will revisit and review the goals, strategies and outcomes of last year's school improvement plan and will determine what changes need to be made to effectively meet this year's goals.

b. Development of this school improvement plan

The SAC will meet to review and revise the School Improvement Plan quarterly and will make revisions as needed.

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

To be determined.

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

Lottery funds were used to purchase school supplies.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

The SAC will hold its first meeting on September 20th. At this meeting officers and members will be elected, bylaws will be presented, school improvement plan will be reviewed and budget will be discussed.

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
Blackburn, Kathryn	Principal
Bailey, Laura	Assistant Principal
Yamano, Michele	Teacher, K-12
Walls, Mary	Instructional Media
Kieffer, Rayna	Instructional Coach

b. Duties

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

The Literacy Leadership Team focuses on high yield strategies. The team makes decisions on school wide strategies, programs, tutoring, technology and any additional materials necessary to promote literacy at the school. For example, the Literacy Leadership Team promoted the purchase of Kindles to be used in the classrooms.

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 have daily common planning periods during which they meet twice a week for collaborative planning in which teachers collaborate and share responsibility in developing lesson plans and once a week for professional development as needed A resource team member is assigned to each core content area to provide professional development and support for planning as needed.

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

The following strategies to recruit and retain highly qualified, certified in-field, effective teachers will be implemented:

- 1.Monthly meetings highlighting topics/issues of concern.
- 2.The partnering of new teachers with veteran staff.
3. Observations of experienced teachers for gaining knowledge of various teaching strategies.
4. Feedback on evaluations/classroom walk-throughs throughout the school year.
5. A safe/orderly work environment.
6. Additional training, strategies and support in classroom management for new teachers and/or teachers in need of help.

Those responsible for implementing the above strategies are:

Administration
Resource Teachers
Leadership Team

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

Planned Mentoring Activities Rationale for Pairings

Monthly meetings highlighting AP's and Reading Coach oversee beginning teachers. topics/issues of concern.

Observations of experienced teachers Leadership Team oversees instructional strategies being used in for gaining knowledge of various classrooms and classroom management concerns and strategies. teaching strategies.

Feedback on evaluations/classroom AP's and Reading Coach hold monthly meetings with new and walk-throughs throughout the school year. struggling teachers to address concerns and topics pertinent to the Additional training, strategies and support time.
in classroom management for new teachers
AP's and Reading Coach oversee the beginning teacher
and/or teachers in need of help process to ensure all paperwork is completed correctly and on will be provided. time.

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.

Daily classroom walk-throughs are conducted by administration and resource team. Lesson plans are reviewed focusing on standard-based instruction, high-yield strategies, materials being used and collaborative structures. Also, common planning is monitored by resource to ensure standards are being taught correctly and effectively. as well as high-yield strategies are being implemented with fidelity.

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.

Standard-based progress-monitoring assessments in reading, writing, math, science and social studies are reviewed by teachers, resource and administration. Based on this data, teachers reteach and reassess the standard if needed. Also, instruction is modified by students being pulled out for small group instruction by resource team. Students are also provided differentiated instruction through computer programs that focus on standards and skills being taught.

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: Weekend Program

Minutes added to school year: 3,240

Provide tutoring for students who are in need of remediation in reading, math, science, social studies and writing.

Strategy Rationale

To provide differentiated instruction to students in need of remediation in the core academics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bailey, Laura, laura.bailey@polk-fl.net

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

Pre and post assessments are administered to determine student progress.

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.

Open house is held for our incoming sixth grade students. This provides an opportunity for parents and students to receive information about middle school expectations and tour our campus. For eighth grade students transitioning to high school, guidance counselors meet with students to share academic requirements of high school as well as provide assistance in choosing elective courses.

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.

The eighth-grade guidance counselor meets with students as they learn about their career interests. Career planning is also provided to eighth-grade students within their US History classes. Seventh-grade students are provided career planning through Choices and their guidance counselor.

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

Students are eligible to apply for the Pre-Aerospace Academy. This program focuses on the integration of aeronautics and technology. Academics are integrated by focusing on both standard skills as well as skills related to aerospace. Students can earn industrial certification in aeronautics.

Students who are eligible to be in the STEAM Academy focus on advanced skills in both academics and technology. This program promotes science, engineering and technology, while developing students for Advanced Placement Courses. Students can earn industrial certification in SolidWorks.

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

Pre-Aerospace and STEAM Academy teachers meet to discuss and integrate standards and skills being taught to support student achievement.

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.** During the 2016-2017 school year, high-yield strategies will be implemented with fidelity in order to promote effective instruction and student academic achievement for all subgroups in all disciplines.
- G2.** During the 2016-2017 school year, student engagement through collaborative structures will be increased in order to promote academic achievement for all students in all subgroups.
- G3.** During the 2016-2017 school year, school-wide interventions will be implemented that will promote a supportive learning environment for both student and teacher.

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. During the 2016-2017 school year, high-yield strategies will be implemented with fidelity in order to promote effective instruction and student academic achievement for all subgroups in all disciplines. 1a

G087069

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	90.0

Targeted Barriers to Achieving the Goal 3

- Lack of professional development for specific high-yield strategies to be implemented.
- Lack of being able to implement high-yield strategies in specific curriculum.
- Lack of consistent implementation of high-yield strategies.
- Lack of knowledge on how to document high-yield strategies in lesson plan (teach to think).
- Lack of student understanding of how to follow and use high-yield strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-Based and District Coaches and Administration.
-

Plan to Monitor Progress Toward G1. 8

Lesson plans will be reviewed along with professional development materials and agenda, PLC agenda and minutes and classroom walk-throughs will be implemented weekly, student artifacts.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Increase in student formative and summative assessments. Increase in the rigor of student writing as shown in student artifacts.

G2. During the 2016-2017 school year, student engagement through collaborative structures will be increased in order to promote academic achievement for all students in all subgroups. 1a

G087070

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	90.0

Targeted Barriers to Achieving the Goal 3

- Varied perceptions of what student engagement using collaborative structures looks like when implemented in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-Based and District Coaches and Administration.

Plan to Monitor Progress Toward G2. 8

Classroom Walk-Thru Observations and Lesson Plan Evaluations

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 9/12/2016 to 5/31/2017

Evidence of Completion

Progress-Monitoring and Summative Data, Classroom Walk-Thru Observations and Feedback, Standardized Test Scores.

G3. During the 2016-2017 school year, school-wide interventions will be implemented that will promote a supportive learning environment for both student and teacher. 1a

G087071

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	100.0

Targeted Barriers to Achieving the Goal 3

- Annual addition of new staff and students to school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-Based Administration

Plan to Monitor Progress Toward G3. 8

Attendance, Discipline, Academic data will be collected and reviewed throughout the school year.

Person Responsible

Kathryn Blackburn

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Decrease in absences, decrease in discipline referrals, increase in student academic success and behavior rewards.

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. During the 2016-2017 school year, high-yield strategies will be implemented with fidelity in order to promote effective instruction and student academic achievement for all subgroups in all disciplines. **1**

 **G087069**

G1.B1 Lack of professional development for specific high-yield strategies to be implemented. **2**

 **B231456**

G1.B1.S1 Develop a consensus by all stakeholders regarding high-yield strategies and provide the necessary professional development for teachers. **4**

 **S244203**

Strategy Rationale

Acquire teacher support in participation and implementation of high-yield strategies promoting student achievement.

Action Step 1 **5**

Develop professional development to include direct instruction to teachers and modeling/co-teaching as needed and discussion of successful implementation during PLC's and common planning.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Lesson plan documentation, student artifacts, professional development sign-in sheet, professional development PowerPoint, observation sheet for modeling, PLC agenda, PLC minutes.

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

Lesson plans will be reviewed and monitored, classroom observations will be consistently implemented and feedback will be provided.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Lesson plans and observation feedback..

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

Lesson plans will be monitored and Classroom Observation Feedback will be provided.

Person Responsible

Kathryn Blackburn


Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Increase in the number or percent of teachers who receive highly effective or effective in domain two.

G1.B2 Lack of being able to implement high-yield strategies in specific curriculum. 2

 B231457

G1.B2.S1 Provide the necessary professional development for teachers to effectively implement high-yield strategies within their specific discipline. 4

 S244204

Strategy Rationale

Acquire teacher knowledge of how specific high-yield strategies can be implemented in particular disciplines in order to promote student achievement.

Action Step 1 5

Develop and deliver professional development to include direct instruction to teachers within specific disciplines and modeling/co-teaching as needed and discussion of successful implementation during PLC's and common planning.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Classroom Observations and feedback forms, Lesson plan reviews,

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

Lesson plans will be reviewed and monitored, classroom observations will be consistently implemented and feedback will be provided.

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 9/12/2016 to 5/31/2017

Evidence of Completion

Lesson plans, Observations and Feedback

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

Lesson plans, Classroom Walk-through data

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 9/12/2016 to 5/31/2017


Evidence of Completion

Student Progress Monitoring Data and Standardized Test Scores.

G1.B3 Lack of consistent implementation of high-yield strategies. 2

 B231458

G1.B3.S1 Classroom observation schedule will be provided and followed to provide consistent feedback to teachers focused on implementation of high-yield strategies. 4

 S244205

Strategy Rationale

Provide consistent feedback to teachers as to how effectively they are implementing high-yield strategies within their classrooms and disciplines.

Action Step 1 5

Classroom observations and feedback will be provided daily.

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 9/12/2016 to 5/31/2017

Evidence of Completion

Observations and Feedback

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

Daily classroom observations and feedback

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 9/12/2016 to 5/31/2017

Evidence of Completion

Observations and feedback forms

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

Classroom Observation Data

Person Responsible

Kathryn Blackburn


Schedule

Daily, from 9/12/2016 to 5/31/2017

Evidence of Completion

Student Progress Monitoring Data and Standardized Test Scores

G1.B4 Lack of knowledge on how to document high-yield strategies in lesson plan (teach to think). 2

 B231459

G1.B4.S1 Professional development will be provided to teachers regarding how to document high-yield strategies in lesson plans. 4

 S244206

Strategy Rationale

Enhance the collaborative planning process in that teachers will be aware of what to focus on regarding high-yield strategies and what will be the most effective strategies to implement according to their disciplines and standards.

Action Step 1 5

Collaborative planning, lesson plan review

Person Responsible

Kathryn Blackburn

Schedule

Biweekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Lesson plan documentation

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Lesson plan review

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 9/12/2016 to 5/31/2017

Evidence of Completion

Lesson plan documentation

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Lesson plan documentation

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 9/12/2016 to 5/31/2017

Evidence of Completion

Student Progress Monitoring Data and Standardized Test Scores

G1.B5 Lack of student understanding of how to follow and use high-yield strategies. **2**

 B231460

G1.B5.S1 Professional development and model/co-teach will be provided to teachers so they are able to recognize student understanding of how to follow and use high-yield strategies. **4**

 S244207

Strategy Rationale

Acquire student knowledge and understanding of the expectations involved with high-yield strategies.

Action Step 1 **5**

Schedule and provide professional development on higher order questioning and critical thinking strategies for all teachers.

Person Responsible

Kathryn Blackburn

Schedule

On 5/31/2017

Evidence of Completion

Professional development sign-in sheet, agenda, PowerPoint/materials used

Action Step 2 **5**

In collaboration, disciplines will discuss specific questioning to be used daily in instructional delivery. These questions will demonstrate the use of correct higher order questions. The same groups will develop tasks to engage students in critical thinking, problem solving activities, one weekly.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

PLC meeting agenda, PLC meeting minutes, classroom observations, teacher feedback

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Daily classroom observations and feedback, lesson plan documentation, meeting agenda

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Follow-up teacher artifacts, teacher feedback forms

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Meeting agenda, classroom observation data, lesson plan documentation

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Follow-up teacher artifacts, teacher feedback forms

G2. During the 2016-2017 school year, student engagement through collaborative structures will be increased in order to promote academic achievement for all students in all subgroups. 1

G087070

G2.B1 Varied perceptions of what student engagement using collaborative structures looks like when implemented in the classroom. 2

B231461

G2.B1.S1 Develop a consensus by all stakeholders regarding student engagement and provide the necessary professional development for teachers. 4

S244208

Strategy Rationale

Acquire teacher support in participation and implementation of strategies promoting student engagement.

Action Step 1 5

Support staff will discuss specific engagement activities used by the teacher. Teachers will share best practices in PLC meetings.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

PLC agenda, PLC minutes, classroom walk-thru observations and feedback

Action Step 2 5

Support staff will use lesson planning time to show, promote and train teachers in engagement activities to be used in lesson delivery and instructional pacing.

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Classroom walk-thru observations and feedback, PLC Agenda, PLC minutes

Action Step 3 5

Throughout the school year, teachers will share student engagement activities during PLC time. They will bring student artifacts to share as well.

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 9/12/2016 to 5/31/2017

Evidence of Completion

PLC agenda, PLC minutes, classroom walk thru observations, teacher feedback.

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

Classroom walk-thrus, lesson plans, teacher artifacts, PLC agenda, PLC minutes

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Number or percent of teachers who are highly effective or effective in domain two.

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

Classroom walk-thrus, lesson plans, teacher artifacts, PLC agenda, PLC minutes

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Number or percent of teachers who are highly effective or effective in domain two.

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

Classroom walk-thrus, lesson plans, teacher artifacts, PLC agenda, PLC minutes

Person Responsible

Kathryn Blackburn

Schedule

Weekly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Number or percent of teachers who are highly effective or effective in domain two.

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

Classroom Walk-Thru Observations and Lesson Plans

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 9/12/2016 to 5/31/2017

Evidence of Completion

Progress-Monitoring and Summative Data, Classroom Walk-Thru Observations and Feedback, Standardized Test Scores.

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

Teachers begin to use in classroom

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 9/12/2016 to 5/31/2017

Evidence of Completion

Walk thru feedback form, lesson plan documentation

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

Classroom Walk-Thru Observations and Lesson Plans

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 9/12/2016 to 5/31/2017

Evidence of Completion

Walk thru feedback form

G3. During the 2016-2017 school year, school-wide interventions will be implemented that will promote a supportive learning environment for both student and teacher. 1

 G087071

G3.B1 Annual addition of new staff and students to school. 2

 B231462

G3.B1.S1 Student and staff handbooks will be developed and followed throughout the school year. 4

 S244213

Strategy Rationale

Handbooks will clearly outline the expectations of both teacher and student in regards to the supportive learning environment.

Action Step 1 5

Leadership team will develop, revise and support both the staff and student handbook.

Person Responsible

Kathryn Blackburn

Schedule

On 5/31/2017

Evidence of Completion

Staff and students sign-off sheets, reduction in discipline referrals, increase in behavior rewards, decline in "D" and "F" students, interim reports, report cards

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

School-based administration will monitor how both staff and students effectively follow the handbook guidelines and expectations.

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 9/12/2016 to 5/31/2017

Evidence of Completion

Weekly team meeting minutes, documentation of parent communication log.

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

School based administration will refer to the handbook in dealing with behavior, academic or attendance issues and review this with teachers, students and parents as needed.

Person Responsible

Kathryn Blackburn


Schedule

Daily, from 9/12/2016 to 5/31/2017

Evidence of Completion

Percent or number of behavior rewards, discipline referrals, and "D" and "F" students.

G3.B1.S2 School-wide PBIS will be implemented. 4

 S244214

Strategy Rationale

PBIS will monitor student progress toward improvement in both behavior and academics.

Action Step 1 5

PBIS will be implemented to monitor student behavior and academics.

Person Responsible

Kathryn Blackburn

Schedule

Daily, from 9/12/2016 to 5/31/2017

Evidence of Completion

Discipline referrals, interim and final grades

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

MTSS will meet to review, discuss and revise if needed the interventions set in place for students.

Person Responsible

Kathryn Blackburn

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Discipline referrals and interim/final grades

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

MTSS will meet to review, discuss and revise if needed the interventions set in place for students.

Person Responsible

Kathryn Blackburn

Schedule

Monthly, from 9/12/2016 to 5/31/2017

















Evidence of Completion

Discipline referrals and interim/final grades

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M328042	Lesson plans will be reviewed along with professional development materials and agenda, PLC agenda...	Blackburn, Kathryn	9/12/2016	Increase in student formative and summative assessments. Increase in the rigor of student writing as shown in student artifacts.	5/31/2017 weekly
G2.MA1 M328049	Classroom Walk-Thru Observations and Lesson Plan Evaluations	Blackburn, Kathryn	9/12/2016	Progress-Monitoring and Summative Data, Classroom Walk-Thru Observations and Feedback, Standardized Test Scores.	5/31/2017 daily
G3.MA1 M328054	Attendance, Discipline, Academic data will be collected and reviewed throughout the school year.	Blackburn, Kathryn	9/12/2016	Decrease in absences, decrease in discipline referrals, increase in student academic success and behavior rewards.	5/31/2017 monthly
G1.B1.S1.MA1 M328032	Lesson plans will be monitored and Classroom Observation Feedback will be provided.	Blackburn, Kathryn	9/12/2016	Increase in the number or percent of teachers who receive highly effective or effective in domain two.	5/31/2017 weekly
G1.B1.S1.MA1 M328033	Lesson plans will be reviewed and monitored, classroom observations will be consistently...	Blackburn, Kathryn	9/12/2016	Lesson plans and observation feedback..	5/31/2017 weekly
G1.B1.S1.A1 A316189	Develop professional development to include direct instruction to teachers and modeling/co-teaching...	Blackburn, Kathryn	9/12/2016	Lesson plan documentation, student artifacts, professional development sign-in sheet, professional development PowerPoint, observation sheet for modeling, PLC agenda, PLC minutes.	5/31/2017 weekly
G1.B2.S1.MA1 M328034	Lesson plans, Classroom Walk-through data	Blackburn, Kathryn	9/12/2016	Student Progress Monitoring Data and Standardized Test Scores.	5/31/2017 daily
G1.B2.S1.MA1 M328035	Lesson plans will be reviewed and monitored, classroom observations will be consistently...	Blackburn, Kathryn	9/12/2016	Lesson plans, Observations and Feedback	5/31/2017 daily
G1.B2.S1.A1 A316190	Develop and deliver professional development to include direct instruction to teachers within...	Blackburn, Kathryn	9/12/2016	Classroom Observations and feedback forms, Lesson plan reviews,	5/31/2017 weekly
G1.B3.S1.MA1 M328036	Classroom Observation Data	Blackburn, Kathryn	9/12/2016	Student Progress Monitoring Data and Standardized Test Scores	5/31/2017 daily
G1.B3.S1.MA1 M328037	Daily classroom observations and feedback	Blackburn, Kathryn	9/12/2016	Observations and feedback forms	5/31/2017 daily
G1.B3.S1.A1 A316191	Classroom observations and feedback will be provided daily.	Blackburn, Kathryn	9/12/2016	Observations and Feedback	5/31/2017 daily
G1.B4.S1.MA1 M328038	Lesson plan documentation	Blackburn, Kathryn	9/12/2016	Student Progress Monitoring Data and Standardized Test Scores	5/31/2017 daily
G1.B4.S1.MA1 M328039	Lesson plan review	Blackburn, Kathryn	9/12/2016	Lesson plan documentation	5/31/2017 daily
G1.B4.S1.A1 A316192	Collaborative planning, lesson plan review	Blackburn, Kathryn	9/12/2016	Lesson plan documentation	5/31/2017 biweekly
G1.B5.S1.MA1 M328040	Meeting agenda, classroom observation data, lesson plan documentation	Blackburn, Kathryn	9/12/2016	Follow-up teacher artifacts, teacher feedback forms	5/31/2017 weekly
G1.B5.S1.MA1 M328041	Daily classroom observations and feedback, lesson plan documentation, meeting agenda	Blackburn, Kathryn	9/12/2016	Follow-up teacher artifacts, teacher feedback forms	5/31/2017 weekly
G1.B5.S1.A1 A316193	Schedule and provide professional development on higher order questioning and critical thinking...	Blackburn, Kathryn	9/12/2016	Professional development sign-in sheet, agenda, PowerPoint/materials used	5/31/2017 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A2  A316194	In collaboration, disciplines will discuss specific questioning to be used daily in instructional...	Blackburn, Kathryn	9/12/2016	PLC meeting agenda, PLC meeting minutes, classroom observations, teacher feedback	5/31/2017 weekly
G2.B1.S1.MA1  M328043	Classroom Walk-Thru Observations and Lesson Plans	Blackburn, Kathryn	9/12/2016	Progress-Monitoring and Summative Data, Classroom Walk-Thru Observations and Feedback, Standardized Test Scores.	5/31/2017 daily
G2.B1.S1.MA4  M328044	Teachers begin to use in classroom	Blackburn, Kathryn	9/12/2016	Walk thru feedback form, lesson plan documentation	5/31/2017 daily
G2.B1.S1.MA6  M328045	Classroom Walk-Thru Observations and Lesson Plans	Blackburn, Kathryn	9/12/2016	Walk thru feedback form	5/31/2017 daily
G2.B1.S1.MA1  M328046	Classroom walk-thrus, lesson plans, teacher artifacts, PLC agenda, PLC minutes	Blackburn, Kathryn	9/12/2016	Number or percent of teachers who are highly effective or effective in domain two.	5/31/2017 weekly
G2.B1.S1.MA2  M328047	Classroom walk-thrus, lesson plans, teacher artifacts, PLC agenda, PLC minutes	Blackburn, Kathryn	9/12/2016	Number or percent of teachers who are highly effective or effective in domain two.	5/31/2017 weekly
G2.B1.S1.MA3  M328048	Classroom walk-thrus, lesson plans, teacher artifacts, PLC agenda, PLC minutes	Blackburn, Kathryn	9/12/2016	Number or percent of teachers who are highly effective or effective in domain two.	5/31/2017 weekly
G2.B1.S1.A1  A316195	Support staff will discuss specific engagement activities used by the teacher. Teachers will share...	Blackburn, Kathryn	9/12/2016	PLC agenda, PLC minutes, classroom walk-thru observations and feedback	5/31/2017 weekly
G2.B1.S1.A2  A316196	Support staff will use lesson planning time to show, promote and train teachers in engagement...	Blackburn, Kathryn	9/12/2016	Classroom walk-thru observations and feedback, PLC Agenda, PLC minutes	5/31/2017 weekly
G2.B1.S1.A3  A316197	Throughout the school year, teachers will share student engagement activities during PLC time....	Blackburn, Kathryn	9/12/2016	PLC agenda, PLC minutes, classroom walk thru observations, teacher feedback.	5/31/2017 daily
G3.B1.S1.MA1  M328050	School based administration will refer to the handbook in dealing with behavior, academic or...	Blackburn, Kathryn	9/12/2016	Percent or number of behavior rewards, discipline referrals, and "D" and "F" students.	5/31/2017 daily
G3.B1.S1.MA1  M328051	School-based administration will monitor how both staff and students effectively follow the...	Blackburn, Kathryn	9/12/2016	Weekly team meeting minutes, documentation of parent communication log.	5/31/2017 daily
G3.B1.S1.A1  A316199	Leadership team will develop, revise and support both the staff and student handbook.	Blackburn, Kathryn	9/12/2016	Staff and students sign-off sheets, reduction in discipline referrals, increase in behavior rewards, decline in "D" and "F" students, interim reports, report cards	5/31/2017 one-time
G3.B1.S2.MA1  M328052	MTSS will meet to review, discuss and revise if needed the interventions set in place for students.	Blackburn, Kathryn	9/12/2016	Discipline referrals and interim/final grades	5/31/2017 monthly
G3.B1.S2.MA1  M328053	MTSS will meet to review, discuss and revise if needed the interventions set in place for students.	Blackburn, Kathryn	9/12/2016	Discipline referrals and interim/final grades	5/31/2017 monthly
G3.B1.S2.A1  A316200	PBIS will be implemented to monitor student behavior and academics.	Blackburn, Kathryn	9/12/2016	Discipline referrals, interim and final grades	5/31/2017 daily

V. Professional Development Opportunities

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

G1. During the 2016-2017 school year, high-yield strategies will be implemented with fidelity in order to promote effective instruction and student academic achievement for all subgroups in all disciplines.

G1.B1 Lack of professional development for specific high-yield strategies to be implemented.

G1.B1.S1 Develop a consensus by all stakeholders regarding high-yield strategies and provide the necessary professional development for teachers.

PD Opportunity 1

Develop professional development to include direct instruction to teachers and modeling/co-teaching as needed and discussion of successful implementation during PLC's and common planning.

Facilitator

School-Based Coaches and Administration

Participants

All classroom teachers

Schedule

Weekly, from 9/12/2016 to 5/31/2017

G1.B2 Lack of being able to implement high-yield strategies in specific curriculum.

G1.B2.S1 Provide the necessary professional development for teachers to effectively implement high-yield strategies within their specific discipline.

PD Opportunity 1

Develop and deliver professional development to include direct instruction to teachers within specific disciplines and modeling/co-teaching as needed and discussion of successful implementation during PLC's and common planning.

Facilitator

School-Based and District Coaches and Administration

Participants

Classroom Teachers

Schedule

Weekly, from 9/12/2016 to 5/31/2017

G1.B4 Lack of knowledge on how to document high-yield strategies in lesson plan (teach to think).

G1.B4.S1 Professional development will be provided to teachers regarding how to document high-yield strategies in lesson plans.

PD Opportunity 1

Collaborative planning, lesson plan review

Facilitator

School-Based Coaches and Administration

Participants

Classroom Teachers

Schedule

Biweekly, from 9/12/2016 to 5/31/2017

G1.B5 Lack of student understanding of how to follow and use high-yield strategies.

G1.B5.S1 Professional development and model/co-teach will be provided to teachers so they are able to recognize student understanding of how to follow and use high-yield strategies.

PD Opportunity 1

Schedule and provide professional development on higher order questioning and critical thinking strategies for all teachers.

Facilitator

School-Based Coaches and Administration

Participants

Classroom teachers

Schedule

On 5/31/2017

G2. During the 2016-2017 school year, student engagement through collaborative structures will be increased in order to promote academic achievement for all students in all subgroups.

G2.B1 Varied perceptions of what student engagement using collaborative structures looks like when implemented in the classroom.

G2.B1.S1 Develop a consensus by all stakeholders regarding student engagement and provide the necessary professional development for teachers.

PD Opportunity 1

Support staff will discuss specific engagement activities used by the teacher. Teachers will share best practices in PLC meetings.

Facilitator

School-Based Coaches and Administration.

Participants

All classroom teachers.

Schedule

Weekly, from 9/12/2016 to 5/31/2017

PD Opportunity 2

Support staff will use lesson planning time to show, promote and train teachers in engagement activities to be used in lesson delivery and instructional pacing.

Facilitator

School-based coaches and administration

Participants

All classroom teachers

Schedule

Weekly, from 9/12/2016 to 5/31/2017

PD Opportunity 3

Throughout the school year, teachers will share student engagement activities during PLC time. They will bring student artifacts to share as well.

Facilitator

School-based coaches and administration

Participants

All classroom teachers

Schedule

Daily, from 9/12/2016 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	Develop professional development to include direct instruction to teachers and modeling/co-teaching as needed and discussion of successful implementation during PLC's and common planning.	\$0.00
2	G1.B2.S1.A1	Develop and deliver professional development to include direct instruction to teachers within specific disciplines and modeling/co-teaching as needed and discussion of successful implementation during PLC's and common planning.	\$0.00
3	G1.B3.S1.A1	Classroom observations and feedback will be provided daily.	\$0.00
4	G1.B4.S1.A1	Collaborative planning, lesson plan review	\$0.00
5	G1.B5.S1.A1	Schedule and provide professional development on higher order questioning and critical thinking strategies for all teachers.	\$0.00
6	G1.B5.S1.A2	In collaboration, disciplines will discuss specific questioning to be used daily in instructional delivery. These questions will demonstrate the use of correct higher order questions. The same groups will develop tasks to engage students in critical thinking, problem solving activities, one weekly.	\$0.00
7	G2.B1.S1.A1	Support staff will discuss specific engagement activities used by the teacher. Teachers will share best practices in PLC meetings.	\$0.00
8	G2.B1.S1.A2	Support staff will use lesson planning time to show, promote and train teachers in engagement activities to be used in lesson delivery and instructional pacing.	\$0.00
9	G2.B1.S1.A3	Throughout the school year, teachers will share student engagement activities during PLC time. They will bring student artifacts to share as well.	\$0.00
10	G3.B1.S1.A1	Leadership team will develop, revise and support both the staff and student handbook.	\$0.00
11	G3.B1.S2.A1	PBIS will be implemented to monitor student behavior and academics.	\$0.00
Total:			\$0.00