

Nassau County School District

Callahan Middle School



2016-17 Schoolwide Improvement Plan

Callahan Middle School

450121 OLD DIXIE HWY, Callahan, FL 32011

[no web address on file]

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	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	11%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Nassau County School Board on 11/10/2016.

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 Callahan 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.

Nassau County's mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

At Callahan Middle School our mission is to educate the students in a nurturing, stimulating environment while maintaining academic and behavioral expectations that exceed state standards. We will instill positive attitudes, strong character traits, the virtues of acceptance and tolerance, and respect for the diversity of others, making our students productive global citizens and life-long learners. Furthermore, we will ensure our students' successes through consistent and effective communication with their parents, partnerships with the business community and compassionate rapport with the students.

b. Provide the school's vision statement.

A caring faculty and staff at Callahan Middle School is committed to the facilitation of authentic student achievement through academic, social-emotional, and physical/ developmental growth.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) as applicable to appropriate grade levels, including but not limited to:

- The history and content of the Declaration of Independence
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States.
- Flag education
- The elements of civil government
- The history of the United States
- The history of the Holocaust
- The history of African Americans
- The history of the state
- The conservation of natural resources
- Comprehensive health education
- The study of Hispanic contributions to the United States
- The study of women's contributions to the United States
- Character development programs
- Sacrifices of veterans

We will ensure that relationship-building is a clear priority and that students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

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

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies.

---Involve all staff in the process of modeling and teaching interpersonal expectations in academic and non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

---Develop methods of effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

---Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. CMS achieves this by implementing the Positive Behavior Interventions Systems. By utilizing CHAMPs throughout the campus for common areas and in classrooms clear expectations, rituals, and routines for are clearly established.

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.

Ensure teachers are trained in school-wide implementation of PBIS and classroom management strategies for CHAMPs

Develop and display a school-wide guidelines for success. Review the expectations with students.

P- Prepared

R-Respect and Responsibility

I- Integrity

D- Determination

E- Effort

The PBIS team, Subject Area Lead Teams, and Grade Level Teams review classroom data to ensure students are engaged while in class.

Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity by unpacking standards, clarifying learning goals, and developing performance scales.

Data chat meetings will occur weekly to review student progress, include student feedback, and set learning goals. Students will also utilize student planners to help with organizational skills for AVID implementation.

School-wide recognition systems are in place by using PRIDE tickets as a reward system.

Offer school counseling services with dedicated time for core classroom guidance that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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.

School based teams meet to discuss students with barriers to academic and social success.

Mentors are assigned to students identified with concerns. Communities In Schools serves as a resource for mentors and tutoring.

Instructional safety nets and various campus activities are offered to address social/emotional needs of students.

Connect students to agencies with resources on campus and off campus through supporting agencies.

School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation)

Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Support is provided through two guidance counselors and an on-site counseling service provided by a district social worker . Communities in Schools program provides academic, as well as social and emotional support to students.

Character education is part of the daily morning news show and also part of the school issued student planners. Physical Education classes also address components of character education through lessons, guest speakers, and supplemental programs.

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.

Student attendance is monitored closely by the school administration and guidance counselors. Conferences with students and parents are conducted on a regular basis to address attendance concerns. In cases of excessive absences the Attendance Intervention Team Intervenes to address the concerns at the district level. In the most severe cases of absenteeism the State's Attorney's Office becomes involved. Discipline is handled in compliance with the Nassau County Administrative Rules and Code of Conduct. Conferencing, parent contact, in school suspension, out of school suspension and alternative placement are all actions considered on a case by case basis according to the parameters of the Nassau County Administrative Rules. Students with failing grades are monitored on a bi weekly basis through the guidance department, planners, weekly data chat meetings, progress reports, parent conferences and FOCUS. Students who are level 1 on testing are targeted for intensive classes to assist them in attaining grade level scores. Tutoring is also available for these students through the Communities in Schools support program before school and during the school day, if needed.

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	35	45	69	0	0	0	0	149	
One or more suspensions	0	0	0	0	0	0	1	5	3	0	0	0	0	9	
Course failure in ELA or Math	0	0	0	0	0	0	2	3	3	0	0	0	0	8	
Level 1 on statewide assessment	0	0	0	0	0	0	20	48	47	0	0	0	0	115	

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	7	11	16	0	0	0	0	34	

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

1. Provision of a 90 minute block of reading instruction or Achieve 3000 for identified students scoring in the first quartile on the FSA Reading Assessment.

2. Implement the STAR Reading and STAR Math Assessments to monitor student progress.
3. Students who accumulate five absences in a month or 10 absences during a 90 day period will be referred to the PBIS team who will develop, implement, and monitor interventions designed to improve the student's school attendance. Students previously identified as an attendance concern are monitored by assigned staff.
4. Academic support is available through the Communities in School Program before school and throughout the school day, as needed.
5. Teachers and administrators use a variety of informal disciplinary and/or guidance steps, prior to, during, and after formal disciplinary actions. These methods may include: monitoring student behavior through short-term progress reports and other strategies, conferences and contracts between administrators, parents/guardians, teachers, and students, referrals to MTSS or MDRT team, Student Services (i.e. group or individual counseling with a guidance counselor, psychological evaluation, and direction to appropriate agencies for specific problems).

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 available at the school site.

2. Description

School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

- A. Communication between home and school is regular, two-way, and meaningful.
- B. Responsible parenting is promoted and supported.
- C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.
- D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance is encouraged and welcomed.
- E. Parents are full partners in the decisions that affect children and families.
- F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

- Open House and Family Nights throughout the school year
- Callahan Middle School App Link / Blackboard Phone Messaging System and Web Page/ PTO FB page
- FOCUS

- Newsletters, Teacher Websites, Flyers communicating classroom and school news/ events to parents,
- Parent phone calls and conferences

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 and district build and sustain partnerships with our local community. These groups meet regularly to review data, have discussions about progress, and make decisions about implementation plans and strategies ensuring a common vision among all partners. Our school partnerships support our efforts to increase student achievement by:

- Establishing structured opportunities to engage all stakeholders
- Encouraging open dialogue about challenges and solutions
- Engaging stakeholders in the use of data
- Leveraging community resources and funding sources

Volunteer and Community Involvement programs develop community resources in response to the differing needs of classrooms. By accessing the many diverse resources found in communities, these programs enrich and enhance school curriculum. A wide array of community partners enables these programs to maximize their impact. Volunteers may tutor, mentor, assist in the classroom, help with fundraising, participate in developing school plans, as well as many other opportunities. Recognition awards promote community involvement as well as highlight outstanding volunteer practices and showcase exemplary projects which are then shared district-wide. We also offer AVID Elective Courses and the opportunity for enrollment in the Take Stock in Children program to offer our students a chance to broaden their plans for the future through post secondary education.

CMS also has an active Parent Teacher Organization and active volunteers. Training for approved volunteers is conducted annually.

The Callahan Middle School Advisory Council also meets regularly to review data and advise the principal in school based decision making.

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
Harrison, Kimberly	Principal
Thompson, Paula	Instructional Coach
Giles, Sandra	School Counselor
Ginder, Michele	Teacher, K-12
Underhill, Brad	Assistant Principal
Duncan, Ruth	Teacher, K-12
Spivey, Denise	Teacher, K-12
Jadoo, Melissa	Teacher, ESE
VanSickle, Lacy	

b. Duties

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

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrators, school counselors, literacy coach, department heads, and lead teachers. The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process

The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities.

The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III

The District provides supplemental academic instruction and services to students who are ELL. The district employs an ELL instructional coach.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

Supplemental Academic Instruction (SAI)

These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:

The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided to staff and students.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education is taught through many programs and courses
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

The Nassau Schools that contain primary grades work in concert with Episcopal Childrens Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

Adult Education

Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.

Career and Technical Education

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards post-secondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Pam Smith	Teacher
Elaine Libby	Parent
Cynthia Meyer	Teacher
Keisha Elmore	Parent
Kassie Knoll	Business/Community
Meagan Repoff	Parent
Janice Clowers	Parent
Naomi Wood	Parent
Wade Williams	Business/Community
Chelsea Clowers	Student
Brad Underhill	Education Support Employee
Jamie Elmore	Student
Gretchen Pensante	Business/Community
Gavin Condurelis	Student

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 school improvement plan was presented to CMAC (Callahan Middle Advisory Council) for approval in October 2015. Progress monitoring data was shared with the CMAC Committee throughout the school year. Data results by grade level and content were presented and discussed during the September 2016 CMAC Meeting. Feedback was provided by the stakeholders to analyze the effectiveness of strategies and identify trends in data. Teacher, parent, and student data from the school climate survey was also presented and reviewed during April of 2016.

b. Development of this school improvement plan

The CMAC (Callahan Middle Advisory Council) assists in the preparation and evaluation of the school improvement plan through reviewing the plan, analyzing data and providing input, and voting for approval.

Members assist in allocation of funds by a vote of approval. These funds are used for implementing school improvement initiatives.

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

The CMAC has made plans and provision to assist with funding to support classroom instruction and teacher professional development. Monies are available for request from teachers and administration as various needs arise. The request is presented to CMAC and then voted upon by the members.

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

School improvement funds support academic initiatives and professional development for teachers to attend the AVID Summer Institute. Approximately \$3,000.00 was allocated to send teachers to the AVID summer institute. CMAC also allocated \$1,500 to spend on USA Test Prep, which is a supplemental resource for FSA test preparation.

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
Harrison, Kimberly	Principal
Thompson, Paula	Instructional Coach
Underhill, Brad	Assistant Principal
Ginder, Michele	Teacher, K-12
VanSickle, Lacy	Instructional Media

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

The LLT will support instructional strategies to improve reading comprehension and the Common Core State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities.

The team will focus on teaching, modeling, and implementing best practices and strategies through classroom observations and peer coaching.

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.

Opportunities for encouraging positive working relationships between teachers include participation in Leadership Meetings, Faculty Meetings, Team Meetings and professional development sessions. In these meetings the focus is on students' academic and social needs. Teachers regularly engage in professional dialogue with colleagues; share ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom instruction. Teachers work together to develop shared knowledge and discover common solutions to challenging problems.

The master schedule gives students early release time every Wednesday for teachers to have additional collaborative instructional planning time and to establish PLC's (Professional Learning Communities).

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

1. Provision of mentoring, training and coaching for:
 - a) first and second-year new teachers, including those in Alternative Certification (ACP) or Educator Preparation Institute (EPI) programs; and
 - b) ESOL and Reading teachers in the process of earning an Endorsement.

These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.

2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.
3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.
4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.
5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

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

A. First year teachers participate in the following district professional development and mentoring activities:

1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
4. Florida State Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management
10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.

B. Observation and Coaching/Mentoring Components:

1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
4. On-going informal observations and coaching with feedback conducted by Instructional Strategies

Coach, with related professional development resources available via the district's iObservation system.

5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:

The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.

The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

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.

Core instructional materials and programs are selected from the list of state approved adoptions. It is also the intent of the Nassau County School District that textbooks be selected for district-wide use by course/grade/level to assure continuity and economy throughout the district. Media materials should be selected to provide enrichment and curriculum support taking into consideration the varied needs, interests, and abilities of the school population. School Textbook Selection Committees include representatives of faculty, parents and community members.

District Adoption Process:

1. Sample materials of all state adopted texts will be obtained by the appropriate director and evaluated by the school committee using appropriate forms and criteria.
2. Each school will select its choice for the district adoption in each area under consideration. Each school's selection will be submitted to the appropriate instructional director.
3. School selections will be tallied. The title receiving the most votes will be designated as the district adoption for each course or subject area.

Resources used to evaluate instructional materials include: Florida State Standards and Next Generation Sunshine State Standards, grade level expectations, curriculum frameworks or course descriptions, and FLDOE instructional materials specifications.

CPALMs is also utilized by teachers to conduct curriculum mapping and lesson studies.

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.

Data analysis is at the center of all instructional decisions. The master schedule contains blocks of time for instruction based on the diverse needs of students. Remediation and enrichment in the classroom is based on progress monitoring data collected in core classes such as reading and math.

This data is reviewed in team meetings and data chats are conducted with students. The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficiency. The team is charged with identifying problems within the general population of students and within subgroups of students, analyzing why the problems are occurring, formulating an intervention plan and then measuring the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficiency becomes their MTSS (multi-tiered system of supports) and forms the basis for the school improvement plan.

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

Strategy: Before School Program

Minutes added to school year: 9,000

Communities in schools provides academic tutoring and book club sessions from 7:30 -8:40 A.M. Every Monday through Thursday.

Strategy Rationale

Identified students will receive additional support for core academics and enrichment through participation.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Giles, Sandra, sandra.giles@nassau.k12.fl.us

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

Data collected quarterly and at the end of the school year is analyzed to adjust implementation practices and as to the effectiveness of the interventions provided by comparing students who attended the tutoring and those who did not.

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.

The following activities are implemented to assist students with transitioning from elementary school to middle school: teacher collaboration, orientations, parent teacher Family Nights, scheduling sessions, IEP transition meetings.

The following activities are implemented to assist students with transitioning from middle school to high school:

Parent/ Student Orientation
Communication of Student Progression Plan
Spring Scheduling

AVID Parent Nights (incoming and out going)
Career Planning Curriculum (My Career Shines)

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.

Efforts to support the development of students' academic and career plans include large group presentations, classroom presentations, parent workshops and individual conferences with students throughout their secondary school careers. Digital Tools certification courses are also made available to students in the 8th grade through an elective course. My Career Shines Curriculum is part of the 8th grade curriculum. Additional resources include: student handbooks, student planners, the Student Progression Plan, Registration Guides, College and Career Fairs, and Financial Aid Workshops. Family involvement in the planning process includes notification of activities through School Messenger, School Info App, school websites, and school newsletters. The AVID program has also been implemented school wide to support students with being college and career ready. Currently there are six AVID elective courses, two in each grade level.

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

Our school encourages every course to incorporate levels of relevant real-world learning experiences; each content area course uses strategies and activities that can apply across disciplines and apply to real-world situations. Relevant learning is interdisciplinary and contextual. It requires students to apply core knowledge, concepts or skills to solve real-world problems.

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

Schools recognize students who meet Florida's college and career readiness criteria. Student data is at the forefront of all we do to assure students' academic success. In order to meet this goal based on analysis of assessment data, students may be provided with additional support through courses such as Intensive Reading, Math for College Readiness, Math for College Success, and English 4 Florida College Prep, and the addition of the AVID program.

At the Middle School Level students have the opportunity to take Digital Tools Certification courses to assist with the progression for Microsoft at the High School level. Career Education programs offer certification opportunities for students in Food Service Management (Serve Safe), Certified Nursing Assistant, Certified Medical Administrative Assistant, EMT, ADOBE Dreamweaver, ADOBE Flash, ADOBE Photoshop, Autodesk – AutoCAD Certified User, National Center for Construction Education and Research: Level 1 Electrical and HVAC Level 1 and 2, Carpentry Level 1 and 2, and Masonry Level 1 and 2, Microsoft Office Specialist, QuickBooks, and FAA Ground School. Dual Enrollment and Advanced Placement courses provide opportunities for students to engage in college-level course work while enrolled in high school.

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

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary


- G1.** Improve school climate and culture by utilizing the PBIS program for academic and behavior support.
- G2.** Develop instructional programs, activities, and events to provide students with opportunities to enhance college and career readiness.
- G3.** Increase the percentage of students scoring a level 3, 4, or 5 on the Florida Standards Assessments (FSA) for Reading.
- G4.** Increase the percentage of students scoring a level 3, 4, or 5 on the Florida Standards Assessment (FSA) for Math and at a level 3, 4, or 5 on the Algebra 1 EOC.
- G5.** Increase the percentage of students scoring a level 3, 4, or 5 on the FCAT Science Assessment.
- G6.** Increase the percentage of students scoring a level 3, 4, or 5 on the Civics EOC Assessment.

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. Improve school climate and culture by utilizing the PBIS program for academic and behavior support.

1a

 G087287

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	93.0
Attendance Below 90% Grade 07	93.0
Attendance Below 90% Grade 08	93.0
District Parent Survey	75.0

Targeted Barriers to Achieving the Goal 3

- Student attendance is not always a priority for students and families.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Staff, District Attendance Specialist, PBIS Attendance Incentives, Student Tracking Process

Plan to Monitor Progress Toward G1. 8

Review monthly student attendance data and identify the students with a daily attendance average <90%.

Person Responsible

Melissa Jadoo

Schedule

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

Evidence of Completion

Student attendance data from FOCUS

G2. Develop instructional programs, activities, and events to provide students with opportunities to enhance college and career readiness. 1a

G087288

Targets Supported 1b

Indicator	Annual Target
High School Readiness	90.0

Targeted Barriers to Achieving the Goal 3

- Students lack resources and access to college and career experiences at the middle school level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- AVID program, College and Career Inventories, WICOR strategies, Digital Tools course work and Technology Lab

Plan to Monitor Progress Toward G2. 8

Student grades and progress monitoring data

Person Responsible

Kimberly Harrison

Schedule

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

Evidence of Completion

Student grades, report cards, progress reports, and progress monitoring data.

G3. Increase the percentage of students scoring a level 3, 4, or 5 on the Florida Standards Assessments (FSA) for Reading. 1a

G087289

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Achievement	61.0
FSA ELA Achievement	61.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	51.0

Targeted Barriers to Achieving the Goal 3

- Students need additional support with composing text-based writing prompts, comparing texts, and citing evidence.
- Students need additional practice and support with the ELA Florida Standards Assessment question types (open response, multiple choice, two part questions, selective response, highlighting text).

Resources Available to Help Reduce or Eliminate the Barriers 2

- READ 180, Achieve 3000, FAIR, FSA online assessment portal, HMH curriculum, CPALMS, Articles of the Week, Florida's Writing Rubrics, student writing exemplars, STAR Reading, Accelerated Reader 360, Khan Academy, WICOR Strategies (AVID)

Plan to Monitor Progress Toward G3. 8

Formative and Summative Assessments

Person Responsible

Kimberly Harrison


Schedule

Monthly, from 9/15/2016 to 5/26/2017

Evidence of Completion

FSA Assessment Practice and Data Review, STAR Reading/ Math Assessments, READ 180, Achieve 3000

G4. Increase the percentage of students scoring a level 3, 4, or 5 on the Florida Standards Assessment (FSA) for Math and at a level 3, 4, or 5 on the Algebra 1 EOC. **1a**

 G087290

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	60.0
Algebra I EOC Pass Rate	70.0

Targeted Barriers to Achieving the Goal **3**

- Students may fail to see the connection between classroom activities and real-world math applications.
- Students may need additional exposure to question types with the FSA assessment. (Equation response - Graphic response - Multiple-choice response - Multi-select response - Selecting responses - Simulation response)
- Math teachers need additional support with planning for instruction.

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

- Accelerated Math 2.0, Khan Academy , www.illustrativemathematics.org/, FSA online portal, Marzano's Arts and Science of Teaching framework, Discovery Ed, Pearson Math Online Resources
- Classroom Observations and PLC's on Elements in Domain 1
- Math data from FSA, STAR Math, Accelerated Math 2.0, Algebra Nation, and Math XL,

Plan to Monitor Progress Toward G4. **8**

Assessment data from Math XL (Algebra) and AM 2.0 (6th, 7th, & Pre-Algebra)

Person Responsible

Kimberly Harrison

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

AM 2.0 Assessment Data Results

G5. Increase the percentage of students scoring a level 3, 4, or 5 on the FCAT Science Assessment. 1a

G087291

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	69.0

Targeted Barriers to Achieving the Goal 3

- Scientific thinking at higher levels and problem solving may be difficult for students. Implementation of the IQWST curriculum school-wide will increase the need for additional supplies and materials.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Marzano's Art and Science of Teacher Framework, Science Labs, District Curriculum Resource Teacher, IQWST, CPALMS, Science Fair, Rube Goldberg Projects, Robotics and Environmental Arts Connection Project, STEM Clubs for Water Tower Competition and Robotics, WICOR Strategies (AVID), IQWST Curriculum

Plan to Monitor Progress Toward G5. 8

Science Benchmark Data (Fall, Winter, and Spring)

Person Responsible

Kimberly Harrison


Schedule

Quarterly, from 9/12/2016 to 4/17/2017

Evidence of Completion

Beginning, Mid-Year, and End of Year Pearson Science Benchmark Data Assessment

G6. Increase the percentage of students scoring a level 3, 4, or 5 on the Civics EOC Assessment. 1a

 G087292

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	71.0

Targeted Barriers to Achieving the Goal 3

- World Geography is a new course being implemented in 6th grade and utilizing PLATO as a technology delivery platform. Teachers will need support implementing the new content.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMs, Curriculum Maps, Current Events, Primary vs. Secondary Sources, Textbooks

Plan to Monitor Progress Toward G6. 8

Social Studies Benchmark Data

Person Responsible

Kimberly Harrison

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Scores on the Civics EOC administered in April/ May 2016

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. Improve school climate and culture by utilizing the PBIS program for academic and behavior support. **1**

 G087287

G1.B1 Student attendance is not always a priority for students and families. **2**

 B232021

G1.B1.S1 Communicate the importance of attending school and educate parents on the attendance policy for middle school. **4**

 S244852

Strategy Rationale

Parents need explanation of the change in attendance policies from elementary to middle school.

Action Step 1 **5**

Communicate the attendance policy to parents and families

Person Responsible

Melissa Jadoo

Schedule

On 5/26/2017

Evidence of Completion

Parent/ Student handbook, presentations to parents at events, School Info App, CMS Website

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

Share the attendance policy and PBIS plan at parent conferences and meetings

Person Responsible

Melissa Jadoo

Schedule

On 5/26/2017

Evidence of Completion

Meeting Notes, Agendas, Parent Presentations, Parent/Student Handbook

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

Analyze student attendance data

Person Responsible

Melissa Jadoo

Schedule

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

Evidence of Completion

The PBIS team will oversee the initiative to communicate the attendance policy with all parents, community members, and stakeholders.

G1.B1.S2 Identify and track students with a past history in the 2015-16 school year with a daily attendance rate of <90% to improve the school-wide attendance average. 4

S244853

Strategy Rationale

Identifying and monitoring students with patterns of missing school, early check-outs, and late arrival will improve student attendance.

Action Step 1 5

Conduct Tier 2 RTI meetings for academics and behavior

Person Responsible

Melissa Jadoo

Schedule

Monthly, from 9/23/2016 to 5/26/2017

Evidence of Completion

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

Track student attendance weekly and address concerns

Person Responsible

Kimberly Harrison

Schedule

Weekly, from 9/23/2016 to 5/26/2017

Evidence of Completion

Monitor student attendance weekly. Target students with an average of 10% or more days absent.

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

Track student attendance for improvements

Person Responsible

Kimberly Harrison

Schedule

Weekly, from 9/23/2016 to 5/26/2017

Evidence of Completion

Student attendance records

G2. Develop instructional programs, activities, and events to provide students with opportunities to enhance college and career readiness. 1


 G087288

G2.B1 Students lack resources and access to college and career experiences at the middle school level.

2

 B232022

G2.B1.S1 Increase the number of students taking the AVID elective courses. 4

 S244856

Strategy Rationale

AVID is a viable program that teaches students strategies and skills to be college and career ready. The AVID practices are researched based and proven.

Action Step 1 5

Identify and enroll selected students in the AVID elective course

Person Responsible

Sandra Giles

Schedule

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

Evidence of Completion

AVID student applications, Class lists, Student schedules, District College Fair Attendance

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

Monitor student progress in academics and the AVID elective course

Person Responsible

Sandra Giles

Schedule

On 5/26/2017

Evidence of Completion

Data chats will be conducted weekly with the students and AVID elective teacher. Students' grades will be monitored with conferences and safety nets implemented, as needed.

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

Master schedule review and review of student data

Person Responsible

Sandra Giles


Schedule

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

Evidence of Completion

Master schedule/ Data chat reports

G2.B1.S2 Provide opportunities for exposure to colleges and careers through guest speakers, career inventories, field trips, and college/ career fairs. 4


 S244857

Strategy Rationale

Students will have exposure to information and begin goal setting and planning for their future.

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G3. Increase the percentage of students scoring a level 3, 4, or 5 on the Florida Standards Assessments (FSA) for Reading. 1

 G087289

G3.B1 Students need additional support with composing text-based writing prompts, comparing texts, and citing evidence. 2

 B232023

G3.B1.S1 All teachers will use text-based writing across the curriculum with common writing rubrics and anchor paper samples. 4

 S244858

Strategy Rationale

All teachers will collaborate to expand the writing curriculum to include text-based writing throughout all content areas.

Action Step 1 5

All teachers will collaborate to expand the writing curriculum to include text-based writing.

Person Responsible

Paula Thompson

Schedule

Biweekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

student work samples, formative and summative assessments

Action Step 2 5

Implement AoW (Articles of the Week) across the content areas to expand student exposure to reading and writing across the curriculum.

Person Responsible

Paula Thompson

Schedule

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

Evidence of Completion

Classroom observations, student work samples, Student choice

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

Review classroom activities, lesson plans, classroom observations

Person Responsible

Kimberly Harrison

Schedule

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

Evidence of Completion

lesson plans, student work samples formative and summative assessments, student data sets

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

Review classroom activities, lesson plans, classroom observations

Person Responsible

Kimberly Harrison


Schedule

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

Evidence of Completion

weekly lesson plans, student work samples, assessments

G3.B1.S2 Improve the quality of text-based writing for the ELA Writing Component. 4

 S244859

Strategy Rationale

Students must be competent in text-based writing to be successful on the ELA Writing Assessment.

Action Step 1 5

Teachers will used text-based writing strategies in the classroom.

Person Responsible

Kimberly Harrison

Schedule

Every 3 Weeks, from 9/22/2016 to 5/26/2017

Evidence of Completion

lessons plans, professional development, teacher observation

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

classroom observations and lessons plans

Person Responsible

Kimberly Harrison

Schedule

Biweekly, from 8/31/2016 to 8/31/2016

Evidence of Completion

classroom observations and lesson plans

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

classroom observations and lesson plans

Person Responsible

Kimberly Harrison

Schedule

Biweekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Improved scores on the ELA Writing Assessment

G3.B2 Students need additional practice and support with the ELA Florida Standards Assessment question types (open response, multiple choice, two part questions, selective response, highlighting text). 2

 B232024

G3.B2.S1 Teachers will use research-based instructional strategies and utilize programs that provide differentiated instruction for all students. WICOR strategies will be utilized in the ELA classrooms. 4

 S244860

Strategy Rationale

All students need instruction formulated to their learning needs.

Action Step 1 5

Increase reading support for below grade level students due to attendance, parental involvement or discipline history.

Person Responsible

Paula Thompson

Schedule

Weekly, from 10/1/2015 to 5/26/2016

Evidence of Completion

Improved reading scores

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

Research based strategies will be used for differentiated instruction

Person Responsible

Kimberly Harrison

Schedule

Weekly, from 10/1/2015 to 5/26/2016

Evidence of Completion

lesson plans, student work samples

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

Research based reading strategies used to differentiate instruction

Person Responsible

Kimberly Harrison

Schedule

Quarterly, from 10/1/2015 to 5/26/2016

Evidence of Completion

Improved reading scores, FAIR testing

G3.B2.S2 Students identified in the first quartile will receive intense reading instruction through the Achieve 3000 or Read 180 program. 4

S244861

Strategy Rationale

Students performing below grade level need additional remediation to read at grade level.

Action Step 1 5

Analyze Reading Data and Plan Small Group Instruction

Person Responsible

Kimberly Harrison

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Achieve 3000 and Read 180 Data

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Monitor student data and progress through the Read 180 and Achieve 3000 program

Person Responsible

Schedule

Quarterly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Weekly reports for student Lexile growth/ progress (Reports from Achieve 300 and Read 180)

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Student growth and progress measured in Lexile levels

Person Responsible

Paula Thompson

Schedule

Quarterly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Weekly Achieve Reports and Data Chat Meetings with teachers and students

G4. Increase the percentage of students scoring a level 3, 4, or 5 on the Florida Standards Assessment (FSA) for Math and at a level 3, 4, or 5 on the Algebra 1 EOC. 1

G087290

G4.B1 Students may fail to see the connection between classroom activities and real-world math applications. 2

B232025

G4.B1.S1 Teachers will apply mathematical concepts to problems arising in everyday life, society, and the workplace so that students will see the relevance and connection. A POM (Problem of the Month) activity will be given to teachers to implement in the classroom every four weeks for math. These problems will require critical thinking and multiple solutions. 4

S244862

Strategy Rationale

Students will see the connection between real world problems and problem solving in the classroom.

Action Step 1 5

Review Assessment Data, Classroom lesson plans, and conduct classroom observations

Person Responsible

Denise Spivey

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Assessment data, Lesson Plans, deliberate practice, student work samples, POM activities

Action Step 2 5

Data analysis and planning small group instruction

Person Responsible

Kimberly Harrison

Schedule

Monthly, from 7/20/2016 to 3/3/2017

Evidence of Completion

Small group lesson plans, curriculum pacing

Action Step 3 5

Small Group Instructional Strategies

Person Responsible

Denise Spivey

Schedule

Monthly, from 7/20/2016 to 3/3/2017

Evidence of Completion

Assessment results from the

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

Assessment Data, Classroom lesson plans, and classroom walk-throughs

Person Responsible

Kimberly Harrison

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Progress monitoring, assessment data, lesson plans, deliberate practice, student work samples, observations

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

AM 2.0 and Math XL assessment data, classroom lesson plans, classroom observations, student work samples

Person Responsible

Kimberly Harrison


Schedule

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

Evidence of Completion

Assessment data results

G4.B2 Students may need additional exposure to question types with the FSA assessment. (Equation response - Graphic response - Multiple-choice response - Multi-select response - Selecting responses - Simulation response) **2**

 B232026

G4.B2.S1 Teachers will provide opportunities for practice with all types of questions on the Florida Standards Assessment (equation response, Graphic response, multiple-choice response, multi-select response, and simulation responses) **4**

 S244863

Strategy Rationale

Students will gain familiarity with the FSA assessment question types and the tools that are utilized on the assessment.

Action Step 1 **5**

All teachers will provide opportunities for practice with the New Math Florida Standards Assessment question types

Person Responsible

Denise Spivey

Schedule

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

Evidence of Completion

Marzano's Framework, observations data, sample student work

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

Review of lesson plans, classroom walk throughs, student work samples

Person Responsible

Kimberly Harrison

Schedule

Weekly, from 8/17/2016 to 5/26/2017

Evidence of Completion

lesson plans, sample student work, weekly lesson plans

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

Review classroom activities, classroom observations

Person Responsible

Kimberly Harrison

Schedule

Weekly, from 8/17/2016 to 5/26/2017

Evidence of Completion

weekly lesson plans, student work samples, assessments

G4.B3 Math teachers need additional support with planning for instruction. 2

 B232027

G4.B3.S1 Teachers will need training and computer support to implement new programs for progress monitoring math instruction. 4

 S244864

Strategy Rationale

Teachers need support in progress monitoring students throughout the school year.

Action Step 1 5

Release time for professional development

Person Responsible

Kimberly Harrison

Schedule

Monthly, from 10/17/2016 to 5/26/2017

Evidence of Completion

Math Benchmark Assessments and Unit Assessment Data, Progress Monitoring Assessments

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Teachers will observe instruction, plan lessons, and collect data on student achievement and progress.

Person Responsible

Kimberly Harrison

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Classroom observation data will be collected and analyzed using Marzano's Framework to analyze the use of effect strategy implementation.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Classroom observations and analyzing student data sets

Person Responsible

Kimberly Harrison

Schedule

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

Evidence of Completion

Student data and classroom observation data.

G5. Increase the percentage of students scoring a level 3, 4, or 5 on the FCAT Science Assessment. 1

G087291

G5.B1 Scientific thinking at higher levels and problem solving may be difficult for students. Implementation of the IQWST curriculum school-wide will increase the need for additional supplies and materials. 2

B232028

G5.B1.S1 Increasing opportunities for science teachers to collaborate through lesson planning, analyzing assessment data, adapting instructional practices to expand critical thinking and problem solving, and observing classroom instruction will provide support in instructional delivery and improve student achievement. 4

S244865

Strategy Rationale

Collaboration, analysis of student data, and implementation of high yield instructional strategies will improve student achievement.

Action Step 1 5

Review lesson plans, assessment data, and conduct classroom observations and focus walks

Person Responsible

Brad Underhill

Schedule

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

Evidence of Completion

Science Department Meeting Minutes, Professional Development Sessions for Science Meeting Minutes, Classroom Walk-through Data, Assessment Data, Science Projects, Rube Goldberg Projects

Action Step 2 5

Implement WICOR strategies (AVID)

Person Responsible

Ruth Duncan

Schedule

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

Evidence of Completion

Classroom observations and monitor progress monitoring data.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Monitor Lesson Plans, Implementation of WICOR strategies, Assessment Data Results, Classroom Walkthrough Results

Person Responsible

Ruth Duncan

Schedule

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

Evidence of Completion

Weekly Lesson Plan Submissions, Science Projects, Student Data Sets, Classroom walk-through and observation data, IQWST Lesson Implementation

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Analyze data sets and teaching practices to determine effectiveness and make adjustments in instructional practice, as needed.

Person Responsible

Kimberly Harrison


Schedule

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

Evidence of Completion

Science Benchmark Data Review, Lesson Plan Review, Science Project Submissions and Process Review, Classroom Walk-through Data Review

G6. Increase the percentage of students scoring a level 3, 4, or 5 on the Civics EOC Assessment. 1

 G087292

G6.B1 World Geography is a new course being implemented in 6th grade and utilizing PLATO as a technology delivery platform. Teachers will need support implementing the new content. 2

 B232029

G6.B1.S1 Teachers will work within the school district and school to design a curriculum and pacing guide to adequately cover all social studies standards and support instruction in reading and writing. 4

 S244866

Strategy Rationale

Students need additional practice and experiences in locating and writing to defend primary and secondary sources. Utilizing RACE and various WICOR strategies will provide students opportunities to write to a text, cite evidence, and support rationale.

Action Step 1 5

Lesson plan development, Classroom observations, Assessment data, and District Curriculum Maps

Person Responsible

Pam Smith

Schedule

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

Evidence of Completion

Student data and observations.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Review Lesson Plans, Review data from classroom observations, Review student assessment data, Analyze effectiveness of curriculum maps

Person Responsible

Kimberly Harrison

Schedule

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

Evidence of Completion

Lesson Plans, Data Sets for Social Studies, Curriculum Maps

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Review lesson plans, Conduct and gather data from classroom observations, Analyze effectiveness of curriculum mapping,

Person Responsible

Kimberly Harrison

Schedule

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











Evidence of Completion

Benchmark Assessments Common Lesson for Civics Instruction

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					
G3.B2.S1.MA1 M329532	Research based reading strategies used to differentiate instruction	Harrison, Kimberly	10/1/2015	Improved reading scores, FAIR testing	5/26/2016 quarterly
G3.B2.S1.MA1 M329533	Research based strategies will be used for differentiated instruction	Harrison, Kimberly	10/1/2015	lesson plans, student work samples	5/26/2016 weekly
G3.B2.S1.A1 A317033	Increase reading support for below grade level students due to attendance, parental involvement or...	Thompson, Paula	10/1/2015	Improved reading scores	5/26/2016 weekly
G3.B1.S2.MA1 M329531	classroom observations and lessons plans	Harrison, Kimberly	8/31/2016	classroom observations and lesson plans	8/31/2016 biweekly
G4.B1.S1.A2 A317036	Data analysis and planning small group instruction	Harrison, Kimberly	7/20/2016	Small group lesson plans, curriculum pacing	3/3/2017 monthly
G4.B1.S1.A3 A317037	Small Group Instructional Strategies	Spivey, Denise	7/20/2016	Assessment results from the	3/3/2017 monthly
G5.MA1 M329546	Science Benchmark Data (Fall, Winter, and Spring)	Harrison, Kimberly	9/12/2016	Beginning, Mid-Year, and End of Year Pearson Science Benchmark Data Assessment	4/17/2017 quarterly
G1.MA1 M329524	Review monthly student attendance data and identify the students with a daily attendance average...	Jadoo, Melissa	8/10/2016	Student attendance data from FOCUS	5/26/2017 weekly
G2.MA1 M329527	Student grades and progress monitoring data	Harrison, Kimberly	8/26/2016	Student grades, report cards, progress reports, and progress monitoring data.	5/26/2017 monthly
G3.MA1 M329536	Formative and Summative Assessments	Harrison, Kimberly	9/15/2016	FSA Assessment Practice and Data Review, STAR Reading/ Math Assessments, READ 180, Achieve 3000	5/26/2017 monthly
G4.MA1 M329543	Assessment data from Math XL (Algebra) and AM 2.0 (6th, 7th, & Pre-Algebra)	Harrison, Kimberly	8/22/2016	AM 2.0 Assessment Data Results	5/26/2017 quarterly
G6.MA1 M329549	Social Studies Benchmark Data	Harrison, Kimberly	8/22/2016	Scores on the Civics EOC administered in April/ May 2016	5/26/2017 quarterly
G1.B1.S1.MA1 M329520	Analyze student attendance data	Jadoo, Melissa	8/10/2016	The PBIS team will oversee the initiative to communicate the attendance policy with all parents, community members, and stakeholders.	5/26/2017 weekly
G1.B1.S1.MA1 M329521	Share the attendance policy and PBIS plan at parent conferences and meetings	Jadoo, Melissa	8/5/2016	Meeting Notes, Agendas, Parent Presentations, Parent/Student Handbook	5/26/2017 one-time
G1.B1.S1.A1 A317027	Communicate the attendance policy to parents and families	Jadoo, Melissa	8/5/2016	Parent/ Student handbook, presentations to parents at events, School Info App, CMS Website	5/26/2017 one-time
G2.B1.S1.MA1 M329525	Master schedule review and review of student data	Giles, Sandra	8/10/2016	Master schedule/ Data chat reports	5/26/2017 monthly
G2.B1.S1.MA1 M329526	Monitor student progress in academics and the AVID elective course	Giles, Sandra	8/10/2016	Data chats will be conducted weekly with the students and AVID elective teacher. Students' grades will be monitored with conferences and safety nets implemented, as needed.	5/26/2017 one-time
G2.B1.S1.A1 A317029	Identify and enroll selected students in the AVID elective course	Giles, Sandra	8/19/2016	AVID student applications, Class lists, Student schedules, District College Fair Attendance	5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1 M329528	Review classroom activities, lesson plans, classroom observations	Harrison, Kimberly	8/29/2016	weekly lesson plans, student work samples, assessments	5/26/2017 weekly
G3.B1.S1.MA1 M329529	Review classroom activities, lesson plans, classroom observations	Harrison, Kimberly	8/10/2016	lesson plans, student work samples formative and summative assessments, student data sets	5/26/2017 daily
G3.B1.S1.A1 A317030	All teachers will collaborate to expand the writing curriculum to include text-based writing.	Thompson, Paula	8/31/2016	student work samples, formative and summative assessments	5/26/2017 biweekly
G3.B1.S1.A2 A317031	Implement AoW (Articles of the Week) across the content areas to expand student exposure to reading...	Thompson, Paula	8/15/2016	Classroom observations, student work samples, Student choice	5/26/2017 weekly
G4.B1.S1.MA1 M329537	AM 2.0 and Math XL assessment data, classroom lesson plans, classroom observations, student work...	Harrison, Kimberly	8/29/2016	Assessment data results	5/26/2017 biweekly
G4.B1.S1.MA1 M329538	Assessment Data, Classroom lesson plans, and classroom walk-throughs	Harrison, Kimberly	8/22/2016	Progress monitoring, assessment data, lesson plans, deliberate practice, student work samples, observations	5/26/2017 weekly
G4.B1.S1.A1 A317035	Review Assessment Data, Classroom lesson plans, and conduct classroom observations	Spivey, Denise	8/22/2016	Assessment data, Lesson Plans, deliberate practice, student work samples, POM activities	5/26/2017 biweekly
G4.B2.S1.MA1 M329539	Review classroom activities, classroom observations	Harrison, Kimberly	8/17/2016	weekly lesson plans, student work samples, assessments	5/26/2017 weekly
G4.B2.S1.MA1 M329540	Review of lesson plans, classroom walk throughs, student work samples	Harrison, Kimberly	8/17/2016	lesson plans, sample student work, weekly lesson plans	5/26/2017 weekly
G4.B2.S1.A1 A317038	All teachers will provide opportunities for practice with the New Math Florida Standards Assessment...	Spivey, Denise	8/10/2016	Marzano's Framework, observations data, sample student work	5/26/2017 daily
G4.B3.S1.MA1 M329541	Classroom observations and analyzing student data sets	Harrison, Kimberly	8/15/2016	Student data and classroom observation data.	5/26/2017 biweekly
G4.B3.S1.MA1 M329542	Teachers will observe instruction, plan lessons, and collect data on student achievement and...	Harrison, Kimberly	9/19/2016	Classroom observation data will be collected and analyzed using Marzano's Framework to analyze the use of effect strategy implementation.	5/26/2017 monthly
G4.B3.S1.A1 A317039	Release time for professional development	Harrison, Kimberly	10/17/2016	Math Benchmark Assessments and Unit Assessment Data, Progress Monitoring Assessments	5/26/2017 monthly
G5.B1.S1.MA1 M329544	Analyze data sets and teaching practices to determine effectiveness and make adjustments in...	Harrison, Kimberly	8/10/2016	Science Benchmark Data Review, Lesson Plan Review, Science Project Submissions and Process Review, Classroom Walk-through Data Review	5/26/2017 weekly
G5.B1.S1.MA1 M329545	Monitor Lesson Plans, Implementation of WICOR strategies, Assessment Data Results, Classroom...	Duncan, Ruth	8/15/2016	Weekly Lesson Plan Submissions, Science Projects, Student Data Sets, Classroom walk-through and observation data, IQWST Lesson Implementation	5/26/2017 weekly
G5.B1.S1.A1 A317040	Review lesson plans, assessment data, and conduct classroom observations and focus walks	Underhill, Brad	8/10/2016	Science Department Meeting Minutes, Professional Development Sessions for Science Meeting Minutes, Classroom Walk-through Data, Assessment Data, Science Projects, Rube Goldberg Projects	5/26/2017 monthly
G5.B1.S1.A2 A317041	Implement WICOR strategies (AVID)	Duncan, Ruth	8/10/2016	Classroom observations and monitor progress monitoring data.	5/26/2017 monthly
G6.B1.S1.MA1 M329547	Review lesson plans, Conduct and gather data from classroom observations, Analyze effectiveness of...	Harrison, Kimberly	8/15/2016	Benchmark Assessments Common Lesson for Civics Instruction	5/26/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S1.MA1  M329548	Review Lesson Plans, Review data from classroom observations, Review student assessment data,...	Harrison, Kimberly	8/15/2016	Lesson Plans, Data Sets for Social Studies, Curriculum Maps	5/26/2017 weekly
G6.B1.S1.A1  A317042	Lesson plan development, Classroom observations, Assessment data, and District Curriculum Maps	Smith, Pam	8/15/2016	Student data and observations.	5/26/2017 weekly
G1.B1.S2.MA1  M329522	Track student attendance for improvements	Harrison, Kimberly	9/23/2016	Student attendance records	5/26/2017 weekly
G1.B1.S2.MA1  M329523	Track student attendance weekly and address concerns	Harrison, Kimberly	9/23/2016	Monitor student attendance weekly. Target students with an average of 10% or more days absent.	5/26/2017 weekly
G1.B1.S2.A1  A317028	Conduct Tier 2 RTI meetings for academics and behavior	Jadoo, Melissa	9/23/2016		5/26/2017 monthly
G3.B1.S2.MA1  M329530	classroom observations and lesson plans	Harrison, Kimberly	8/31/2016	Improved scores on the ELA Writing Assessment	5/26/2017 biweekly
G3.B1.S2.A1  A317032	Teachers will used text-based writing strategies in the classroom.	Harrison, Kimberly	9/22/2016	lessons plans, professional development, teacher observation	5/26/2017 every-3-weeks
G3.B2.S2.MA1  M329534	Student growth and progress measured in Lexile levels	Thompson, Paula	8/31/2016	Weekly Achieve Reports and Data Chat Meetings with teachers and students	5/26/2017 quarterly
G3.B2.S2.MA1  M329535	Monitor student data and progress through the Read 180 and Achieve 3000 program		8/31/2016	Weekly reports for student Lexile growth/ progress (Reports from Achieve 300 and Read 180)	5/26/2017 quarterly
G3.B2.S2.A1  A317034	Analyze Reading Data and Plan Small Group Instruction	Harrison, Kimberly	8/31/2016	Achieve 3000 and Read 180 Data	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. Improve school climate and culture by utilizing the PBIS program for academic and behavior support.

G1.B1 Student attendance is not always a priority for students and families.

G1.B1.S2 Identify and track students with a past history in the 2015-16 school year with a daily attendance rate of <90% to improve the school-wide attendance average.

PD Opportunity 1

Conduct Tier 2 RTI meetings for academics and behavior

Facilitator

Melissa Jadoo/ Carrie Mays Anderson (District)/

Participants

RTI Tier 2 Team

Schedule

Monthly, from 9/23/2016 to 5/26/2017

G3. Increase the percentage of students scoring a level 3, 4, or 5 on the Florida Standards Assessments (FSA) for Reading.

G3.B1 Students need additional support with composing text-based writing prompts, comparing texts, and citing evidence.

G3.B1.S1 All teachers will use text-based writing across the curriculum with common writing rubrics and anchor paper samples.

PD Opportunity 1

All teachers will collaborate to expand the writing curriculum to include text-based writing.

Facilitator

Paula Thompson, Pam Wilkerson, Joyce Menz (district and school based professional development)

Participants

All ELA and Writing teachers/ Content Based Teachers

Schedule

Biweekly, from 8/31/2016 to 5/26/2017

PD Opportunity 2

Implement AoW (Articles of the Week) across the content areas to expand student exposure to reading and writing across the curriculum.

Facilitator

Paula Thompson

Participants

All core academic teachers

Schedule

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

G3.B1.S2 Improve the quality of text-based writing for the ELA Writing Component.

PD Opportunity 1

Teachers will use text-based writing strategies in the classroom.

Facilitator

Paula Thompson, Pam Wilkerson, Joyce Menz (district & school based training sessions)

Participants

faculty and staff

Schedule

Every 3 Weeks, from 9/22/2016 to 5/26/2017

G3.B2 Students need additional practice and support with the ELA Florida Standards Assessment question types (open response, multiple choice, two part questions, selective response, highlighting text).

G3.B2.S1 Teachers will use research-based instructional strategies and utilize programs that provide differentiated instruction for all students. WICOR strategies will be utilized in the ELA classrooms.

PD Opportunity 1

Increase reading support for below grade level students due to attendance, parental involvement or discipline history.

Facilitator

Paula Thompson, Pam Wilkerson, Joyce Menz

Participants

All ELA teachers and writing teachers

Schedule

Weekly, from 10/1/2015 to 5/26/2016

G3.B2.S2 Students identified in the first quartile will receive intense reading instruction through the Achieve 3000 or Read 180 program.

PD Opportunity 1

Analyze Reading Data and Plan Small Group Instruction

Facilitator

Joyce Menz, Pam Wilkerson, and Paula Thompson

Participants

All ELA teachers and Support Teachers

Schedule

Monthly, from 8/31/2016 to 5/26/2017

G4. Increase the percentage of students scoring a level 3, 4, or 5 on the Florida Standards Assessment (FSA) for Math and at a level 3, 4, or 5 on the Algebra 1 EOC.

G4.B1 Students may fail to see the connection between classroom activities and real-world math applications.

G4.B1.S1 Teachers will apply mathematical concepts to problems arising in everyday life, society, and the workplace so that students will see the relevance and connection. A POM (Problem of the Month) activity will be given to teachers to implement in the classroom every four weeks for math. These problems will require critical thinking and multiple solutions.

PD Opportunity 1

Review Assessment Data, Classroom lesson plans, and conduct classroom observations

Facilitator

Denise Spivey

Participants

Math Teachers

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

PD Opportunity 2

Small Group Instructional Strategies

Facilitator

Cindy Grooms, Joyce Menz, and Denise Spivey (District and School Based Trainings)

Participants

All Math Teachers

Schedule

Monthly, from 7/20/2016 to 3/3/2017

G4.B2 Students may need additional exposure to question types with the FSA assessment. (Equation response - Graphic response - Multiple-choice response - Multi-select response - Selecting responses - Simulation response)

G4.B2.S1 Teachers will provide opportunities for practice with all types of questions on the Florida Standards Assessment (equation response, Graphic response, multiple-choice response, multi-select response, and simulation responses)

PD Opportunity 1

All teachers will provide opportunities for practice with the New Math Florida Standards Assessment question types

Facilitator

PLC Leader/ Denise Spivey

Participants

Math Teachers

Schedule

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

G4.B3 Math teachers need additional support with planning for instruction.

G4.B3.S1 Teachers will need training and computer support to implement new programs for progress monitoring math instruction.

PD Opportunity 1

Release time for professional development

Facilitator

Kimberly Harrison

Participants

All Math Teachers

Schedule

Monthly, from 10/17/2016 to 5/26/2017

G5. Increase the percentage of students scoring a level 3, 4, or 5 on the FCAT Science Assessment.

G5.B1 Scientific thinking at higher levels and problem solving may be difficult for students. Implementation of the IQWST curriculum school-wide will increase the need for additional supplies and materials.

G5.B1.S1 Increasing opportunities for science teachers to collaborate through lesson planning, analyzing assessment data, adapting instructional practices to expand critical thinking and problem solving, and observing classroom instruction will provide support in instructional delivery and improve student achievement.

PD Opportunity 1

Review lesson plans, assessment data, and conduct classroom observations and focus walks

Facilitator

Ruth Duncan & Monica Wright

Participants

All Science Teachers

Schedule

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

PD Opportunity 2

Implement WICOR strategies (AVID)

Facilitator

AVID Team Leads

Participants

All Teachers

Schedule

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

G6. Increase the percentage of students scoring a level 3, 4, or 5 on the Civics EOC Assessment.

G6.B1 World Geography is a new course being implemented in 6th grade and utilizing PLATO as a technology delivery platform. Teachers will need support implementing the new content.

G6.B1.S1 Teachers will work within the school district and school to design a curriculum and pacing guide to adequately cover all social studies standards and support instruction in reading and writing.

PD Opportunity 1

Lesson plan development, Classroom observations, Assessment data, and District Curriculum Maps

Facilitator

Joyce Menz

Participants

All Social Studies Teachers

Schedule

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

VI. Technical Assistance Items

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

G1. Improve school climate and culture by utilizing the PBIS program for academic and behavior support.

G1.B1 Student attendance is not always a priority for students and families.

G1.B1.S1 Communicate the importance of attending school and educate parents on the attendance policy for middle school.

TA Opportunity 1

Communicate the attendance policy to parents and families

Facilitator

PBIS Team

Participants

Parents and families of students

Schedule

On 5/26/2017

VII. Budget

1	G1.B1.S1.A1	Communicate the attendance policy to parents and families	\$0.00
2	G1.B1.S2.A1	Conduct Tier 2 RTI meetings for academics and behavior	\$0.00
3	G2.B1.S1.A1	Identify and enroll selected students in the AVID elective course	\$0.00
4	G3.B1.S1.A1	All teachers will collaborate to expand the writing curriculum to include text-based writing.	\$0.00
5	G3.B1.S1.A2	Implement AoW (Articles of the Week) across the content areas to expand student exposure to reading and writing across the curriculum.	\$0.00
6	G3.B1.S2.A1	Teachers will used text-based writing strategies in the classroom.	\$0.00
7	G3.B2.S1.A1	Increase reading support for below grade level students due to attendance, parental involvement or discipline history.	\$0.00
8	G3.B2.S2.A1	Analyze Reading Data and Plan Small Group Instruction	\$0.00
9	G4.B1.S1.A1	Review Assessment Data, Classroom lesson plans, and conduct classroom observations	\$0.00
10	G4.B1.S1.A2	Data analysis and planning small group instruction	\$0.00
11	G4.B1.S1.A3	Small Group Instructional Strategies	\$0.00
12	G4.B2.S1.A1	All teachers will provide opportunities for practice with the New Math Florida Standards Assessment question types	\$0.00

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13	G4.B3.S1.A1	Release time for professional development				\$0.00
14	G5.B1.S1.A1	Review lesson plans, assessment data, and conduct classroom observations and focus walks				\$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$450.00
			Notes: Science Supplies and Materials for Labs and Science Fair			
15	G5.B1.S1.A2	Implement WICOR strategies (AVID)				\$0.00
16	G6.B1.S1.A1	Lesson plan development, Classroom observations, Assessment data, and District Curriculum Maps				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0131 - Callahan Middle School	School Improvement Funds		\$1,000.00
			Notes: Resource Text to support Civics Instruction			
Total:						\$1,450.00