



## Southport Middle School

2420 SE MORNINGSIDE BLVD, Port St Lucie, FL 34952

<http://www.stlucie.k12.fl.us/spm/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	74%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	C*	C

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the St. Lucie County School Board.

### SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Southport Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Our mission is to inspire and empower compassionate, global learners who are committed to creating a better and more peaceful world.

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

In partnership with parents and community, Southport will become the premier center of knowledge that is organized around students and the work provided to them. Southport's name will be synonymous with continuously improving student achievement and the success of each individual. Our school's promise is to move from good to great, focusing on our core business, the creation of challenging, engaging and satisfying work for each student, every day. This is the St. Lucie Way!

#### 2. School Environment

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

Through the implementation of our Positive Behavior Support (PBS) program, teachers recognize students on a regular basis for appropriate behavior that aligns with our school wide expectations. In the event that a student is not demonstrating an appropriate behavior, we follow a set of school wide consequences which includes planned discussions. During these planned discussions, teachers and students jointly accept responsibility for student success and identify additional supports that can help the student become more successful. For students who need more intensive support, our teachers volunteer to serve as their mentor.

In addition, our teachers facilitate regular class-building and team-building activities to further these relationships, and our school has been trained as a Kids at Hope school and has adopted the beliefs and practices associated with that framework.

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

PBS and CHAMPs are used as our Tier I curriculum for behavior which helps to ensure a structured and orderly classroom and school wide environment. A detailed duty schedule is followed by all faculty and staff to ensure a heavy adult presence during all class changes as well as arrival and dismissal. We start the year with a school wide assembly that emphasizes our Zero Tolerance policy for fighting and bullying. A bullying curriculum is embedded in all literacy classrooms during the first week of school. During this time, the students examine in depth the causes and effects, statistics, and appropriate ways to handle bullying and harassment. In addition, a "B.A.T" box (Bullying Anonymous Tip box) to allow students the freedom of reporting potential issues without being identified as the reporter. One way that we continue to review procedures for dealing with bullying is our school wide system posters (Enough-Walk-Talk). We will also be developing "Cane's Character" days, where the students learn about empathy and mindset.

##### 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.

At the classroom level, all teachers are trained in CHAMPs and use these strategies on a daily basis throughout every class period. We also have a common school wide set of classroom rules and consequences that are part of our PBS plan. In addition, all faculty and staff are trained in the use of FAST procedures in order to immediately eliminate severe classroom disruption.

**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.**

Our guidance counselors meet with all students the second week of school by doing classroom visits and discussing the services that are available.

Tier II groups that address things like aggression, organizational challenges, social skills are formed and facilitated throughout the year based on individual need. For students who need additional behavior supports, we offer a Check-in/Check-out Tier II intervention which allows a team of professionals to reinforce stated goals or targeted behaviors on a period-by-period basis. Further, students who have been identified on our risk profile (potential at-risk/dropout) are paired with adult mentors to provide them with encouragement and support. We also have an on-campus New Horizons counselor that is available for any student that exhibits those needs/tendencies.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

At Southport Middle, our MTSS Core Team meets on a quarterly basis to examine school-wide data including attendance rates, suspensions, course failures, and cumulative GPAs that are below the 2.0 mark. At these meetings we discuss individual students in order to determine what their unique needs are and how we can better support them.

In addition to the MTSS Core Team, the RtI-B Core Team meets bi-weekly to examine the office discipline referral data to identify trends in behavior and to discuss individual students who require additional supports to be successful.

**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	48	53	1	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	39	45	1	0	0	0	0	85
Course failure in ELA or Math	0	0	0	0	0	0	26	35	14	0	0	0	0	75
Level 1 on statewide assessment	0	0	0	0	0	0	83	82	51	0	0	0	0	216

**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	51	59	7	0	0	0	0	117

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

Attendance: Check-in/Check-out, incentive breakfasts, frequent communication with students and parents, and collaboration with our school social worker

Suspensions: Check-in/Check-out, mentors, and focused small groups (Too Good for Violence, Peace for Kids, Second Step), Develop a more meaningful consequence through Restorative Justice process.

Course failures: Parent workshops that address study skills for any student that has had a previous course failure, mentors, Check-in/Check-out and brought to Problem-Solving Team meetings for further examination.

Level 1s: Tier II instruction through small group differentiated instruction. These students are further monitored through iReady for Math and Reading Plus for Literacy, as well as, summative unit assessments.

Parent nights to help parents learn how the intervention works: iReady (Math) and ReadingPlus (Literacy).

We also utilize our New Horizons counselor as a preventative measure by providing small group and individual counseling. The programs educate students/families about the risk and protective factors related to the onset of alcohol, tobacco, and other drug use, bullying, and other high-risk behavior.

We will hold "Off-Track" Nights for families of students who exhibit one or more of the indicators including suggested strategies to support students at home as well as at school.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. Description**

**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.**

Southport Middle School establishes local business partnerships to support PBS incentives (Student of the Month, Honor Roll, Carnival, March Madness, attendance incentive, etc.). In return, Southport advertises for these businesses in our monthly parent newsletter. We also have Spirit Nights at local restaurants to promote their businesses and inspire a sense of community among parents, students, and local community organizations. In addition, local organizations are encouraged to attend our monthly SAC meetings to stay abreast of what is going on at the school level and provide them an opportunity to provide parents with information regarding what is going on in the local community.

Our Grace Packs program has branched out past our walls to include local churches and community organizations who continue to secure food sources to provide our families with regular nutritious meals. WalMart donates supplies and incentives to our teachers to help supplement their classroom needs.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Telese, Nicole	Principal
Manchester, Kathleen	Assistant Principal
Alvarez, Kristin	School Counselor
Parks, Yolanda	Dean
Lunt, Kelly	Teacher, K-12
Cusa, Anthony	Teacher, K-12
Bernard, Mildred	School Counselor
Altizer, Tammy	Teacher, ESE
Walser, Maryann	Administrative Support
Monds, James	Dean
Lickliter, Kirstie	Instructional Coach
Bargeron, Carla	Instructional Coach
Hawkey, Patricia	Other
Orr, Eileen	Teacher, ESE

**b. Duties**

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

At Southport we have several different leadership teams working simultaneously to support different aspects of the school is functioning. Our main leadership team consists of the principal, assistant principal, both guidance counselors, both deans, our speech language pathologist, the executive secretary, the School Assessment Coordinator, and the ESE school-based specialist. This leadership team meets weekly to discuss school operations. Each member of the team reports specific information related to parent communication, student behavior, academic performance, and safety/ security.

In addition to the main leadership team, we also have the Faculty Council that includes our Team Leaders, elected teacher leaders, and Content-area department chairs who meet with administration on a monthly basis to discuss issues related to curriculum (behavioral and academic), school improvement planning, school operations, and to serve as liaisons on behalf of the larger faculty and staff. The members of this leadership team are critical to the effective communication at Southport and provide input on critical school-based decisions.

**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.**

As per analysis of historical state assessment data triangulated with district and school-based summative assessments, both mathematical and literacy achievement continues to be a priority area of concern. Our master schedule has been adjusted to meet the differentiated needs of our learners allowing for increased instructional time for our students in need of additional support. Our data also suggests the same need for specialized intervention for literacy which will now be provided through targeted small group instruction with a focus on fluency and comprehension.

The bulk of our financial resources are designated to fund personnel (coaches) to support all teachers in increasing the quality of instruction as well as increased planning time to better align our instruction and increase rigor. The impact of these decisions is monitored monthly at the MTSS Core Team meetings as well as at Leadership Team Problem solving meetings.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Nicole Telese	Principal
Maryann Walser	Education Support Employee
Anthony Cusa	Teacher
Kelly Lunt	Teacher
Kathleen Manchester	Teacher
Theresea Pittinger	Business/Community
Michelle Finch	Parent
Tom Finch	Parent
William Finch	Business/Community
Tyler Finch	Student
Sandy Henry-Gordon	Business/Community
Terrence Platt	Education Support Employee

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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

At the first meeting of this year, the SAC committee reviewed last year's SIP plan and included only the data received thus far. The committee reflected on our growth and the areas we continue to focus on for improvement including the implementation of a focus on self-efficacy for our students and the beginning of IB Middle Years Program.

*b. Development of this school improvement plan*

Through the preparation of the SIP, we look to our SAC committee to provide feedback on our school wide goals.

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

Members of the SAC committee offer feedback in regard to strategies to overcome our greatest areas of weakness.

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

64% of our budget is devoted to funding our coaches.

6% of our budget is devoted to our collaborative planning efforts.

2% of our budget is set aside for stipends for additional instructional interventions (Saturday school)

4% is for professional development for school improvement initiatives.

16% is utilized for supplemental instructional resources (iReady & Reading Plus for differentiation)

8% is set aside for self-efficacy/parent involvement-related publications

**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
Licklitter, Kirstie	Instructional Coach
Telese, Nicole	Principal
Richards, Christine	Teacher, K-12
Nicholas, Kimberly	Teacher, K-12
Dakin, Maureen	Teacher, K-12

**b. Duties**

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

The Collaborative facilitators along with the Literacy coach, will be key in driving quality collaborative planning efforts. The team members will attend monthly professional development. They will bring back and support the literacy teachers development of best practices. Southport's Literacy Leadership Team helps to create leveled libraries for all classroom teachers so that they have quality resources available to students during silent sustained reading time. They also help to find text resources that support the standards being addressed in the other content areas. These text resources are embedded in content-area lessons as well as in small group instruction in literacy classes. The LLT organizes a range of engaging activities during National Literacy Week and also organizes and facilitates literacy curriculum nights for the purpose of family involvement.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

For the past five years, our entire school focus is on creating a positive environment as it is part of our stated mission. As a result we make a conscious effort to embed team building activities in almost all faculty meetings and site-based professional development sessions.

Our PBS Core Team has also established a regular practice designed to encourage positive working relationships by which all faculty and staff are given "Hurricane Slips" at the start of the year and are to use them to recognize each other for doing kind things for one another or for going above and beyond the requirements of their job in some form or fashion. When someone receives a Hurricane Slip they can choose to enter it into a monthly drawing box out of which we pull several slips out at the next faculty meeting and award the winners with gift cards. We also post all of the Hurricane Slips that have been collected in our workroom so to remind people of all of the positive things that are going on around campus.

In addition to the efforts of our PBS Core Team, we have a Sunshine Club which organizes regular events for the purpose of socializing and relationship building. This club also reaches out to support members of our Southport faculty and staff who find themselves and/or their families dealing with difficulty circumstances.

Furthermore, we have established grade-level departmental collaborative planning teams which meet Tuesday and Thursday from 8:35 - 9:05 a.m. to work together planning for standards-based instruction. These teams are led by Collaborative Planning Facilitators who have been trained to help the team establish and maintain an agreed upon set of norms. This year we are dedicating resources (time/ money) to provide additional professional development for our Collaborative Planning Facilitators in the areas of building highly effective teams, standards-based instruction, data based decision making and problem solving/root cause analysis.

In addition to our weekly content-related collaborative planning, we have also designated Friday mornings for inter-disciplinary teams to facilitate group PST meetings for the purpose of identifying potentially off-track students and intervening proactively. These meetings allow the team teachers to focus on academic needs one week and behavior needs the next.

Lastly, we have many collaborative teaching pairs made up of a General education teacher and ESE teacher who share the responsibility for teaching a class. In order to foster positive working relationships between these partners, we have them participating in a Collaborative Teaching professional development session to learn about best practices in these areas.

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

During the interviewing process, applicants are asked to speak on their understanding of standards-based instruction as well as their feelings on collaborative planning. Our focus is to hire highly-qualified teachers that are considered in field. However, our main focus is to hire individuals who will help us create a positive, safe, respectful school where all stakeholders collaborate to promote academic and social success. As such, our first year teachers may need to obtain further certification for which we will fully support them through that process.

To develop and retain our teachers, we pair them up with a mentor at the school who supports them as they begin to learn the school culture including procedures and customs unique to Southport Middle. These mentors also help them navigate the school campus and a network of relationships with the larger faculty. In addition to our mentors, all teachers are supported by a team leader who helps them problem solve through behavior concerns. Another layer of support is the department chair who guides our new teachers through the content-specific questions/concerns the new teachers might have.

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

Southport Middle school takes pride in nurturing and growing our new teachers. Each new teacher to Southport, regardless of their experience, is provided with a mentor. These mentors are paired based on content/grade level to ensure a smooth transition into the culture of Southport Middle School. In addition, each new teacher attends a monthly NEST (New Educator Support Team) meeting to provide the setting for learning our St. Lucie County Framework for Quality Teaching and Learning. The chunked material provided assists our teachers in teaching using research-based best practices.

## 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.**

Southport utilizes curriculum resources that have been vetted and adopted by the district curriculum specialists. Beyond this, our teachers meet twice a week with their grade-level departmental planning teams to unwrap standards, create common formative checks for understanding, and plan for units of instruction that are aligned to the standards. During this process, these planning groups select supplemental resources that align with the depth of individual standards. Lesson plans are submitted in advance of the unit and feedback is provided by coaches and administration in regards to alignment of the standards.

#### b. Instructional Strategies

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

Collaborative planning teams use a structured planning process during which they first identify the standards to be taught and the content limits and then create common formative checks for understanding that will be administered throughout the course of the unit. After the district-created unit assessments are administered, the planning teams will bring the data back to analyze the level of mastery for all students as well as to identify groups of students that will require remediation. Time for instructional remediation will occur throughout as well as at the end of the unit.

Also, one of our main focuses in both literacy and math classes is the use of specific routines that allow for daily differentiation through the use of small group instruction. Coaches are monitoring the fidelity of these routines and providing feedback for continuous improvement.

##### **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: Summer Program**

**Minutes added to school year: 720**

Over the summer, financial resources were allocated to provide stipends to our teachers to plan across the subject areas. By doing this we continue to work on planning to become an IB school. This allows the teachers to support each other in the other subject areas.

**Strategy Rationale**

As per our needs assessment, teacher indicated that they needed additional support to better align their instruction and assessments to the standards.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Telese, Nicole, nicole.telese@stlucieschools.org

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

Qualitative data is collected through lesson plan review and review of assessments. Quantitative data will be collected through collaborative planning team data chats and teacher observation.

**Strategy: Extended School Day**

**Minutes added to school year: 1,200**

Full-day collaborative planning sessions for grade level departmental planning teams. (subs provided)

**Strategy Rationale**

Teachers indicate the need for additional time beyond the school day to develop high-quality common checks for understanding and plan for high-quality instruction that is aligned to the standards.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Telese, Nicole, nicole.telese@stlucieschools.org

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

Qualitative data is collected through lesson plan review and review of assessments. Quantitative data will be collected through collaborative planning team data chats and teacher observation.

**Strategy:** Extended School Day

**Minutes added to school year:** 8,100

Double Math block for identified students with the inclusion of iReady for standards-based support.

**Strategy Rationale**

School-wide data indicates the need for an intense focus in the area of mathematics. As such the master schedule was re-structured to provide double the time for math instruction.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Telese, Nicole, nicole.telese@stlucieschools.org

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

Data will be collected through iReady and district-based assessments. This data will be used to monitor performance gaps and to plan differentiated small groups.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

For our 6th graders, our counselors meet with the local elementary school counselors and incoming students that have been assigned to us to familiarize them with the transition to middle school. There is a course selection video that aides students in understanding the placement process, the core classes that are required, and the elective offerings we provide at Southport. We hold a 6th Grade Orientation just before the Open House/Meet The Teacher Night. During this time, all 6th grade teachers are introduced so that parents and students know who their homeroom teacher will be. This allows families to acclimate themselves to the expectations (school mission) and procedures (pick-up, drop off, lunch, grading, homework, etc) of Southport. In addition, we review state level testing results and why/how students are placed in the core classes that they are in. We have also developed "Southport Families" as a way to build immediate safe secure relationships with their peers. We have identified nurturing 7th/8th students who are responsible for greeting and supporting our 6th graders as they transition into middle school. Each of these 7th/8th graders will be assigned a group of 10 or so 6th graders will meet with them once a month to build positive relationships throughout the year. Once they are here at Southport, the guidance counselors visit every 6th grade social studies class to introduce themselves and familiarize them with the expectations of Southport. These expectations includes things like PBS, study skill strategies, bullying, peer pressure, etc. They also share with the 6th graders, who the various resources are such as deans and administration to help make their transition smooth.

For 8th grade, we address high school requirements including graduation requirements. The

counselors visit each of the 8th grade social studies classrooms to discuss options that are available at each of the local high schools as well as what courses are available to them and facilitate career exploration and planning through the use of Naviance. Vocabulary and requirements that our 8th graders will be expected to know in high is the main focus of these visits. These visits allow the 8th graders to explore their future interests with support and learn which courses and academies would best suit their interests and needs. The high school counselors also come to our campus with a video to help deepen the students' understanding of what courses are available at each of the high schools. Both the middle school and high school counselors guide students through the choosing of their courses. The counselors from the high schools provide Southport 8th graders with flyers and information in regards to Open Houses, etc. that we promote and provide to our 8th grade students.

## **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.**

8th grade history provides the time for students to complete an interest inventory to develop awareness for students as they begin to look at their future. The inventory provides students with an idea of where their interests lie and what careers would best suit those interests. The lessons associated with the choices allows the student to dig deeper and research the job and the associated requirements of each particular job. The lessons guide the students through that research process and in turn have students determine what colleges/preparatory programs will offer the requirements necessary for success in that job.

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

Southport altered the curriculum for our elective Art course to include instruction in Adobe and the opportunity for industry certification at the end of the course.

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

Our 8th grade M/J United States History & Career Planning incorporates career education by addressing the following areas:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters.

### **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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.** In 2017-2018, we will continue our focus on school-wide self-efficacy.
- G2.** During the 2017-2018 school year, we will continue to implement collaborative planning with an increased focus on the alignment between the standards and the Test Item Specifications/ Content Limits.
- G3.** During the 2017-2018 school year, we will focus on the data-driven instruction model to provide more focused and differentiated instruction.

## 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. In 2017-2018, we will continue our focus on school-wide self-efficacy. 1a**

G096249

**Targets Supported 1b**

Indicator	Annual Target
High School Readiness	50.0

**Targeted Barriers to Achieving the Goal 3**

- Students and teachers have pre-established beliefs about aptitude (it can predict success) and lower expectations
- students don't understand the impact of effort or know how to use it to overcome obstacles

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

- Growth mindset curriculum
- Student goal setting and data portfolios
- time
- personnel (Mindset PLC)

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

Gallup Poll will be administered again this year.

**Person Responsible**

Kathleen Manchester

**Schedule**

On 5/31/2018

**Evidence of Completion**

The evidence would reveal an increase in the percentage of students feeling hopeful. (from 41% to our goal of 50%)

**G2.** During the 2017-2018 school year, we will continue to implement collaborative planning with an increased focus on the alignment between the standards and the Test Item Specifications/Content Limits.

1a

G096250

**Targets Supported** 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	90.0

**Targeted Barriers to Achieving the Goal** 3

- proper execution of standards
- time

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

- literacy coach
- math coach
- collaborative facilitators
- test item specs (NGSSS and FSA)
- district curriculum specialists
- administration
- district scope and sequence
- web-based resources (Infinity, Cpalms, etc)

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

Walkthrough data, coaching support schedules, and iObservation data.

**Person Responsible**

Nicole Telese

**Schedule**

Monthly, from 9/4/2015 to 5/31/2018

**Evidence of Completion**

iObservation data.

**G3.** During the 2017-2018 school year, we will focus on the data-driven instruction model to provide more focused and differentiated instruction. 1a

G096251

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	60.0
FSA Mathematics Achievement	59.0
Math Gains	68.0
FSA ELA Achievement	51.0
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	60.0
Civics EOC Pass	70.0

**Targeted Barriers to Achieving the Goal** 3

- limited understanding of where to access data and how to analyze data
- limited understanding of connection between data analysis and how to deliver differentiated instruction based on that data
- time
- identifying root cause analysis

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

- Performance Matters
- EasyCBM
- District Assessments (Comprehensives, informatives)
- common classroom assessments
- Literacy/Math Coaches
- collaborative facilitators
- School Assessment Coordinator/Data Specialist
- Department chairs
- iReady for Math
- Reading Plus for ELA

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

Administration will analyze data from district and common assessments to determine the level of student performance and meeting with collaborative planning teams to discuss modifications to instruction.

**Person Responsible**

Nicole Telese

**Schedule**

Biweekly, from 9/4/2015 to 5/31/2018

**Evidence of Completion**

The data housed in Performance Matters as well as data from common assessments would show an increase in proficiency rates. In addition, teacher walkthrough data reflected in iObservation.

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** In 2017-2018, we will continue our focus on school-wide self-efficacy. 1

G096249

**G1.B1** Students and teachers have pre-established beliefs about aptitude (it can predict success) and lower expectations 2

B258988

**G1.B1.S1** School-wide expectation to complete book studies on Mindset by Carol Dweck and Mindset in the Classroom by Mary Cay Ricci. 4

S274247

### Strategy Rationale

Teachers need to gather background information on the theories behind mindsets and how they can be changed with a specific focus on effort.

### Action Step 1 5

Teachers will read Mindset book.

#### Person Responsible

Kathleen Manchester

#### Schedule

Quarterly, from 6/8/2015 to 5/31/2018

#### Evidence of Completion

Teachers will be able to relate the findings in the book with our current core values and beliefs and analyze how they impact our practice and subsequently student performance.

### Action Step 2 5

Teachers will read Mindset in the Classroom by Mary Cay Ricci and conduct collaborative planning team book studies to implement the strategies from the book.

#### Person Responsible

Jenna Woods

#### Schedule

Quarterly, from 9/4/2015 to 5/31/2018

#### Evidence of Completion

Teachers will include strategies about mindset in their lesson plans.

**Action Step 3** 5

Group of teachers will develop lessons on Mindset, Empathy, Resilience, and Perseverance to present professional development to the entire faculty and staff during the pre-school week. The teachers will also develop these lessons for the students to learn, the first week of school.

**Person Responsible**

Elizabeth Phillips

**Schedule**

Monthly, from 7/24/2017 to 5/31/2018

***Evidence of Completion***

The group has developed and presented the professional development to the teachers and staff. The mindset curriculum also was delivered to the students. They will also meet monthly to develop lessons for Cane's Character days to continue the teaching of Mindset, Empathy, Resilience, and Perseverance to the students.

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

Teacher lesson plans will be reviewed and classroom observations with feedback.

**Person Responsible**

Nicole Telese

**Schedule**

Monthly, from 9/4/2015 to 5/31/2018

***Evidence of Completion***

Students and teachers will be able to define and utilize the strategies through showing more effort in their schoolwork and demonstrating self-efficacy.

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

Classroom observations and the increase in students scores as they show more effort in their work.

**Person Responsible**

Nicole Telese

**Schedule**

Quarterly, from 9/4/2015 to 5/31/2018

***Evidence of Completion***

Unit assessments and district assessments, as well as student surveys.

**G1.B5** students don't understand the impact of effort or know how to use it to overcome obstacles **2**

 B258992

**G1.B5.S1** Develop a curriculum that will teach students about Growth Mindset and the impact of effort on achievement. **4**

 S274248

### **Strategy Rationale**

By focusing on effort and self-efficacy, ultimately students will have an increased awareness of their accountability.

### **Action Step 1** **5**

Develop a roll-out for students during the first week of school that emphasizes the brain and mindset.

#### **Person Responsible**

Kathleen Manchester

#### **Schedule**

On 5/31/2018

#### **Evidence of Completion**

Daily lessons for all students spread over the course of 7 days to teach students about mindset and the brain.

### **Action Step 2** **5**

Quarterly, teams will facilitate Mindset lessons during pre-established PBS events, Cane's Character Days, relating to the school wide expectation of effort.

#### **Person Responsible**

Kathleen Manchester

#### **Schedule**

Quarterly, from 9/18/2015 to 5/31/2018

#### **Evidence of Completion**

PBS Team action plans

**Action Step 3** 5

Host a book study around Mindset in the Classroom by Mary Cay Ricci

**Person Responsible**

Jenna Woods

**Schedule**

Monthly, from 8/15/2016 to 5/31/2018

**Evidence of Completion**

Book study reflections

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

Administration and instructional coach was key in the development of the daily curriculum for the roll out of the growth mindset and the brain.

**Person Responsible**

Kirstie Lickliter

**Schedule**

Quarterly, from 7/29/2015 to 8/25/2018

**Evidence of Completion**

Administration and instructional coach will continue to be the developer of the ongoing implementation curriculum.

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

Survey of staff and students at the conclusion of the roll-out of mindset and the brain.

**Person Responsible**

Kathleen Manchester

**Schedule**

On 10/13/2017

**Evidence of Completion**

survey results

**G1.B5.S2** Align assessment and grading practices to support and increase self-efficacy. 4

S274249

### Strategy Rationale

By utilizing pre/mid/post assessment measures, students can better track their progress and adjust their effort accordingly.

### Action Step 1 5

Read Chapter 2 of Mindset in the Classroom to re-establish the importance grading with a growth mindset.

#### Person Responsible

Jenna Woods

#### Schedule

On 12/15/2017

#### Evidence of Completion

Teachers will read through chapter 2 and participate in facilitated conversations about how grading can be accomplished through the eyes of a growth mindset.

### Action Step 2 5

Faculty will read various identified articles focused on the research behind Grading for Growth.

#### Person Responsible

Nicole Telese

#### Schedule

Quarterly, from 8/15/2016 to 12/15/2017

#### Evidence of Completion

Teachers will begin to align their grading practices with the research associated for grading for growth

### Action Step 3 5

Teachers will transition their assessment practices from one assessment per unit to a pre-test/mid-unit/district-provided post unit assessment to show effort.

#### **Person Responsible**

#### **Schedule**

Quarterly, from 8/15/2016 to 5/31/2018

#### **Evidence of Completion**

Students will begin to see their progress along the way and connect the amount of effort they put in as they move through a unit of instruction.

### Action Step 4 5

Students will track their progress in their student planners of all standards-based unit assessments by setting goals and sharing their progress during Student Led Conferences.

#### **Person Responsible**

#### **Schedule**

Monthly, from 8/15/2016 to 5/31/2018

#### **Evidence of Completion**

Students will be able to describe in detail their progress on unit assessments with adults and reflect on their effort throughout the process.

### Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

As a leadership team, we will continually monitor grades at each quarter and attend data chats based upon the district unit assessments, and

#### **Person Responsible**

#### **Schedule**

Monthly, from 8/15/2016 to 5/31/2018

#### **Evidence of Completion**

Data chat action plans will be monitored for fidelity as well as conversations at the end of each quarter with teachers who are exhibiting higher numbers of failures than other teachers.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7**

Student achievement will increase when growth-minded grading is occurring.

**Person Responsible**

Nicole Telese

**Schedule**

On 5/31/2018

***Evidence of Completion***

Quarterly report card grades as well as unit assessments will provide data that can show an increase in student achievement.

**G1.B5.S3** Create a Catch-up room where students are afforded the opportunity of extended time to complete classwork. 4

 S274250

### **Strategy Rationale**

By providing an opportunity for students to complete their work, we are showing students that we expect full effort.

### **Action Step 1** 5

Create a space for the Catch-up Room that will be manned every day.

#### **Person Responsible**

Kristin Alvarez

#### **Schedule**

On 5/31/2018

#### **Evidence of Completion**

A coverage schedule that will reflect a daily representative (Ms. Bernard, Mrs. Alvarez) to support the Catch-Up room's efforts. We have added the use of the instructional coaches for more support of academics during this time (Kirstie Lickliter and Trish Hawkey).

### **Action Step 2** 5

Develop a plan with each team of teachers to ensure that students who need to go to the catch up room are going the next day.

#### **Person Responsible**

Nicole Telese

#### **Schedule**

On 9/1/2017

#### **Evidence of Completion**

Each team has designated one person who will personally deliver the folder along with the identified students to the catch up room during our lunch period.

**Plan to Monitor Fidelity of Implementation of G1.B5.S3 6**

The leaders of the catch-up room will provide data on the numbers of students and frequency of visits during bi-weekly Team PST meetings.

**Person Responsible**

Kristin Alvarez

**Schedule**

Monthly, from 8/15/2016 to 5/31/2018

***Evidence of Completion***

The number of visits by students that decreases will represent an increase in effort on the part of the students.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7**

The 2 monitors of the catch-up room, our 2 guidance counselors also meet bi-weekly with the teams so the direct connection between the frequency of student visits and the reduction in failures and lack of completed student work.

**Person Responsible**

Mildred Bernard

**Schedule**

Monthly, from 8/15/2016 to 5/31/2018

***Evidence of Completion***

Reductions in course failures, reduction in the number of students that are going to the catch-up room

**G2.** During the 2017-2018 school year, we will continue to implement collaborative planning with an increased focus on the alignment between the standards and the Test Item Specifications/Content Limits. 1

G096250

**G2.B2** proper execution of standards 2

B258994

**G2.B2.S1** Teachers will have a Common Board Configuration to highlight the standard, learning goal, learning target, and daily activities. 4

S274258

### **Strategy Rationale**

Students and teachers will be able to visually see the purpose of the daily lesson and how it relates to the learning goal.

### **Action Step 1** 5

Leadership will deliver professional development to demonstrate what a CBC should look like at Southport and where it is located. This will be done through Collaborative Planning.

#### **Person Responsible**

Elizabeth Phillips

#### **Schedule**

On 5/31/2018

#### **Evidence of Completion**

Powerpoint with images of what some classrooms already have in place that meet the expectation.

### **Action Step 2** 5

Leadership will conduct an informal walkthrough to provide data and feedback to the faculty in regards to placement and completeness of their CBC.

#### **Person Responsible**

#### **Schedule**

Monthly, from 8/25/2016 to 9/30/2017

#### **Evidence of Completion**

Once feedback is given, the data should show that 100% of teachers have the correct information and placement of their CBC.

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

Leadership will complete walkthroughs to provide data and feedback to teachers based on the feedback and data collected.

**Person Responsible**

Nicole Telese

**Schedule**

Monthly, from 8/25/2016 to 9/29/2017

***Evidence of Completion***

An increase in the number of teachers who have a complete CBC.

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

Informal/Formal observations will be a venue to continuously give feedback to the teachers on their CBC.

**Person Responsible**

Nicole Telese

**Schedule**

Monthly, from 8/26/2016 to 5/31/2018

***Evidence of Completion***

IObservation data.

**G2.B2.S2** The collaborative planning format for which we map out our units of instruction will focus on the inclusion of HOTQs and Checks for Understanding. 4

S274259

### Strategy Rationale

If teachers are deliberately planning HOTQs and daily Checks for understanding, then rigor should increase.

### Action Step 1 5

Based upon the learning from the DA conference, we will be utilizing their format to support the deliberate planning of HOTQs and Checks for Understanding.

#### Person Responsible

#### Schedule

On 9/29/2017

#### Evidence of Completion

Teachers will be utilizing the mapping tool acquired at the DA conference during collaborative planning.

### Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Leadership team members identified to support particular grade level planning teams will continue to provide support until teams are comfortable utilizing the tool and creating HOTQs and Checks for Understanding.

#### Person Responsible

Elizabeth Phillips

#### Schedule

Biweekly, from 8/9/2016 to 3/30/2018

#### Evidence of Completion

Planning teams will begin to complete the unit planning without the support of a leadership team when utilizing the unit planning tool.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Teachers will be delivering standards-based instruction with deliberately planned HOTQs that were developed on the unit planner.

**Person Responsible**

Nicole Telese

**Schedule**

Monthly, from 8/29/2016 to 5/31/2018

**Evidence of Completion**

When analyzing and providing feedback to the teachers in an informal/formal observation, we will be able to align the questions we heard during the observation with those that were deliberately planned for on the unit planner.

**G2.B2.S3** Monthly walkthroughs of alignment to rigor of the standards. 4

 S274260

**Strategy Rationale**

Consistent feedback will help teachers better understand how their instruction is being delivered and therefore change their practice accordingly.

**Action Step 1** 5

The coaches will complete walkthrough to provide teachers with targeted feedback based upon the alignment of the planned lesson and the rigor of the delivery of the standard.

**Person Responsible**

Carla Barger

**Schedule**

Monthly, from 8/26/2016 to 5/31/2018

**Evidence of Completion**

Those teachers who are focused on for a particular amount of time will show increased alignment between their planned and delivered instruction.

**Plan to Monitor Fidelity of Implementation of G2.B2.S3 6**

A schedule of what grade/content areas the coaches will be focusing on for their walks

**Person Responsible**

Kirstie Lickliter

**Schedule**

Monthly, from 8/26/2016 to 5/31/2018

***Evidence of Completion***

An increase in the ratings of 43 and 44 in our framework will show an improvement in the aligned instructional delivery.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7**

An active watch of how teachers are improving their instructional delivery and the increase in student achievement.

**Person Responsible**

Nicole Telese

**Schedule**

Monthly, from 8/26/2016 to 5/31/2018

***Evidence of Completion***

Teachers are improving in their instructional delivery and student achievement is increasing.

**G2.B2.S4** Schedule for administration and coaches for collaborative planning support. 4

S274261

**Strategy Rationale**

With consistent and quality support, teachers will be able to ensure their deliberately planned HOTQs and Checks for Understanding to increase student achievement.

**Action Step 1** 5

Administration will develop a schedule to determine what leadership member will support which collaborative planning groups

**Person Responsible**

Nicole Telese

**Schedule**

On 8/14/2017

**Evidence of Completion**

Those identified will be attending and actively participating with their assigned group.

**Plan to Monitor Fidelity of Implementation of G2.B2.S4** 6

Those identified will be provided with feedback from administration as data is reviewed from Unit Assessments.

**Person Responsible**

Nicole Telese

**Schedule**

Monthly, from 8/26/2016 to 5/31/2018

**Evidence of Completion**

Student achievement should demonstrate an increase for those groups that are receiving targeted support.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7**

Admin will continue to look at the data collected through district-based unit assessments.

**Person Responsible**

Nicole Telese

**Schedule**

Monthly, from 8/26/2016 to 5/31/2018

**Evidence of Completion**

increased student achievement.

**G2.B2.S5** Develop and produce a Planning Resource Binder for each collaborative planning member specific to grade level and content area. 4

 S274262

**Strategy Rationale**

Teachers will have all necessary planning resources in one binder including standards, test item specs, the SLC Framework and resources associated with HOTQs and Checks for Understanding.

**Action Step 1 5**

The Leadership team will develop a grade/content-specific planning binder with all possible resources necessary for quality planning of standards-based instruction.

**Person Responsible**

Kathleen Manchester

**Schedule**

On 8/1/2017

**Evidence of Completion**

A complete one-stop-shop resource to ensure quality planning materials are available to all teachers.

**Plan to Monitor Fidelity of Implementation of G2.B2.S5 6**

Leadership will provide feedback to those who are not coming to the collaborative planning setting with their resource.

**Person Responsible**

Nicole Telese

**Schedule**

Weekly, from 8/25/2016 to 5/31/2018

***Evidence of Completion***

Observable data when in collaborative planning sessions on Tuesdays and Thursdays.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S5 7**

The teachers are not only bringing the resource but using the resource effectively to create standards-based lessons that are rigorous.

**Person Responsible**

Nicole Telese

**Schedule**

Weekly, from 8/25/2016 to 5/31/2018

***Evidence of Completion***

Increased student achievement.

**G2.B2.S6** Regularly schedule data chats after unit assessments to align the instructional delivery with the defined intent of the standard **4**

 S274263

### **Strategy Rationale**

Teachers will be able to analyze their students' performance on a district standards-based assessment and plan reteaching as needed to ensure the rigor of the standard is being addressed through instructional delivery.

### **Action Step 1** **5**

The Leadership team will join data chats to help facilitate and support the rigor efforts based upon the data being reviewed.

#### **Person Responsible**

Kathleen Manchester

#### **Schedule**

Monthly, from 8/26/2016 to 5/31/2018

#### **Evidence of Completion**

The action plans created as a result of the data chat.

### **Plan to Monitor Fidelity of Implementation of G2.B2.S6** **6**

The leadership team will continue to discuss data concerns and how we can better support those areas of need.

#### **Person Responsible**

Kathleen Manchester

#### **Schedule**

Biweekly, from 8/25/2016 to 5/31/2018

#### **Evidence of Completion**

Data chat action plans created during data chats as well as conversations during those data chats will drive our next steps.

## Plan to Monitor Effectiveness of Implementation of G2.B2.S6 7

When Leadership is involved in the data chats, we are able to directly support the areas of need without waiting until a quarterly test or exam.

### Person Responsible

Nicole Telese

### Schedule

Biweekly, from 8/25/2016 to 5/31/2018

### Evidence of Completion

The data action plans will drive our focus.

## G2.B3 time 2

 B258995

### G2.B3.S1 Create a master schedule that allows for daily collaborative planning. 4

 S274264

### Strategy Rationale

There was a need for a set time for teachers to unwrap, create assessments, and plan according to the standards with accessible support.

### Action Step 1 5

Administration will create a master schedule with built-in collaborative planning time.

### Person Responsible

Nicole Telese

### Schedule

On 8/3/2017

### Evidence of Completion

A master schedule that has collaborative planning time 4 out of the 5 days per week.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Attend weekly planning sessions.

**Person Responsible**

**Schedule**

Weekly, from 8/17/2015 to 5/31/2018

**Evidence of Completion**

Administrative walkthroughs/participation in planning sessions

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Lesson Plan Reviews

**Person Responsible**

Nicole Telese

**Schedule**

Quarterly, from 9/4/2015 to 5/31/2018

**Evidence of Completion**

Lesson plan reviews with feedback...evidenced in Bloomboard.

**G2.B3.S2** Provide quarterly collaborative planning days for grade level department teams. 4

S274265

**Strategy Rationale**

There was a need for quarterly data review and sufficient time to create unit assessments.

**Action Step 1** 5

Administration will work with coaches to schedule full-day collaborative planning days for all grade level departmental planning teams.

**Person Responsible**

Nicole Telese

**Schedule**

Quarterly, from 9/1/2015 to 5/31/2018

**Evidence of Completion**

Schedule for all grade level departmental planning teams with subs provided.

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Unit Lessons with assessments completed.

**Person Responsible**

Kathleen Manchester

**Schedule**

Monthly, from 9/4/2015 to 5/31/2018

**Evidence of Completion**

Lessons with corresponding standards-based assessments that are aligned.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7**

Walkthroughs for the purpose of determining inter-departmental alignment of instruction.

**Person Responsible**

Kathleen Manchester

**Schedule**

Quarterly, from 9/4/2015 to 5/31/2018

**Evidence of Completion**

Coaches will provide feedback and continue to support during daily collaborative planning and data chats.

**G3.** During the 2017-2018 school year, we will focus on the data-driven instruction model to provide more focused and differentiated instruction. 1

G096251

**G3.B1** limited understanding of where to access data and how to analyze data 2

B259004

**G3.B1.S3** Facilitate professional development on the problem solving process/root cause analysis and its connection to Domain 3 of the Framework for Quality Teaching and Learning. 4

S274270

**Strategy Rationale**

Provide professional development to teachers to show how Domain 3 of our framework is tied to our data chats and what it means to be reflective rather than defective.

**Action Step 1 5**

Professional Development on Domain 3 - The Reflective Process

**Person Responsible**

Nicole Telese

**Schedule**

Monthly, from 8/29/2016 to 5/31/2018

**Evidence of Completion**

observation data when facilitating data chats and how teachers collaboratively plan based on the data.

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Continue to facilitate/participate in all data chats

**Person Responsible**

Nicole Telese

**Schedule**

Monthly, from 10/6/2014 to 5/31/2018

***Evidence of Completion***

The transition from administration/coaches as facilitators to participants in data chats.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

attend data chats and collaborative planning sessions

**Person Responsible**

Nicole Telese

**Schedule**

Weekly, from 10/6/2014 to 5/31/2018

***Evidence of Completion***

differentiated instruction/reteach based on the data

**G3.B1.S4** Train teachers on how to pull and analyze their data to determine Tier I instruction effectiveness and how to develop Tier II instruction based upon the deficits. 4

 S274271

### **Strategy Rationale**

If teachers are pulling their own data and being supported through the analysis process, they will better understand where their students are and how to better support them.

### **Action Step 1** 5

The coaches will support teachers on pulling their district unit assessment data.

#### **Person Responsible**

Kathleen Manchester

#### **Schedule**

Monthly, from 8/26/2016 to 5/31/2018

#### **Evidence of Completion**

Teacher will be able to pull their own data and come to the data chat ready to problem solve rather than having the data pulled for them.

### **Action Step 2** 5

Teachers will participate in a professional development through data chats and collaborative planning in which they learn how the new state assessment leveling system works and teachers will "bucket" their students.

#### **Person Responsible**

Nicole Telese

#### **Schedule**

Monthly, from 8/29/2016 to 5/31/2018

#### **Evidence of Completion**

Teachers will have their students organized by class period into their appropriate FSA bucket.

**Action Step 3** 5

Collaborative planning teams will be taught how to efficiently and effectively complete a data chat in order to make sound instructional decisions based upon the data.

**Person Responsible**

Kathleen Manchester

**Schedule**

Monthly, from 8/29/2016 to 5/31/2018

***Evidence of Completion***

Through gradual release, collaborative planning teams will lessen the amount of direct support they need and we will see an increase in student achievement based upon those data chat action plans.

**Plan to Monitor Fidelity of Implementation of G3.B1.S4** 6

Complete data chat action plans will be submitted to administration following a data chat.

**Person Responsible**

**Schedule**

Monthly, from 8/29/2016 to 5/31/2018

***Evidence of Completion***

The action plans.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S4** 7

Based upon the supported chats, leadership will be able to monitor the types of interventions on the action plans

**Person Responsible**

Nicole Telese

**Schedule**

Monthly, from 8/26/2016 to 5/31/2018

***Evidence of Completion***

The completed action plans and the feedback given during informal/formal observations.

**G3.B6 time** 2

 B259009

**G3.B6.S1** Financial resources to provide subs to all grade-level departmental planning teams 1 day per quarter. 4

 S274274

**Strategy Rationale**

Teachers report that one of their greatest frustrations is the lack of time to adequately design assessments and analyze results in order to modify instruction to the meet the needs of all students.

**Action Step 1** 5

Administration will work with the leadership team to create a schedule for providing subs for collaborative planning days.

**Person Responsible**

Nicole Telese

**Schedule**

Quarterly, from 9/4/2015 to 5/31/2018

**Evidence of Completion**

A schedule of when and who will collaboratively plan for an entire day.

**Plan to Monitor Fidelity of Implementation of G3.B6.S1** 6

Administration, Assessment Coordinator, and Instructional Coaches will actively support teachers during these collaborative planning days.

**Person Responsible**

Kirstie Lickliter

**Schedule**

Quarterly, from 9/4/2015 to 5/31/2018

**Evidence of Completion**

Grade level department teams will analyze various assessment data, unwrap standards, design assessments, and plan accordingly.

**Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7**

Administration, Assessment Coordinator, and Instructional Coaches will routinely provide feedback on assessments, participate in data chats with teachers, and collect data through Instructional walkthroughs.

**Person Responsible**

Nicole Telese

**Schedule**

Monthly, from 9/4/2015 to 5/31/2018

**Evidence of Completion**

iObservation informal data, data analysis/data chat results, adjusted assessments based on feedback on time and support needed.

**G3.B7 identifying root cause analysis 2**

 B259010

**G3.B7.S1** Team level teachers, guidance counselors, instructional coaches and the Assessment Coordinator will meet Monthly to analyze various forms of data. 4

 S274275

**Strategy Rationale**

Teachers need to be supported in the process of analyzing academic and behavior data that effect their teams using the problem solving process.

Action Step(s) Missing for Goal #3, Barrier #7, Strategy #1  
Complete one or more action steps for this Strategy or de-select it

**G3.B7.S2** Teachers will attend professional development on identifying the root cause analysis process.

4

 S274276

**Strategy Rationale**

Teachers need to learn the root cause analysis process and be able to use it to improve instruction.

Action Step(s) Missing for Goal #3, Barrier #7, Strategy #2  
Complete one or more action steps for this Strategy or de-select it



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B2.S5.A1 A368128	The Leadership team will develop a grade/content-specific planning binder with all possible...	Manchester, Kathleen	6/17/2016	A complete one-stop-shop resource to ensure quality planning materials are available to all teachers.	8/1/2017 one-time
G2.B3.S1.A1 A368130	Administration will create a master schedule with built-in collaborative planning time.	Telese, Nicole	8/3/2015	A master schedule that has collaborative planning time 4 out of the 5 days per week.	8/3/2017 one-time
G2.B2.S4.A1 A368127	Administration will develop a schedule to determine what leadership member will support which...	Telese, Nicole	8/3/2016	Those identified will be attending and actively participating with their assigned group.	8/14/2017 one-time
G1.B5.S3.A2 A368117	Develop a plan with each team of teachers to ensure that students who need to go to the catch up...	Telese, Nicole	8/15/2016	Each team has designated one person who will personally deliver the folder along with the identified students to the catch up room during our lunch period.	9/1/2017 one-time
G2.B2.S1.MA1 M395556	Leadership will complete walkthroughs to provide data and feedback to teachers based on the...	Telese, Nicole	8/25/2016	An increase in the number of teachers who have a complete CBC.	9/29/2017 monthly
G2.B2.S2.A1 A368125	Based upon the learning from the DA conference, we will be utilizing their format to support the...		8/9/2016	Teachers will be utilizing the mapping tool acquired at the DA conference during collaborative planning.	9/29/2017 one-time
G2.B2.S1.A2 A368124	Leadership will conduct an informal walkthrough to provide data and feedback to the faculty in...		8/25/2016	Once feedback is given, the data should show that 100% of teachers have the correct information and placement of their CBC.	9/30/2017 monthly
G1.B5.S1.MA1 M395538	Survey of staff and students at the conclusion of the roll-out of mindset and the brain.	Manchester, Kathleen	9/4/2015	survey results	10/13/2017 one-time
G1.B5.S2.A1 A368112	Read Chapter 2 of Mindset in the Classroom to re-establish the importance grading with a growth...	Woods, Jenna	8/15/2016	Teachers will read through chapter 2 and participate in facilitated conversations about how grading can be accomplished through the eyes of a growth mindset.	12/15/2017 one-time
G1.B5.S2.A2 A368113	Faculty will read various identified articles focused on the research behind Grading for Growth.	Telese, Nicole	8/15/2016	Teachers will begin to align their grading practices with the research associated for grading for growth	12/15/2017 quarterly
G2.B2.S2.MA1 M395558	Leadership team members identified to support particular grade level planning teams will continue...	Phillips, Elizabeth	8/9/2016	Planning teams will begin to complete the unit planning without the support of a leadership team when utilizing the unit planning tool.	3/30/2018 biweekly
G1.MA1 M395544	Gallup Poll will be administered again this year.	Manchester, Kathleen	9/4/2015	The evidence would reveal an increase in the percentage of students feeling hopeful. (from 41% to our goal of 50%)	5/31/2018 one-time
G2.MA1 M395575	Walkthrough data, coaching support schedules, and iObservation data.	Telese, Nicole	9/4/2015	iObservation data.	5/31/2018 monthly
G3.MA1 M395586	Administration will analyze data from district and common assessments to determine the level of...	Telese, Nicole	9/4/2015	The data housed in Performance Matters as well as data from common assessments would show an increase in proficiency rates. In addition, teacher walkthrough data reflected in iObservation.	5/31/2018 biweekly
G1.B1.S1.MA1 M395536	Classroom observations and the increase in students scores as they show more effort in their work.	Telese, Nicole	9/4/2015	Unit assessments and district assessments, as well as student surveys.	5/31/2018 quarterly
G1.B1.S1.MA1 M395537	Teacher lesson plans will be reviewed and classroom observations with feedback.	Telese, Nicole	9/4/2015	Students and teachers will be able to define and utilize the strategies through showing more effort in their schoolwork and demonstrating self-efficacy.	5/31/2018 monthly

**St. Lucie - 0331 - Southport Middle School - 2017-18 SIP**  
*Southport Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1 A368106	Teachers will read Mindset book.	Manchester, Kathleen	6/8/2015	Teachers will be able to relate the findings in the book with our current core values and beliefs and analyze how they impact our practice and subsequently student performance.	5/31/2018 quarterly
G1.B1.S1.A2 A368107	Teachers will read Mindset in the Classroom by Mary Cay Ricci and conduct collaborative planning...	Woods, Jenna	9/4/2015	Teachers will include strategies about mindset in their lesson plans.	5/31/2018 quarterly
G1.B1.S1.A3 A368108	Group of teachers will develop lessons on Mindset, Empathy, Resilience, and Perseverance to present...	Phillips, Elizabeth	7/24/2017	The group has developed and presented the professional development to the teachers and staff. The mindset curriculum also was delivered to the students. They will also meet monthly to develop lessons for Cane's Character days to continue the teaching of Mindset, Empathy, Resilience, and Perseverance to the students.	5/31/2018 monthly
G1.B5.S1.A1 A368109	Develop a roll-out for students during the first week of school that emphasizes the brain and...	Manchester, Kathleen	7/29/2015	Daily lessons for all students spread over the course of 7 days to teach students about mindset and the brain.	5/31/2018 one-time
G1.B5.S1.A2 A368110	Quarterly, teams will facilitate Mindset lessons during pre-established PBS events, Cane's...	Manchester, Kathleen	9/18/2015	PBS Team action plans	5/31/2018 quarterly
G1.B5.S1.A3 A368111	Host a book study around Mindset in the Classroom by Mary Cay Ricci	Woods, Jenna	8/15/2016	Book study reflections	5/31/2018 monthly
G2.B2.S1.MA1 M395555	Informal/Formal observations will be a venue to continuously give feedback to the teachers on their...	Telese, Nicole	8/26/2016	IObservation data.	5/31/2018 monthly
G2.B2.S1.A1 A368123	Leadership will deliver professional development to demonstrate what a CBC should look like at...	Phillips, Elizabeth	8/18/2016	Powerpoint with images of what some classrooms already have in place that meet the expectation.	5/31/2018 one-time
G2.B3.S1.MA1 M395567	Lesson Plan Reviews	Telese, Nicole	9/4/2015	Lesson plan reviews with feedback...evidenced in Bloomboard.	5/31/2018 quarterly
G2.B3.S1.MA1 M395568	Attend weekly planning sessions.		8/17/2015	Administrative walkthroughs/ participation in planning sessions	5/31/2018 weekly
G3.B6.S1.MA1 M395584	Administration, Assessment Coordinator, and Instructional Coaches will routinely provide feedback...	Telese, Nicole	9/4/2015	iObservation informal data, data analysis/data chat results, adjusted assessments based on feedback on time and support needed.	5/31/2018 monthly
G3.B6.S1.MA1 M395585	Administration, Assessment Coordinator, and Instructional Coaches will actively support teachers...	Licklitter, Kirstie	9/4/2015	Grade level department teams will analyze various assessment data, unwrap standards, design assessments, and plan accordingly.	5/31/2018 quarterly
G3.B6.S1.A1 A368146	Administration will work with the leadership team to create a schedule for providing subs for...	Telese, Nicole	9/4/2015	A schedule of when and who will collaboratively plan for an entire day.	5/31/2018 quarterly
G1.B5.S2.MA1 M395540	Student achievement will increase when growth-minded grading is occurring.	Telese, Nicole	5/26/2017	Quarterly report card grades as well as unit assessments will provide data that can show an increase in student achievement.	5/31/2018 one-time
G1.B5.S2.MA1 M395541	As a leadership team, we will continually monitor grades at each quarter and attend data chats...		8/15/2016	Data chat action plans will be monitored for fidelity as well as conversations at the end of each quarter with teachers who are exhibiting higher numbers of failures than other teachers.	5/31/2018 monthly
G1.B5.S2.A3 A368114	Teachers will transition their assessment practices from one assessment per unit to a...		8/15/2016	Students will begin to see their progress along the way and connect the amount of effort they put in as they move through a unit of instruction.	5/31/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S2.A4 A368115	Students will track their progress in their student planners of all standards-based unit...		8/15/2016	Students will be able to describe in detail their progress on unit assessments with adults and reflect on their effort throughout the process.	5/31/2018 monthly
G2.B2.S2.MA1 M395557	Teachers will be delivering standards-based instruction with deliberately planned HOTQs that were...	Telese, Nicole	8/29/2016	When analyzing and providing feedback to the teachers in an informal/formal observation, we will be able to align the questions we heard during the observation with those that were deliberately planned for on the unit planner.	5/31/2018 monthly
G2.B3.S2.MA1 M395569	Walkthroughs for the purpose of determining inter-departmental alignment of instruction.	Manchester, Kathleen	9/4/2015	Coaches will provide feedback and continue to support during daily collaborative planning and data chats.	5/31/2018 quarterly
G2.B3.S2.MA1 M395570	Unit Lessons with assessments completed.	Manchester, Kathleen	9/4/2015	Lessons with corresponding standards-based assessments that are aligned.	5/31/2018 monthly
G2.B3.S2.A1 A368131	Administration will work with coaches to schedule full-day collaborative planning days for all...	Telese, Nicole	9/1/2015	Schedule for all grade level departmental planning teams with subs provided.	5/31/2018 quarterly
G1.B5.S3.MA1 M395542	The 2 monitors of the catch-up room, our 2 guidance counselors also meet bi-weekly with the teams...	Bernard, Mildred	8/15/2016	Reductions in course failures, reduction in the number of students that are going to the catch-up room	5/31/2018 monthly
G1.B5.S3.MA1 M395543	The leaders of the catch-up room will provide data on the numbers of students and frequency of...	Alvarez, Kristin	8/15/2016	The number of visits by students that decreases will represent an increase in effort on the part of the students.	5/31/2018 monthly
G1.B5.S3.A1 A368116	Create a space for the Catch-up Room that will be manned every day.	Alvarez, Kristin	8/15/2016	A coverage schedule that will reflect a daily representative (Ms. Bernard, Mrs. Alvarez) to support the Catch-Up room's efforts. We have added the use of the instructional coaches for more support of academics during this time (Kirstie Lickliter and Trish Hawkey).	5/31/2018 one-time
G2.B2.S3.MA1 M395559	An active watch of how teachers are improving their instructional delivery and the increase in...	Telese, Nicole	8/26/2016	Teachers are improving in their instructional delivery and student achievement is increasing.	5/31/2018 monthly
G2.B2.S3.MA1 M395560	A schedule of what grade/content areas the coaches will be focusing on for their walks	Lickliter, Kirstie	8/26/2016	An increase in the ratings of 43 and 44 in our framework will show an improvement in the aligned instructional delivery.	5/31/2018 monthly
G2.B2.S3.A1 A368126	The coaches will complete walkthrough to provide teachers with targeted feedback based upon the...	Bargeron, Carla	8/26/2016	Those teachers who are focused on for a particular amount of time will show increased alignment between their planned and delivered instruction.	5/31/2018 monthly
G3.B1.S3.MA1 M395580	attend data chats and collaborative planning sessions	Telese, Nicole	10/6/2014	differentiated instruction/reteach based on the data	5/31/2018 weekly
G3.B1.S3.MA1 M395581	Continue to facilitate/participate in all data chats	Telese, Nicole	10/6/2014	The transition from administration/coaches as facilitators to participants in data chats.	5/31/2018 monthly
G3.B1.S3.A1 A368140	Professional Development on Domain 3 - The Reflective Process	Telese, Nicole	8/29/2016	observation data when facilitating data chats and how teachers collaboratively plan based on the data.	5/31/2018 monthly
G2.B2.S4.MA1 M395561	Admin will continue to look at the data collected through district-based unit assessments.	Telese, Nicole	8/26/2016	increased student achievement.	5/31/2018 monthly
G2.B2.S4.MA1 M395562	Those identified will be provided with feedback from administration as data is reviewed from Unit...	Telese, Nicole	8/26/2016	Student achievement should demonstrate an increase for those groups that are receiving targeted support.	5/31/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S4.MA1  M395582	Based upon the supported chats, leadership will be able to monitor the types of interventions on...	Telese, Nicole	8/26/2016	The completed action plans and the feedback given during informal/formal observations.	5/31/2018 monthly
G3.B1.S4.MA1  M395583	Complete data chat action plans will be submitted to administration following a data chat.		8/29/2016	The action plans.	5/31/2018 monthly
G3.B1.S4.A1  A368141	The coaches will support teachers on pulling their district unit assessment data.	Manchester, Kathleen	8/26/2016	Teacher will be able to pull their own data and come to the data chat ready to problem solve rather than having the data pulled for them.	5/31/2018 monthly
G3.B1.S4.A2  A368142	Teachers will participate in a professional development through data chats and collaborative...	Telese, Nicole	8/29/2016	Teachers will have their students organized by class period into their appropriate FSA bucket.	5/31/2018 monthly
G3.B1.S4.A3  A368143	Collaborative planning teams will be taught how to efficiently and effectively complete a data chat...	Manchester, Kathleen	8/29/2016	Through gradual release, collaborative planning teams will lessen the amount of direct support they need and we will see an increase in student achievement based upon those data chat action plans.	5/31/2018 monthly
G2.B2.S5.MA1  M395563	The teachers are not only bringing the resource but using the resource effectively to create...	Telese, Nicole	8/25/2016	Increased student achievement.	5/31/2018 weekly
G2.B2.S5.MA1  M395564	Leadership will provide feedback to those who are not coming to the collaborative planning setting...	Telese, Nicole	8/25/2016	Observable data when in collaborative planning sessions on Tuesdays and Thursdays.	5/31/2018 weekly
G2.B2.S6.MA1  M395565	When Leadership is involved in the data chats, we are able to directly support the areas of need...	Telese, Nicole	8/25/2016	The data action plans will drive our focus.	5/31/2018 biweekly
G2.B2.S6.MA1  M395566	The leadership team will continue to discuss data concerns and how we can better support those...	Manchester, Kathleen	8/25/2016	Data chat action plans created during data chats as well as conversations during those data chats will drive our next steps.	5/31/2018 biweekly
G2.B2.S6.A1  A368129	The Leadership team will join data chats to help facilitate and support the rigor efforts based...	Manchester, Kathleen	8/26/2016	The action plans created as a result of the data chat.	5/31/2018 monthly
G1.B5.S1.MA1  M395539	Administration and instructional coach was key in the development of the daily curriculum for the...	Lickliter, Kirstie	7/29/2015	Administration and instructional coach will continue to be the developer of the ongoing implementation curriculum.	8/25/2018 quarterly

## V. Professional Development Opportunities

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

**G1.** In 2017-2018, we will continue our focus on school-wide self-efficacy.

**G1.B1** Students and teachers have pre-established beliefs about aptitude (it can predict success) and lower expectations

**G1.B1.S1** School-wide expectation to complete book studies on Mindset by Carol Dweck and Mindset in the Classroom by Mary Cay Ricci.

### PD Opportunity 1

Teachers will read Mindset book.

#### Facilitator

Nicole Telese

#### Participants

All staff

#### Schedule

Quarterly, from 6/8/2015 to 5/31/2018

### PD Opportunity 2

Teachers will read Mindset in the Classroom by Mary Cay Ricci and conduct collaborative planning team book studies to implement the strategies from the book.

#### Facilitator

Jenna Woods

#### Participants

entire faculty

#### Schedule

Quarterly, from 9/4/2015 to 5/31/2018

### PD Opportunity 3

Group of teachers will develop lessons on Mindset, Empathy, Resilience, and Perseverance to present professional development to the entire faculty and staff during the pre-school week. The teachers will also develop these lessons for the students to learn, the first week of school.

#### Facilitator

Elizabeth Phillips

#### Participants

Entire Faculty and students.

#### Schedule

Monthly, from 7/24/2017 to 5/31/2018

**G1.B5** students don't understand the impact of effort or know how to use it to overcome obstacles

**G1.B5.S1** Develop a curriculum that will teach students about Growth Mindset and the impact of effort on achievement.

### PD Opportunity 1

Develop a roll-out for students during the first week of school that emphasizes the brain and mindset.

#### Facilitator

Kathleen Manchester and team of teachers from the staff that were part of the original book study.

#### Participants

all teachers and students

#### Schedule

On 5/31/2018

**G2.** During the 2017-2018 school year, we will continue to implement collaborative planning with an increased focus on the alignment between the standards and the Test Item Specifications/Content Limits.

**G2.B2** proper execution of standards

**G2.B2.S1** Teachers will have a Common Board Configuration to highlight the standard, learning goal, learning target, and daily activities.

**PD Opportunity 1**

Leadership will deliver professional development to demonstrate what a CBC should look like at Southport and where it is located. This will be done through Collaborative Planning.

**Facilitator**

Elizabeth Phillips

**Participants**

Classroom Teachers

**Schedule**

On 5/31/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Teachers will read Mindset book.				\$0.00
2	G1.B1.S1.A2	Teachers will read Mindset in the Classroom by Mary Cay Ricci and conduct collaborative planning team book studies to implement the strategies from the book.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0331 - Southport Middle School	Title I, Part A		\$1,000.00
<i>Notes: Notes - Mindset Book Resources for Whole Faculty</i>						
3	G1.B1.S1.A3	Group of teachers will develop lessons on Mindset, Empathy, Resilience, and Perseverance to present professional development to the entire faculty and staff during the pre-school week. The teachers will also develop these lessons for the students to learn, the first week of school.				\$0.00
4	G1.B5.S1.A1	Develop a roll-out for students during the first week of school that emphasizes the brain and mindset.				\$0.00
5	G1.B5.S1.A2	Quarterly, teams will facilitate Mindset lessons during pre-established PBS events, Cane's Character Days, relating to the school wide expectation of effort.				\$0.00
6	G1.B5.S1.A3	Host a book study around Mindset in the Classroom by Mary Cay Ricci				\$0.00
7	G1.B5.S2.A1	Read Chapter 2 of Mindset in the Classroom to re-establish the importance grading with a growth mindset.				\$0.00
8	G1.B5.S2.A2	Faculty will read various identified articles focused on the research behind Grading for Growth.				\$0.00
9	G1.B5.S2.A3	Teachers will transition their assessment practices from one assessment per unit to a pre-test/mid-unit/district-provided post unit assessment to show effort.				\$0.00
10	G1.B5.S2.A4	Students will track their progress in their student planners of all standards-based unit assessments by setting goals and sharing their progress during Student Led Conferences.				\$2,275.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0331 - Southport Middle School			\$2,275.00
11	G1.B5.S3.A1	Create a space for the Catch-up Room that will be manned every day.				\$0.00
12	G1.B5.S3.A2	Develop a plan with each team of teachers to ensure that students who need to go to the catch up room are going the next day.				\$0.00

13	G2.B2.S1.A1	Leadership will deliver professional development to demonstrate what a CBC should look like at Southport and where it is located. This will be done through Collaborative Planning.				\$0.00
14	G2.B2.S1.A2	Leadership will conduct an informal walkthrough to provide data and feedback to the faculty in regards to placement and completeness of their CBC.				\$0.00
15	G2.B2.S2.A1	Based upon the learning from the DA conference, we will be utilizing their format to support the deliberate planning of HOTQs and Checks for Understanding.				\$0.00
16	G2.B2.S3.A1	The coaches will complete walkthrough to provide teachers with targeted feedback based upon the alignment of the planned lesson and the rigor of the delivery of the standard.				\$0.00
17	G2.B2.S4.A1	Administration will develop a schedule to determine what leadership member will support which collaborative planning groups				\$0.00
18	G2.B2.S5.A1	The Leadership team will develop a grade/content-specific planning binder with all possible resources necessary for quality planning of standards-based instruction.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0331 - Southport Middle School			\$1,200.00
19	G2.B2.S6.A1	The Leadership team will join data chats to help facilitate and support the rigor efforts based upon the data being reviewed.				\$0.00
20	G2.B3.S1.A1	Administration will create a master schedule with built-in collaborative planning time.				\$0.00
21	G2.B3.S2.A1	Administration will work with coaches to schedule full-day collaborative planning days for all grade level departmental planning teams.				\$13,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$13,000.00
<i>Notes: Subs for Collaborative planning days</i>						
22	G3.B1.S3.A1	<b>Professional Development on Domain 3 - The Reflective Process</b>				\$0.00
23	G3.B1.S4.A1	The coaches will support teachers on pulling their district unit assessment data.				\$0.00
24	G3.B1.S4.A2	Teachers will participate in a professional development through data chats and collaborative planning in which they learn how the new state assessment leveling system works and teachers will "bucket" their students.				\$0.00
25	G3.B1.S4.A3	Collaborative planning teams will be taught how to efficiently and effectively complete a data chat in order to make sound instructional decisions based upon the data.				\$0.00
26	G3.B6.S1.A1	Administration will work with the leadership team to create a schedule for providing subs for collaborative planning days.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			District-Wide	Title I, Part A		\$7,000.00	
			<i>Notes: Substitutes for Collaborative Planning days</i>				
						<b>Total:</b>	<b>\$24,475.00</b>