Fort Clarke Middle School

2018-19 Schoolwide Improvement Plan

Fort Clarke Middle School

9301 NW 23RD AVE, Gainesville, FL 32606

https://www.sbac.edu/fortclarke

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	64%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	**2017-18**	**2016-17**	**2015-16**	**2014-15**
Grade	B	B	B	A*

Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Alachua County School Board on 10/16/2018.

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.

Table of Contents

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.

2018-19 DA Category and Statuses for Fort Clarke Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Fort Clarke Middle School is strongly committed to providing an environment that fosters the social, mental, physical, emotional and cultural development of each student.

b. Provide the school's vision statement.

Through a continuous cycle of collaboration, planning, teaching, assessment, remediation and reflection, Fort Clarke strives to provide a successful learning experience for all students.

2. School Environment

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

Mentoring Program: Mentors are paired with a student needing support. Weekly contact, regular goal setting and celebrations are scheduled.

Weekly Team Meetings: Agenda items include collaboration regarding students experiencing a lack of success, brainstorming of interventions that have worked and formation of plans for future success.

Incentive Programs: School-wide incentive programs for good behavior and high achievement, as well as improvement in either area are scheduled regularly and advertised daily.

Field trips and activities are scheduled for the purpose of forming strong relationships among students and between teachers and students. Activities such as bowling, skating and a kick ball tournament allow students and teachers to get to know each other as individuals.

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

*Local school bullying hotline where students are reminded weekly to report any unsafe actions.

*PALS Program: Peer support program with a mental health counseling component.

*EDEP after school program: Provides a safe, stimulating social and homework environment for students.

*Before School Care: Free supervision from 7 am until 8:40 am for students needing to be dropped off early.

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.

Fort Clarke has revised the school wide discipline plan this past summer. Teachers, counselors, deans and administrators created the "Flight Plan". The Flight Plan is sent home for parent/student reference and a teacher edition for classroom reference. The plan includes the behavioral

expectations in each area of the school and school day, as well as how each of the school rules are exhibited in various aspects of a student's school day. The expectations include: Be Safe, Be Respectful, Be Responsible. Teachers are given a plan that contains sample strategies and consequences for a wide variety of infractions as well as positive consequences to continue redirection improvement when it is noted. A matrix was also developed to help guide the deans and administration on assigning meaningful consequences to disciplinary actions.

A school wide grade level intervention google doc is provided to document behaviors and interventions. All teachers and staff are asked to update this log as needed so that data containing parent contact and all interventions implemented is readily available for reference. The school's protocols for enforcing the district dress code, cell phone, and tardy policies are also shared and reviewed.

Teachers new to our school are oriented to the Flight Plan during pre planning each year and it is covered with the entire faculty more briefly during pre planning as well.

Falcon eyes are given to students who exhibit positive behaviors related to the 3 school-wide expectations. Students turn these in for drawings for prizes or can use them to purchase items in the school store.

A "soft" referral is used for minor behaviors. Students speak to the dean, counselor or administration to discuss the behavior and more positive ways to address the situation.

Restorative justice practices will be implemented to help create an environment where students learn from their behavior choices instead of always having a consequence for the behavior that in many cases does not deter similar future behaviors.

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.

Fort Clarke provides mentoring to at risk students by faculty/staff members as well as from community members,and small group and individual counseling for a variety of issues from grieving a loss, self-injurious behavior, feeling depressed, to lack of organization skills and low self esteem.

Our PALS program provides mental health therapy in small groups for students who feel like 'outsiders' or that they don't belong. In this program, students who are successfully attached to the school environment reach out to others less connected and form relationships.

School counselors meet with students to provide them a safe and nurturing environment to work through various social emotional needs.

BASE Curriculum used with students to help them develop appropriate skills and strategies for various social emotional needs.

Behavior Support Para will work with students to support their success in the classroom.

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.

Fort Clarke Middle School uses readily available real-time data maintained on Skyward, the district School Information System. The data provides a lens through which Fort Clarke Middle School is able to:
*identify students at risk of dropping out
*set goals for student achievement
*improve student success rates

The district EWS allows us to hone-in the following key pieces of data: (1.) Student attendance rate with in a 90 day window, (2.) student suspensions (3.) student quarterly and semester grades, (4.) and ELA/ Math FSA score.
The data not only provides with in-time data to intervene and support students at risk, but also provides the our leadership with school wide trend data to be used to develop school specific interventions and determine degree of impact over time.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	35	35	43	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	6	27	22	0	0	0	0	55
Course failure in ELA or Math	0	0	0	0	0	0	10	23	23	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	0	0	0	83	90	90	0	0	0	0	263

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	28	38	41	0	0	0	0	107

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

Below are specific interventions and strategies employed by the school:
1. Grade level assemblies the first week of school to make behavior expectations and consequences clear.
2. All students receive the "Flight Plan", school-wide behavior plan.
3.Targeted students are shared with adult stake-holders and are the focus of instruction, remediation and assessment decision. Behavior Support Para works with students in their classrooms. Goal is to keep
students in classrooms as much as possible for instruction.
4. Remediation of skill deficits with alternate instructional strategies documented by each teacher.
5. Assigning all at risk students an adult mentor from various programs (IE: PALS, Faith-Based groups, University programs, school-based personnel to make weekly contact, set goals, reward, etc.
6. Gentlemen's Club for 8th grade boys to learn about how to be responsible adults.
7. When students are suspended from school, parents are required to accompany students upon their return to school to meet with the administrative team to discuss implications of continued misbehavior and suspension, as well as to devise a plan for improvement.
8. Falcon eyes given out by all faculty and staff members to students who exhibit the school expectations. These are then placed in a drawing for prizes or can be used to by items in the school

store.
9. Designing individual point sheets for behavior tracking and incentives.
10. Provide schedule modifications to decrease potential for inappropriate behaviors
11. Schedule regular counseling sessions with assigned counselor and/or other school personnel
12. Referral to outside agency (System Of Care).
13. Credit retrieval program.
14. Plan for overage students to work towards promotion to correct grade level.
15. Educational planning team meetings scheduled for attendance, academic and/or behavior reason to provide an opportunity to develop interventions of support.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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?
No

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

2. Description

Two parent nights are scheduled for outreach purposes. The first meeting of the year provided parents with information about the pupil progression plan.The topic for the second night will be determined second semester based on current data and need.
We invite parents to volunteer for dances, field trips, health screenings, to attend Meet the Teacher and Open House. We also schedule over 600 parent conferences per year.
School funds are used to purchase School Planners for every student which contain information about dress code, the attendance policy, check out procedures, requirements for graduation, etc. This is an important organizational tool that are used for daily communication with parents regarding school assignments and any other pertinent issues through hand written comments.
Teacher websites communicate assignments, due dates, assessment information and copies of class notes for home reference. Grade, assignments, assessment scores, etc is provided through Family Access that can be accessed by parents through Skyward.
The PTA sponsors a Facebook page that provides parents with information about the needs of the school.
Newsletter, Phone Homes and Emails home to parents occur frequently to inform families of deadlines, resources, support and what to expect in the following weeks. Grade level teams have created websites with important information to keep parents informed throughout the year.

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.

Quarterly fundraising nights at a local restaurants to raise funds for instructional technology and positive behavioral support.

Locally owned-businesses are used to provide food and activities.

Fundraisers are used to raise money to lower the cost of student field trips are set up by each grade

level team.

Community SAC members support our fundraisers and encourage their employees to mentor students.

Community members are solicited to mentor, attend school functions and support school sports, dances and events.

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
Brill Jones, Kelly	Principal
Brown, Jr.	Assistant Principal
Scott, Tracy	School Counselor
Greenaway, Darlene	Dean
Fairchild, Jeff	Dean
Mead, Jessica	Assistant Principal
Young, John	Teacher, K-12
Berkelhammer, Shellie	Instructional Media
Hebert, Judi	Instructional Media
Wykoff, Laura	Teacher, K-12
Reed, Amy	Teacher, K-12
Parker, Trish	Teacher, ESE
Bonafide, Scott	Other

b. Duties

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

Each Team Leader is responsible for being familiar with current data and bringing ideas for solutions to the weekly meetings. They share input from each of their teachers with the administrative team, help make school-wide decisions and then communicate the details of those decisions with the teachers on their team. The Team leaders group includes 13 school leaders who meet each Monday morning with Team Leaders then meet with grade level teachers the following morning.

Instructional Leaders (Department Chairs) meet monthly with administration to fine tune instructional improvement efforts and act as a conduit between teachers and administration on matters of lesson planning, instruction, assessment and remediation. The following day, they meet with department teachers to share information and obtain feedback and input as available.

Teachers serve on school wide committees representing their grade level teams or content area departments.. Input is solicited through the teacher reps on the committees from the administrator chairpersons of each: Department Chairs, Student Services, Student Threat Assessment Team, and Wellness.

Administrators conduct classroom snapshots where feedback is given to teachers regarding key instructional elements and conversations are initiated by questions and comment placed online or in person.

Administrators and teacher leaders lead monthly staff development opportunities that offer strategies and supports for teachers to use as they plan and implement quality instruction.

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.

Team Leaders and the administrative team meet weekly to discuss current progress monitoring data, discipline data and monitor the interventions already in place. Based upon the data shared, interventions and programs already in place may be modified to alter outcomes. This is done with input from all 13 members with discussion and consensus building practiced. If consensus cannot be reached, team leaders obtain input from each teacher at the following day's Team Meeting and then report back to Team Leaders for continued discussion.

1. SAC funds will be used to pay for planning time for the PBIS team and a team of teachers to create work packets for students in ISD. SAC meets monthly, and the allocation of all resources is voted on with the budget sheet shared at each meeting.
2. PTA funds will be used to provide incentives for PBIS rewards. PTA Board meets monthly and the budget sheet is shared at each meeting. Budget decisions are made by consensus through a vote.
3. CREATE funds will be used to provide stipends for teachers to plan collaboratively after school. The CREATE plan and budget is prepared in September and submitted to the district for approval in October.
4. SAC funds will be used to hire subs so that teachers can observe each other teaching collaboratively planned lessons.
5. PTA & SAC funds will be used to purchase instructional technology for classrooms.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kelly Brill Jones	Principal
Sara Wellman	Teacher
Kathleen Cook	Teacher
Terri Schimel	Teacher
C. Ann Scott	Business/Community
Tameka Rollins	Education Support Employee
Sylvia Parker	Business/Community
Judi Hebert	Teacher
Nicole Dix	Parent
Hope Kawaja	Parent
Melissa Pratto	Parent
Ziaur Rahman	Parent
Alan Findley	Business/Community

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC reviews and revises the SIP in September of each year before submission, then reviews it again in light of student data as it becomes available in the spring. We discuss areas where we fell short of, or reached, our goals. Suggestions are made at that point for changes to the SIP for next year with recommendations offered for additional strategies and interventions or to modify a goal.

b. Development of this school improvement plan

The SAC oversees the implementation of the plan, reviews and revises it as appropriate before it is uploaded and approves funds to be used for purchases that support implementation of the plan.

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

At the initial SAC meeting of the year, the budget sheet is shared and rolled over/new funds are totaled to provide the starting budget for the year.

As requests for funds comes to the attention of SAC, we discuss, question and vote on all requests for and use of funds. Approved requests must fit into the budget plan of the SIP for that year. The remaining balances are included in the minutes and future needs are discussed with an eye to the bottom line and resources remaining.

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

-Teach Town-$900
-Surviving Middle School books for 6th grade-$239.40
Growth Mindset Coach books-$303.52
EL Cayo-Spanish Edition-$23.98
The Breadwinner Book for One book One School-$1,344
IXL licenses (200)-$2,400

Ipads for administration-$1,827.00
-REACH summer planning (teacher stipends)-$650
-HR committee planning stipends-$2,000
-PBIS committee planning stipends-$2,000
-Deputy coverage for after school activities-$2,250
-Drama competition-$2,000
-Florida League of Middle Schools Conference-$1500
-National History Day Competition-$1500
-Deputy to attend school safety conference-$745
-Stipends for teacher summer planning-$5571.26

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.

Ft. Clarke is in compliance.

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
Brill Jones, Kelly	Principal
Galasso, Stacey	Teacher, K-12
Brown, Jr.	Assistant Principal
Young, John	Teacher, K-12
Mead, Jessica	Assistant Principal
Kron, Matt	Teacher, K-12
Wellman, Sara	Teacher, K-12
Weaver, Chris	Teacher, K-12
Schimel, Terri	Teacher, K-12
Rodenbaugh, Debbie	Teacher, K-12

b. Duties

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

-Analyzes AIMS(progress monitoring), FSA, FSSA and EOC data to help drive instruction.

-Worked with departments to help develop review and update school improvement plan.

-Shares research-based instructional literacy strategies with all teachers with follow up for collaborative lesson planning to incorporate the latest strategies into all lesson plans across subjects.

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.

All teachers are required to select Passion Project of their choosing at the beginning of the year. A log is kept of all collaborations for planning, feedback and observing lessons.

All teachers are provided with collaborative planning time to plan lessons that align better with standards and assessments.

Subs are provided each semester for teachers to observe each other for a full period of instruction and give/receive feedback and peer coaching.

Monthly staff development opportunities are provided for teachers to discuss strategies and resources presented to the whole group. These are required meeting times.

Additional staff development opportunities are offered to include a variety of topics. Ex: Equity, Growth Mindset, Restorative Justice, Culturally Responsive Teaching, Parent involvement, Technology and instruction and common board configuration, etc.

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

1. Regularly scheduled support meetings for new teachers with administrators and support staff.
2. Participation in collaborative planning and problem solving based on our Passion Projects.
3. Additional planning time scheduled regularly throughout the year.
4. Multiple opportunities for peer observations.
5. Continuous feedback throughout the year from classroom snapshots and formal observations.

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

1.New teachers have a district mentor who meets with them weekly.
2.Support meetings for new teachers are held regularly throughout the school year by administrative staff and deans to answer questions and provide ideas.
3. Continuous feedback throughout the year from classroom snapshots and formal observations.

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.

The instructional leadership team worked with their departments to develop action plans specific to their department goals.

Teachers are given opportunities (paid by SAC) the week before pre planning to spend up to 6 hours collaborating with peers and familiarizing themselves with school assessment data, the ACPS instructional framework, course standards and the resources available on CPALMS.

Scheduled times during pre planning and the first month of school and at the beginning of the 2nd semester are used for teachers to align plans/instruction/assessments with the standards.

Each teacher is provided the opportunity to receive a stipend to collaborate after school with other teachers to review, annotate and incorporate the standards, test specifications, test response modes, sample lesson plans. This is planned once each semester.

Subs are hired each semester for teachers to observe colleagues as part of the lesson study, delivering collaboratively planned lessons that are designed to better prepare students for the new rigors.

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.

Classroom based assessment data and FSA data was used to properly place students into the appropriate level of reading and math classes. Low to mid level 1(6th & 7th) buckets in reading are provided with an intensive readings class to bridge reading skill gaps. Students in 8th grade will be assigned to core curriculum classes for reading and language arts. Our ESE students that score a level 1 will also be using READ 180 as part of their curriculum in 6th, 7th & 8th grade. Students low level 1 buckets (6th & 7th) in math are provided with an intensive math class which provides smaller class size and a pace that reaches more depth in curriculum topics than breadth to help develop and solidify basic skills.

In all classes, teachers are required to frequently progress monitor and document mastery of 70% accuracy. Students not achieving mastery must be documented and the interventions/differentiation used to get them to mastery for the retest opportunity must be documented and submitted as well. These include (but are not limited to): reteaching in small groups, use of flashcards, study buddies, lunch time review, test correction and retest, alternate form of test, use of alternate graphic organizers, thematic maps, etc. Three cycles of test/remediation/retest are employed to get all students to mastery.

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

Strategy: After School Program

Minutes added to school year: 21,600

The after school program runs for 2 hours each day and provides core academic tutoring, homework completion support and enrichment activities for students through voluntary participation.

Strategy Rationale

Students are provided with a safe, focused after school environment with support to complete homework and participate in guided leisure activities instead of being home alone. Supervision, after school snack and creative activities support the whole child after their school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Kennedy, Talia, kennedytc@gm.sbac.edu

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

Student progress is monitored through AIMS (Reading, Language Arts, Math, Science and Civics) all other subjects use teacher-made progress monitoring assessments, SRI scores, GPA data, attendance and discipline data. A student's data will be compared to their past year's data as well as to the data of a similar cohort group that did not participate in the after school program.

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.

An evening Open House is hosted in Feb. for prospective 6th grade Gifted and advanced students. These students are offered shadowing days to shadow a current 6th grader for a day in our R.E.A.CH. and gifted classes. Our ESE department chair, counselors or administrators travel to the major feeder schools to meet with parents of incoming 6th graders with special needs and develop IEPs that will transition them successfully to middle school.

Administrators speak with feeder schools to share information about students who may need extra support during their transition.

All students spend the first day of school in homeroom. This is an opportunity to go over expectations and provide students the opportunity to get to know the school.

Eighth graders are oriented to the variety of 9th grade programs available in the district early in the year through a presentation about the various magnet programs available in high school. Counselors from each school meet with students zoned for that high school to facilitate registration. Evening Open Houses for each high school are advertised at our school and all 8th graders are encouraged to attend. Students are encouraged to participate in scheduled shadowing days at the high schools.

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.

A career fair is implemented each year for 8th graders. Guest speakers representing a wide variety of careers present to students.

12 of our students are participating in the Take Stock in Children scholarship program which provides awareness and information sessions about college and mentoring to eligible members of the program.

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

We offer a career and technical course in technology which provides 7th grade students with the opportunity to earn a certificate in Microsoft Office applications. These certificate exams include PowerPoint, Excel and Word. Family and Consumer Science classes are available to 6th graders as an elective. A Robotics club is available to all students after-school.

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

None at this time.

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.

Approximately 17 8th graders are selected for the Santa Fe College Showcase program which provides them with visits to area post secondary settings and eligibility criteria so they can begin setting goals now as needed.

Lesson plans and instruction meet the standards for increased rigor and higher level of reading, writing and critical thinking skills in efforts to make sure all of our exiting 8th graders are better prepared for postsecondary setting and the workplace.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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"Â? 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.   Increase the learning gains of our lowest quartile by 3%.

G2.   Increase the percent passing on the ELA, Math & Science Assessments by 3%.

G3.   Increase achievement in ELA & Math for African American students by 3%.

G4.   Decrease the number of out-of-school suspensions for African American students by at least 15%.

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. Increase the learning gains of our lowest quartile by 3%. [1a]

🔑 G100663

Targets Supported [1b]

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	41.0
Math Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal [3]

- limited instructional time to address learning gaps

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Data chats and staff development with teachers geared specifically to the lowest quartile students. Intensive reading and math classes during the school day. Mentoring program.

Plan to Monitor Progress Toward G1. [8]

In addition to progress monitoring data the students FSA scores will be reviewed at the end of the year to determine learning gains.

Person Responsible

Jessica Mead

Schedule

Annually, from 8/6/2018 to 6/28/2019

Evidence of Completion

Progress monitoring data and FSA scores from the current and previous years to determine the % of learning gains.

G2. Increase the percent passing on the ELA, Math & Science Assessments by 3%. `1a`

🔑 G100664

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	63.0
FSA Mathematics Achievement	62.0
Statewide Science Assessment Achievement	62.0

Targeted Barriers to Achieving the Goal `3`

- Limited teacher planning time to adjust and incorporate standards and rigors, acquire new ideas, strategies that are aligned with expectations and assessment results.

- Students with achievement gaps in core skills in reading and writing

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

- Instructional cohorts, Department Chairs, Research based strategies, Collaborative Planning, Planning time, DOE resource sites, on line resource programs

Plan to Monitor Progress Toward G2. `8`

Progress Monitoring assessments, FSA data

Person Responsible

Kelly Brill Jones

Schedule

Quarterly, from 9/3/2018 to 5/31/2019

Evidence of Completion

lesson plans, assessment data, FSA data

G3. Increase achievement in ELA & Math for African American students by 3%. 1a

🔑 G100665

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Black/African American	32.0
FSA Math Achievement - Black/African American	31.0

Targeted Barriers to Achieving the Goal 3

- Limited teacher planning time to implement standards, plan new ideas and develop new strategies/interventions.

- Students with achievement gaps in core skills in math and reading.

Resources Available to Help Reduce or Eliminate the Barriers 2

- DOE online resources, Passion projects (PCT), student assessment data, professional development

Plan to Monitor Progress Toward G3. 8

AIMS progress monitoring data will be used to monitor progress towards goals.

Person Responsible
Jessica Mead

Schedule
Quarterly, from 9/3/2018 to 5/31/2019

Evidence of Completion
AIMS data, IXL data

G4. Decrease the number of out-of-school suspensions for African American students by at least 15%. `1a`

🔑 G100666

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	122.0

Targeted Barriers to Achieving the Goal `3`

- Students negative behavior choices.

- Teachers conscious of losing instructional time

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

- PTA, SAC, Community stakeholders, Student Support Services Team, PBIS Team, Student Threat Assessment Team, Teachers, Counselors and Administrators

Plan to Monitor Progress Toward G4. `8`

Examining similar data at frequent intervals

Person Responsible
Kelly Brill Jones

Schedule
Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion
Discipline data for targeted group.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase the learning gains of our lowest quartile by 3%. [1]

🔑 G100663

G1.B1 limited instructional time to address learning gaps [2]

🔑 B271591

G1.B1.S1 Data chats and staff development focusing on the lowest quartile to help create strategic plans for these students. [4]

🔑 S287481

Strategy Rationale

Teachers need time to understand the deficit in skills for these students.These gaps make is difficult for these students to acquire grade level skills and to be fully prepared to master all the standards required during the school year. Teachers have a very tight pacing guide that leaves very little time to address these needs.

Action Step 1 [5]

Data chats and staff development with teachers.

Person Responsible

Jessica Mead

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

Standardized test data, progress monitoring data from AIMS, attendance and behavior data.

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

Teachers will meet monthly to discuss progress of the students and share progress monitoring results with the principal & assistant principals.

Person Responsible

Jessica Mead

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

Monthly agendas and minutes from meetings, AIMS data

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

Monthly agenda, minutes , and data chats will be collected

Person Responsible

Jessica Mead

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

Agenda, minutes from meetings, student data.

G1.B1.S2 Mentoring program provides students with a mentor from UF Mentors program. Students are paired with a mentor to work with them on specific academic needs. 4

🔑 S287482

Strategy Rationale

A mentor provides students with an additional support system beyond their parents, teachers and school staff. This time provides students a time for individual instruction.

Action Step 1 5

Students will be provided a mentor to work with them on specific academic needs as identified by their classroom teachers.

Person Responsible

Jessica Mead

Schedule

Weekly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Survey data will be collected from the participants.

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

Survey will be given to the participants asking questions about progress.

Person Responsible

Jessica Mead

Schedule

Monthly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Mentors will provide an update on the progress the student is making with their specific academic target.

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

Grades and progress monitoring data will be compared, (prior to mentoring sessions and at the end of the mentoring sessions).

Person Responsible

Jessica Mead

Schedule

Semiannually, from 9/3/2018 to 5/31/2019

Evidence of Completion

Students grades and AIMS scores

G2. Increase the percent passing on the ELA, Math & Science Assessments by 3%. `1`

🔍 G100664

G2.B1 Limited teacher planning time to adjust and incorporate standards and rigors, acquire new ideas, strategies that are aligned with expectations and assessment results. `2`

🔍 B271592

G2.B1.S1 Additional teacher planning time that is structured to incorporate rigor. Teachers have the opportunity to plan collaboratively in the summer and after school. `4`

🔍 S287483

Strategy Rationale

Teachers will have time to review standards, test specifications, CPALMS, available assessment results and other state resources needed to plan for effective instruction.

Action Step 1 `5`

Teachers are provided a stipend for after-school collaborative planning each semester. Summer planning opportunities are provided for this purpose as well.

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 10/1/2018 to 4/30/2019

Evidence of Completion

Each teacher will submit the lesson plans developed during that time as well as documentation that new implications for instruction were incorporated. Administrators will walk through classes to observe collaboratively planned lessons.

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

Lesson plans, documentation of new resources used and corresponding instruction

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 7/30/2018 to 4/30/2019

Evidence of Completion

Plans, CWT data, worksheet from planning time

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

Instruction, assessment of student progress

Person Responsible

Kelly Brill Jones

Schedule

Quarterly, from 9/3/2018 to 5/31/2019

Evidence of Completion

CWT data; Progress Monitoring data

G2.B1.S2 Teachers plan collaboratively, consult with and observe others throughout the school year. 4

S287484

Strategy Rationale

Collaboration increases variety, quality of ideas, provides immediate feedback from peers and can result in a higher quality product.

Action Step 1 5

Teachers select passion projects and collaborate with teachers around the topic of their passion project; Sessions scheduled formally and informally.

Person Responsible

Kelly Brill Jones

Schedule

Quarterly, from 10/1/2018 to 5/31/2019

Evidence of Completion

Passion Project (PCT) logs

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

Passion Projects (PCT) logs

Person Responsible

Kelly Brill Jones

Schedule

Annually, from 10/1/2018 to 5/31/2019

Evidence of Completion

Documenting at least 4 meetings

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

Lesson Plan feedback

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 9/3/2018 to 5/31/2019

Evidence of Completion

lesson plans

G2.B1.S3 Monthly department meetings used for collaborative planning and the presentation of additional strategies and resources. `4`

🔧 S287485

Strategy Rationale

Quality lesson planning requires quality time and the use of available resources.

Action Step 1 `5`

Monitor lesson plans with feedback.

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 9/3/2018 to 5/31/2019

Evidence of Completion

Lesson Plan documents

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Plans collected and specific feedback given

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 9/3/2018 to 5/31/2019

Evidence of Completion

Lesson Plan documents

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Teachers use of research-based strategies and a variety of questioning to increase critical thinking skills of all students.

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 9/3/2018 to 5/31/2019

Evidence of Completion

lesson plans and classroom snapshot data, passion project (pct)log

G2.B2 Students with achievement gaps in core skills in reading and writing 2

🔑 B271593

G2.B2.S1 Research based online-program IXL was purchased for Math teachers. 4

🔑 S287486

Strategy Rationale

Additional instruction (IXL) in targeted areas will provide students with support to solidify their skills.

Reading Like an Historian teaches students how to investigate historical questions by using various reading strategies such as: sourcing, contextualizing, corroborating and close reading. Curriculum is designed to be used with students with diverse reading skills and abilities.

Action Step 1 5

Provide teachers with access and training of IXL.

Person Responsible

Judi Hebert

Schedule

On 5/31/2019

Evidence of Completion

Progress monitoring data, IXL data

Action Step 2 5

Social Studies teachers with incorporate Reading Like a Historian Curriculum

Person Responsible

Chris Weaver

Schedule

Monthly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Lesson plans

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

Administration will conduct classroom snapshots to observe the use of the programs. Teachers share progress monitoring data.

Person Responsible

Kelly Brill Jones

Schedule

Quarterly, from 9/3/2018 to 5/31/2019

Evidence of Completion

progress monitoring results, classroom-based assessments, snapshots

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

Compare data for students using the programs-pre & post.

Person Responsible

Kelly Brill Jones

Schedule

On 5/31/2019

Evidence of Completion

progress monitoring data, FSA data

G3. Increase achievement in ELA & Math for African American students by 3%. 1

🔑 G100665

G3.B1 Limited teacher planning time to implement standards, plan new ideas and develop new strategies/ interventions. 2

🔑 B271594

G3.B1.S1 Departments will highlight research-based strategies and share lesson plans at monthly department meetings. 4

🔑 S287487

Strategy Rationale

Focus on effective instruction can increase quality of planning and instruction.

Action Step 1 5

Department meetings will focus on effective instructional practices and sharing of techniques and lesson plans and data analysis.

Person Responsible

Jessica Mead

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

Meeting agenda/minutes

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

Submission of Dept. Chair meeting agendas/minutes

Person Responsible

Kelly Brill Jones

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

Agenda and minutes of each department chair meeting

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

Meeting agendas and minutes will reflect professional sharing and collaboration

Person Responsible

Jessica Mead

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

Minutes/agendas from meeting

G3.B1.S2 Teachers will be provided with a structured & collaborative lesson planning with department in the summer and after school. `4`

🔑 S287488

Strategy Rationale

Quality lesson planning takes quality time.

Action Step 1 `5`

Collaborative lesson planning with teachers will happen each semester using FSA and DOE resources.

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 7/30/2018 to 5/31/2019

Evidence of Completion

Lesson plans written during PD time.

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

Review lesson plans

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 9/3/2018 to 5/31/2019

Evidence of Completion

Lesson plans

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

Lesson plans will be monitored and compared with CWT data

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 9/3/2018 to 5/31/2019

Evidence of Completion

Lesson plans

G3.B2 Students with achievement gaps in core skills in math and reading. [2]

🔑 B271595

G3.B2.S1 Research-based on-line program was purchased as an additional resource to support core curriculum. [4]

🔑 S287489

Strategy Rationale

Additional instruction in targeted areas will provide students with support to solidify their skills.

Action Step 1 [5]

Provide teachers with access and training of IXL to use as part of their instruction.

Person Responsible

Judi Hebert

Schedule

On 5/31/2019

Evidence of Completion

IXL reports

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

Administrators will conduct classroom snapshots to observe the use of the program.

Person Responsible

Kelly Brill Jones

Schedule

Quarterly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Teachers will share progress monitoring data

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

Compare data for students using the program-pre-post.

Person Responsible

Kelly Brill Jones

Schedule

On 5/31/2019

Evidence of Completion

progress monitoring data, FSA data

G3.B2.S2 Professional Development with a focusing on Culturally Responsive Teaching. `4`
🔑 S287490

Strategy Rationale

Professional development will provide teachers the necessary skills to meet the needs of all students in their classroom.

Action Step 1 `5`

Work with the District Equity Director to plan professional development opportunities for faculty & staff.

Person Responsible

Kelly Brill Jones

Schedule

Semiannually, from 8/6/2018 to 5/31/2019

Evidence of Completion

Professional Development agendas

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

3-2-1 PD exit tickets will be reviewed and further questions will be addressed.

> **Person Responsible**
>
> Kelly Brill Jones
>
> **Schedule**
>
> Quarterly, from 9/3/2018 to 5/31/2019
>
> *Evidence of Completion*
>
> FSA, AIMS data and lesson plans

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

Analysis of AIMS data and evidence from classroom snapshots.

> **Person Responsible**
>
> Kelly Brill Jones
>
> **Schedule**
>
> Quarterly, from 9/3/2018 to 5/31/2019
>
> *Evidence of Completion*
>
> AIMS data, FSA data, classroom snapshots

G4. Decrease the number of out-of-school suspensions for African American students by at least 15%. 1

🔧 G100666

G4.B1 Students negative behavior choices. 2

🔧 B271596

G4.B1.S1 Grade level assemblies the first week of school to make behavior expectations and consequences clear. Early identification and intervention with potential problem students. Clubs for boys and girls to learn about being responsible adults. Mentoring programs to help develop positive relationships with students. 4

🔧 S287491

Strategy Rationale

Building a positive relationship with students prior to exhibiting problem behaviors could result in a decrease of out of class time.

Action Step 1 5

Use data to pre-identify target group.

Person Responsible

Lawson Brown, Jr.

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

List of students meeting criteria, list of interventions used, pre/post intervention data

Action Step 2 5

Select students and assign mentors from various programs (IE: PALS, Faith-based groups, University Programs, School-based personnel)

Person Responsible

Lawson Brown, Jr.

Schedule

Weekly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Discipline, attendance and academic data for participants and total school.

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

Meet regularly with target group

Person Responsible

Lawson Brown, Jr.

Schedule

Quarterly, from 9/3/2018 to 5/31/2019

Evidence of Completion

discipline reports, academic records, attendance data

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

Discipline data for participants, grades

Person Responsible

Lawson Brown, Jr.

Schedule

Monthly, from 9/3/2018 to 5/31/2019

Evidence of Completion

Discipline data for targeted group, report card grades

G4.B1.S2 BASE curriculum used with students serving in-school detention to help them develop more positive behavior strategies. Restorative Justice initiatives used to provide students the opportunities to learn from their behavior choices. 4

S287492

Strategy Rationale

Providing time in the school day to focus on positive school behaviors that does not interfere with academic instructional periods.

Action Step 1 5

Deans will assign BASE curriculum models for students in in-school detention based on their individual needs.

Person Responsible

Lawson Brown, Jr.

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Completion of BASE modules, discipline data

Action Step 2 5

Restorative Justice initiatives.

Person Responsible

Lawson Brown, Jr.

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Consequences from referrals

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

BASE curriculum and discipline data will be reviewed.

Person Responsible

Lawson Brown, Jr.

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Discipline data

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

Principal and AP will meet with Deans, Student Support Specialist and Behavior Support Para.

Person Responsible

Lawson Brown, Jr.

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data from discipline referrals.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Administration will meet with the Deans, Student Support Specialist and Behavior Support Para to review data and discuss students.

Person Responsible

Lawson Brown, Jr.

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Discipline Data review

G4.B2 Teachers conscious of losing instructional time [2]

🔑 B271597

G4.B2.S1 Teachers will utilize the grade level Google Doc intervention logs to document interventions used such as (phone call home, soft referral, after-school detention) before having to resort to removing a student from class or confronting a student in the middle of class instruction. Deans, counselors, Admin and Behavior Support Para will observe students in class. [4]

🔑 S287493

Strategy Rationale

Not all disruptive behavior needs result in a student being removed from class for long periods of time. Many student behaviors can be re-directed in the classroom.

Action Step 1 [5]

Documenting pre-referral interventions on the behavior Google Doc.

Person Responsible

Lawson Brown, Jr.

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Classroom logs for each class of students

Action Step 2 [5]

Behavior Support Para will intervene and work with students to keep them in class.

Person Responsible

Tameka Rollins

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Behavior Intervention logs, discipline data

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

Review of Google Doc entries for students receiving referrals and Behavior Support Para intervention logs.

Person Responsible

Lawson Brown, Jr.

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Intervention logs and referral data

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

Comparison of Google Doc and referral data.

Person Responsible

Lawson Brown, Jr.

Schedule

On 5/31/2019

Evidence of Completion

Intervention logs and referrals

V. Professional Development Opportunities

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

G1. Increase the learning gains of our lowest quartile by 3%.

G1.B1 limited instructional time to address learning gaps

G1.B1.S1 Data chats and staff development focusing on the lowest quartile to help create strategic plans for these students.

PD Opportunity 1

Data chats and staff development with teachers.

Facilitator

Principal, APs, and Department Chairs

Participants

Teachers

Schedule

Monthly, from 8/6/2018 to 5/31/2019

G2. Increase the percent passing on the ELA, Math & Science Assessments by 3%.

G2.B1 Limited teacher planning time to adjust and incorporate standards and rigors, acquire new ideas, strategies that are aligned with expectations and assessment results.

G2.B1.S1 Additional teacher planning time that is structured to incorporate rigor. Teachers have the opportunity to plan collaboratively in the summer and after school.

PD Opportunity 1

Teachers are provided a stipend for after-school collaborative planning each semester. Summer planning opportunities are provided for this purpose as well.

Facilitator

Principal

Participants

Teachers

Schedule

Semiannually, from 10/1/2018 to 4/30/2019

G2.B1.S2 Teachers plan collaboratively, consult with and observe others throughout the school year.

PD Opportunity 1

Teachers select passion projects and collaborate with teachers around the topic of their passion project; Sessions scheduled formally and informally.

Facilitator

Principal

Participants

All instructional staff

Schedule

Quarterly, from 10/1/2018 to 5/31/2019

G2.B2 Students with achievement gaps in core skills in reading and writing

G2.B2.S1 Research based online-program IXL was purchased for Math teachers.

PD Opportunity 1

Provide teachers with access and training of IXL.

Facilitator

Site Tech

Participants

Teachers

Schedule

On 5/31/2019

G3. Increase achievement in ELA & Math for African American students by 3%.

G3.B1 Limited teacher planning time to implement standards, plan new ideas and develop new strategies/interventions.

G3.B1.S1 Departments will highlight research-based strategies and share lesson plans at monthly department meetings.

PD Opportunity 1

Department meetings will focus on effective instructional practices and sharing of techniques and lesson plans and data analysis.

Facilitator

Department Chairperson, APC

Participants

Teachers

Schedule

Monthly, from 8/6/2018 to 5/31/2019

G3.B1.S2 Teachers will be provided with a structured & collaborative lesson planning with department in the summer and after school.

PD Opportunity 1

Collaborative lesson planning with teachers will happen each semester using FSA and DOE resources.

Facilitator

Dept. Chairs, APC

Participants

Dept. Teachers

Schedule

Semiannually, from 7/30/2018 to 5/31/2019

G3.B2 Students with achievement gaps in core skills in math and reading.

G3.B2.S1 Research-based on-line program was purchased as an additional resource to support core curriculum.

PD Opportunity 1

Provide teachers with access and training of IXL to use as part of their instruction.

Facilitator

Site Tech

Participants

Math Teachers

Schedule

On 5/31/2019

G3.B2.S2 Professional Development with a focusing on Culturally Responsive Teaching.

PD Opportunity 1

Work with the District Equity Director to plan professional development opportunities for faculty & staff.

Facilitator

Principal, APs and District Equity Director

Participants

Teachers and Staff

Schedule

Semiannually, from 8/6/2018 to 5/31/2019

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	Data chats and staff development with teachers.				$0.00
2	G1.B1.S2.A1	Students will be provided a mentor to work with them on specific academic needs as identified by their classroom teachers.				$0.00
3	G2.B1.S1.A1	Teachers are provided a stipend for after-school collaborative planning each semester. Summer planning opportunities are provided for this purpose as well.				$2,999.04
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0481 - Fort Clarke Middle School	School Improvement Funds		$2,999.04
4	G2.B1.S2.A1	Teachers select passion projects and collaborate with teachers around the topic of their passion project; Sessions scheduled formally and informally.				$0.00
5	G2.B1.S3.A1	Monitor lesson plans with feedback.				$0.00
6	G2.B2.S1.A1	Provide teachers with access and training of IXL.				$1,460.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0481 - Fort Clarke Middle School	School Improvement Funds		$1,460.00
7	G2.B2.S1.A2	Social Studies teachers with incorporate Reading Like a Historian Curriculum				$0.00
8	G3.B1.S1.A1	Department meetings will focus on effective instructional practices and sharing of techniques and lesson plans and data analysis.				$0.00
9	G3.B1.S2.A1	Collaborative lesson planning with teachers will happen each semester using FSA and DOE resources.				$1,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0481 - Fort Clarke Middle School	Other		$1,900.00
10	G3.B2.S1.A1	Provide teachers with access and training of IXL to use as part of their instruction.				$0.00
11	G3.B2.S2.A1	Work with the District Equity Director to plan professional development opportunities for faculty & staff.				$0.00
12	G4.B1.S1.A1	Use data to pre-identify target group.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide	Other		$0.00

		Notes: Grant	
13	G4.B1.S1.A2	Select students and assign mentors from various programs (IE: PALS, Faith-based groups, University Programs, School-based personnel)	$0.00
14	G4.B1.S2.A1	Deans will assign BASE curriculum models for students in in-school detention based on their individual needs.	$0.00
15	G4.B1.S2.A2	Restorative Justice initiatives.	$0.00
16	G4.B2.S1.A1	Documenting pre-referral interventions on the behavior Google Doc.	$0.00
17	G4.B2.S1.A2	Behavior Support Para will intervene and work with students to keep them in class.	$0.00
		Total:	$6,359.04

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G2.B1.S1.MA1 M426128	Lesson plans, documentation of new resources used and corresponding instruction	Brill Jones, Kelly	7/30/2018	Plans, CWT data, worksheet from planning time	4/30/2019 semiannually
G2.B1.S1.A1 A389978	Teachers are provided a stipend for after-school collaborative planning each semester. Summer...	Brill Jones, Kelly	10/1/2018	Each teacher will submit the lesson plans developed during that time as well as documentation that new implications for instruction were incorporated. Administrators will walk through classes to observe collaboratively planned lessons.	4/30/2019 semiannually
G2.MA1 M426135	Progress Monitoring assessments, FSA data	Brill Jones, Kelly	9/3/2018	lesson plans, assessment data, FSA data	5/31/2019 quarterly
G3.MA1 M426144	AIMS progress monitoring data will be used to monitor progress towards goals.	Mead, Jessica	9/3/2018	AIMS data, IXL data	5/31/2019 quarterly
G4.MA1 M426152	Examining similar data at frequent intervals	Brill Jones, Kelly	8/13/2018	Discipline data for targeted group.	5/31/2019 monthly
G1.B1.S1.MA1 M426122	Monthly agenda, minutes , and data chats will be collected	Mead, Jessica	8/6/2018	Agenda, minutes from meetings, student data.	5/31/2019 monthly
G1.B1.S1.MA1 M426123	Teachers will meet monthly to discuss progress of the students and share progress monitoring...	Mead, Jessica	8/6/2018	Monthly agendas and minutes from meetings, AIMS data	5/31/2019 monthly
G1.B1.S1.A1 A389976	Data chats and staff development with teachers.	Mead, Jessica	8/6/2018	Standardized test data, progress monitoring data from AIMS, attendance and behavior data.	5/31/2019 monthly
G2.B1.S1.MA1 M426127	Instruction, assessment of student progress	Brill Jones, Kelly	9/3/2018	CWT data; Progress Monitoring data	5/31/2019 quarterly
G2.B2.S1.MA1 M426133	Compare data for students using the programs-pre & post.	Brill Jones, Kelly	9/3/2018	progress monitoring data, FSA data	5/31/2019 one-time
G2.B2.S1.MA1 M426134	Administration will conduct classroom snapshots to observe the use of the programs. Teachers share...	Brill Jones, Kelly	9/3/2018	progress monitoring results, classroom-based assessments, snapshots	5/31/2019 quarterly
G2.B2.S1.A1 A389981	Provide teachers with access and training of IXL.	Hebert, Judi	8/6/2018	Progress monitoring data, IXL data	5/31/2019 one-time
G2.B2.S1.A2 A389982	Social Studies teachers with incorporate Reading Like a Historian Curriculum	Weaver, Chris	9/3/2018	Lesson plans	5/31/2019 monthly
G3.B1.S1.MA1 M426136	Meeting agendas and minutes will reflect professional sharing and collaboration	Mead, Jessica	8/6/2018	Minutes/agendas from meeting	5/31/2019 monthly
G3.B1.S1.MA1 M426137	Submission of Dept. Chair meeting agendas/minutes	Brill Jones, Kelly	8/6/2018	Agenda and minutes of each department chair meeting	5/31/2019 monthly
G3.B1.S1.A1 A389983	Department meetings will focus on effective instructional practices and sharing of techniques and...	Mead, Jessica	8/6/2018	Meeting agenda/minutes	5/31/2019 monthly
G3.B2.S1.MA1 M426140	Compare data for students using the program-pre-post.	Brill Jones, Kelly	9/3/2018	progress monitoring data, FSA data	5/31/2019 one-time
G3.B2.S1.MA1 M426141	Administrators will conduct classroom snapshots to observe the use of the program.	Brill Jones, Kelly	9/3/2018	Teachers will share progress monitoring data	5/31/2019 quarterly
G3.B2.S1.A1 A389985	Provide teachers with access and training of IXL to use as part of their instruction.	Hebert, Judi	9/3/2018	IXL reports	5/31/2019 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1 M426145	Discipline data for participants, grades	Brown, Jr., Lawson	9/3/2018	Discipline data for targeted group, report card grades	5/31/2019 monthly
G4.B1.S1.MA1 M426146	Meet regularly with target group	Brown, Jr., Lawson	9/3/2018	discipline reports, academic records, attendance data	5/31/2019 quarterly
G4.B1.S1.A1 A389987	Use data to pre-identify target group.	Brown, Jr., Lawson	8/6/2018	List of students meeting criteria, list of interventions used, pre/post intervention data	5/31/2019 monthly
G4.B1.S1.A2 A389988	Select students and assign mentors from various programs (IE: PALS, Faith-based groups, University...	Brown, Jr., Lawson	9/3/2018	Discipline, attendance and academic data for participants and total school.	5/31/2019 weekly
G4.B2.S1.MA1 M426150	Comparison of Google Doc and referral data.	Brown, Jr., Lawson	8/13/2018	Intervention logs and referrals	5/31/2019 one-time
G4.B2.S1.MA1 M426151	Review of Google Doc entries for students receiving referrals and Behavior Support Para...	Brown, Jr., Lawson	8/13/2018	Intervention logs and referral data	5/31/2019 monthly
G4.B2.S1.A1 A389991	Documenting pre-referral interventions on the behavior Google Doc.	Brown, Jr., Lawson	8/13/2018	Classroom logs for each class of students	5/31/2019 daily
G4.B2.S1.A2 A389992	Behavior Support Para will intervene and work with students to keep them in class.	Rollins, Tameka	8/13/2018	Behavior Intervention logs, discipline data	5/31/2019 daily
G1.B1.S2.MA1 M426124	Grades and progress monitoring data will be compared, (prior to mentoring sessions and at the end...	Mead, Jessica	9/3/2018	Students grades and AIMS scores	5/31/2019 semiannually
G1.B1.S2.MA1 M426125	Survey will be given to the participants asking questions about progress.	Mead, Jessica	9/3/2018	Mentors will provide an update on the progress the student is making with their specific academic target.	5/31/2019 monthly
G1.B1.S2.A1 A389977	Students will be provided a mentor to work with them on specific academic needs as identified by...	Mead, Jessica	9/3/2018	Survey data will be collected from the participants.	5/31/2019 weekly
G2.B1.S2.MA1 M426129	Lesson Plan feedback	Brill Jones, Kelly	9/3/2018	lesson plans	5/31/2019 semiannually
G2.B1.S2.MA1 M426130	Passion Projects (PCT) logs	Brill Jones, Kelly	10/1/2018	Documenting at least 4 meetings	5/31/2019 annually
G2.B1.S2.A1 A389979	Teachers select passion projects and collaborate with teachers around the topic of their passion...	Brill Jones, Kelly	10/1/2018	Passion Project (PCT) logs	5/31/2019 quarterly
G3.B1.S2.MA1 M426138	Lesson plans will be monitored and compared with CWT data	Brill Jones, Kelly	9/3/2018	Lesson plans	5/31/2019 semiannually
G3.B1.S2.MA1 M426139	Review lesson plans	Brill Jones, Kelly	9/3/2018	Lesson plans	5/31/2019 semiannually
G3.B1.S2.A1 A389984	Collaborative lesson planning with teachers will happen each semester using FSA and DOE resources.	Brill Jones, Kelly	7/30/2018	Lesson plans written during PD time.	5/31/2019 semiannually
G3.B2.S2.MA1 M426142	Analysis of AIMS data and evidence from classroom snapshots.	Brill Jones, Kelly	9/3/2018	AIMS data, FSA data, classroom snapshots	5/31/2019 quarterly
G3.B2.S2.MA1 M426143	3-2-1 PD exit tickets will be reviewed and further questions will be addressed.	Brill Jones, Kelly	9/3/2018	FSA, AIMS data and lesson plans	5/31/2019 quarterly
G3.B2.S2.A1 A389986	Work with the District Equity Director to plan professional development opportunities for faculty &...	Brill Jones, Kelly	8/6/2018	Professional Development agendas	5/31/2019 semiannually
G4.B1.S2.MA1 M426147	Administration will meet with the Deans, Student Support Specialist and Behavior Support Para to...	Brown, Jr., Lawson	8/13/2018	Discipline Data review	5/31/2019 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S2.MA1 🔑 M426148	BASE curriculum and discipline data will be reviewed.	Brown, Jr., Lawson	8/13/2018	Discipline data	5/31/2019 monthly
G4.B1.S2.MA3 🔑 M426149	Principal and AP will meet with Deans, Student Support Specialist and Behavior Support Para.	Brown, Jr., Lawson	8/13/2018	Data from discipline referrals.	5/31/2019 monthly
G4.B1.S2.A1 🔑 A389989	Deans will assign BASE curriculum models for students in in-school detention based on their...	Brown, Jr., Lawson	8/13/2018	Completion of BASE modules, discipline data	5/31/2019 weekly
G4.B1.S2.A2 🔑 A389990	Restorative Justice initiatives.	Brown, Jr., Lawson	8/13/2018	Consequences from referrals	5/31/2019 weekly
G2.B1.S3.MA1 🔑 M426131	Teachers use of research-based strategies and a variety of questioning to increase critical...	Brill Jones, Kelly	9/3/2018	lesson plans and classroom snapshot data, passion project (pct)log	5/31/2019 semiannually
G2.B1.S3.MA1 🔑 M426132	Plans collected and specific feedback given	Brill Jones, Kelly	9/3/2018	Lesson Plan documents	5/31/2019 semiannually
G2.B1.S3.A1 🔑 A389980	Monitor lesson plans with feedback.	Brill Jones, Kelly	9/3/2018	Lesson Plan documents	5/31/2019 semiannually
G1.MA1 🔑 M426126	In addition to progress monitoring data the students FSA scores will be reviewed at the end of the...	Mead, Jessica	8/6/2018	Progress monitoring data and FSA scores from the current and previous years to determine the % of learning gains.	6/28/2019 annually