

Alachua County Public Schools

Howard W. Bishop Middle School



2018-19 Schoolwide Improvement Plan

Howard W. Bishop Middle School

1262 NW 31ST DRIVE, Gainesville, FL 32605

<https://www.sbac.edu/bishop>

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	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the 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>.

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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.

2018-19 DA Category and Statuses for Howard W. Bishop 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.

The mission of Howard Bishop Middle School is to educate all students to achieve their highest level of academic and technical performance, while fostering positive growth in social/emotional behaviors.

b. Provide the school's vision statement.

In order to support our District's mission statement that "We are committed to the success of every student" we accept that it is our job to overcome obstacles and do all we can to ensure our students are prepared to move to the next level. We are creating a caring school that is committed to the success of ALL of our students.

2. School Environment

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

The administration team at Howard Bishop worked with our District Equity Team to offer Culturally Responsive Classroom Training for professional development to continue the conversation on race. Dr. Ann Wolf and Melissa Halpern came out for four different after school sessions to work with our staff. Several Howard Bishop teachers voluntarily opened their classrooms for walkthrough observations by Dr. Wolf and Ms. Halpern. The following week, they met with participating teachers independently to share useful feedback on what they observed around the classroom that already showed multicultural and diverse representation. This time was also used to discuss strategies that might be employed to increase cultural responsiveness, if they were interested. There was a great amount of valuable information acquired and shared at the conclusion of this PD. This was piloted through Howard Bishop and provided a great starting point for other schools to follow suit.

Our participation has ignited our eagerness to involve our school community of educators, students and parents by conducting a survey asking for feedback regarding their experience and perspective of our school discipline practices. The responses from the educators and students have been profound. This is a "work in progress". We are now focused on finding an effective method of getting more parents to share their thoughts.

We also learn about our students and build relationships through our recognition Student of the Week from each team. Grade level teams nominate a student on each grade level who have been exemplary in their citizenship to the school community.

This was the second year that we offered a bridge camp, A Day in the Life of a Middle Schooler. This event was made available to our entire incoming 6th grade student body. Many of our educators and staff came in over the summer to participate in this half day event. Our teachers were able to place faces with names before school started. The students were excited to see a snapshot of their next school year structure. Students were provided with a tour of the school, introduction to administration and student support staff. They were given strategies on staying organized and focused since middle school requires so much movement from class to class every fifty minutes. In polling the students at the end of the day, they expressed total relief from lots of anxiety that had built up prior to the camp. The attendance this year was approximately 120 students that made up a diverse population. This was an approx. 33% increase from our first year offering this camp. We are planning to continue

building on to this event for next year and adding a parent session as one of the components. .

We also host Open House and Meet the Teacher, which allows us to meet our parents and spend time outside of the school day with our students during the first few weeks of the school year.

Relationships are also built between teachers and students through our Positive Behavior Interventions and Support system. Teachers build relationships through positive praise/reward of desired/appropriate behaviors.

Community Partnership School, under the direction of Dr. Tarcha Rentz, serves as a liaison for many programs that foster and help build relationships in our community as a whole. CPS sponsored professional development for our staff that were interested over the summer. Santa Fe College facilitated a workshop series on Growth Mindset in the Classroom based on the book by Mary Cay Ricci. There was participation by both teachers and administration.

Mix It Up at Lunch Day is an exciting experience we have participated in the past. This is an opportunity to encourage our student body to step outside of their circle and make new connections for one lunch period. We strive to build new relationships that will reduce stereotypes and increase tolerance and awareness of one another. This is open to both students and staff engagement. This event will be planned by our Student Leadership Council and facilitated by staff.

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

Before and after school we provide and require that students are in designated areas where adult supervision takes place. A duty schedule was developed that assigns teams to cover duty posts on assigned days. Members of the Student Support Services Team also monitor the designated areas and most have been trained on recognizing triggers of disruptions, bullying, etc. Our school is also staffed with two full-time school resource officers from the Gainesville Police Department. Throughout the day, you will find them present in high traffic areas to aid in supervision during class transition times. We are fortunate to also see them building relationships with our students. These officers also serve as campus mentors. They are an integral part of our Student Services Team that meets every two weeks to discuss students of concern and roadblocks that some are facing along their path to being successful.

GPD has done an excellent job in conducting onsite ALICE training prior to school starting this year. They answered tough questions from our staff. This training also exposed other areas of concerns that had not been considered. We problem-solved and implemented plans to fill in these gaps. At the conclusion of this training, our staff felt empowered and informed in how we can best protect our students and each other, in the event of violence on our campus.

The district worked closely with local law enforcement to develop age-appropriate training based on the ALICE protocol (Alert, Lockdown, Inform, Counter, Evacuate). This is a nationally-recognized program used in schools and other settings throughout the nation. The training included a video and followup discussions between students and teachers. Students were also comfortable approaching our SRO to answer additional questions that they had.

During the school day teachers are encouraged to be in the hallways between classes engaging with students. Students are encouraged to seek help when needed. Both administrators and deans are assigned a lunch shift which provides an opportunity for them to engage with and provide support to students.

Our school counselors also visit the cafeteria during the three grade level lunches to connect with the

student's.

Many of our teacher's offer to share their own lunch time to tutor or to provide a quiet space in their classrooms for groups of students to join them. These are otherwise known as "lunch bunches".

Howard Bishop uses the MTSS problem solving model. Our data review team, comprised of school counselors, administration, school psychologists and other student services support team members, meet to look at the overall 'Big Picture' issues affecting the learning growth of our students. We work to develop strategies that focus on improving academic and behavior success of our students. We often place special emphasis on students in the lowest quartile academically.

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.

School wide participation in PBIS. Reinforce/Rewards for positive behaviors. Clear behavioral expectations are set at the beginning of the year when all students attend grade-level assemblies where expectations are explained and discussed. These expectations are reinforced daily and subsequent assemblies are held at the beginning of the second semester as a refresher/reminder of the expectations. There are also protocols for having students serve short time-outs for classroom managed behaviors. Deans attend quickly to referrals submitted by teachers to the office. Deans also attend team and faculty meetings to provide support for staff and share behavior management tips/ suggestions and feedback.

Within the first week of school, we cover school and classroom expectations. We review the district code of conduct across grade level classes. Students that return receipt of parents acknowledging that this information has been shared at home, get to participate in a field trip to the pool within the first month of school. It's the schools way of showing all students that each year we all start off with a clean slate. This is time to celebrate the beginning of a great school year.

This year, the online student intervention form was implemented as part of our discipline plan. This allows the opportunity to apply interventions within the classroom, as well as connect with the family to solicit additional support from home. These forms are connected to spreadsheets that are designed for team's to reference for progress monitoring. This data drives the conversation of what student's are in the greatest need of support at the time during meetings.

Howard Bishop has been regarded as a great example of employing alternatives to out of school suspensions for the past couple of years. We ended the school year as the middle school with the lowest number of days of suspension for students. Our team strives to continue to be trailblazers in this area. We have a district goal to reduce out of school suspensions at all schools by 10%. The district Equity Plan goal is to see a reduction in the number of African American students by 15%.

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.

The Howard Bishop Middle School Guidance Program ensures the social and emotional needs of all students are being met through a systematic delivery system. This includes a classroom guidance program using the Second Step curriculum addressing communication skills, interpersonal skills, health, wellness and safety. Students are also supported through individual response services addressing more immediate needs. The guidance program includes numerous supports including but not limited to small group counseling, referral to outside agencies, the Motiv8 mentoring program, peer mediation, high school and academic planning, consultation and collaboration services. We also partner with CDS Family and Behavioral Services who provide a full time counselor and program

titled "Project Success", which provides mentoring, counseling, and small group pull-outs for students. Take Stock in Children provides mentors to work with student's weekly.

This will be our first year introducing the Base Education software into our In School Detention Center. The goal is to have it as another tool and resource on our campus for Social Emotional Learning (SEL) Software Meeting the needs of MTSS and PBIS.

As a Community School, we now have a fulltime licensed mental health counselor on campus that has been provided to us by the Children's Home Society. They have a clothing closet partnership with the thrift shop that is operated by Catholic Charities. This partnership also makes it possible to offer the Backpack program to student's on Friday's where they pickup a backpack with food for the weekend and return it empty on Monday.

As an initiative for Back to School, the Community School and several volunteers worked diligently to fill over 300 backpacks to provide to our current and incoming student's. Plans are in place for our student's to get assistance with glasses, medical needs and dental needs.

Publix and United Way delivered six pallets of school supplies at the beginning of the school year. This consisted of 3500 boxes of color pencils, 1600 packs of ink pens, 5100 packs of filler paper and 6700 2 pocket folders.

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.

Grade level teams meet once a week to discuss student progress. Students of concern are often identified in these meetings. The student's name along with concerns are forwarded by team leaders to the Student Services Team. Student data is discussed twice monthly by Student Services. The SST then makes recommendations or initiates interventions for students of concern. This is the team that discusses the overall picture of these students to help determine the level and type of service they might need. This could result in recommendation for further evaluation by our school psychologist, request for Educational Planning Team (EPT) meetings that would include the parents and further implementation of interventions.

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	20	35	46	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	11	20	23	0	0	0	0	54
Course failure in ELA or Math	0	0	0	0	0	0	14	20	18	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	0	0	0	64	59	96	0	0	0	0	219

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	25	28	45	0	0	0	0	98

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

Students exhibiting two or more early warning indicators are closely monitored in the following areas:

Attendance:

Student attendance is monitored daily by homeroom teachers. Homeroom teachers are expected to make parent contact and document if the students attendance becomes a concern. They are also asked to forward attendance concerns to the attendance clerk. Attendance reports are reviewed biweekly to identify students who may be truant. EPT meetings are scheduled for students with 5 or more unexcused absences. As part of the EPT meeting an Attendance Plan is developed and agreed upon by the participants. Parents are made aware of the availability of SARB (Student Attendance Review Board) as an option for assistance. These students are also reported the district truancy officer for further intervention.

Suspensions:

Students with a history of discipline are identified at the beginning of the school term. These students are monitored by members of the SST who offers support and encouragement. Students with a history of behavior are often times monitored through the use of a daily behavior/point sheet. Students who need further Tier 2 and/or Tier 3 interventions are recommended for participation in Project Success. Students who do not seem to respond to school level intervention, may be referred for additional support from resources and programs offered via the Community Partnership School. It is our goal to work with students and their parents to keep them in school. Suspension is always a last resort. We make use of the Manning Center's Alternative to Suspension program that allows students to attend an off campus learning environment to complete classwork in lieu of receiving a suspension.

Course Failures:

School counselors identify students who have failed courses (failed to receive credit) and provide them with options and opportunities to make up the course. Student may participate in the after school CROP program, Alachua eSchool, or Florida virtual school in lieu of participating in their elective classes. Proactively counselors and school staff communicate credit and grade expectations with parents during 6th grade orientation, meet the teacher, and by providing credit/course expectations on our school website.

Howard Bishop served as a pilot for the (ACCEL) Acceleration program that was designed to work with students that were overage in middle school. The goal is to place them on a fast track with a strong support system from our student support staff. This required students to commit and attend classes during the summer. Families that did not have access to computers received laptops from the Dignity Project which was coordinated by our Community Partnership School.

Statewide Assessment Level 1:

Lowest performing students are identified and information is provided to teachers.

Reading students are scheduled into Intensive Reading courses. We also use an Inclusion model with co-teaching courses that are taught with the advantage of both a general education teacher and a teacher that is ESE certified. This provides multi layers of support to our students during that class period.

uPar is being implemented to assist students that are reading two or more levels below grade levels. It will help IEP students with reading and writing goals. It is also designed for students that failed the statewide assessment or whose data shows a gap.

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?

No

1. PFEP Link

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

2. Description

The Howard Bishop school website, Remind app and the phone home system is often used to update with current and pertinent information for families. Parents are informed of special events, activities, and opportunities. We also solicit volunteer participation at these events from parents. Administration also works closely with the PTSA and our SAC committee to keep parents informed and to collaborate on the school's efforts, mission, vision, and initiatives.

Teachers are encouraged to use the district gradebook in Skyward and Family Access to keep parents informed of student progress. Many of the teachers have also created Google classrooms or newsletters to further engage and communicate with parents.

The Remind app is used by some teachers. Remind provides current and real time updates from teachers to students and parents.

With the effort from Community Partnership School staff, there is a significant increase in outreach to recruit more parent and community volunteers. They have been very instrumental in our efforts to provide the opportunity for parents to enroll in Family Access in Skyward at each public event that our school holds.

Howard Bishop faculty and staff are collaborating with the community by conducting Data Chats with the parents of our lowest quartile to discuss where the student currently stands academically, what their goals are, what the school has in place to help them reach their goals and providing suggestions and recommendations on how parents can help from home. In the past, we have taken our laptops and 8 ft. tables into the heart of the community we serve to allow parents that work or lack transportation to come and dialogue with our teachers and staff regarding their child's academic status. This Data Chat evening was held at Faith Mission, which is also a vital and active partner in our Community Partnership School.

We are in discussion about revisiting this approach or somewhat similar for the current school year. We discovered that we had to market and get the word out better than we did before to get a better response. Parents loved the effort and the consideration of meeting where it was more accessible but it will require constant reminders. We had eager staff willing to participate.

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.

Howard Bishop Middle School is a Community Partnership School (CPS)

Howard Bishop Middle School A Community Partnership School unites the most important influences in a child's life -- school, families and communities -- to create a network that supports their development

toward productive adulthood. Although there is no single uniform model, community partnership schools share a common vision to “create an integrated set of learning opportunities, physically and socially.” The multiple goals include school readiness; student academic success; physical, social and emotional health; and parent and community engagement.

Howard Bishop Middle School A Community Partnership School's logic model consist of community support to remove barriers to learning, strong instructional programs, and expanded learning opportunities. It is based on developing long-term partnerships between a school district, a non-profit organization, a university, a healthcare provider, and others. Howard Bishop Middle School A Community Partnership School's partners are the Alachua County School District, Alachua County Health Department, the Children's Home Society, Santa Fe College, and University of Florida. Each partner has committed to work together to address student needs and offer whatever available social or institutional resources they can to help meet those needs. A 25 year Memorandum of Understanding (MOU) which outlines broad partnership roles and responsibilities has been executed to signify the long-term commitment to the process.

The community school partner organizations meet on a regular basis and address critical issues that are identified by school administration, faculty, students and the community. Each organization offers whatever resources they have available to address each issue (training, volunteers, grant writing, providing services on site) The principal is a member of the partnership group and has final say on all activities and initiatives that will occur at their school.

Establishing a community partnership school in an existing school does not eliminate or replace existing programs or services. Instead, a framework is designed to coordinate and align existing and additional needed resources and integrates them most effectively within the school.

Five core community partnership school staff positions provide expertise and braid services and programs into the fabric of the school. In short, the community partnership school director, who works directly with the principal, is responsible for the administration, implementation and the day-to-day operations of the community partnership school; the parent outreach coordinator is responsible for working with parents, community members, organizations and services to develop and provide resources for parents and the community; the after school coordinator organizes all during-school and extended day activities with staff, community programs and service providers; the school health programs coordinator acts as a case manager connecting students to needed resources by participating providers and their networks; the Nest coordinator/administrative assistant is responsible for providing administrative support for executive management.

As programs and resources are added, school space is identified and allocated for staff, programming and service delivery. A dedicated parent resource room is a staple of any successful parent outreach program as it provides parents with a welcoming space to connect with others in what is often perceived as an intimidating academic environment.

With the increased demand on schools to focus attention on academics and improved student achievement, community partnership schools create an efficient and cost-effective way to tend to the whole child by coordinating and aligning existing services within a school. Teachers and administrators are freed to focus on their expertise of academic achievement by providing a system of student care aimed to address and remove barriers to learning right on campus. Services offered at a community partnership school may include medical care, mental health counseling, vision, dental services, academic tutoring and enrichment services, parent and community services and outreach, nutrition education, and service-learning opportunities with hands-on application of instruction. Currently, Howard Bishop A Community Partnership School offers mental health counseling, after school programming, summer programming, professional development for teachers, mentors, tutors, school supplies, clothing, and snack closets. These services aim to meet the social, emotional, mental, physical, nutritional, and vocational needs of the teacher, student and family population, so learners are best able to fully engage

in the rigorous academic opportunities offered during the school day.

It is important to understand that the purpose of an effective community partnership school is to remove barriers to education for the students of the school and, over time, to improve academic and life success for the students and improve the surrounding community. The process takes time and a great deal of planning and coordination between the partners. Successful community partnership school efforts will improve academics, overall health and wellness, attendance and school climate. The specific components of a community partnership school will vary based on the specific needs of the students and the surrounding community.

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
Gamble, Mike	Principal
Beachy, Elisa	Teacher, K-12
Cornelison, Teresa	
Ogle, Shravana	Teacher, K-12
McCabe, Ashley	Teacher, ESE
Bethel, Karen	Assistant Principal
Winant, Chloe	Teacher, K-12
Magruder, Karen	Teacher, K-12
Padgett, Patricia	Teacher, K-12
Dickens, Joseph	Teacher, K-12
Mosely, LaTorria	Teacher, K-12
Beres, Amy	Teacher, K-12
Reddick, Clay	Assistant Principal

b. Duties

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

The school's leadership team meets weekly on Mondays after school. The school's leadership team is comprised of the Principal, assistant principal, six team leaders (2 from each grade level), department chairs, and teacher leaders. Leadership team members share progress data with their teams and departments.

The leadership team is chaired by the Principal who is responsible for implementing, supporting and evaluating the data and ensuring the process is working in conjunction with the goals of the school improvement plan. Information is shared with the leadership team, who are then responsible for sharing the information with all members of their team. All teachers are assigned to a team. Often times team leaders are asked to discuss school wide initiatives, concerns and bring feedback from their teams to the leadership meeting. Thus all members of the school community have an opportunity to participate in the process.

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

The school Leadership Team, Student Services Team, and/or Individual Grade Level Teams identify students who are not making adequate progress. Key players directly involved with the students of concern, define the problem, develop an intervention plan, implement the plan, chart progress and use data to evaluate the plan. The Principal and Assistant Principal provide curricular and behavioral support. Both administrators assist in training teachers. Both help to develop either behavior or academic interventions based on the student's needs and supported by the data.

School counselors provide training and support in the RTI process, work with teachers through the problem solving cycle; and facilitate the communication with the team leaders and /or parent(s). Team leaders, counselors, and deans assist in training, assessment support, reviewing students rate of progress, data collection, and student records.

Although 100% of Howard Bishop's students receive free breakfast, lunch and dinner through federal funding, we are not a Title 1 school. State & local funds are provided to our School Advisory Council to spend. This year we have earmarked a percentage of those funds to be spent on teacher classroom initiatives. These funds are also used to provide for substitute teachers so that teachers may participate in professional development opportunities. Local CREATE funds are also available to the school for professional development.

Our guidance department teams with the Community Partnership School staff to provide the "Backpacks for Needy Families" program operated by Catholic Charities. Catholic Charities provide the backpacks that are filled with non-perishable food items. Needy families are identified at the school level and the food-filled backpacks are sent home with students on Friday afternoons to ensure the students will have something to eat over the weekend as well as school holidays.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tarcha Rentz	Business/Community
Michael Gamble	Principal
Corey Collins	Business/Community
Charles Caldwell	Education Support Employee
Karen Murray	Teacher
Regina Wims	Parent
Pam Dunmore	Parent
Amy Schirmer	Teacher
	Student

b. Duties

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

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

Last year's plan/goals are reviewed by the council. The council discusses implementation and effectiveness of strategies and action plan. Based on evaluation of outcomes recommendations are made for the next year's plan and goals.

b. Development of this school improvement plan

Desired outcomes and goals will be reviewed and discussed. All stakeholders are given the opportunity to provide input related to instruction strategies, implementation, and monitoring of the plan. SAC members will discuss the plan before submission.

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

After receiving input from all stakeholders, school administration prepares the school plan for approval of the council.

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

SAC funds were used to support the school's learning goals and initiatives. Funds are used for staff development, teacher project requests, climate surveys, parent involvement incentives, Positive Behavior support rewards, and student recognition.

Staff Development 17%, Other 83%,

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

No

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

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
Gamble, Mike	Principal
Cornelison, Teresa	Teacher, K-12
Dickens, Joseph	Teacher, K-12
Ogle, Shravana	Teacher, K-12
McCabe, Ashley	Teacher, ESE
Mosely, LaTorria	Teacher, K-12
Beres, Amy	Teacher, K-12
Bethel, Karen	Assistant Principal
Reddick, Clay	Assistant Principal
Colson, Diane	Instructional Media

b. Duties

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

The literacy team meets weekly. Literacy strategies will be shared at monthly faculty meetings. Members of the literacy team are also responsible for sharing additional strategies and promoting their use within their teams and/or departments.

Florida Standards training will be provided across all content areas through monthly meetings with departments. District personnel will be asked for assistance in understanding and aligning item specifications and standards with instruction delivered.

The faculty will have a yearlong focus on formative assessments. Departments developed content specific strategies to implement throughout the school year.

Administrators as members of the literacy team will conduct walkthroughs to monitor integration of literacy strategies. Administrators will also assure that staff are afforded opportunities to participate in professional development as well as designate time for collaboration with colleagues. These activities will further support the use of research based instructional strategies.

The Media Center commits to the following strategies/activities:

1. Reading Promotion Programs

Goal: By working collaboratively with the faculty to create engaging and sustainable reading promotion events and programs like Sunshine State Young Readers, Quarterly Read-Ins, and Check Out Friday, the Media will increase student reading for pleasure in order to foster and support literacy.

Strategies/Activities:

Collaborative Reading Appreciation Units

Sunshine State Young Readers Program

Quarterly Read In Promotion

Literacy Night - Spring Parent Event

Checkout Fridays

Hispanic Heritage Month

Black History Month

Guest Speaker Authors

CyberBullying Presentations

2. Research Collaboration and Support

Goal: By working closely with teachers, the Media Center will teach, support, and reinforce the research process through lessons, resources, and teacher support. This will reflect in the FSA LAFS.RI.3.7 strand measurement where we hope to see a 10% increase in student success.

Additional LAFS standards with

Strategies/Activities:

Collaboratively Planned Lessons

Up to date and Relevant Resources

Targeted Curriculum Support

3. Technology Integration Support

Goal: Through teacher and student training, collaborative lesson planning, and teacher support, the Media Center will support the school community with technology integration and best practices in order to ensure success of the whole school community. This support will increase teacher lesson quality, confidence, and technology use. Additionally, it will translate to student computer literacy, and comprehension of complex task that will be integral to student achievement and success.

Strategies/Activities:

Teacher Technology Training

Student Technology Training

Collaboratively Planned Lessons

Classroom Technology Support
District Technology Resource Advocacy
Campus Skyward Training
Google Suite Training
Lady Bugs

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.

To encourage positive working relationships between teachers we have developed a duty and meeting calendar that provides teachers with the time needed to collaborate planning and instruction. The meeting calendar designates a time for team meetings each week, department meetings once each month, and faculty meetings twice each month. These times are guarded and protected meeting times. Teams participate twice monthly in discussions centered around school culture, teacher behaviors, and student achievement.

This past year, Peer Observation was implemented. This was an excellent opportunity for teacher's to observe and exchange best practices in the classroom. This could include a range of areas from effective differentiated instruction delivery methods to classroom management techniques.

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

Mr. Gamble works collaboratively with the district to attract and retain teachers. Bishop teachers frequently coach intern students from the University of Florida and St. Leo University. Interns see the best we have to offer and benefit from their experience here in the hopes that they would apply when positions become available. New teachers are provided a district mentor.

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

We have established a professional learning community with our first year teachers and teachers that are new to Howard Bishop. The group meets once a quarter with the assistant principal to cover procedures, county forms, behavior management, assessing student performance, managing parent conferences and to encourage collaboration and provide professional development. Each new teacher is also a part of a grade level team in which the team leader serves as a mentor.

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.

Howard Bishop uses state adopted textbooks in all subject areas. Teachers also follow and align instruction to the district scope and sequence and curriculum maps. District Content Area Supervisors also meet with Department Chairs to provide up to date information on Florida standards and requirements. That information is then shared with all teachers in the school department.

Administrators frequent classrooms not only conducting formal observations but snapshots as well. A snapshot calendar has been developed to insure that instructional programs are monitored. Quarterly district assessments which are aligned to state standards, help to monitor student progress. Data from these assessments is used to drive instruction.

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.

The data from state, district, and teacher developed assessments drive our decisions for differentiated instruction. Department Chairs lead monthly meetings to review data in academic departments. They provide the collaborative forum for monitoring, analyzing, identifying specific needs and problem solving. District personnel will be invited to assist in those meetings providing solutions and support. Next, teachers within those departments will monitor their own students' progress implementing solutions and interventions, such as small group instruction for reteaching and reassessing or coordinating individual mentor tutoring.

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: 20,000

This school year, the Community Partnership School a.k.a. The Nest who have partnered with the University of Florida's College Reach-Out Program to provide academic support and recreational opportunities to the students of Howard Bishop Middle School. We provide one hour of tutoring in the areas of reading and mathematics along with homework help and one hour of recreational activities such as dance, art, chorus, and sports. The program runs Monday through Thursday from 4pm to 6pm. *Hot supper/snacks will be provided to students at 3:30pm in the school's cafeteria.

Strategy Rationale

The primary focus starts with our lowest quartile students. The academic sessions will be taught by state certified educators that are predominately from Howard Bishop.

Some benefits of the program are:

Provide academic support.

Improve grades and test scores.

Be a part of exclusive activities like dance, art, chorus, sports.

Educational and Cultural Field Trips.

Win prizes through weekly raffles.

Win \$100 Gift Card for being the BEST After-School Hawk!

COMPLETELY FREE!!!

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gamble, Mike, gamblemp@gm.sbac.edu

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

The After School Hawks coordinator will collaborate with Student Services to monitor progress with the use of attendance data, progress report/report card data and county/state assessment data will also be analyzed each semester for progress of participants.

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.

Incoming 6th graders:

Assistant Principal, Dean, and Counselors visit the feeder elementary schools to provide 5th graders an overview of what they can expect in 6th grade. We also participate in a question and answer period to address the specific needs of the students.

After a successful second Summer Bridge camp this past summer, we will continue to build the curriculum for an even stronger day next year. We invite 5th graders from our feeder schools to join us on an evening in May to provide information to them and their parents on the expectations and requirements for middle school.

Fifth graders interested in our magnet program are provided several opportunities to attend school here at Bishop for a day. They are given the opportunity to select classes that they would like to participate and they get to follow a custom made schedule for the day. They also eat lunch in our cafeteria with the current class of 6th graders. The Academy of Technology and Gifted Studies also hosts an Open House which showcases the programs teachers, curriculum, and activities..

Exiting 8th Graders:

Counselors provide instruction to 8th graders in career exploration and high school planning. Each student will develop a personal high school academic plan and participate in a career planning course as a requirement for promotion to 9th grade. Eight grade parent night is also held as an opportunity for parents and students to hear from school based and district personnel on the programs and requirements needed for high school. Students are also encouraged to attend the 9th grade orientations held by 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.

N/A

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

Workforce development company The Whetstone Group established IT programs in 25 Florida middle schools three years ago through a grant from CareerSource Florida. Locally, companies like Grooveshark, InfoTech and GRU supported Howard Bishop's program. Students work toward industry certifications in Microsoft Word, Excel and PowerPoint as well as Adobe Photoshop, InDesign, Illustrator, Flash and Dreamweaver. Certifications are recognized in workplaces worldwide. Through an agreement with Santa Fe College, students who have earned the Microsoft Office Specialist certification can earn three college credits towards the Microsoft Office Applications 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.

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Improve the percentage of students achieving learning gains in ELA.. ELA LQ Target is 44%

G2. Improve the percentage of students learning gains in math. Math LQ Target is 41%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Improve the percentage of students achieving learning gains in ELA.. ELA LQ Target is 44% 1a

G100680

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	44.0
FSA ELA Achievement	58.0
ELA Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- 45% of students have not met or exceeded proficiency in ELA

Resources Available to Help Reduce or Eliminate the Barriers 2

- School literacy Team Curriculum Scheduling Instructional Coach Teacher Collaboration School Culture Media Center

Plan to Monitor Progress Toward G1. 8

District and Teacher created standards assessments

Person Responsible

Karen Bethel


Schedule

Quarterly, from 10/3/2018 to 5/31/2019

Evidence of Completion

Students will demonstrate mastery or growth on assessments. Reduction in student course failure rate.

G2. Improve the percentage of students learning gains in math. Math LQ Target is 41%. 1a

 G100681

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	41.0
FSA Mathematics Achievement	57.0
Math Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- 46% of students did not achieve proficiency (Level 3 or higher) on 2016 FSA. Students lack experience with application of math skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Scheduling Curriculum After school program District Personnel Tutoring District Pacing Guides Computer Programs

Plan to Monitor Progress Toward G2. 8

Teacher standards assessment data

Person Responsible

Karen Bethel

Schedule

Quarterly, from 8/14/2018 to 5/31/2019

Evidence of Completion

Students demonstrating mastery or growth on standards assessments.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Improve the percentage of students achieving learning gains in ELA.. ELA LQ Target is 44% **1**

 G100680

G1.B1 45% of students have not met or exceeded proficiency in ELA **2**

 B271629

G1.B1.S1 Department specific initiatives to increase reading proficiency. **4**

 S287531

Strategy Rationale

Each department developed content specific goals that all members of the department commit to implementing in their classrooms.

Action Step 1 **5**

Each department will implement content specific strategies and Initiatives by incorporating them into their daily lessons after collaborating as a team.

Person Responsible

Clay Reddick

Schedule

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

Evidence of Completion

Administrator walkthroughs. Progress Monitoring Teacher Reflection Collaboration Logs

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

Observe implementation of strategies. Obtain department feedback.

Person Responsible

Clay Reddick

Schedule

Monthly, from 10/3/2018 to 5/31/2019

Evidence of Completion

Classroom walkthroughs Meeting notes and agendas. Survey

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

Teachers will submit student progress data to administration, share and discuss in department meetings.

Person Responsible

Clay Reddick

Schedule

Monthly, from 10/3/2018 to 5/31/2019

Evidence of Completion

Increased department collaboration Increased student mastery on assessments.

G1.B1.S2 Promote school culture of high expectations and teacher collaboration by exposing Level 3 and higher students to more advanced courses. 4

S287532

Strategy Rationale

The majority of students will only aim as high as we set the target, so it is our responsibility to set high standards from the start and to maintain and promote a culture where that is the norm. They could use that rigor to push. This reduces class sizes for students that scored 1 and 2

Action Step 1 5

School wide initiative to increase collaboration among departments and teams.

Person Responsible

Clay Reddick

Schedule

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

Evidence of Completion

Meeting agendas and collaboration logs

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

Weekly administrative planning meetings. Administrators participate in department and team meetings.

Person Responsible

Clay Reddick

Schedule

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

Evidence of Completion

Meeting Notes, Agendas, and collaboration logs.

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

Observation of teacher engagement in collaboration activities
Monitor behavior and assessment data.
Leadership team feedback

Person Responsible

Clay Reddick

Schedule

Biweekly, from 8/14/2018 to 5/31/2019

Evidence of Completion

Discipline, Academic, and Progress Data

G1.B1.S3 Utilize Lexile +1 approach 4

 S287533

Strategy Rationale

This is great for measuring ability and complexity of the material.

Action Step 1 5

Solicit students to respond to questions about textual matter that has been provided in class.

Person Responsible

Clay Reddick

Schedule

Quarterly, from 8/14/2018 to 5/31/2019

Evidence of Completion

Administration will monitor progress students are making on district level assessments that are aligned with the standards.

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

AIMS testing can be tracked through SchoolSpire.

Person Responsible

Clay Reddick

Schedule

Quarterly, from 10/8/2018 to 11/30/2018

Evidence of Completion

Reports retrieved from SchoolSpire will be discussed in Department meetings and in Admin meetings.

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

Review of results of districtwide assessments aligned to state standards.

Person Responsible

Clay Reddick

Schedule

Quarterly, from 10/8/2018 to 11/30/2018

Evidence of Completion

Evidence of monitoring will be retrieved from reports in SchoolSpire after each quarter of AIMS testing.

G2. Improve the percentage of students learning gains in math. Math LQ Target is 41%. 1

 G100681

G2.B1 46% of students did not achieve proficiency (Level 3 or higher) on 2016 FSA. Students lack experience with application of math skills. 2

 B271630

G2.B1.S1 Implement research based, math specific instructional and literacy strategies 4

 S287534

Strategy Rationale

Use of research based strategies improve student engagement and increase likelihood that students will attain mastery and knowledge of the content.

Action Step 1 5

Teachers will use math department specific instructional strategies .

Person Responsible

Karen Bethel

Schedule

Monthly, from 8/21/2018 to 5/31/2019

Evidence of Completion

Classroom snapshots and observations.

Action Step 2 5

Teachers will increase use of formative assessments and align assessments to state standards.

Person Responsible

Karen Bethel

Schedule

Monthly, from 10/3/2018 to 5/31/2019

Evidence of Completion

Student Progress Monitoring Teacher reflection log

Action Step 3 5

Increase the use of manipulatives and computer-based learning to teach/reteach math concepts to encourage differentiated instruction and skill mastery.

Person Responsible

Karen Bethel

Schedule

Monthly, from 10/3/2018 to 5/31/2019

Evidence of Completion

Classroom walkthroughs and observations

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

Classroom observations

Person Responsible

Karen Bethel

Schedule

Daily, from 9/11/2018 to 5/31/2019

Evidence of Completion

Observation of strategies used during instruction.

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

Administrators will attend and participate in department meetings.

Person Responsible

Karen Bethel

Schedule

Monthly, from 9/11/2018 to 5/31/2019

Evidence of Completion

Teacher will submit data of student progress on standards assessments.

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

Observe classroom instruction.

Person Responsible

Karen Bethel

Schedule

Daily, from 8/14/2018 to 5/31/2019

Evidence of Completion

Snapshot data, Teacher Feedback

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

Administrators will monitor data submitted by teachers of student progression on standards assessments.

Person Responsible

Karen Bethel

Schedule

Quarterly, from 9/11/2018 to 5/31/2019

Evidence of Completion

Students will demonstrate mastery or growth on standards assessments.

G2.B1.S2 Promote school culture of high expectations and teacher collaboration. Expose students that are Level 3 and higher to advanced courses. 4

S287535

Strategy Rationale

The majority of students will only aim as high as we set the target, so it is our responsibility to set high standards from the start and to maintain and promote a culture where that is the norm. This gives them more rigor.

Action Step 1 5

School wide initiative to increase collaboration among departments and teams.

Person Responsible

Karen Bethel

Schedule

Weekly, from 8/14/2018 to 5/31/2019

Evidence of Completion

Meeting agendas and collaboration logs

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

Weekly administrative planning meetings. Administrators participate in department and team meetings.

Person Responsible

Karen Bethel

Schedule

Weekly, from 8/14/2018 to 5/31/2019

Evidence of Completion

Meeting Notes, Agendas, and collaboration logs.

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

Observation of teacher engagement in collaboration activities
Monitor behavior and assessment data.
Leadership team feedback

Person Responsible

Mike Gamble

Schedule

Biweekly, from 8/14/2018 to 5/31/2019

Evidence of Completion

Discipline, Academic, and Progress Data

V. Professional Development Opportunities

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

G1. Improve the percentage of students achieving learning gains in ELA.. ELA LQ Target is 44%

G1.B1 45% of students have not met or exceeded proficiency in ELA

G1.B1.S1 Department specific initiatives to increase reading proficiency.

PD Opportunity 1

Each department will implement content specific strategies and Initiatives by incorporating them into their daily lessons after collaborating as a team.

Facilitator

Department Chairs, All instructional staff

Participants

All instructional staff

Schedule

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

G1.B1.S2 Promote school culture of high expectations and teacher collaboration by exposing Level 3 and higher students to more advanced courses.

PD Opportunity 1

School wide initiative to increase collaboration among departments and teams.

Facilitator

Administration along with school leadership team

Participants

All staff

Schedule

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

G2. Improve the percentage of students learning gains in math. Math LQ Target is 41%.

G2.B1 46% of students did not achieve proficiency (Level 3 or higher) on 2016 FSA. Students lack experience with application of math skills.

G2.B1.S1 Implement research based, math specific instructional and literacy strategies

PD Opportunity 1

Teachers will use math department specific instructional strategies .

Facilitator

Varies- Administration, District Personnel, Department Chair, Teacher Leader

Participants

Math Teachers; Other instructional staff when appropriate

Schedule

Monthly, from 8/21/2018 to 5/31/2019

PD Opportunity 2

Teachers will increase use of formative assessments and align assessments to state standards.

Facilitator

AP, Department Chair, District Personnel

Participants

Math Teachers; Other instructional staff when appropriate

Schedule

Monthly, from 10/3/2018 to 5/31/2019

PD Opportunity 3

Increase the use of manipulatives and computer-based learning to teach/reteach math concepts to encourage differentiated instruction and skill mastery.

Facilitator

Department Chairs, School based and District Personnel

Participants

Instructional Staff

Schedule

Monthly, from 10/3/2018 to 5/31/2019

G2.B1.S2 Promote school culture of high expectations and teacher collaboration. Expose students that are Level 3 and higher to advanced courses.

PD Opportunity 1

School wide initiative to increase collaboration among departments and teams.

Facilitator

Administration along with school leadership team

Participants

All staff

Schedule

Weekly, from 8/14/2018 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	Each department will implement content specific strategies and Initiatives by incorporating them into their daily lessons after collaborating as a team.				\$0.00
2	G1.B1.S2.A1	School wide initiative to increase collaboration among departments and teams.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0121 - Howard W. Bishop Middle School			\$1,000.00
			Notes: Cover cost of substitute teachers			
3	G1.B1.S3.A1	Solicit students to respond to questions about textual matter that has been provided in class.				\$0.00
4	G2.B1.S1.A1	Teachers will use math department specific instructional strategies .				\$0.00
5	G2.B1.S1.A2	Teachers will increase use of formative assessments and align assessments to state standards.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0121 - Howard W. Bishop Middle School	School Improvement Funds		\$1,000.00
			Notes: Cover cost of substitute teachers Purchase Formative Assessments Books for teachers.			
6	G2.B1.S1.A3	Increase the use of manipulatives and computer-based learning to teach/ reteach math concepts to encourage differentiated instruction and skill mastery.				\$0.00
7	G2.B1.S2.A1	School wide initiative to increase collaboration among departments and teams.				\$0.00
Total:						\$2,000.00

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					
G1.B1.S3.MA1 M426253	Review of results of districtwide assessments aligned to state standards.	Reddick, Clay	10/8/2018	Evidence of monitoring will be retrieved from reports in SchoolSpire after each quarter of AIMS testing.	11/30/2018 quarterly
G1.B1.S3.MA1 M426254	AIMS testing can be tracked through SchoolSpire.	Reddick, Clay	10/8/2018	Reports retrieved from SchoolSpire will be discussed in Department meetings and in Admin meetings.	11/30/2018 quarterly
G1.MA1 M426255	District and Teacher created standards assessments	Bethel, Karen	10/3/2018	Students will demonstrate mastery or growth on assessments. Reduction in student course failure rate.	5/31/2019 quarterly
G2.MA1 M426262	Teacher standards assessment data	Bethel, Karen	8/14/2018	Students demonstrating mastery or growth on standards assessments.	5/31/2019 quarterly
G1.B1.S1.MA1 M426249	Teachers will submit student progress data to administration, share and discuss in department...	Reddick, Clay	10/3/2018	Increased department collaboration Increased student mastery on assessments.	5/31/2019 monthly
G1.B1.S1.MA1 M426250	Observe implementation of strategies. Obtain department feedback.	Reddick, Clay	10/3/2018	Classroom walkthroughs Meeting notes and agendas. Survey	5/31/2019 monthly
G1.B1.S1.A1 A390047	Each department will implement content specific strategies and Initiatives by incorporating them...	Reddick, Clay	8/13/2018	Administrator walkthroughs. Progress Monitoring Teacher Reflection Collaboration Logs	5/31/2019 quarterly
G2.B1.S1.MA1 M426256	Observe classroom instruction.	Bethel, Karen	8/14/2018	Snapshot data, Teacher Feedback	5/31/2019 daily
G2.B1.S1.MA4 M426257	Administrators will monitor data submitted by teachers of student progression on standards...	Bethel, Karen	9/11/2018	Students will demonstrate mastery or growth on standards assessments.	5/31/2019 quarterly
G2.B1.S1.MA1 M426258	Classroom observations	Bethel, Karen	9/11/2018	Observation of strategies used during instruction.	5/31/2019 daily
G2.B1.S1.MA3 M426259	Administrators will attend and participate in department meetings.	Bethel, Karen	9/11/2018	Teacher will submit data of student progress on standards assessments.	5/31/2019 monthly
G2.B1.S1.A1 A390050	Teachers will use math department specific instructional strategies .	Bethel, Karen	8/21/2018	Classroom snapshots and observations.	5/31/2019 monthly
G2.B1.S1.A2 A390051	Teachers will increase use of formative assessments and align assessments to state standards.	Bethel, Karen	10/3/2018	Student Progress Monitoring Teacher reflection log	5/31/2019 monthly
G2.B1.S1.A3 A390052	Increase the use of manipulatives and computer-based learning to teach/ reteach math concepts to...	Bethel, Karen	10/3/2018	Classroom walkthroughs and observations	5/31/2019 monthly
G1.B1.S2.MA1 M426251	Observation of teacher engagement in collaboration activities Monitor behavior and assessment...	Reddick, Clay	8/14/2018	Discipline, Academic, and Progress Data	5/31/2019 biweekly
G1.B1.S2.MA1 M426252	Weekly administrative planning meetings. Administrators participate in department and team...	Reddick, Clay	8/13/2018	Meeting Notes, Agendas, and collaboration logs.	5/31/2019 weekly
G1.B1.S2.A1 A390048	School wide initiative to increase collaboration among departments and teams.	Reddick, Clay	8/13/2018	Meeting agendas and collaboration logs	5/31/2019 weekly
G2.B1.S2.MA1 M426260	Observation of teacher engagement in collaboration activities Monitor behavior and assessment...	Gamble, Mike	8/14/2018	Discipline, Academic, and Progress Data	5/31/2019 biweekly
G2.B1.S2.MA1 M426261	Weekly administrative planning meetings. Administrators participate in department and team...	Bethel, Karen	8/14/2018	Meeting Notes, Agendas, and collaboration logs.	5/31/2019 weekly

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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
G2.B1.S2.A1  A390053	School wide initiative to increase collaboration among departments and teams.	Bethel, Karen	8/14/2018	Meeting agendas and collaboration logs	5/31/2019 weekly
G1.B1.S3.A1  A390049	Solicit students to respond to questions about textual matter that has been provided in class.	Reddick, Clay	8/14/2018	Administration will monitor progress students are making on district level assessments that are aligned with the standards.	5/31/2019 quarterly