



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Highlands Middle School
10913 PINE ESTATES RD E
Jacksonville, FL 32218
904-696-8771
<http://www.duvalschools.org/hms>

School Demographics

| | | |
|-------------------------------------|-----------------------------|---|
| School Type Middle School | Title I Yes | Free and Reduced Lunch Rate 69% |
| Alternative/ESE Center No | Charter School No | Minority Rate 93% |

School Grades History

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 2013-14 F | 2012-13 D | 2011-12 C | 2010-11 D |
|---------------------|---------------------|---------------------|---------------------|

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

| DA Category | Region | RED |
|----------------------|--------|-------------|
| Focus Year 3 or more | 2 | Wayne Green |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No | No | No | No |

Current School Status

School Information

School-Level Information

School

Highlands Middle School

Principal

Jackie Simmons, Jr.

School Advisory Council chair

Tia Keitt

Names and position titles of the School-Based Leadership Team (SBLT)

| Name | Title |
|------------------------|-----------------------------------|
| Jackie Simmons, Jr. | Principal |
| Stephanie Johnson-Hart | Assistant Principal |
| Carlene Smith | Assistant Principal of Curriculum |
| Tracy Hundley | Test Coordinator |
| Brian Holloway | Dean of Discipline |

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The current SAC consist of the following members:
 Tia Keitt-Chair- Community Partner-Big Brothers/Big Sisters
 Bevely Mason-Community Partner-Highlands Library
 Ashail Everett-Parent
 Jackie Simmons, Jr.-Principal
 Stephanie Johnson-Hart-Educational Support
 Tracy Hundley- Educational Support
 Carlene Smith-Educational Support

Involvement of the SAC in the development of the SIP

The School Advisory Council will work with the Leadership Team in developing goals for the school. The SAC will review the School Improvement Plan and offer input before approving the plan.

Activities of the SAC for the upcoming school year

The SAC will meet monthly to discussing activities/events. The activities are sill being determined by the committee.

Projected use of school improvement funds, including the amount allocated to each project

We do not receive any school improvement funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

We are currently recruiting a diverse group of parents,students, and additional community partners to participate with the School Advisory Counsel.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jackie Simmons, Jr.

Principal

Years as Administrator: 16

Years at Current School: 1

Credentials

Bachelor of Arts - Psychology in Education; Master of Arts -Teaching, Certification -Educational Leadership, School Principal, & Psychology

Performance Record

As an Assistant Principal:
 *Lead Andrew Jackson High School from an "F" to a "C" As a Vice Principal & Vice Principal:
 *Lead Highlands from a "D" to a "C"
 As a Principal:
 *At Matthew Gilbert showed four consecutive double-point gains, moving the school from a "D" to a "C" and maintained the "C" through significant academic increases in every area with the exception of reading in which small increases were made each year.
 Edward H. White High School
 2011-2012 Reading 32% Rdg gains 53% Writing 90% BQ 56%
 2010-2011 Reading 27% Writing 87%
 2009-2010 Reading 25% Writing 86%

Stephanie Johnson-Hart

Asst Principal

Years as Administrator: 11

Years at Current School: 1

Credentials

B.A. – English Literature – Florida State University
 M.Ed. – Educational Leadership – University of North Florida
 Certification:
 Language Arts 6-12;
 ESOL;
 Educational Leadership;
 School Principal

Performance Record

Assistant Principal:
 Highlands Middle School (2013-present)
 Assistant Principal:
 Grand Park Education Center (2012-2013);
 Assistant Principal:
 Matthew Gilbert Middle School (2006-2011) Assisted in moving
 the school from a D (419) to a C (457);
 showed four consecutive double-point gains, moving the school
 from a "D" to a
 "C"; maintained the "C" through
 significant academic increases in every
 area with the exception of reading in which
 small increases were made each year.
 Assistant Principal:
 Samuel Wolfson High School (2003-2006)
 (2004-2005) Assisted in moving up 15 points from 346-361 and
 maintaining a "C".
 .

Carlene Smith

Asst Principal

Years as Administrator: 12

Years at Current School: 8

Credentials

Bachelor of Arts in Elementary Education from the University of North Florida
 Master of Arts - Elementary Education from the University of North Florida
 Master of Arts in Educational Leadership from Jacksonville University
 Certification: Elementary Education, ESOL and School Principal Endorsement

Performance Record

Assistant Principal of Curriculum at Highlands Middle School (HMS) in 2012-2013:
 School Grade D (448 total points); Reading Proficiency: 31% (-4), Math Proficiency: 32% (-7), Writing Proficiency: 36% (-38), Science Proficiency: 21% (+4); Reading Gains 54% (-8); (LQ Reading Gains: 69% (-7); Math gains 54% (-14); LQ Math gains: 64% (-3); Acceleration Points 87 (+14). HMS did not show adequate learning growth in reading and math.
 Assistant Principal of Curriculum at HMS in 2011-2012:
 School Grade C (511 total points); Reading Proficiency: 35% (-9), Math Proficiency: 39% (-2), Writing Proficiency: 74% (+1), Science Proficiency: 17% (-7); Reading Gains 62% (+9); (LQ Reading Gains: 57% (+19); LQ Math gains: 66% (+1); Acceleration Points 73. HMS did not show adequate learning growth in reading and math.
 Assistant Principal of Curriculum at HMS in 2010-2011:
 School Grade: D, (416 total points); Reading Proficiency: 44%, Math Proficiency: 41%, Writing Proficiency: 73%, Science Proficiency: 24%; LQ Reading Gains: 57%; LQ Math gains: 66%. HMS did not show adequate learning growth in reading and math.
 Assistant Principal of Curriculum at HMS in 2009-2010:
 School Grade: C, (441 total points); Reading Proficiency: 44%, Math Proficiency: 45%, Writing Proficiency: 89%, Science Proficiency: 19%; LQ Reading Gains: 58%; LQ Math gains: 69%. HMS did not show adequate learning growth in reading and math.
 Assistant Principal of Curriculum at HMS in 2008-2009:
 School Grade: C, (468 total points); Reading Proficiency: 46%, Math Proficiency: 46%, Writing Proficiency: 91%, Science Proficiency: 21%; LQ Reading gains: 69%, LQ Math gains, 69%. HMS did not show adequate learning growth in reading and math.

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

| Genevieve Pringle | | |
|----------------------------|--|----------------------------|
| Part-time / District-based | Years as Coach: 2 | Years at Current School: 1 |
| Areas | Reading/Literacy | |
| Credentials | Masters in Adult Education Reading Endorsement K-12 ELA 5-9 ESOL K-12 | |
| Performance Record | Middle School Reading Coach at Mattie V. Rutherford Alternative Middle School 2012-2013;(ungraded alternative school) ELA Teacher at Southside Middle School; 2011-12 School Grade C; Reading Proficiency-46%, Reading Gains-53%, LQ Reading Gains 65%, Writing Proficiency-76%; 2010-2011 School Grade C; Reading Proficiency 50%, Reading Gains-62%, LQ Reading Gains-69%, Writing Proficiency 85% | |

| Myra Bolden | | |
|----------------------------|---|----------------------------|
| Part-time / District-based | Years as Coach: 1 | Years at Current School: 1 |
| Areas | Mathematics | |
| Credentials | Bachelors in Mathematics, Master in Business Administration w/ certification in Organizational Leadership; Math certified 5-9 | |
| Performance Record | 2007-2013 Grand Park Alternative School Non-graded Alternative School | |

| Angie Heidinger | | |
|----------------------------|--|----------------------------|
| Part-time / District-based | Years as Coach: 1 | Years at Current School: 3 |
| Areas | Science | |
| Credentials | Bachelors of Science in Business Administration Area of Certification: Biology 6-12 | |
| Performance Record | Middle School-Based Science Coach at Highlands Middle School 2012-2013 and increased Science Proficiency from 17% to 21% | |

| Stacy McKinley | | |
|----------------------------|---|----------------------------|
| Part-time / District-based | Years as Coach: 2 | Years at Current School: 2 |
| Areas | Other | |
| Credentials | Masters' Degree in Educational Leadership Bachelor of Arts in English Bachelor of Arts in Political Science Reading English 6-12 Social Studies 6-12 Educational Leadership | |
| Performance Record | Reading Teacher at Alice B. Landrum Middle School School Grade A (728 total points); Reading Proficiency 82%, Writing Proficiency 93%, Reading points for gains 75, Reading gains for bottom quartile 70. Personal VAM score 3.55/4.0. | |

Classroom Teachers

| | |
|---|---------|
| # of classroom teachers | 48 |
| # receiving effective rating or higher | 43, 90% |
| # Highly Qualified Teachers | 92% |
| # certified in-field | 39, 81% |
| # ESOL endorsed | 5, 10% |
| # reading endorsed | 3, 6% |
| # with advanced degrees | 18, 38% |
| # National Board Certified | 0, 0% |
| # first-year teachers | 6, 13% |
| # with 1-5 years of experience | 17, 35% |
| # with 6-14 years of experience | 19, 40% |

with 15 or more years of experience

6, 13%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Our Principal and Assistant Principals recruit at Teach for America.

New teachers attend an orientation at the school prior to pre-planning. The session includes information on the use of lesson/unit plan template, classroom rituals and routines, standards based instruction, school and district policies and other faculty handbook information. Persons responsible are the Assistant Principals and Academic Coaches.

Regular meetings with new teachers to provide information on classroom strategies, certification, and MINT requirements. New teachers are partnered with MINT mentors. Persons responsible: professional development facilitator and Assistant Principals.

Teacher input for training needs is solicited through a faculty survey. Topics for Early Release, IPDP and planning period training reflects teacher needs as indicated through the survey, classroom observations, focus walks and self assessments. Persons responsible: Academic coaches; Assistant Principals; Professional Development Facilitator

Reading endorsement training will be provided on-site. Person responsible: District

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Monthly MINT meetings are held to provide information on professional development, certification requirements, and other requirements. During the meetings, time is provided for new teachers to meet with their mentor to discuss observations, issues with which the new teacher needs support, and to ask questions. Professional development may also be provided during the meetings to address areas of need that have been identified by the new teachers.

New Teacher/Mentor—Rationale

Byers/Bryant— Mentor has strong ability to build relationships with students.

Strasser/S.Romagnolo— Provide with classroom management support

Bright/Wynn—Mentor has experience in teaching business education.

Addison/J. Smith— Mentor is highly experienced with 8th grade

E. Johnson/Hendon— Mentee can benefit from mentor's years of service.

Formanek/Heidinger— Mentor can provide classroom management and instructional support.

Jenkins/Warren— Provide with classroom management support

A.Romagnolo/Wynn—Teachers in the same subject area—mentor can share expertise with mentee.

Blackshear/McKinley—Teachers in the same subject area—mentor can share expertise with mentee.

James/Sideris—Teachers in the same subject area—mentor can share expertise with mentee.

Schwander/Wynn— Continued match from previous school year.

Gonzalez/Sideris— Teachers in the same subject area—mentor can share expertise with mentee.

Parton/Sideris— Worked cohesively in the previous year.

Joyner/Eubanks— Teachers in the same department—mentor can share expertise with mentee.

Stanley/Heidinger— Mentor can provide classroom management and instructional support.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

A variety of data sources are utilized to determine students' academic and behavioral needs. In academic areas, assessments and data sources include the IOWA Assessment, Curriculum Guide Assessments (CGAs), Florida Comprehensive Assessment Test (FCAT) 2.0 2013, District Timed Writing Assessment, and student portfolios including self assessments and reflections. The results of these assessments are obtained through Inform. With regard to behavior, data is obtained from Genesis. Based on data, students will be identified for interventions and scheduled appropriately. The effectiveness of core instruction will be assessed through coaching cycles with academic coaches and observations by administrators. In order to determine resource allocation, student data is examined to determine the number of sections and teachers needed for intervention courses (enrichment reading and enrichment math). Teacher support systems include common planning, mentoring for early-career teachers, and the coaching cycle with academic and district coaches. Small group and individual needs are addressed through individual data chats, working with the reading interventionist, and individual and small group academic counseling/advising with school counselors.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administrators (Jackie Simmons, Carlene Smith, and Stephanie Johnson-Hart) provide a common vision for the use of data-based analysis and instruction, ensure the school-based team is implementing and monitoring MTSS, conduct assessments and ensure implementation of intervention support and documentation, collaborate in the design and delivery of professional development, communicate with parents and the community regarding school-based MTSS plans and activities, and create opportunities to have celebrations.

Department Specialists (ELA/Reading/Math/Social Studies/Science): Department Specialists Jenna James, Catherine Sideris, Lisa Hinton, Patrice Johnson, and Samantha Parton, lead classroom teachers to begin intentional responses when reflecting on student performance, behavior, and attendance. Emphasis is on supporting collaboration with colleagues to constantly evaluate and review students' performances, providing curriculum instruction for students that include reflective practices, analyzing student data, and implementing instruction and intentional intense interventions for Tier 1, Tier 2, and Tier 3.

Exceptional Student Education (ESE) Liaison: (Carolyn Wynn) Leads teacher support in the implementation of Tiered instruction for students with disabilities; develops Tier 3 intervention and supports content area teachers in the implementation intervention; helps teachers initiate and design instruction for students who show low content area skills or lack of progress over time.

Instructional Coaches (Reading, Math and Science): Instructional Coaches, Myra Bolden, G. Denise Pringle, and Angie Heidinger serve as liaisons between teachers, students, and parents; support targeted instruction and monitor implementation; model teaching and reflective practices for all school-based educators; collect and analyze data; design and deliver professional development.

Data Assessment Contact: (Tracy Hundley) Develops and leads the school in data collection and in analyzing the data; helps provide professional development and data assistance regarding data-based instructional planning and interventions.

School Counselors and School Psychologist: (Pat Warren, Shannon Romagnolo and Miquita Chalmers) Provide direct contributions/presentations to teachers in order to address students' behaviors and ways to help teachers and students manage distractions that hinder the learning environment; participates to work proactively to respond to individual students' social/emotional behaviors, academic deficiencies, attendance, and overall student performance. In addition to providing interventions, counselors link child-serving and community agencies to the school and families to support students' academic, emotional, behavioral, and social success. School counselors provide Early Warning Signs training to faculty and staff to build awareness of potentially problematic behaviors.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS leadership team members meet and collaborate weekly both as a team and in smaller Professional Learning Communities. Our focus is to ensure that all Professional Learning Communities respond in a proactive approach to intentional interventions that meet our students' needs in a timely manner. The team engages in conversations on how best to serve the students in all Tiers and how to support the teachers; therefore, the following activities are provided to the teachers: 1) technical assistance in collection of data and the data analysis, 2) program evaluation, and 3) continuous professional development. This collaboration facilitates our school-based decision-making process.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

A variety of data sources are utilized to determine students' academic and behavioral needs and to monitor progress. In academic areas, assessments and data sources include the IOWA Assessment, Curriculum Guide Assessments (CGAs), Florida Comprehensive Assessment Test (FCAT) 2.0 2013, District Timed Writing Assessment, and student portfolios including self assessments and reflections. The results of these assessments are obtained through Inform. With regard to behavior, data is obtained from Genesis.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Teachers, administrators, academic coaches, and student support professionals (dean, counselors, etc.) will receive professional development during the 2013 – 2014 school year. The team will also evaluate additional staff professional development needs during the weekly Team meetings and Professional Learning Communities. Information will be provided to parents at Open House and various parent events. Parents will participate in parent conferences.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 150

The Team Up teachers will consult with the core academic instructors to gather data about the areas of weaknesses for students enrolled in Team Up.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The Team up coordinator will monitor instruction; increase/decline in academic performance of students and share the information with the core instructors and well as the administration.

Who is responsible for monitoring implementation of this strategy?

The Team Up coordinator will monitor the strategies and share the results with the school's administration.

Strategy: Weekend Program

Minutes added to school year: 1,440

Saturday School will offer additional academic assistance in core academic areas

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The academic coaches and administration will monitor the effectiveness of the strategies and make necessary adjustments when necessary.

Who is responsible for monitoring implementation of this strategy?

The academic coaches and the administration will monitor the implementation of all strategies.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

| Name | Title |
|------------------------|-----------------------------------|
| Jackie Simmons, Jr | Principal |
| Stephanie Johnson-Hart | Assistant Principal |
| Carlene Smith | Assistant Principal of Curriculum |
| Genevieve Pringle | Reading Coach |
| Stacy McKinley | Reading Interventionist |
| Patrice Johnson | Social Studies Dept. Chair |

| Name | Title |
|-------------------|---------------------|
| Angie Heidinger | Science Coach |
| Jenna James | ELA Dept. Chair |
| Catherine Sideris | Reading Dept. Chair |
| Rod Carter | ESE Support |

How the school-based LLT functions

The LLT will meet every 3rd Tuesday of the month to look at student work in all curriculums, discuss next steps and improvement areas. As a team, we will decide which strategy is working. In support of the district's reading goals and our school-based reading goals, team members will review current and longitudinal data to ensure the successful implementation of the core reading series and research-based strategies for supporting students in the core curriculum. The team will engage in the following activities: investigate an overall area of school wide literacy concerns and review of data collected to determine next steps for overall student needs in that area. Based on the data collected, LLT will determine course of action and take steps to support the instructional staff with implementing the course of action. LLT will determine the effectiveness of the course of action determined by teams through progress monitoring of student learning.

Major initiatives of the LLT

The major function this year will be to meet and discuss how we are incorporating Reading and Writing across all contents. We will focus on cross-curricular lessons. The major initiative this year for the LLT is to increase literacy across content areas by building a literacy culture through collaboration. The school reading targets are to increase the number of students meeting high standards in Reading, increase the number of students making learning gains in reading and increase the number of proficient students by 25% making learning gains in reading. LLT will promote literacy through various school wide activities that will motivate students to read. These initiatives will be accomplished through:

- ongoing, job-embedded, researched-based professional development
- highly effective teachers in every content area that model and provide explicit instruction to improve comprehension, and strategic and accelerated intervention.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The school implemented a "Reading Strategy of the Month" to ensure that all content area teachers are utilizing reading strategies. This contributes to teaching reading across the curriculum.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

In our Career Technical Education course students use Microsoft Powerpoint, Word, etc. These skills can be used in the real world and workplace. We will utilize industry certified personnel to assist and ensure that core content is translated to real world application.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

At the 6th, 7th, and 8th grade level school counselors are tasked with meeting and discussing with each student about their personal, social, and career goals. These goals are then (where applicable) integrated into the students course of study. Each year these goals are revisited.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 43% | 31% | No | 48% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 40% | 30% | No | 46% |
| Hispanic | 53% | 41% | No | 58% |
| White | 55% | 44% | No | 60% |
| English language learners | 23% | 0% | No | 31% |
| Students with disabilities | 25% | 9% | No | 33% |
| Economically disadvantaged | 40% | 30% | No | 46% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 203 | 23% | 33% |
| Students scoring at or above Achievement Level 4 | 72 | 8% | 18% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 479 | 54% | 64% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 153 | 69% | 79% |

Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | [data excluded for privacy reasons] | | 43% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | [data excluded for privacy reasons] | | 32% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | [data excluded for privacy reasons] | | 32% |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|-------------------------------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 109 | 36% | 80% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | [data excluded for privacy reasons] | | 0% |

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 42% | 32% | No | 48% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 39% | 29% | No | 45% |
| Hispanic | 58% | 56% | No | 62% |
| White | 51% | 46% | No | 56% |
| English language learners | 48% | 20% | No | 54% |
| Students with disabilities | 23% | 13% | No | 31% |
| Economically disadvantaged | 40% | 30% | No | 46% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 212 | 24% | 34% |
| Students scoring at or above Achievement Level 4 | 53 | 6% | 16% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 479 | 54% | 64% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 142 | 64% | 74% |

Middle School Acceleration

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Middle school participation in high school EOC and industry certifications | 152 | 17% | 14% |
| Middle school performance on high school EOC and industry certifications | | | |

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 69 | 60% | 70% |
| Students scoring at or above Achievement Level 4 | 19 | 16% | 26% |

Geometry End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3 | 11 | 30% | 40% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 21% |

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 46 | 15% | 20% |
| Students scoring at or above Achievement Level 4 | 21 | 6% | 11% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 2 | | 2 |
| Participation in STEM-related experiences provided for students | 267 | 30% | 40% |

Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses | 0 | 0% | 30% |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | 0 | 0% | 0% |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses | | 0% | 0% |
| Students taking CTE industry certification exams | 0 | 0% | 0% |
| Passing rate (%) for students who take CTE industry certification exams | | 0% | 0% |
| CTE program concentrators | 0 | 0% | 0% |
| CTE teachers holding appropriate industry certifications | 0 | 0% | 1% |

Area 8: Early Warning Systems

Middle School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 80 | 9% | 7% |
| Students who fail a mathematics course | 11 | 1% | 1% |
| Students who fail an English Language Arts course | 9 | 1% | 0% |
| Students who fail two or more courses in any subject | 15 | 1% | 1% |
| Students who receive two or more behavior referrals | 148 | 16% | 5% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 1 | 0% | 0% |

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase parental access to meaningful educational information

Provide various strategies to help support parents at home

Increase parent/community awareness and involvement regarding the events/activities at HMS; students have a greater opportunity to be successful when there are more stakeholders involved in their educational experiences

Increase parent and student understanding about the graduation requirements for high school

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Increase parental access to meaningful educational information | 372 | 40% | 45% |
| Provide various strategies to help support parents at home | 3 | 18% | 20% |

Goals Summary

- G1.** Increase percentage of students who are proficient as well as increase percentage of students who make gains including those in the bottom quartile on all state assessments

Goals Detail

G1. Increase percentage of students who are proficient as well as increase percentage of students who make gains including those in the bottom quartile on all state assessments

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Academic coaches (Reading, Math, Science) and Reading Interventionist.
- Full time sub to assist with teacher observations of colleagues.
- Common planning with Professional Learning Communities.
- School-wide professional development on Early Release days.

- District specialist support.
- Title I funds.

Targeted Barriers to Achieving the Goal

- Teacher implementation of the gradual release model is inconsistent.
- Teachers do not scaffold higher-order questions effectively in all lessons.
- Lack of differentiated instruction.
- Lack of student motivation.
- High percentage of new and novice teachers every year.
- Implementation with fidelity of new enrichment curricula.
- Teachers lack knowledge of collaborative, data-driven analysis and instruction.

Plan to Monitor Progress Toward the Goal

Increase student achievement from Curriculum Guide Assessment baselines to quarterly Curriculum Guide Assessment from September to May 2014. Increase student achievement on weaker benchmarks using the Florida Continuous Improvement Model as measured by focus lesson mini-assessments from September to May 2014.

Person or Persons Responsible

Administration, Academic Coaches, Teachers

Target Dates or Schedule:

This will be monitored weekly and quarterly but will be a on going process.

Evidence of Completion:

Curriculum Guide Assessment data, focus lesson data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase percentage of students who are proficient as well as increase percentage of students who make gains including those in the bottom quartile on all state assessments

G1.B1 Teacher implementation of the gradual release model is inconsistent.

G1.B1.S1 School-wide professional development on correct implementation of gradual release model.

Action Step 1

School-wide professional development

Person or Persons Responsible

All teachers participate. Academic coaches facilitate.

Target Dates or Schedule

Early release professional development, common planning professional development, before school professional development

Evidence of Completion

Sign in sheet, exit slips, agenda

Facilitator:

Academic Coaches, Administrators, District Specialist

Participants:

All certificated staff

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

Perform classroom walk-throughs and look for implementation of gradual as it was presented in the professional development.

Person or Persons Responsible

Administration, Academic Coaches, District Specialist

Target Dates or Schedule

Beginning 9/30/2013 and ongoing

Evidence of Completion

Observation/feedback forms, lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Conduct informal/formal observations to see if teacher are releasing students to practice/investigate on their own. Look at lesson plans to see if gradual release is being planned into lessons and being implemented.

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning 9/30/2013 and ongoing

Evidence of Completion

Lesson plans and post observation forms

G1.B1.S2 Academic coaches implement coaching cycle with teachers by modeling lessons in the classroom.

Action Step 1

Modeled instruction

Person or Persons Responsible

Academic coaches and identified teachers

Target Dates or Schedule

Pre-planned on an as-needed basis (within implementation of the Coaching Cycle).

Evidence of Completion

Coaching cycle documentation; lesson plans

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

Administrators will check or review coaches log for evidence of coaching cycle being implemented.

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning 9/30/2013 and ongoing

Evidence of Completion

Coaches Log, Feedback Form

Plan to Monitor Effectiveness of G1.B1.S2

Conduct walk-throughs and informal/formal observations to observe implementation of gradual release after coaching cycle is complete.

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning 9/30/13 and ongoing

Evidence of Completion

Feedback forms, lesson plans, observation forms

G1.B1.S3 Establish model classrooms for teacher observation.

Action Step 1

Allow teachers to opportunity for purposeful observation of model classroom.

Person or Persons Responsible

Administration and coaches select model classroom. Coaches and full time sub provide coverage to allow teachers to observe.

Target Dates or Schedule

On an as-needed basis

Evidence of Completion

Teacher reflections and feedback forms,

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

Create a criteria to select model classroom.

Person or Persons Responsible

Academic Coaches, Reading Interventionist, Administration

Target Dates or Schedule

By the end of the first nine weeks

Evidence of Completion

List of teachers who meet criteria of a model classroom

Plan to Monitor Effectiveness of G1.B1.S3

Observe model classroom on regular basis to ensure it maintains the standards of being a model classroom.

Person or Persons Responsible

Administration and Academic Coaches

Target Dates or Schedule

On an ongoing basis through out the year

Evidence of Completion

Observation forms, feedback forms

G1.B2 Teachers do not scaffold higher-order questions effectively in all lessons.

G1.B2.S1 Encourage teachers to use Webb's Depth of Knowledge to script higher-order questions on lesson plans.

Action Step 1

Distribute copies of Webb's depth of knowledge to all teachers

Person or Persons Responsible

All teachers, administrators and academic coaches

Target Dates or Schedule

Subsequent to professional development on higher-order questions.

Evidence of Completion

Scripted higher-order thinking questions on teacher lesson plans

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

Monitor lesson plans; conduct classroom walkthroughs and observations

Person or Persons Responsible

Administrators check lesson plans; academic coaches and administrators conduct classroom walkthroughs

Target Dates or Schedule

On an ongoing basis throughout the school year

Evidence of Completion

Lesson plans; classroom walkthrough observation forms.

Plan to Monitor Effectiveness of G1.B2.S1

Diagnostic Assessment of Reading (DAR) and Curriculum Guide Assessment (CGA) tests and focus lesson mini assessments

Person or Persons Responsible

Administrators, academic coaches and classroom teachers

Target Dates or Schedule

Monthly and at the end of each grading period.

Evidence of Completion

Diagnostic Assessment of Reading (DAR) and Curriculum Guide Assessment

G1.B2.S2 School-wide professional development on how to scaffold higher-order questions.

Action Step 1

Plan and implement professional development on how to scaffold higher-order questions.

Person or Persons Responsible

Academic coaches plan and implement professional development; teachers attend

Target Dates or Schedule

Early Release

Evidence of Completion

sign-in sheet; exit slip

Facilitator:

Academic coaches

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S2

lesson plans; classroom walkthroughs

Person or Persons Responsible

Administrators check lesson plans; academic coaches and administrators conduct classroom walkthroughs

Target Dates or Schedule

On an ongoing basis throughout the school year

Evidence of Completion

Lesson plans and classroom walkthrough observation forms.

Plan to Monitor Effectiveness of G1.B2.S2

Teacher feedback/evaluation of professional development

Person or Persons Responsible

Teachers

Target Dates or Schedule

immediately following professional development

Evidence of Completion

Feedback forms

G1.B2.S3 Content area teachers will engage in collaborative planning.

Action Step 1

Collaborative planning

Person or Persons Responsible

All content-area teachers; academic coaches; administrators

Target Dates or Schedule

Common planning periods weekly

Evidence of Completion

Professional Learning Community Agendas and administrator and coach attendance.

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Academic coaches will participate in and facilitate common planning weekly; administrators will visit common planning on an as-needed basis.

Person or Persons Responsible

Academic coaches, administrators and teachers

Target Dates or Schedule

Weekly throughout the school year

Evidence of Completion

PLC agendas, lesson plans and observation of common planning.

Plan to Monitor Effectiveness of G1.B2.S3

Review lesson plans for evidence of common planning; Look at CGA baseline data

Person or Persons Responsible

Academic coaches and Administrators

Target Dates or Schedule

Weekly and on an as-needed basis

Evidence of Completion

lesson plans aligned and demonstrate evidence of higher-order questions.

G1.B3 Lack of differentiated instruction.

G1.B3.S1 Content-area professional learning communities

Action Step 1

Teachers will participate in weekly common planning.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Professional learning community agendas

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

Academic coaches attend and facilitate PLC/common planning once per week; administrators visit as-needed.

Person or Persons Responsible

Academic coaches, teachers. administrators

Target Dates or Schedule

Weekly throughout the school year

Evidence of Completion

PLC agendas and observations/attendance

Plan to Monitor Effectiveness of G1.B3.S1

Lesson plans to demonstrate common planning with differentiation. CGA data.

Person or Persons Responsible

Academic coaches and administrators

Target Dates or Schedule

On an as-needed basis throughout the school year

Evidence of Completion

CGA data; lesson plans

G1.B3.S2 School-wide professional development on effectively grouping students using data.

Action Step 1

Plan and implement school-wide professional development on effectively grouping students using data.

Person or Persons Responsible

Academic coaches plan and implement professional development; all teachers participate

Target Dates or Schedule

Early Release

Evidence of Completion

sign-in sheets; exit slip

Facilitator:

Academic coaches

Participants:

all teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Classroom observations and walkthroughs; view teacher data notebooks

Person or Persons Responsible

Academic coaches and administrators

Target Dates or Schedule

Throughout the school year on an as-needed basis

Evidence of Completion

Classroom walkthrough feedback forms; teacher data notebooks.

Plan to Monitor Effectiveness of G1.B3.S2

Monitor focus lesson mini assessment data and teacher-created test data to determine if current grouping is effective

Person or Persons Responsible

Academic coaches and administrators

Target Dates or Schedule

On an ongoing basis throughout the school year and during scheduled data chats

Evidence of Completion

data chat forms; student data; teacher data notebooks.

G1.B3.S3 Academic coaches explicit classroom modeling to demonstrate effective differentiation.

Action Step 1

Academic coaches implement the coaching cycle with teachers who need explicit modeling in effective differentiation

Person or Persons Responsible

Academic coaches; district specialists; identified teachers.

Target Dates or Schedule

As needed throughout the year

Evidence of Completion

Coaching cycle documentation.

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Coaching cycle documentation and administrator observation

Person or Persons Responsible

Academic coaches, district specialists and administrators

Target Dates or Schedule

On an as-needed basis throughout the school year

Evidence of Completion

Coaching cycle documentation and administration observation feedback forms.

Plan to Monitor Effectiveness of G1.B3.S3

Step 3 of coaching cycle: following coach modeling, teacher implements strategy and coach observes.

Person or Persons Responsible

Academic coaches; teachers in coaching cycle

Target Dates or Schedule

throughout the year as-needed

Evidence of Completion

Coaching cycle documentation

G1.B4 Lack of student motivation.

G1.B4.S1 School-wide professional development on teacher implementation of engaging classroom activities.

Action Step 1

Plan and implement school-wide professional development on teacher implementation of engaging classroom activities.

Person or Persons Responsible

Academic coaches; all teachers

Target Dates or Schedule

Early Release, common planning

Evidence of Completion

sign-in sheets; exit slips

Facilitator:

Academic coaches

Participants:

All teachers

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

Feedback/evaluation forms submitted by teachers at the conclusion of professional development

Person or Persons Responsible

Teachers; academic coaches, administrators

Target Dates or Schedule

Immediately following professional development

Evidence of Completion

Feedback/evaluation forms

Plan to Monitor Effectiveness of G1.B4.S1

Classroom walkthroughs and observations

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

on an ongoing basis throughout the school year

Evidence of Completion

Classroom walkthrough and observation forms.

G1.B4.S2 Increase use of technology in the classroom.

Action Step 1

Coaches infuse technology within their modeled lessons.

Person or Persons Responsible

Academic coaches

Target Dates or Schedule

As-needed throughout the school year as part of the coaching cycle

Evidence of Completion

Coaching cycle documentation.

Action Step 2

Plan and implement voluntary bi-weekly professional development on different technology (i.e. prezi, Gaggle, podcasts etc.) before school.

Person or Persons Responsible

Academic coaches plan and implement; department chairs; STE; all teachers who choose to participate

Target Dates or Schedule

Bi-weekly before school

Evidence of Completion

sign-in sheets; exit slips

Facilitator:

Academic coaches; department chairs; STE; administrators

Participants:

any teachers who volunteer

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Classroom observations and lesson plans

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

On an ongoing basis throughout the school year

Evidence of Completion

classroom walkthrough feedback forms and teacher lesson plans.

Plan to Monitor Effectiveness of G1.B4.S2

Administrators and academic coaches conduct classroom walkthroughs to monitor student engagement as a result of technology.

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

on an ongoing basis throughout the school year

Evidence of Completion

Classroom walkthrough observation forms.

G1.B4.S3 Encourage teachers to build rapport with students.

Action Step 1

Distributing tips on building relationships with students.

Person or Persons Responsible

Academic coaches and administrators

Target Dates or Schedule

Throughout the year as part of the weekly newsletter

Evidence of Completion

Newsletters; list of tips

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Classroom walkthroughs to observe rapport with students

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Classroom observation/walkthrough forms

Plan to Monitor Effectiveness of G1.B4.S3

anonymous student surveys

Person or Persons Responsible

Students take surveys; teachers reflect on survey results

Target Dates or Schedule

End of first quarter

Evidence of Completion

Surveys and teacher reflection forms.

G1.B5 High percentage of new and novice teachers every year.

G1.B5.S1 Pairing new and novice teachers with effective mentors.

Action Step 1

Select effective teachers to be mentors for new teachers

Person or Persons Responsible

PDF, academic coaches, administration

Target Dates or Schedule

Beginning of school year

Evidence of Completion

MINT documentation

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

Monitor mentoring relationship between mentor and mentee

Person or Persons Responsible

Administrators and PDF

Target Dates or Schedule

Throughout the school year

Evidence of Completion

MINT documentation

Plan to Monitor Effectiveness of G1.B5.S1

Conferences with mentors and mentees

Person or Persons Responsible

Administrators and PDF

Target Dates or Schedule

Quarterly

Evidence of Completion

Records of conferences/MINT documentation

G1.B5.S2 Allowing new and novice teachers opportunities to observe other teachers.

Action Step 1

Utilize full-time sub to provide coverage for teachers to observe colleagues.

Person or Persons Responsible

administrators; academic coaches, full-time sub

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

observation/feedback/reflection forms

Action Step 2

Identify model classrooms

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

Beginning of school year

Evidence of Completion

Observations and classroom walk-throughs

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

Reviewing teacher feedback and reflection documentation after observation

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

Immediately following observation

Evidence of Completion

teacher feedback and reflection forms

Plan to Monitor Effectiveness of G1.B5.S2

Classroom observations - did teachers take skills observed back and implement them into their classroom?

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

After observations

Evidence of Completion

Classroom observation and feedback forms

G1.B5.S3 Increase positive reinforcement and recognition of all teachers.

Action Step 1

Administrators consistently provide positive verbal recognition

Person or Persons Responsible

Administrators

Target Dates or Schedule

On an ongoing basis

Evidence of Completion

observation

Action Step 2

New teacher special events

Person or Persons Responsible

Administrators; new teachers

Target Dates or Schedule

One event every nine weeks

Evidence of Completion

Calendar

Action Step 3

Distribute Wildcat Wonder awards monthly

Person or Persons Responsible

Administrator

Target Dates or Schedule

Monthly during Early Release

Evidence of Completion

Agendas from Early Release; certificates

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

Principal collaboration in administrator meeting regarding positive feedback for teachers

Person or Persons Responsible

Principal, administrators

Target Dates or Schedule

Weekly administrator meetings (Mondays)

Evidence of Completion

Administrator meeting agendas.

Plan to Monitor Effectiveness of G1.B5.S3

Have all faculty and staff complete school climate survey

Person or Persons Responsible

Leadership team

Target Dates or Schedule

When the district releases school climate survey

Evidence of Completion

School climate survey data.

G1.B6 Implementation with fidelity of new enrichment curricula.

G1.B6.S1 Continuous professional development during professional learning communities (and offsite District trainings) with the support of district specialists.

Action Step 1

Enrichment teachers attend all available trainings on new curricula

Person or Persons Responsible

Enrichment teachers

Target Dates or Schedule

Ongoing when offered by district

Evidence of Completion

district sign-in sheets and PD points

Action Step 2

Academic coaches meet with enrichment teachers on a weekly basis during Professional Learning Communities

Person or Persons Responsible

Academic coaches, enrichment teachers

Target Dates or Schedule

Weekly during common planning

Evidence of Completion

PLC agendas

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Attend PLCs, monitor PLC agendas, inform staff of District wide trainings, and have staff reflect on district trainings.

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

On an ongoing basis throughout the school year

Evidence of Completion

PLC agendas, observation of PLCs, district training sign-in sheets and share-outs.

Plan to Monitor Effectiveness of G1.B6.S1

Observe implementation of new enrichment curriculum in the classrooms

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

On an ongoing basis throughout the school year

Evidence of Completion

classroom walkthroughs and observations

G1.B6.S2 Common planning with academic coaches.

Action Step 1

Academic coaches meet with enrichment teachers weekly during common planning

Person or Persons Responsible

Academic coaches; administrators; enrichment teachers

Target Dates or Schedule

Weekly during common planning

Evidence of Completion

PLC agendas

Plan to Monitor Fidelity of Implementation of G1.B6.S2

Coaches and administrators ensure that a coach or administrator is facilitating common planning with each subject area once per week.

Person or Persons Responsible

Coaches and administrators

Target Dates or Schedule

Weekly during PLCs

Evidence of Completion

PLC agendas and participation in PLCs weekly

Plan to Monitor Effectiveness of G1.B6.S2

Data chats to review student data and discuss what works and what needs improvement; classroom walkthrough observations

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Data chat logs, data notebooks, classroom walkthrough observations

G1.B7 Teachers lack knowledge of collaborative, data-driven analysis and instruction.

G1.B7.S1 School-wide professional development on the use of Insight and Inform to obtain student data.

Action Step 1

Plan and implement professional development on the use of insight and inform

Person or Persons Responsible

Academic coaches

Target Dates or Schedule

Early Release, common planning professional development, before school help sessions

Evidence of Completion

sign-in sheets; exit slip

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Teachers sign-in at professional development

Person or Persons Responsible

Academic coaches, administrators, teachers

Target Dates or Schedule

after the completion of professional development

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of G1.B7.S1

Teachers complete survey forms on the effectiveness of the professional development. Administrators and academic coaches conduct data chats and observe data from insight and inform

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Data chat logs, data notebooks. survey forms

G1.B7.S2 Content area professional development on how to effectively use data to drive instruction.

Action Step 1

Professional development during common planning on how to use data to drive instruction

Person or Persons Responsible

Reading coach; Reading Interventionist

Target Dates or Schedule

During weekly PLCs/common planning

Evidence of Completion

PLC agendas

Plan to Monitor Fidelity of Implementation of G1.B7.S2

Ensure that coaches meet with content area teachers to give specified instruction in using data to drive instruction

Person or Persons Responsible

Administrators

Target Dates or Schedule

On an ongoing basis

Evidence of Completion

Sign-in sheets and meeting agendas

Plan to Monitor Effectiveness of G1.B7.S2

Classroom observations and walkthroughs to view data driven instruction

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

On an ongoing basis after the professional development on data driven instruction

Evidence of Completion

Classroom observation and walkthrough forms

G1.B7.S3 Mandated teacher-student data chats.

Action Step 1

Teachers conduct data chats with students

Person or Persons Responsible

teacher and students

Target Dates or Schedule

on an ongoing basis

Evidence of Completion

Data chat logs in data notebooks

Plan to Monitor Fidelity of Implementation of G1.B7.S3

view student-teacher data chat forms during teacher data chats

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher data notebooks and coaching cycle documentation

Plan to Monitor Effectiveness of G1.B7.S3

Discuss with students to see if they are more aware of their data and progress

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

On an ongoing basis after data chats are completed

Evidence of Completion

observation and discussion

G1.B7.S4 Mandated administrator-teacher data chats.

Action Step 1

Data chats between teachers and administrators

Person or Persons Responsible

Administrators, academic coaches, teachers

Target Dates or Schedule

On an ongoing basis

Evidence of Completion

Data chat logs in data notebooks.

Plan to Monitor Fidelity of Implementation of G1.B7.S4

publish schedule of data chats with teachers

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Schedule

Plan to Monitor Effectiveness of G1.B7.S4

Classroom observations and walkthroughs to see if teachers are using insights from data chats to drive instruction

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

On an ongoing basis after administrator-teacher data chats

Evidence of Completion

Classroom observation and walkthrough forms

G1.B7.S5 Teachers' use of data notebooks to track student success.

Action Step 1

Distribute data chat forms and a table of contents to teachers for use in their data notebook.

Person or Persons Responsible

Academic Coaches and Administration

Target Dates or Schedule

By the end of the first quarter

Evidence of Completion

data notebooks

Plan to Monitor Fidelity of Implementation of G1.B7.S5

View data notebooks during data chats

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Data notebooks

Plan to Monitor Effectiveness of G1.B7.S5

Classroom walkthroughs and observations to see teachers using data to drive instruction

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

On an ongoing basis

Evidence of Completion

Classroom walkthrough observation forms.

G1.B7.S6 Encouraging teachers to require students to track their own progress.

Action Step 1

Teachers will have students track their own progress on Curriculum Guide Assessments and other state assessments.

Person or Persons Responsible

Teachers and students

Target Dates or Schedule

on an ongoing basis during data chats

Evidence of Completion

keep student tracking forms in student portfolios

Plan to Monitor Fidelity of Implementation of G1.B7.S6

Students keep tracking in their portfolios. View during classroom walkthroughs and observations

Person or Persons Responsible

Administrators and academic coaches

Target Dates or Schedule

On an ongoing basis throughout the school year

Evidence of Completion

Student tracking forms in portfolios; classroom walkthrough observation forms

Plan to Monitor Effectiveness of G1.B7.S6

Observe data at the end of the year to determine if student tracking increased student performance

Person or Persons Responsible

Academic coaches and administrators

Target Dates or Schedule

at the end of the school year

Evidence of Completion

CGA data, FCAT data, EOC data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

In compliance with IDEA, Exceptional Education teachers will provide assistance to the parents of students with disabilities based on the specified needs in their IEP or 504 plan.

The school will host Parent Reading Nights. Parents will be contacted and invited to attend. These meetings will be designed to give parents tools/strategies they can use at home to help their children study.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase percentage of students who are proficient as well as increase percentage of students who make gains including those in the bottom quartile on all state assessments

G1.B1 Teacher implementation of the gradual release model is inconsistent.

G1.B1.S1 School-wide professional development on correct implementation of gradual release model.

PD Opportunity 1

School-wide professional development

Facilitator

Academic Coaches, Administrators, District Specialist

Participants

All certificated staff

Target Dates or Schedule

Early release professional development, common planning professional development, before school professional development

Evidence of Completion

Sign in sheet, exit slips, agenda

G1.B2 Teachers do not scaffold higher-order questions effectively in all lessons.

G1.B2.S2 School-wide professional development on how to scaffold higher-order questions.

PD Opportunity 1

Plan and implement professional development on how to scaffold higher-order questions.

Facilitator

Academic coaches

Participants

All teachers

Target Dates or Schedule

Early Release

Evidence of Completion

sign-in sheet; exit slip

G1.B3 Lack of differentiated instruction.

G1.B3.S2 School-wide professional development on effectively grouping students using data.

PD Opportunity 1

Plan and implement school-wide professional development on effectively grouping students using data.

Facilitator

Academic coaches

Participants

all teachers

Target Dates or Schedule

Early Release

Evidence of Completion

sign-in sheets; exit slip

G1.B4 Lack of student motivation.

G1.B4.S1 School-wide professional development on teacher implementation of engaging classroom activities.

PD Opportunity 1

Plan and implement school-wide professional development on teacher implementation of engaging classroom activities.

Facilitator

Academic coaches

Participants

All teachers

Target Dates or Schedule

Early Release, common planning

Evidence of Completion

sign-in sheets; exit slips

G1.B4.S2 Increase use of technology in the classroom.

PD Opportunity 1

Plan and implement voluntary bi-weekly professional development on different technology (i.e. prezi, Gagle, podcasts etc.) before school.

Facilitator

Academic coaches; department chairs; STE; administrators

Participants

any teachers who volunteer

Target Dates or Schedule

Bi-weekly before school

Evidence of Completion

sign-in sheets; exit slips

Appendix 2: Budget to Support School Improvement Goals