

# Fort McCoy School



2014-15 School Improvement Plan

## Fort McCoy School

16160 NE HIGHWAY 315, Fort Mc Coy, FL 32134

[ no web address on file ]

### School Demographics

**School Type**

Combination

**Title I**

Yes

**Free/Reduced Price Lunch**

59%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

12%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

D

C

B

A

### School Board Approval

This plan is pending approval by the Marion County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Through a caring and inviting environment, Fort McCoy School will provide an engaging, quality education to all students every day.

##### **Provide the school's vision statement**

Fort McCoy endeavors to reach all children where they are and advance them by at least one grade level.

#### School Environment

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

Teachers spend the first week getting to know their students through ice breaker activities and conversations with students. Classrooms are organized to allow students the most access to the teacher and to each other.

Teachers employ Kagan learning strategies and set up cooperative learning groups to assist students in building relationships and rapport with the teacher and other students.

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

Fort McCoy provides supervision in all areas of the school, from the time they step on campus, there are adults to greet them and answer any questions or concerns they have. As they pass between classes, teachers either walk with them or will be able to see them until they reach the next adult on campus. Students are able to approach any adult with information they may have that could lead to the harming of themselves or others.

Our resource officer builds good rapport with students by being a positive influence on them. He is often seen on campus handing out stickers or having genuine conversations with students. Each morning he wishes each child who has a birthday that day, "happy birthday!"

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Fort McCoy uses the PBS (positive behavior system) throughout the school. Students receive cougar cash or coins for positive actions and behaviors that exemplify the Big 3: Do what's right. Do your best. Treat others like you would like to be treated.

Students then can use their cougar cash or cougar coins to purchase things from the Cougar cash thrift store or to attend special events on campus.

Teachers have posted the clear expectations of positive behavior in all areas of the school. Students are reminded of the "Big 3" each morning on the morning announcements.

##### **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**



Students have access to the guidance office, where we have two guidance counselors to assist them. Teachers are made aware of any sensitive issues with students on a need to know basis. Teachers are on the look out for targeted behaviors and seek assistance when and where necessary.

## Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The indicators we use for Fort McCoy's early warning system are attendance below 90%, 5 or more referrals, suspensions, 2+ failures in any course, Level 1 on standardized tests to identify students in need of extra support.

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

*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	
Attendance below 90 percent	19	13	15	17	15	16	52	54	31	232
One or more suspensions	5	6	8	6	6	3	29	34	36	133
Course failure in ELA or Math	7	16	12	2	2	2	35	55	50	181
Level 1 on statewide assessment	0	0	0	24	26	21	56	54	51	232
5+ referrals	0	1	3	2	1	1	17	19	22	66

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level								Total
	1	2	3	4	6	7	8		
Students exhibiting two or more indicators	1	1	1	1	12	16	12	44	

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

Behavior Intervention Plan: students with referrals and or suspensions may begin a check in/check out plan. Teachers will sign a log for each student each day to let the child and/or administration know what happened in class. This continues until it is deemed unnecessary.

Students with a level one in math are placed in intervention classes. Many of the students, however, are already in an intervention for reading that takes up two periods.

Attendance issues are handled through the district guidelines for attendance: call home, letter home, social work referral.

We will be implementing a Power Hour in which teachers will remediate throughout the year during a specific period of time during each day. The remediation will depend upon the score results on RWL, learning checks, AIMSweb, DBQ, classroom checks, classroom observations, etc. In addition, that time will be spent on enrichment for those students who are reaching or exceeding their goals.

One of the goals of the Power Hour for the middle school side is to improve attendance by offering an "all enrichment" time twice a month for all students, particularly those students who would normally receive remediation each and every Power Hour. These are generally our level 1 and 2 students who have a double block of reading.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/55811>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

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

Name	Title
Hearn, Mike	Principal
Smith, Mitzi	Assistant Principal
Sales, Carol	Assistant Principal
Duval, Deborah	Instructional Coach
Dobbins, Matthew	Guidance Counselor
Favors, Jackie	Dean
McGovern, James	Dean
Taschenberger, Mary	Guidance Counselor

#### **Duties**

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

The members of the school-based leadership team will consist of the Principal, assistant principals, the guidance counselors, and the instructional coach.

The Principal actively discusses student data from Tier 1 progress monitoring tools with teachers in order to track effectiveness of Tier 1 instruction. The assistant principals will meet monthly with the counselors, school psychologist, compliance resource specialist, and social worker in order to discuss any school wide issues . This team will be called the synergy team and will determine the plan for issues as they arise with struggling students.

Responsibilities of team members:

Social worker, school psychologist, resource specialist, guidance counselors: evaluate students and put them in the appropriate Tier and followup with students to be sure they are progressing well. Elementary teachers are involved in progress monitoring meetings three times a year for students in need.

***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 based leadership team consistently monitors student achievement data and provide intervention opportunities to students as needed. Progress should be monitored and intervention adjusted based on student growth data.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the continuous improvement monitoring system (CIMS). An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversations of students growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Title I Part A - Most of our Title I budget pays for para professionals and instructional personnel.

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate. Families must meet the federal eligibility to participate in the program.

Title I –Part D- NA

Title II – Part A: - Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Part D: - District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs Technology in classrooms that will increase the instructional strategies provided to students and for Instructional software that will enhance literacy and math skills of struggling students and early childhood students. (For Middle and High Schools Title II – Part D funds are used to purchase SuccessMaker licenses and provide professional development for SuccessMaker.)

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Abstinence Programs, Asthma Programs and Nurses that oversee school health clinics.

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: information and safety programs through the School Resource Officer.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Renee Ashbaugh	Parent
Bette Harris	Business/Community
Michael Hearn	Principal
Zoe Dishman	Student
Sara Long	Parent
Carrie Mosher	Parent
James Mosher	Parent
Justin Mosher	Student
Romaine Sanders	Teacher
Debra Durham	Parent
Deborah Haley	Education Support Employee
Jessica Hall	Parent
Kathy McFarland	Education Support Employee
Mike McGovern	Teacher
April Roundtree	Parent
Mitzi Smith	Principal
Dianne Winegard	Education Support Employee
Anne Wittock	Education Support Employee
	Student

### Duties

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

*Evaluation of last year's school improvement plan*

SAC members are provided a copy of the plan and asked to evaluate the plan based on activities that were done during the school year. Their feedback is used to write the plan and make any updates or changes based on the SAC suggestions and student achievement data.

*Development of this school improvement plan*

Members are asked to give input on the areas the school needs to improve. Those ideas are incorporated into the plan.

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

We use our budget to pay salaries of teachers and para professionals who assist in providing support in our classrooms.

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

No funds available

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Duval, Deborah	
Smith, Mitzi	Assistant Principal
Sales, Carol	Assistant Principal
Hearn, Mike	Principal
Sanders, Romaine	Instructional Media
Manning, Adrienne	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

To increase the percent of students proficient in reading through the use of MTSS processes, PLCs, data team meetings, effective professional development, meaningful at-home literacy strategies, and frequent review of achievement data (FCAs, Learning Checks, RWAs, SSRWAs, DBQs, CSEs, Benchmark, Success Maker, FAIR). To successfully implement Vocabulary, Essential Questions, Graphic Organizers, Summarizing Strategies, Differentiating and Scaffolding instructional strategies.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Our teachers work well in groups. Our teachers officially meet bimonthly to discuss student work, student engagement activities, data and power hour activities.

About once a month, the spirit committee puts on a potluck luncheon prior to an early release training. Teachers win prizes and have time to collaborate over a nice meal.

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

1. Conduct a school orientation: to curriculum materials and school policies and procedures
  2. Appoint a mentor teacher
  3. Arrange for classroom visitations to observe exemplary strategies and techniques
  4. Provide necessary training (Tools for Teaching, Strategy of the Month, Harry Wong, Kagan Strategies)
  5. Include on a committee (business partner, spirit, technology assistance, etc.)
  6. To recruit teachers, the district receives applications and we will review them as the need arises to hire the most appropriate, highly qualified teachers.
- Administrative staff is responsible for this piece.

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

We have four new teachers on campus this year. We have paired them with teachers in the same subject area for support with lesson plans and feedback on classroom management. Teachers also have access to the resident "tech teacher", who assists them with teacher webpages, PowerTeacher, and SMS.

Ashley Banta, 7th/8th grade Language Arts paired with Angela Pina, 6th/7th grade Language Arts teacher. Mrs. Pina is the head of the spirit committee and teacher recognition programs.

Kaitlyn Brown, 6th/7th grade Math paired with Deborah Coscia, 6th grade math teacher and LEAD for the math department. She is leading the way for the school to work on MFAS and CPALMS.

Joanne Houghton, Civics/world history paired with Sherry Dawson, 6-8 social studies. Ms. Dawson is in charge of the BETA club and involved with planning the field trips for 7th/8th grade social studies.

Angela Woerner, 8th grade LA/Eng I paired with Traci McCarthy, ESE teacher who formerly taught 8th LA/Eng I. Traci has been at Fort McCoy for many years and knows the community and has built relationships with many community members.

The teachers meet with their mentors weekly to discuss any classroom issues or school climate questions, as well as technical support that is needed.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The district provides curriculum maps for the entire district for each subject and grade level. Teachers are involved in the process of adopting the materials that go along with these curriculum maps and the Florida Standards.

#### **Instructional Strategies**

***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***

Test scores are used to provide the baseline data for differentiation. As the year progresses, we use power hour to further differentiate the needs of the students, by breaking them up into smaller groups and concentrating on more specific skills. Students who do not need the more intense services are encouraged to sign up for enrichment activities, such as science club, math club, FFA, music, beta club, etc.



In addition, FMS uses para professionals, support facilitators and coteachers to assist in classrooms of highest need.

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

**Strategy:** After School Program

**Minutes added to school year:** 43,200

Extended day is provided for a fee after school. During this time, the students can participate in homework activities and some physical activity.

***Strategy Rationale***

Parents need a place for their children to go after school and the district provides it. Meanwhile, the staff does a great job in providing instructional assistance to those students.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

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

Hearn, Mike, michael.hearn@marion.k12.fl.us

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

NA

**Strategy:** Summer Program

**Minutes added to school year:** 5,760

The 21st Century program is offered after school for a limited number of students. The program provides time for credit recovery, academic remediation, and enrichment activities for about 60 students. The teachers work together to plan project based instruction that is fun and informative.

***Strategy Rationale***

This is a way to provide some summer entertainment and credit recovery to our students.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

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

Rivera, Mary, mary.rivera@marion.k12.fl.us

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

Students involved in the credit recovery program will have grades to show the effectiveness of the program.

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

STAGGER START is a district initiative designed to assist students in transitioning to Kindergarten. Five to eight students per day attend school the first week to give teachers an opportunity to administer assessments, develop one-on-one relationships with students, and eliminate student anxiety. FAIR, FLKRS, IDEL are the assessment tools used to determine readiness needs. Florida's Voluntary PreK, Headstart are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children. The Brigance Preschool Screen and the TERA-3 (Test of Early Reading Abilities) are administered to identify students with low readiness skills, to target instruction, and to evaluate success of the program. Early Literacy Learning Model (ELLM), a research based curriculum is implemented in all Title I preschool programs.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Our 8th grade students use the Choices website to facilitate their thinking about the future. Students are given choices as which electives they want to take each year during the registration process.

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

We offer a variety of Agriculture and Technology classes for 6th-8th grade students. Each of these classes is designed to expose students to career opportunities in the specific fields commiserate with the class. FFA is a club that is offered after school and during our Power Hour for interested students. Currently, we do not offer any industry certifications.

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

NA

***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***

NA



## 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.** If we provide staff development to increase student engagement, then students will be more involved in their learning and student achievement will increase in all core subject areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If we provide staff development to increase student engagement, then students will be more involved in their learning and student achievement will increase in all core subject areas. 1a

G035925

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	30.0
FCAT 2.0 Science Proficiency	40.0
FSA - English Language Arts - Proficiency Rate	25.0

**Resources Available to Support the Goal** 2

- Academic coach
- Expert teachers who have been trained in effective PLC implementation.

**Targeted Barriers to Achieving the Goal** 3

- Lack of Parent involvement is a large part of the problem with student engagement.
- Large class sizes

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

Disaggregate the data from each assessment and plan next steps based on results

**Person Responsible**

Carol Sales

**Schedule**

Biweekly, from 9/10/2014 to 6/3/2015

**Evidence of Completion**

Student scores on SSRWL, FCA, DBMA, DBQ, RWA, and LEOCE will show evidence of student understanding. Minutes from data/planning meetings.

## 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.** If we provide staff development to increase student engagement, then students will be more involved in their learning and student achievement will increase in all core subject areas. **1**

 **G035925**

**G1.B1** Lack of Parent involvement is a large part of the problem with student engagement. **2**

 **B086065**

**G1.B1.S1** We will invite parents to join us for evening activities, such as a parent read night, pastries for parents, etc. (as listed in our parent involvement plan). **4**

 **S112833**

### Strategy Rationale

We hope to gain some parent interest in their child's education so we can work as a team to provide as much support as possible.

### Action Step 1 **5**

Invite parents to come to our school and take an interest in the education of their child.

#### Person Responsible

Deborah Duval

#### Schedule

Monthly, from 8/15/2014 to 6/3/2015

#### Evidence of Completion

Parent sign in logs and invited feedback

## Action Step 2 5

Invite parents to attend evening activities with their children.

### **Person Responsible**

Anne Wittock

### **Schedule**

Monthly, from 8/15/2014 to 6/3/2015

### ***Evidence of Completion***

Parent sign in sheets for each event

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

Updated websites, inviting parents to events.

### **Person Responsible**

Mike Hearn

### **Schedule**

On 8/15/2014

### ***Evidence of Completion***

Website updates

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

Student engagement in the classroom and the student connecting from home.

### **Person Responsible**

Mike Hearn


### **Schedule**

On 8/18/2014

### ***Evidence of Completion***

Student grade reports and test scores

**G1.B2 Large class sizes** 2

 B101636

**G1.B2.S1 Use of Paras, academic coaches, and support facilitators in the classrooms.** 4

 S112835

**Strategy Rationale**

Students will be watched and redirected when they are found to be off-task.

**Action Step 1** 5

During the scheduling process, teachers, paras, support facilitators will be placed on classrooms of the greatest need throughout the year.

**Person Responsible**

Carol Sales

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Student time on task as shown with para/teacher observation. Student grades and scores on assessments.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Classroom walkthroughs, feedback from teacher/paras, professional conversations.

**Person Responsible**

Mike Hearn

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

MCIES, student grades

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Classroom walkthroughs, teacher observations, professional conversations.

**Person Responsible**

Mike Hearn

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

MCIES, student grades

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Invite parents to come to our school and take an interest in the education of their child.	Duval, Deborah	8/15/2014	Parent sign in logs and invited feedback	6/3/2015 monthly
G1.B2.S1.A1	During the scheduling process, teachers, paras, support facilitators will be placed on classrooms of the greatest need throughout the year.	Sales, Carol	8/18/2014	Student time on task as shown with para/teacher observation. Student grades and scores on assessments.	6/3/2015 daily
G1.B1.S1.A2	Invite parents to attend evening activities with their children.	Witlock, Anne	8/15/2014	Parent sign in sheets for each event	6/3/2015 monthly
G1.MA1	Disaggregate the data from each assessment and plan next steps based on results	Sales, Carol	9/10/2014	Student scores on SSRWL, FCA, DBMA, DBQ, RWA, and LEOCE will show evidence of student understanding. Minutes from data/ planning meetings.	6/3/2015 biweekly
G1.B1.S1.MA1	Student engagement in the classroom and the student connecting from home.	Hearn, Mike	8/18/2014	Student grade reports and test scores	8/18/2014 one-time
G1.B1.S1.MA1	Updated websites, inviting parents to events.	Hearn, Mike	8/15/2014	Website updates	8/15/2014 one-time
G1.B2.S1.MA1	Classroom walkthroughs, teacher observations, professional conversations.	Hearn, Mike	8/18/2014	MCIES, student grades	6/3/2015 weekly
G1.B2.S1.MA1	Classroom walkthroughs, feedback from teacher/paras, professional conversations.	Hearn, Mike	8/18/2014	MCIES, student grades	6/3/2015 weekly

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** If we provide staff development to increase student engagement, then students will be more involved in their learning and student achievement will increase in all core subject areas.

**G1.B1** Lack of Parent involvement is a large part of the problem with student engagement.

**G1.B1.S1** We will invite parents to join us for evening activities, such as a parent read night, pastries for parents, etc. (as listed in our parent involvement plan).

### PD Opportunity 1

Invite parents to come to our school and take an interest in the education of their child.

#### Facilitator

Deb Duval, Instructional Coach

#### Participants

All teachers and para-professionals

#### Schedule

Monthly, from 8/15/2014 to 6/3/2015

**G1.B2** Large class sizes

**G1.B2.S1** Use of Paras, academic coaches, and support facilitators in the classrooms.

### PD Opportunity 1

During the scheduling process, teachers, paras, support facilitators will be placed on classrooms of the greatest need throughout the year.

#### Facilitator

Academic Coach/Math Coach

#### Participants

All teachers/paras involved in the classes.

#### Schedule

Daily, from 8/18/2014 to 6/3/2015

## Technical Assistance Items

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

**G1.** If we provide staff development to increase student engagement, then students will be more involved in their learning and student achievement will increase in all core subject areas.

**G1.B1** Lack of Parent involvement is a large part of the problem with student engagement.

**G1.B1.S1** We will invite parents to join us for evening activities, such as a parent read night, pastries for parents, etc. (as listed in our parent involvement plan).

### **PD Opportunity 1**

Invite parents to attend evening activities with their children.

#### **Facilitator**

Federal Programs

#### **Participants**

Parent Involvement Liaison-Anne Wittock

#### **Schedule**

Monthly, from 8/15/2014 to 6/3/2015



## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> If we provide staff development to increase student engagement, then students will be more involved in their learning and student achievement will increase in all core subject areas.	258,723
<b>Grand Total</b>	<b>258,723</b>

**Goal 1: If we provide staff development to increase student engagement, then students will be more involved in their learning and student achievement will increase in all core subject areas.**

Description	Source	Total
<b>B1.S1.A1</b> - Use Kagan Strategies and Marzano's High Effect Strategies.	Title I Part A	2,000
<b>B1.S1.A2</b> - Partial Salary for Parent involvement Liaison	Title I Part A	9,034
<b>B2.S1.A1</b> - 5100 Paras and teachers	Title I Part A	247,689
<b>Total Goal 1</b>		<b>258,723</b>