

Moore Haven Middle High School.



2014-15 School Improvement Plan

Moore Haven Middle High School.

700 TERRIER PRIDE DR SW, Moore Haven, FL 33471

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

58%

Alternative/ESE Center

No

Charter School

No

Minority

51%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	D	C

School Board Approval

This plan is pending approval by the Glades 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
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Moore Haven Junior Senior High School is to prepare students for a successful, productive, fulfilling future.

Provide the school's vision statement

Moore Haven Junior Senior High School holds a vision that all stakeholders and constituents will embrace the idea of producing well rounded students by offering new experiences, having high expectations, and utilizing all resources to increase academics achievement, leadership development and athletic involvement.

School Environment

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

We live and work in a small rural community. Most, if not all of the students we serve, have had generations of family members come to school here. Most of the teachers here know their students because of the close ties that they have.

Our teachers build relationships with our students by becoming involved in the student's interests. From football games to FFA, our staff is always there for support.

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

We create an environment where students feel safe and respected before during and after school by assigning duties for staff members for different areas of our school. Students see a smiling face and are welcomed with a joyful "good morning!"

We know and understand that kids don't always get along. Some students feel like they may be picked on from time to time... so we created an anonymous bully hotline and drop box that is monitored by administration.

After school there are duties assigned as well and after school tutoring sessions that the students are encouraged to be a part of.

The sheriff's department has a deputy on duty at our school that positively interacts with our school.

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

It is the philosophy of Moore Haven Junior Senior High that an orderly and properly behaved student body is necessary to have an environment which conducive for learning.

Student and teachers have the right to a learning environment which is free from distraction, intimidation, or ridicule from other students. Students who violate the code of conduct are infringing on the rights of others and will be dealt with in accordance with the consequences outlined in the Glades county code of conduct.

To create a fair and appropriate discipline system the following programs have been implemented. Progressive Discipline for classroom infractions that reduce the number of class hours missed and

allow for students to learn from mistakes.

MHJSH staff is trained in the appropriate use of instructional time to limit time off task, and promote a positive learning environment for all students.

Teachers introduce and discuss the school and district code of conduct within the first day of the school year. In addition quarterly grade level meetings are conducted by administration with students concerning the code of conduct and appropriate behavior.

The school has developed two programs designed to reduce recidivist inappropriate behavior. The first of these programs known as the Positive Behavior System or PBS , sets out to award students for doing "the right thing" over doing the "easy thing". The second program on campus is quarterly mentoring program that assigns students to various faculty members to learn about opportunities for their future.

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

As a school we ensure the social and emotional needs of all students by being mentors and positive role models. Our students also feel welcomed in our guidance office. The positive relationships we build with our students allow us to identify when a student is not behaving like himself/herself. Social cues are easy to read when you have great rapport with your students.

We offer many extra-curricular activities that students can participate in and socialize with other students. When a student joins one of our many extra-curricular activities, it is not just about joining a sport, they will be a part of a team that works together and camaraderie is developed.

The school has developed two programs designed to reduce recidivist inappropriate behavior. The first of these programs known as the Positive Behavior System or PBS , sets out to award students for doing "the right thing" over doing the "easy thing". The second program on campus is quarterly mentoring program that assigns students to various faculty members to learn about opportunities for their future.

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

Attendance:

Since most of the counties of our area of the state have done away with truancy court, we as a school have had to become very creative in putting "teeth" into our attendance discipline policy. 1: we make phone calls home on each and every daily absence 2: our office tracks attendance, including tardies and checkouts. 3: Subsequent tardies and/or absences are dealt with by discipline measures and/or conferences with parents.

Suspensions:

Suspensions are used as a last resort at our school, but sometimes it is inevitable and will happen. Anytime a student is out of class, for any reason, is lost instructional time.. so students in our school are allowed to make-up work to keep from getting too far behind.

Course Failure:

Our tier two response to MTSS is to refer boarder line students to Academic intervention Whenever a student has a failing grade at interim reports, or by teacher, student, or parent request.

Level 1

Students who score a Level 1 on a required state assessment in reading will be enrolled in a double block of intensive reading the following year if they have failed show fluency. Students who score a one but show fluency will also be enrolled in reading class, but only for a single block.(One Class period)

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
	7	8	9	10	11	12	
Attendance below 90 percent	12	14	20	20	21	21	108
One or more suspensions	13	9	13	4	2	6	47
Course failure in ELA or Math	3	2	8	5	2	3	23
Level 1 on statewide assessment	16	15	11	6	0	0	48

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

Indicator	Grade Level						Total
	7	8	9	10	11	12	
Students exhibiting two or more indicators	14	9	12	7	3	4	49

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

This first facet of academic performance is attendance. Glades truancy program is a county and school wide initiative to reduce the number of truant students within the school system. Students who are absent are notified by school staff through phone calls home. An unexcused tardy and absences are referred to school administration for further review. Students who accumulate multiple (5) unexcused absences are sent letters expressing further concern. Further steps after this include Truancy meetings at the school; follow up meeting with district officials if concerns continue, and recommendations to county support services programs. Students who exhibit multiple indicators are referred to our academic intervention program for support. In this program students will have an opportunity to work with highly qualified teachers who will help support their learning.

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?

No

PIP Link

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

Description

Moore Haven Junior Senior High uses a variety of different avenues to build and foster a relationship with the parents and the community.

The school utilizes Edline to allow parents to track their child's progress in all of their subjects. The School Advisory Council meets monthly to discuss and advise the school's administration on concerns within the school and community.

The school has a website that contains a calendar of events and contact information. It has links to

EDline, a service that allows for the tracking of student grades and progress.

The school uses Connect Ed calls to relay important information to the faculty, parents and community concerning important school events.

During the school year, the school contacts multiple open houses after school and in the evening to reach the parents. These events allow parents to have multiple opportunities to speak with their child's teachers. In addition, parents and teachers may request in-person parent teacher conferences at any time throughout the year.

Glades Truancy Program is designed to notify parents of truancy concerns to help improve the attendance of students. This program includes parental notification of absences, and meetings with parents and administration concerning absences.

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

Moore Haven Junior Senior High is located in a very small rural county. The numbers of local businesses are very small; however the school reaches out to the community for support for a variety of causes. Various groups have made donations or have supported academic and athletic programs on our campus. These partnerships are built through a concerted effort of the school administration and teacher leaders on campus. The various athletic coaches reach out for community support for their programs. The band director has developed a variety of programs for the music department through various partnerships. The administration has created community partnerships to develop various mentoring programs within the community. In addition, the school has recently hired a former NFL player as a teacher and football coach. This has directly led to a partnership with the NFL for support for football equipment.

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
Coates, George	Principal
Cain, Neal	Assistant Principal
Bass, Shannon	Guidance Counselor
Spero, Norman	Teacher, K-12
Brown, Jamie	Teacher, K-12
Browning, Bryan	Teacher, K-12
Hough, Angie	Teacher, K-12
Woodward, Reba	Teacher, K-12

Duties

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

Members include administrators and diverse teacher-leaders that bring their varied expertise together in one shared decision-making body to evaluate school practices, resources, and outcomes.

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

The School Leadership Team meets periodically and as-needed to engage in Ad Hoc problem-solving activities. On a formal and routine basis, the team identifies personnel and necessary resources to apply to critical student needs based upon continuous review of student data from various sources, including state testing.

The Principal or Assistant Principal is responsible for gathering the group.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jerri Lynn Schlueter	Parent
George Coates	Principal
Neal Cain	Education Support Employee
PearlAnn Hines	Education Support Employee
Maria Argus	Parent
Rita McCabe	Parent
Bronson Bass	Student
Kim Roberts	Parent

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

The SAC committee evaluated the School Improvement Plan from last year. They matched up what why did to how we did to see if our plan worked.

Development of this school improvement plan

Once all of the scores are in, the committee meets and re-evaluates the year's previous plan and makes suggestions of next steps of preparation.

Preparation of the school's annual budget and plan

With budget cuts the way they have been, there hasn't been a lot of decision making that could be made. Our budget for the last few years has been one of only necessities... (School Supplies and Custodial supplies).

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

The funds allocated this past year from sac were used for rewards for our students... Students were evaluated on the following criteria.

1. Attendance

- 2. Grades
- 3. Behavior

Students who met the criteria last year were given pizza parties per quarter and two separate chances to go to a movie. Over all the SAC committee budgeted 1500 dollars but only spent close to \$ 700 dollars, due to the number of the students that met the criteria.

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
Coates, George	Principal
Buonpastore, Holly	Teacher, K-12
Cain, Neal	Assistant Principal
Bass, Renee	Teacher, K-12
Davis, Nicole	Teacher, K-12
Bennett, Vivian	Teacher, K-12
Ivack, Cheryl	Teacher, K-12
Lee, Alicia	Teacher, K-12
Mis, Muriel	Teacher, ESE
Shields, Jim	Teacher, K-12
Spero, Norman	Teacher, K-12
Woodward, Pam	Teacher, ESE
Woodward, Reba	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within our school a number of ways. First, we are the group that is the driving force behind Literacy Week for our school. Second, we are the Processional Development experts on campus that instruct all of the staff on close reading strategies. Lastly, but certainly not the least, the team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals.

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

The school has developed multiple strategies to encourage a positive working relationship between teachers. The school has developed interdisciplinary Professional learning communities that have common planning time to work on professional development. The school has monthly faculty meetings and department meetings to allow for collaboration among colleagues. Professional development is conducted through planned professional development early release days. These days focus on improving instruction practice among the faculty.

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

The school in collaboration with the county and the Heartland Education consortium strives to recruit and maintain highly qualified individuals to fill any open positions that may arise. All positions that arise within the district are posted on the HEC website to reach out to neighboring towns and communities to recruit. The administration of the school interviews multiple candidates regardless of location. Teachers who are recruited and hired by the school are placed in the QTIPS county training program. In addition, new teachers have a mentor assigned to them from the school. Professional development is available for new teachers at the school, county and regional level.

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

Highly Qualified teachers who are trained clinical educators are used to mentor any new teachers. Teachers are paired based on the needs of the individual new educator, and the available staffing of the school. Formal and informal professional development opportunities happen throughout the school year at the school, district and regional level.

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

MHJSH teachers are trained in how to align classroom instruction with Florida standards. The teachers are trained in the use of the CPALMS website, and how to use it for classroom instruction. Professional development is provided to help teachers understand the Florida Standards. Classroom instruction is aligned to course and Florida standards. Administration uses a variety of tools including formal and informal observations, classroom walkthroughs, On-course lesson plans, and staff collaboration to make sure instruction is aligned. The district and school make sure to adopt materials that aligned and appropriate for the 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

The school and district utilize a variety of tools to assist with data analysis. Students will take periodic computer based tests in performance matters and Iready to analyze students' current level. Previous year data on state examinations will be analyzed by the guidance department and various faculty members to ensure appropriate class placement. All of this material will be used to differentiate instruction within the classroom with the goal to increase student success.

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:

Academic Intervention takes place twice weekly for 90 minutes. Students who are struggling to maintain a passing grade are referred to the program by their teacher. Students can also volunteer for the afterschool enrichment program.

Strategy Rationale

The rationale behind offering the after school program is to give the opportunity for students to enrich or remediate in all subjects.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Coates, George, george.coates@gladesschools.org

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

Student success rates within the subjects they are referred.

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

Our school meets with all prospective students about our school. One evening in the spring we meet with students and their families to talk about our school and go over course offerings. We also answer any questions they may have.

We give cohort tours to schools that feed us and answer any questions we have.

Once they are here, we have transition meeting with all classifications. We meet this way 3 or 4 times a year.

We offer a post graduate survey to all out going seniors to tell us about their experience here at our school.

During the school year we have quarterly mentoring periods where students meet with a faculty mentor. During this time students are introduced to a variety of different skills and tools that would be helpful moving forward. Previous mentoring sessions have focused on study skills, learning styles, college success, note taking, and GPA/credit checks.

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

MHJSH is now an AVID certified site. As site teachers on campus have been trained by AVID in proven ways to reach students for success in high school, college and career. The school will have three levels of AVID this year, 7th, 8th and 9th grade. In addition the school offers AP credit subjects on campus. In a partnership with Florida Southwestern State College the school offers dual-

enrollment courses. Local organizations and programs have given students the opportunity to learn about careers and college opportunities that exist after high school.

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

Our school offers two programs currently that students can take to earn industry certifications.

1. Agriculture. By taking agriculture courses, the students can take the Ag. Cert. test. If they stick with Ag class through Ag. Direct, they will be able to take the welding certification.
2. Business. Through Info Tech and Digital Design students will be able to earn certification in MOS, Adobe Suite, Dreamweaver and Flash.

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

The school has taken steps to integrate career and technical education with academic courses to support student achievement. Within the Agricultural food and natural sciences career cluster the school has focused on agricultural courses that can lead to industry certification. The courses offered at the school are Agricultural foundations, Agricultural technology I and II, and Agriculture Directed I. Students have the opportunity to take an industry certification exam offered by the Florida Farm bureau and FFA.

Students also can take courses in the Information technology Cluster which could lead to MOS certification. The courses in this plan are Introduction to Information Technology, Digital Design 1, 2, and 3. Students have the opportunity to earn industry certification in Microsoft Office (MOS). The school is also investigating the possible addition of a third career cluster in Transportation, distributions and logistics. Courses could focus on Global Logistics, introduction to logistics, Foundations and Introduction to transportation, and possibly more moving forward. Students would have the opportunity to earn industry certification known as GLA certification issued from the ASTL.

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

Focus on producing students that are college and career ready has been the biggest strategy initiative within the high school. This has been helped by the introduction of the AVID program over the last years. This year the program will be featured in 7th, 8th and 9th grades. In addition, allowing students opportunities in higher level AP, dual enrollment, and industry certification courses has increased to prepare students for coursework after high school.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** By the end of the 2014-2015 school year, increase achievement of all students by 3% in all measurable state administered exams.

- G2.** By the end of the 2014-2015 school year, we would like to decrease the number of absences for economically disadvantaged students by 3%.

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. By the end of the 2014-2015 school year, increase achievement of all students by 3% in all measurable state administered exams. 1a

G044409

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	70.0
FCAT 2.0 Science Proficiency	58.0

Resources Available to Support the Goal 2

- AVID certified site with AVID classes in 7th, 8th, and 9th grades
- Professional development opportunities for staff to increase student achievement and understand FSA
- Highly qualified teachers in core academic subjects
- Iready program to track student progress throughout the school year.
- Progress monitoring through FAIR

Targeted Barriers to Achieving the Goal 3

- Lack of contextual knowledge within students
- Lack of, or misalignment of, instruction towards standards.

Plan to Monitor Progress Toward G1. 8

Administrative review of formative data during leadership team meetings.

Person Responsible

George Coates

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Iready, FAIR, Performance Matters, School grades, state exams, PSAT, SAT, Glades Writes

G2. By the end of the 2014-2015 school year, we would like to decrease the number of absences for economically distadvantaged students by 3%. 1a

G044103

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Resources Available to Support the Goal 2

- Robo/"onecall" calls home for warninigs.
- Stiffer discipline at school re. unexcused absences
- Letters sent home to parents
- We meet with parents to reiterate rules we plan on enforcing.
- Community / family information about the importance of attendance and not checking students out

Targeted Barriers to Achieving the Goal 3

- Local Community has shown indifference toward the problem with truancy.

Plan to Monitor Progress Toward G2. 8

Tardy and Absent student data will be collected daily for the 2014-2015 school year. Current student data will be compared to previous year data to focus on trends and analysis and correct any program issues.

Person Responsible

Neal Cain

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Tardy reports and referrals, Excessive absence reports. Number of Truancy meetings held during the school year. Attendance data analysis.

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. By the end of the 2014-2015 school year, increase achievement of all students by 3% in all measurable state administered exams. **1**

 G044409

G1.B1 Lack of contextual knowledge within students **2**

 B109137

G1.B1.S1 Provide opportunities for students to be exposed to content outside of normal classroom activities. **4**

 S120756

Strategy Rationale

With most of the local families not having the luxury of traveling, it behooves the school to bring the experiences to the students.

Action Step 1 **5**

Discuss with Staff regarding expectations

Person Responsible

George Coates

Schedule

On 8/18/2014

Evidence of Completion

Sign-in and agendas

Action Step 2 5

Disseminate potential opportunities to staff

Person Responsible

George Coates

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Emails and flyers

Action Step 3 5

Teachers plan and implement opportunities for students.

Person Responsible

George Coates

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

emails with descriptions, appropriate forms(school, business and field trip)

Action Step 4 5

Administration follows up with teachers

Person Responsible

George Coates

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Minutes

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

administration reviews spreadsheet with intent to identify follow up

Person Responsible

George Coates

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Collected school request forms, school budget, fundraiser requests, lesson plans, spreadsheets.

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

evaluating data to continue planning additional opportunities

Person Responsible

George Coates

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

classwork participation, increase in homework completion, positive student engagement, informal walkthroughs, review of student grades, review of lesson plans. *system to collect data to be determined.

G1.B4 Lack of, or misalignment of, instruction towards standards. 2

 B133664

G1.B4.S1 Identify and utilize high quality and diverse instructional practices as defined by teachers. 4

 S145545

Strategy Rationale

Increase use of diverse instruction will allow for more student engagement.

Action Step 1 5

Administration meets to develop professional development calendar.

Person Responsible

Neal Cain

Schedule

On 8/18/2014

Evidence of Completion

Professional development calendar

Action Step 2 5

Teachers attend externally provided optional professional development trainings.(HEC, state or district provided)

Person Responsible

Neal Cain

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

sign in sheets, self-reflection form

Action Step 3 5

Develop content and responsibilities for half-day professional development trainings.

Person Responsible

Neal Cain

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

minutes, training session notes.

Action Step 4 5

Teachers attend half day professional development

Person Responsible

Neal Cain

Schedule

Every 6 Weeks, from 9/17/2014 to 2/25/2015

Evidence of Completion

sign in sheets, professional development points log, professional development survey

Action Step 5 5

Teachers implement content learned in the half day professional development trainings to develop potential support need

Person Responsible

George Coates

Schedule

Daily, from 9/17/2014 to 6/5/2015

Evidence of Completion

observational and lesson plans

Action Step 6 5

Teachers engage in Professional Learning Communities (PLC) to collaborate on quality teaching practices

Person Responsible

Neal Cain

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Sign in sheets, minutes and agendas, teacher developed plans

Action Step 7 5

Teachers will utilize PD360 database to research best-practices for resources to discuss during PLCs and optional after school article studies.

Person Responsible

Neal Cain

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PD 360 log, resources during PLC

Action Step 8 5

Teachers implement high quality and diverse teaching practices without support

Person Responsible

George Coates

Schedule

On 6/5/2015

Evidence of Completion

lesson plans, observational

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Review of lesson plans, inservice Logs, PLC logs, and PLC minutes

Person Responsible

George Coates

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

PD inservice reports, lesson plans, PD survey, PLC minutes.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teacher peer observation

Person Responsible

George Coates

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher self-efficacy, QTIPS peer observational form

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Observation of instruction and Professional Learning communities (PLC)

Person Responsible

George Coates

Schedule

Monthly, from 1/1/2015 to 6/5/2015

Evidence of Completion

Copeland signed evaluation form, sign in for PLC, administrative notes from observation.

Appendix 1: Implementation Timeline

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

Glades - 0021 - Moore Haven Middle High School. - 2014-15 SIP
Moore Haven Middle High School.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Discuss with Staff regarding expectations	Coates, George	8/18/2014	Sign-in and agendas	8/18/2014 one-time
G1.B4.S1.A1	Administration meets to develop professional development calendar.	Cain, Neal	8/18/2014	Professional development calendar	8/18/2014 one-time
G1.B1.S1.A2	Disseminate potential opportunities to staff	Coates, George	8/18/2014	Emails and flyers	6/5/2015 monthly
G1.B4.S1.A2	Teachers attend externally provided optional professional development trainings.(HEC, state or district provided)	Cain, Neal	8/18/2014	sign in sheets, self-reflection form	6/5/2015 quarterly
G1.B1.S1.A3	Teachers plan and implement oportunities for students.	Coates, George	8/18/2014	emails with descriptions, appropriate forms(school, business and field trip)	6/5/2015 monthly
G1.B4.S1.A3	Develop content and responsibilitites for half-day professional development trainings.	Cain, Neal	8/18/2014	minutes, training session notes.	6/5/2015 monthly
G1.B1.S1.A4	Administration follows up with teachers	Coates, George	8/18/2014	Minutes	6/5/2015 quarterly
G1.B4.S1.A4	Teachers attend half day professional development	Cain, Neal	9/17/2014	sign in sheets, professional development points log, professional development survey	2/25/2015 every-6-weeks
G1.B4.S1.A5	Teachers implement content learned in the half day professional development trainings to develop potential support need	Coates, George	9/17/2014	observational and lesson plans	6/5/2015 daily
G1.B4.S1.A6	Teachers engage in Professional Learning Communities (PLC) to collaborate on quality teaching practices	Cain, Neal	9/1/2014	Sign in sheets, minutes and agendas, teacher developed plans	5/29/2015 monthly
G1.B4.S1.A7	Teachers will utilize PD360 database to research best-practices for resources to discuss during PLCs and optional after school article studies.	Cain, Neal	8/18/2014	PD 360 log, resources during PLC	5/29/2015 monthly
G1.B4.S1.A8	Teachers implement high quality and diverse teaching practices without support	Coates, George	10/1/2014	lesson plans, observational	6/5/2015 one-time
G1.MA1	Administrative review of formative data during leadership team meetings.	Coates, George	8/18/2014	Iready, FAIR, Performance Matters, School grades, state exams, PSAT, SAT, Glades Writes	6/5/2015 monthly
G1.B1.S1.MA1	evaluating data to continue planning additional opportunities	Coates, George	8/18/2014	classwork participation, increase in homework completion, positive student engagement, informal walkthroughs, review of student grades, review of lesson plans. *system to collect data to be determined.	6/5/2015 monthly
G1.B1.S1.MA1	administration reviews spreadsheet with intent to identify follow up	Coates, George	8/18/2014	Collected school request forms, school budget, fundraiser requests, lesson plans, spreadsheets.	6/5/2015 monthly
G1.B4.S1.MA1	Observation of instruction and Professional Learning communities (PLC)	Coates, George	1/1/2015	Copeland signed evaluation form, sign in for PLC, administrative notes from observation.	6/5/2015 monthly
G1.B4.S1.MA1	Review of lesson plans, inservice Logs, PLC logs, and PLC minutes	Coates, George	10/1/2014	PD inservice reports, lesson plans, PD survey, PLC minutes.	6/5/2015 monthly
G1.B4.S1.MA2	Teacher peer observation	Coates, George	8/18/2014	Teacher self-efficacy, QTIPS peer observational form	6/5/2015 monthly
G2.MA1	Tardy and Absent student data will be collected daily for the 2014-2015 school year. Current student data will be compared to previous year data to focus on trends and analysis and correct any program issues.	Cain, Neal	8/18/2014	Tardy reports and referrals, Excessive absence reports. Number of Truancy meetings held during the school year. Attendance data analysis.	6/5/2015 quarterly

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. By the end of the 2014-2015 school year, increase achievement of all students by 3% in all measurable state administered exams.

G1.B4 Lack of, or misalignment of, instruction towards standards.

G1.B4.S1 Identify and utilize high quality and diverse instructional practices as defined by teachers.

PD Opportunity 1

Teachers attend half day professional development

Facilitator

Jaime Brown, Neal Cain, Outside facilitators

Participants

Staff

Schedule

Every 6 Weeks, from 9/17/2014 to 2/25/2015

PD Opportunity 2

Teachers will utilize PD360 database to research best-practices for resources to discuss during PLCs and optional after school article studies.

Facilitator

Varies based on PD360 content and PLC

Participants

staff

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0