Riversprings Middle School

2014-15 School Improvement Plan

Riversprings Middle School

800 SPRING CREEK HWY, Crawfordville, FL 32327

http://www.wakullaschooldistrict.org/rms

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	49%

Alternative/ESE Center	Charter School	Minority
No	No	19%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	B	A

School Board Approval

This plan was approved by the Wakulla County School Board on 10/20/2014.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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	1	Melissa Ramsey

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 Riversprings Middle School is to provide a safe, goal oriented, learning environment that transitions students from elementary to high school and from childhood to young adult.

Provide the school's vision statement

Riversprings Middle School is committed to being a leader in middle level education through the use of innovative practices, implemented by a dedicated, progressive staff.

School Environment

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

School wide, teachers incorporate self awareness activities with students such as "I am" poems and culture related writings. The students also engage in Black History month with projects and an assembly.

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

The school guidance counselor organizes a "bullying group" called the Bear Ambassadors where AVID students provide assistance to other students who may feel bullied or consider themselves an outsider. The school has cameras school wide that are made known to the students to aid in the comfort of the students. On campus there is a resource officer that walks the halls and communicates with the students on a regular basis.

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

RMS has established clear behavioral expectations with our students, our faculty and staff are aware of protocols for disciplinary incidents. The school follows the "Five Golden Rules," these are behavioral rules for students to follow as well as faculty and staff to enforce on a daily basis. Professional development is provided during weekly faculty meetings for faculty and staff members.

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 are given the opportunity to come to our guidance counselor for counseling purposes if they feel the need. There are support groups incorporated for students who may be dealing with a parent being incarcerated, a death or terminal illness and/or having severe medical difficulties.

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

Riversprings Middle School follows the district-wide Response to Intervention (RTI) Plan and utilizes FOCUS and Performance Matters software to pinpoint students who fall into the lowest quartile or need other intensive intervention. RTI status is monitored quarterly to ensure students are receiving the correct interventions as they move through the RTI process.
-Attendance below 90 percent
-One or more suspension
-Course failure in ELA or Math
-Level 1 score on statewide assessment for ELA or Math

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
	6	7	8	
Attendance below 90 percent	50	60	51	161
One or more suspensions	41	58	42	141
Course failure in ELA or Math	6	10	1	17
Level 1 on statewide assessment	41	42	36	119

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	9	13	14	36

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

Riversprings Middle school accommodates students with behavioral issues with the New Horizons program. This program allows students to express themselves in a variety of ways and prepares them for addressing difficult situations. RMS has In School Detention where students who misbehave are required to attend. ISD is in place for students to receive consequences for their actions in a school setting. RMS also provides Credit Recovery for students who have failed previous semesters. Students will be monitored through the Response to Intervention program and placed in accommodating intensive classes. (READ 180, Fast Forward, intensive math and reading.) When students at RMS have attendance issues, notification is sent home via telephone and letter to inform parents of the inhibiting occurrences that absents bring students.

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

Riversprings works towards developing positive relationships with parents and other family members to increase involvement at our school. RMS provides updated information on FOCUS so parents have their child's grades readily available. Teachers make parent/guardian contact via telephone or email regarding behavior and grades to keep them informed on their child's progress.
Riversprings invited family/community members to volunteer for activities during and after school. For example, parents and community members are encouraged to volunteer for the Riversprings Family Fun Day and The 5K Zombie Run.
Riversprings goal is to increase parental involvement by 5% and increase parent newsletter issues by 20% by sending out monthly and quarterly additions with report cards.

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

The school establishes business partners with the local community by inviting them in to speak to students as well as incorporate them in school festivals and extra curricular activities.

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
Yeomans, Michele	Principal
Dykes, Kelly	Teacher, K-12
Thaxton, Jennifer	Instructional Media

Duties

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

Principal, Michelle Yeomans, encourages school wide literacy on a daily basis. Several times a day. Mrs. Yeomens has students in her office reading to increase their word count or help them discover authors or book series that interest the student.
Mrs. Kelly requires her AVID students to complete weekly AVID assignments that encourages reading and provides students with additional reading strategies to use in other classes.
Mrs. Thaxton provides teachers with reading strategies and reading enhancement opportunities to help with student comprehension.

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

Michele Yeomans, Jennifer Thaxton, Lori Sandgren, and Kelly Dykes are the school-based MTSS Leadership Team. Team met weekly up to SIP getting WCSB approval. After approval RTI team meets with SAC members at all scheduled meetings, and the weekly faculty meetings to share information with all faculty.

Local, state, and federal funds will be coordinated and used in the school in order to improve academic and social welfare of each student. These programs include Title X Homeless to identify students in need; Violence Prevention programs including bullying and cyber bullying.

CTE program, Computing for College and Career, promoted among students and parents. This enables students to earn high school credit while in the 8th grade.

Advanced level placement in classes where students can earn high school credit while still in 8th grade.

Nutrition program provides breakfast to students.

Title II funds pay for professional development such as the AVID Summer Institute.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Susan Lassiter	Teacher
Adrienna Austin	Teacher
Scott Rossow	Teacher
Jonele Bird	Teacher
Frances Knight	Teacher
Trey Thaxton	Teacher
Nicole Strickland	Parent
Pam Posey	Parent
Megan Curlee	Business/Community
Jim Posey	Parent
Tina Cooker	Parent
Billy Roberts	Parent
Debra Russell	Parent
Millie Bunce	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 is asked for input in developing the current year's SIP at the first meeting. The prior year's plan is reviewed based on input from the committee, standardized test results and areas the committee feel need improvement. They meet four times a year to ensure the plan is being followed and goals are being met. At each meeting, committee chairs share implemented strategies and results of subject area meetings.

Development of this school improvement plan

This plan was created with member input. The SAC members reviewed and edited the plan for feasibility and completeness. SAC meets four times a year to ensure that the plan is being followed and goals are being met. At each meeting, committee chairs share implemented strategies and results of subject area meetings.

Preparation of the school's annual budget and plan

The School Advisory Council (SAC) will discuss and vote on a priority list of school-wide initiatives that promote the well-being of the school. SAC members will prioritize needs and vote on how to use monies allocated to the SAC.

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

The majority of funds allocated to the SAC will be used to improve and/or upgrade technology through the classrooms.

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
Broome, Carol	Teacher, K-12
Brooks, Terri	Teacher, K-12
Butler, Amanda	Teacher, K-12
Glynn, Shannon	Teacher, K-12
Hecsenberger, Jonele	Teacher, K-12
Hume, Laura	Teacher, K-12
McCormick, Charlotte	Teacher, K-12
Taylor, William	Teacher, K-12
Wells, Jessica	Teacher, K-12
Yarborough, Jessica	Teacher, K-12
Thaxton, Jennifer	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT members participate in the following:
-FAIR Administration is done by all reading teachers through out the school.
-School-wide vocabulary and involvement and implementation into all content areas.
-Close monitoring of lower quartile students reading comprehension.
Mrs. Thaxton and other reading teachers keep a close eye on A.R test being taken and encourage students to take many test throughout the year. RMS students are encouraged to read all 15 S.S.Y.R.A books in the course of a year. Those students are then rewarded with an end of the year

trip to places such as Wakulla Springs or Eljalisco.
Avid strategies are used school wide it increase student reading comprehension and organizational skills.

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

Weekly faculty meetings are in place to encourage teachers to collaborate with grade level as well as across curriculum. Team building activities throughout the year for faculty and staff members.

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

Principal Michele Yeomans is responsible for all recruiting and retention. Her recruiting strategies include seeking potential applicants who possess advanced degrees and who also possess subject area experience. To retain highly qualified teachers Ms. Yeomans works diligently to create and maintain a positive work environment through constant communication and feedback. Her philosophy also includes being visible throughout the school, and in classrooms, in order to give the most effective and efficient feedback possible. Ms. Yeomans is also an advocate for and allows time for personal and professional growth by ensuring all in-service courses are accessible for all teachers to be able to attend.

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

We have an on-going mentoring program for all new teachers, regardless of whether it's their first year teaching, or it's their first year in our school. The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.
For 2014-15 school year we have the following involved in our mentoring program:
Zach Klees is a first-year teacher and is being mentored by Mike Ray;
James Rozar is a first-year teacher and is being mentored by Frances Knight.
Tyler Jarvis is a first-year teacher and is being mentored by Ann Thurmond;
Alane West is a first-year teacher and is being mentored by Charlotte McCormick;

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 adopts programs from a state adopted instructional materials list that are aligned with the Florida Standards. Committees of subject area teachers meet to review materials to ensure that they align with the Florida Standards. School employees are provided with and are required to follow the district created curriculum guide.

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

Through Performance Matters the school is able to gather and analyze student assessment data to incorporate differentiated instruction. With the information gathered from Performance Matters students are enrolled in the necessary classes to assist them with attaining proficient or advance level on the Florida Standards Assessment. Changes or movement will be based on progress monitoring.

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: 2,100

After-school additional instruction provided in all core subjects, as well as for advanced placement students eligible to take EOC exams.

Strategy Rationale

Provide additional instruction and assistance on core subjects.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Wells, Jessica, jessica.wells@wcsb.us

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

Florida Standards Assessment and EOC results

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

RMS allows opportunities for the high school guidance counselors to provide an orientation for upcoming ninth graders that will provide information and/or advice about transitioning to the high school. RMS provides a parent night for those parents whose children will attend middle school the following year. Upcoming sixth grade orientation allows fifth graders to visit our school and receive academic and other necessary information for making the transitional period easier for the students.

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

NA

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

NA

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase the number of level 3 and above 8th graders enrolled in Algebra I.

G2.   Increase professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success.

G3.   Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics.

G4.   Increase mathematics skills and abilities by providing additional coursework time for students not working at their current grade level.

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. Increase the number of level 3 and above 8th graders enrolled in Algebra I. `1a`

G044291

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	95.0

Resources Available to Support the Goal `2`

- Block scheduling for two periods of Algebra I.

Targeted Barriers to Achieving the Goal `3`

- Students losing their unified arts class during the school day.

Plan to Monitor Progress Toward G1. `8`

Changing class schedules and enrolling student who show signs or ability to be successful in Algebra I.

Person Responsible

Louis Hernandez

Schedule

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

Evidence of Completion

Students will be monitored during math classes to determine which students would be successful in Algebra I. Students who excel in other math classes may be moved into Algebra I.

G2. Increase professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success. `1a`

G036973

Targets Supported `1b`

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	60.0

Resources Available to Support the Goal `2`

- Time allotted for meetings to occur. Support from the district level staff.

Targeted Barriers to Achieving the Goal `3`

- Teacher Participation

Plan to Monitor Progress Toward G2. `8`

Attendance reports collect from the weekly PLCs.

Person Responsible

Louis Hernandez

Schedule

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

Evidence of Completion

Agenda and meeting minutes.

G3. Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics. `1a`

Targets Supported `1b`

G036974

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	65.0
ELA/Reading Lowest 25% Gains	67.0

Resources Available to Support the Goal `2`

- All teachers model and advocate reading; allowing in-class time to read periodically
- Class novel accessibility at all grade levels
- SSYRA
- E-Books
- READ 180 courses

Targeted Barriers to Achieving the Goal `3`

- Budget
- Parent participation and encouragement

Plan to Monitor Progress Toward G3. `8`

Classroom observations, lesson plans, AVID

Person Responsible
Michele Yeomans

Schedule
Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion
AVID evidence, lesson plans, standardized tests at year's end.

G4. Increase mathematics skills and abilities by providing additional coursework time for students not working at their current grade level. `1a`

G036975

Targets Supported `1b`

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	63.0
Math Lowest 25% Gains	58.0

Resources Available to Support the Goal `2`

- Math Teachers

- Supplemental Text and intensive math courses

Targeted Barriers to Achieving the Goal `3`

- Scheduling

Plan to Monitor Progress Toward G4. `8`

Scheduling and teacher recommendations.

Person Responsible

Jessica Wells

Schedule

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

Evidence of Completion

Teacher lesson plans and classroom monitoring. Standardized tests at year's end.

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase the number of level 3 and above 8th graders enrolled in Algebra I. `1`

🔑 G044291

G1.B1 Students losing their unified arts class during the school day. `2`

🔑 B108854

G1.B1.S1 Providing an after school Exploratory Program. `4`

🔑 S120319

Strategy Rationale

BY providing an Exploratory Program after school it gives the students who may lose the UA class during the day a chance to collaborate and participate with their peers in a class outside of the core curriculum.

Action Step 1 `5`

Providing a double block of Algebra I.

Person Responsible

Michael Ray

Schedule

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

Evidence of Completion

Enrollment records and score for Algebra EOC.

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

Students will be enrolled in the Algebra I class based on previous scores and teacher referral.

Person Responsible

Louis Hernandez

Schedule

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

Evidence of Completion

Class rolls will be observed and monitored during the year to determine the attendance of students in the Algebra I class.

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

Look at student data.

Person Responsible

Louis Hernandez

Schedule

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

Evidence of Completion

Student Grades.

G2. Increase professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success. 1

G036973

G2.B1 Teacher Participation 2

B088700

G2.B1.S1 Provide supervision for students involved in extra curricular activities so these teachers are able to attend the after school PLC's. 4

S120465

Strategy Rationale

By providing supervision after school, this allows coaches and other teachers involved in after school activities to attend.

Action Step 1 5

Teachers will be fully aware of the time and purpose of weekly professional development meetings.

Person Responsible

Louis Hernandez

Schedule

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

Evidence of Completion

Sign in sheets will be collected at the conclusion of each meeting.

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

Allow staff members and or other stake holders to supervise students after school during PLC's.

Person Responsible

Louis Hernandez

Schedule

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

Evidence of Completion

Designated employees will be notified and aware of the PLC's and what their responsibilities will be.

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

Collect data on faculty attendance during PLC's.

Person Responsible

Louis Hernandez

Schedule

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

Evidence of Completion

Use the data collected to determine if the number of faculty members attending PLC's increases.

G3. Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics. `1`

G036974

G3.B1 Budget `2`

B088702

G3.B1.S1 School wide fund raiser to purchase classroom reading materials for example, Math curriculum magazines, SSYRA books, DBQ project workbooks and Moby Max. `4`

S099323

Strategy Rationale

Purchasing more books and materials will provide a wide variety of options for the students.

Action Step 1 `5`

Provide information to teachers about possible topics or ideas that relate reading to certain subject areas.

Person Responsible

Louis Hernandez

Schedule

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

Evidence of Completion

Keep log of specific emails distributed.

Action Step 2 `5`

Use of DBQ's in all history classes.

> ### Person Responsible
>
> William Taylor
>
> ### Schedule
>
> Quarterly, from 8/18/2014 to 6/5/2015
>
> ### *Evidence of Completion*
>
> Example of DBQs used in the classroom.

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

Incorporate direct observations.

> ### Person Responsible
>
> Louis Hernandez
>
> ### Schedule
>
> Quarterly, from 8/18/2014 to 6/5/2015
>
> ### *Evidence of Completion*
>
> Direct observation.

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

All students will show an increase of proficiently in ELA by 2%.

> ### Person Responsible
>
> Jennifer Thaxton
>
> ### Schedule
>
> Annually, from 4/13/2015 to 6/5/2015
>
> ### *Evidence of Completion*
>
> FSA scores and placing students in READ 180 courses.

G3.B1.S2 Write Score 4

S120561

Strategy Rationale

Using Write Score to incorporate technology and prepare students for the Florida State
Assessment.

Action Step 1 5

Students will be administered Write Score three times through out the school year.

Person Responsible

Jennifer Thaxton

Schedule

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

Evidence of Completion

Data from the three testing sessions for Write Score.

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

Write Score results will be reviewed.

Person Responsible

Jennifer Thaxton

Schedule

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

Evidence of Completion

Consecutive Write Score results show increase in designated skills.

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

Write Scores.

Person Responsible

Jennifer Thaxton

Schedule

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

Evidence of Completion

Increase in success of students' Write Scores.

G3.B2 Parent participation and encouragement 2

B088703

G3.B2.S1 Increase communication with parents by monthly newsletter, teacher contact with parent in order to involve parents and make them aware of the avenues for success that are in place for their children. 4

S099324

Strategy Rationale

Action Step 1 5

Newsletter

Person Responsible

Jennifer Thaxton

Schedule

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

Evidence of Completion

Newsletter

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

Faculty will ensure that parent and student emails are uploaded into the system so the e-newsletter can be distributed.

Person Responsible

Jennifer Thaxton

Schedule

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

Evidence of Completion

Parent newsletter will be distributed via email.

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

Parent and student email addresses will be updated and refreshed on a quarterly basis.

Person Responsible

Jennifer Thaxton

Schedule

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

Evidence of Completion

Parents will be more involved in what is going on at school dues to the information received from the e-newsletters.

G4. Increase mathematics skills and abilities by providing additional coursework time for students not working at their current grade level. 1

🔑 G036975

G4.B1 Scheduling 2

🔑 B088705

G4.B1.S1 Review the master schedule to give the lower quartile students the advantage for adjustable scheduling. 4

🔑 S099326

Strategy Rationale

Allow student's schedule to be adjust to meet their needs.

Action Step 1 5

To give lower quartile students the opportunity for additional coursework time during the school day.

Person Responsible

Jessica Wells

Schedule

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

Evidence of Completion

Students will be placed in necessary courses. For example, intensive math.

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

Continue monitoring lower students' schedule and teacher referrals for indicators of possible schedule changes.

Person Responsible

Louis Hernandez

Schedule

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

Evidence of Completion

Student who need additional help and or enrichment will be placed within necessary math course.

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

Determine the percent of students in the lower 25% quartile enrolled in the intensive math courses.

Person Responsible

Louis Hernandez

Schedule

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

Evidence of Completion

Report cards and teacher recommendations.

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
G3.B1.S1.A1	Provide information to teachers about possible topics or ideas that relate reading to certain subject areas.	Hernandez, Louis	8/18/2014	Keep log of specific emails distributed.	6/5/2015 monthly
G3.B2.S1.A1	Newsletter	Thaxton, Jennifer	8/18/2014	Newsletter	6/5/2015 quarterly
G1.B1.S1.A1	Providing a double block of Algebra I.	Ray, Michael	8/18/2014	Enrollment records and score for Algebra EOC.	6/5/2015 daily
G2.B1.S1.A1	Teachers will be fully aware of the time and purpose of weekly professional development meetings.	Hernandez, Louis	8/18/2014	Sign in sheets will be collected at the conclusion of each meeting.	6/5/2015 weekly
G4.B1.S1.A1	To give lower quartile students the opportunity for additional coursework time during the school day.	Wells, Jessica	8/18/2014	Students will be placed in necessary courses. For example, intensive math.	6/5/2015 semiannually
G3.B1.S2.A1	Students will be administered Write Score three times through out the school year.	Thaxton, Jennifer	8/18/2014	Data from the three testing sessions for Write Score.	6/5/2015 quarterly
G3.B1.S1.A2	Use of DBQ's in all history classes.	Taylor, William	8/18/2014	Example of DBQs used in the classroom.	6/5/2015 quarterly
G1.MA1	Changing class schedules and enrolling student who show signs or ability to be successful in Algebra I.	Hernandez, Louis	8/18/2014	Students will be monitored during math classes to determine which students would be successful in Algebra I. Students who excel in other math classes may be moved into Algebra I.	6/5/2015 quarterly
G1.B1.S1.MA1	Look at student data.	Hernandez, Louis	8/18/2014	Student Grades.	6/5/2015 quarterly
G1.B1.S1.MA1	Students will be enrolled in the Algebra I class based on previous scores and teacher referral.	Hernandez, Louis	8/18/2014	Class rolls will be observed and monitored during the year to determine the attendance of students in the Algebra I class.	6/5/2015 semiannually
G2.MA1	Attendance reports collect from the weekly PLCs.	Hernandez, Louis	8/18/2014	Agenda and meeting minutes.	6/5/2015 weekly
G2.B1.S1.MA1	Collect data on faculty attendance during PLC's.	Hernandez, Louis	8/18/2014	Use the data collected to determine if the number of faculty members attending PLC's increases.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Allow staff members and or other stake holders to supervise students after school during PLC's.	Hernandez, Louis	8/18/2014	Designated employees will be notified and aware of the PLC's and what their responsibilities will be.	6/5/2015 weekly
G3.MA1	Classroom observations, lesson plans, AVID	Yeomans, Michele	8/18/2014	AVID evidence, lesson plans, standardized tests at year's end.	6/5/2015 weekly
G3.B1.S1.MA1	All students will show an increase of proficiently in ELA by 2%.	Thaxton, Jennifer	4/13/2015	FSA scores and placing students in READ 180 courses.	6/5/2015 annually
G3.B1.S1.MA1	Incorporate direct observations.	Hernandez, Louis	8/18/2014	Direct observation.	6/5/2015 quarterly
G3.B2.S1.MA1	Parent and student email addresses will be updated and refreshed on a quarterly basis.	Thaxton, Jennifer	8/18/2014	Parents will be more involved in what is going on at school dues to the information received from the e-newsletters.	6/5/2015 quarterly
G3.B2.S1.MA1	Faculty will ensure that parent and student emails are uploaded into the system so the e-newsletter can be distributed.	Thaxton, Jennifer	8/18/2014	Parent newsletter will be distributed via email.	6/5/2015 quarterly
G3.B1.S2.MA1	Write Scores.	Thaxton, Jennifer	8/18/2014	Increase in success of students' Write Scores.	6/5/2015 quarterly
G3.B1.S2.MA1	Write Score results will be reviewed.	Thaxton, Jennifer	8/18/2014	Consecutive Write Score results show increase in designated skills.	6/5/2015 quarterly
G4.MA1	Scheduling and teacher recommendations.	Wells, Jessica	8/18/2014	Teacher lesson plans and classroom monitoring. Standardized tests at year's end.	6/5/2015 quarterly
G4.B1.S1.MA1	Determine the percent of students in the lower 25% quartile enrolled in the intensive math courses.	Hernandez, Louis	8/18/2014	Report cards and teacher recommendations.	6/5/2015 quarterly
G4.B1.S1.MA1	Continue monitoring lower students' schedule and teacher referrals for indicators of possible schedule changes.	Hernandez, Louis	8/18/2014	Student who need additional help and or enrichment will be placed within necessary math course.	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 Opportuntities

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

G2. Increase professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success.

G2.B1 Teacher Participation

G2.B1.S1 Provide supervision for students involved in extra curricular activities so these teachers are able to attend the after school PLC's.

PD Opportunity 1

Teachers will be fully aware of the time and purpose of weekly professional development meetings.

Facilitator

Michele Yeomans

Participants

Faculty and staff members participate in professional development opportunities. On occasion faculty will break off into grade level groups to discuss strategies and lessons to incorporate into daily routines.

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 3: Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics.	4,000
Grand Total	**4,000**

Goal 3: Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics.		
Description	**Source**	**Total**
B1.S1.A1 - Used for Technology.	School Improvement Funds	4,000
Total Goal 3		**4,000**