

Griffin Middle School

800 ALABAMA ST, Tallahassee, FL 32304

[no web address on file]

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

62%

Alternative/ESE Center

No

Charter School

No

Minority

93%

School Grades History

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

School Board Approval

This plan was approved by the Leon County School Board on 11/18/2014.

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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	43
Appendix 2: Professional Development and Technical Assistance Outlines	47
Professional Development Opportunities	48
Technical Assistance Items	53
Appendix 3: Budget to Support Goals	54

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

Our mission at Griffin Middle School is to facilitate learning opportunities on a dual technology platform by teaching rigorous and relevant skills that will equip students to compete in a global society.

Provide the school's vision statement

All Griffin Middle School students will utilize various forms of technology to apply and expand skills, explore careers, and successfully transition to high school as life long digital learners in a competitive global society.

School Environment

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

Griffin Middle School learns about students' cultures and builds relationships between teachers and students through our before school orientation, open house, distribution of teacher syllabi, written correspondence in student agenda books, informal visitation at sporting events, club events, parent/teacher conferences, progress reports, and report cards. Griffin Middle School supports Hispanic culture activities and recognizes Black History month, which encourages conversation and curriculum activities among students and teachers. Social Studies, Band, and Art classes, along with our social studies and foreign language classes conduct hands-on team building and sharing, which help teachers learn more about each student so relationships can be built and strengthened. ESE, 504, and ESOL accommodations are shared with teachers so lessons may be differentiated to meet the needs of individual students. During the summer, upcoming sixth graders have the opportunity to participate in the "Griffin Orientation" camp to meet sixth grade teachers and form relationships with fellow sixth graders, facilitating the transition to middle school.

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

At Griffin Middle School, the administration, faculty, and staff create an environment where students feel safe and respected before, during, and after school. Before school, students congregate in the amphitheater (a common space for social opportunities) which is supervised by teachers and is visible in all areas and attentive to student needs. During the school day, teachers are present during transitions to monitor the hallways to ensure safety and observe behavior. At the end of the school day, students are dismissed with teachers being visibly on duty at their doors, at parent pick up, and at the bus loading area. Faculty and staff monitor students in the hallways, at parent pick-up, and the bus ramp. In addition, behavioral expectations are taught at the beginning of the school year and enforced to ensure safety and respect throughout the school year. Griffin ensures that all students undergo training in Bully, Conflict Mediation, and Problem Solving. Griffin is a PBS (Positive Behavior Support) school which celebrates positive behavior. Griffin also has a Restorative Justice program which focuses on restoring students that have made poor decisions back to the accountability and good standing of the school community. An incident form is available for students who have a concern to complete. This Incident Form is submitted to the assistant principal of administration, principal, dean

of students, SRD, guidance counselor or assistant principal of curriculum. An adult will contact the student and work to resolve issues proactively, before serious problems arise.

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

In order to minimize distractions and keep students engaged during instructional time, Griffin Middle School implements behavior guidelines and consistently enforces them. At the beginning of the year, students receive their handbooks which outline the rules of Griffin Middle School as well as Leon County Schools. Teachers post individual behavior rules in their classrooms. Students are then informed, in advance, of procedures if they are disruptive in the classroom. If students are continually disruptive, parents will be notified. If the behavior continues after the parent has been contacted, either a detention or referral will be issued. All classrooms have the "Griffin Tigers Show PRIDE" posters displayed which outlines the expectations of Prepared, Responsible and Respectful, Integrity, Demonstrate Safety, Engage in Learning. To accompany the PRIDE poster, each classroom have a common Progressive Discipline Action Step poster which outlines the Offences (Class I - II) and Consequences. Students are trained on these two posters. The common information is specifically outlined in the student handbook and the Student Code of Conduct. Griffin is proud to be a Positive Behavior Support (PBS) which incorporates positive behavior support to recognized students who show integrity and good citizenship. Students who earn the necessary "stamps" per week, have an opportunity to "Spend the PBS Wheel" for a student incentive.

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

Griffin Middle School ensures the social/emotional needs of all students are being met in several ways. We introduce and advertise our guidance services on our school website as well as in a school brochure which is made available to parents and students in the school office. Near the end of each summer (during our annual summer camp for incoming 6th graders), we offer a several workshop opportunities for parents to acclimate them to the procedures, expectations and social/emotional changes of their children during their middle school years. In addition, we introduce our guidance staff and services available to students via grade level assemblies that are held on the first Friday of school each year. We also receive continuous referrals from teachers, administration, school nurse, and other staff at the school who discover students who are in need of our services as they are working and/or talking with them. For students who do need and/or use the guidance services, we offer individual counseling for students regarding academic and social/emotional concerns. This also sometimes involves group counseling, especially if the concern is a social one. (This offers a prime opportunity to teach conflict mediation and communication skills.) We hold morning parent teacher conferences for parents of students who have concerns about their child's academic and/or social/emotional progress. We also refer them to our school mentoring program if they are a student who might benefit from this service. For students who need short-term and/or long-term personal counseling, we offer various community referral services to them from which to choose. Griffin is fortunate to offer New Horizons which is a grant funded program through Disc Village. Students who are identified for services are assessed by the MSW (Social Worker) who gains parental consent for these targeted students to receive services. Our guidance counselors also serve as liaisons for the special population students at Griffin Middle. These special populations include ESOL/ELL, ESE, and 504 Plan students. This involves communicating with teachers, parents, administration, district personnel, and community personnel as well as coordinating meetings and services for these students. These students often need additional social/emotional support due to their disabilities or language barriers.

The Positive Behavior Support Program is incorporated throughout our school which involves promoting values such as safety, respect, and responsibility.

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 EWS implementation process is aligned with the academic calendar and is implemented during the course of the school year. Specific steps are taken during defined periods, many recurring or continuously, so

the process of reviewing early warning data and identifying appropriate support strategies and interventions is timely and responsive to individual student needs.

Early Warning Indicators:

- Attendance below 90%
- One or more suspensions, in school or out of school
- Course failure in ELA or Math
- Level 1 on statewide, standardized assessments in ELA or Math
- Behavior

Number of students identified in the system as exhibiting two or more early warning indicators:

Grade 6: List the number of students exhibiting each early warning indicator. (6- 6th graders)

Attendance: -- Attendance below 90%:

Suspensions: -- One or more suspensions, in school or out of school:

Failures: -- Course failure in ELA or Math:

Level 1: -- Level 1 on statewide, standardized assessments in ELA or Math:

Grade 7: List the number of students exhibiting each early warning indicator. (10-7th graders)

Attendance: -- Attendance below 90%:

Suspensions:-- One or more suspensions, in school or out of school.

Failures: -- Course failure in ELA or Math:

Level 1: -- Level 1 on statewide, standardized assessments in ELA or Math:

Grade 8: List the number of students exhibiting each early warning indicator. (20-8th graders)

Level 1: -- Level 1 on statewide, standardized assessments in ELA or Math:

Grade 8: List the number of students exhibiting each early warning indicator. (20-8th graders)

Attendance: -- Attendance below 90%:

Suspensions: -- One or more suspensions, in school or out of school:

Failures-- Course failure in ELA or Math:

Level 1: -- Level 1 on statewide, standardized assessments in 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	21	30	33	84
One or more suspensions	58	48	50	156
Course failure in ELA or Math	15	16	6	37
Level 1 on statewide assessment	82	54	71	207

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	15	17	23	55

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

Intervention Strategies:

Strategy-- Which Indicator does this remediate?

A • Attendance Response Team-- Attendance

B • Behavior--Suspensions

C • Dual Remediation in Intensive Classes and Credit Recovery Core Classes--Level 1 Performers; Failures

1. Prior to the start of the school year

- Review and interpret student needs on the basis of data from the previous year.
- Identify interventions for incoming students on the basis of the identified needs.

2. At the beginning of the school year

- Reconvene the EWS team.
- Verify student information, especially enrollment status, and update the student roster to reflect new enrollees, transfers in and out, and other classifications .
- Review incoming risk indicators or previous year data, including any additional information to interpret student needs.

• Identify and implement student interventions or supports on the basis of incoming risk indicator information if available.

3. After the first 20 or 30 days of the school year

- Update the student roster to reflect new enrollees, transfers in and out, and other classifications.
- Import students' absences.
- Review and interpret student and schoollevel reports.
- Identify and implement student interventions.
- Monitor students' initial responses to interventions in which they are participating.
- Revise students' intervention assignments, as needed.

4. Each Grading Period

- Update the student roster to reflect new enrollees, transfers in and out, and other classifications.
- Import or enter students' absences, course failures, and behavior information.
- Review and interpret student and school level reports.
- Identify and implement student interventions.
- Monitor students' responses to interventions in which they are participating.
- Revise students' intervention assignments, as needed.

5. At the end of the school year

- Update the student roster to reflect new enrollees, transfers in and out, and other classifications.
- Import or enter students' absences, course failures, and behavior information.
- Review and interpret student and school-level data.
- Monitor students' responses to existing interventions in which they are participating.
- Revise students' intervention assignments for summer and for the next academic year.
- Evaluate the EWS process, using student and school-level reports, and revise as necessary.
- Export student data for the next school year.

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 available at the school site.

Description

As a Title One school, parental involvement is based on the Epstein Model - Measure of school, family, and community partnerships. The seven targets of focus for Griffin Middle School are: Parenting, Communication, Volunteering, Learning at Home, Decision Making, Collaborating with Community, and Student Achievement.

Based upon the 2013 School Climate Survey, 69% of parents feel that the school communicates regularly with parents or guardians about students' needs. Griffin's target is to improve regular communication with parents and guardians about student achievement needs by providing one parent involvement workshop per semester.

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

Each year we invite parents, guardians, local businesses and community members to join our Griffin family. We invite them to attend the annual Partner Breakfast and Volunteer and Mentor Luncheon. Throughout the year, we showcase our course and program offerings and extend invitations for businesses and community to view and partake in some of the great things we have to offer. Once partners have been secured, we invite them to our monthly Parent Teacher Organization and School Advisory Council meetings. At those meetings, we share the progress and efforts that are being put forth to make Griffin a positive learning environment and to increase student achievement. Constant communication, allowing input, and responding to feedback strengthens our relationships with our local partners and the community that we serve. When business partners and community members see that we are transparent, they offer resources to assist and support us in our efforts.

Griffin's Mentorship Program, and Volunteer Program provides a valuable resource for our students, parents, and teachers. Mentors are recruited from the Florida State University College of Law, the Boys and Girls Club, Florida A&M University, local government, 100 Black Men of Tallahassee, and a number of other organizations. Parents and community members are updated with the most current school information via the weekly school listserv, website, and newsletters. We also provide parent workshops, orientation, and open house to help parents understand the process of teaching and learning on our campus.

Based on the Parent Survey, 95% of parents agreed with the statement that the school communicates regularly with parents or guardians about students' needs. Our goal is to improve home communication to impact parental involvement for students in the lower 25% by providing opportunities for parents to volunteer in numerous capacities of student achievement and assist with ideas/information for learning at home.

We rely on ensuring the friendship and making a connection, which is a key as well to sustaining partnership. Also, we are always extending an invitation to community and business partners to get involved in student achievement, school activities, and events. Most of all, having an attitude of genuinely enjoying people in our presence with a welcoming smile will always ensure a positive relationship and encourage people to extend their helping hand toward our campus.

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
Gautney, Christopher	Teacher, K-12
Wallace, Darren	Assistant Principal
Threadgill, Ben	Assistant Principal
Bentley-Carter, Marilyn	Teacher, K-12
Marshall, Joy	Teacher, K-12
Moore, Tamara	Teacher, K-12
Oneill, Paula	Teacher, ESE
Speight, Demarco	Teacher, K-12
Taylor, Adrienne	Teacher, K-12
Thomas, Gwendolyn	Principal

Duties

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

The role of the leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions. The team will meet one time per month to address referrals. Referrals to the intervention team are for academic and behavioral concerns.

- The administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. Also, it provides vision, ensures the school-based team is implementing MTSS, implementation of intervention support, adequate professional development to support MTSS, and communication with outside stakeholders regarding school-based MTSS.

- Select General Education Teachers provide information about core instruction, participate in student data collection, and collaborate with other staff to ensure implementation of Tier 1, 2, and 3 instruction and support.

- Select ESE Teachers (varying exceptionalities, speech, gifted) provide information about intervention instruction, participate in student data collection, and collaborate with general education teachers.

- The Reading Coach participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies, and assists with design and delivery of professional development relative to implementation of effective reading strategies.

- The Psychologist is the evaluation specialist who administers and scores a variety of assessments and completes a psychological or evaluation report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students.

- The School Social Worker conducts social assessments and follows up on attendance referrals. In lieu of a home visit, the social worker will first try to resolve the situation by phone calls or meeting the parent in a mutually convenient location. Home visits will only be made if it is a safe, reasonable, and appropriate way to accomplish the objective, and if the parent agrees, the social worker can also assist parents in finding appropriate community resources.

- The ESE Program Specialist is a resource for interventions and strategies in working with all students and a programming resource for our ESE teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and attend select IEP conferences.
- The Attendance Officer is on call to join the intervention team to discuss students who have been deemed chronically absent. The attendance officer reviews the school attendance records and prints out monthly reports to identify those students with chronic attendance issues.
- The Referral Coordinator or (Guidance Counselor) drafts the agenda for meetings, invites the necessary participants, maintains a record of discussions, and coordinates the paperwork involved in referrals to student services.
- The Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systemic patterns of students need with respect to language skills.

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 role of the Griffin Middle School leadership team is to review records and documentation, while providing

expertise and guidance in developing strategies and interventions for students who have been unsuccessful in the classroom. These students are often not meeting proficiency on the state assessments. Once specific strategies are identified and determined to be effective, the departments use these strategies to meet the goals of the School Improvement Plan.

Our school and district funds are used to support the goals of the School Improvement Plan and to meet the needs of all students as well as professional development for teachers and staff.

Collaboration and cooperation are essential in providing an instructional program to assist all students with the development of skills and the knowledge needed to meet the challenging state academic standards and assessments.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Chris Gautney	Teacher
Gwendolyn Thomas	Principal
Demarco Speight	Teacher
Paula O'Neil	Teacher
Adrienne Taylor	Teacher
Buenita C. Lee	Business/Community
Mr. Wilson	Parent
Mrs. Wilson	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 School Advisory Council and the School Improvement Team meet during the summer after the data from the state assessments have been processed and sent to the district and schools. Once the data arrives the teams review the results and with the goals and strategies from the previous year. The team looks for success and areas for needs of improvement. Next the team discusses what barriers prevented the school from reaching the goals in needs in improvement areas and what led to success in the other area. The team then looks at the students for the next year and focuses on what changes can be made with the resources we will have the next year and create changes to the SIP for the next year.

Development of this school improvement plan

The School Advisory Council develops and prepares the School Improvement Plan which includes: goals for improvement, professional development, possible barriers to the attainment of those goals, funding of necessary resources, technology, and staff. The chair leads the team to review school data throughout the school year. End of year school data is reviewed by members of this council to determine if the established goals were met and to what degree the goals were met. Considerations are also given to the effectiveness of strategies and programs used and potential adjustments necessary for the advancement in the upcoming school year. With assistance from the district school improvement advisors, the SAC develops strategies, tools, and programs to use for the new years' target goals. Following several working sessions, a public hearing is offered to receive input and offer opportunities for the parents and community to help structure the improvement of the school.

Preparation of the school's annual budget and plan

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan.
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

School Improvement funds were not available last year, however, the school will use allocated funds to accomplish the goals stated in this plan. Such funding sources include: School and District funds, Title One and TEC

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
Thomas, Gwendolyn	Principal
Bentley-Carter, Marilyn	Teacher, K-12
Taylor, Adrienne	Teacher, K-12
Wallace, Darren	Assistant Principal
Threadgill, Ben	Assistant Principal
O'Neill, Paula	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional /student resources, materials, and other initiatives. This will result in a decreased percentage of students not reaching the proficiency level in all subgroups. The team provides opportunities for additional instructional practice and remediation. Students performing at the proficient or advanced proficiency level will be provided with enrichment reading to maintain or advance higher. Other incentives for students making progress and showing proficiency include:

1. Pizza Hut Book It! Program
2. Literacy Week
3. Accelerated Reader
4. Scholastic Book Fair
5. Student Book Club

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

Collaborative learning affords students enormous advantages not available from more traditional instruction because a group--whether it be the whole class or a learning group within the class--can accomplish meaningful learning and solve problems better than any individual can alone. (Tinzemann, Jones, and Finnemore, 1990)

One strategy the school uses is to allow opportunities each month for teachers to meet with their department members for support and team building. Teachers meet to discuss the needs of all students. Using pacing guides, teachers collaboratively plan their lessons to meet state and district assessment recommendations. In addition, teachers are encouraged to share and communicate effective learning strategies for best practices to help students understand and do daily learning goals.

Across grade level planning is another strategy the school uses through monthly grade level team meetings. This opportunity allows teachers to meet and discuss grade level events and activities to address the curriculum areas. Examples include educational field trips, celebration assemblies, and field day activities. All ideas and concerns are addressed to the grade level team leader for review during the monthly meeting.

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

Griffin Middle School aggressively recruits highly qualified, certified-in-field, effective teachers. Gwendolyn Lynn Thomas, principal, determines vacancies to be advertised via the Leon County Schools PATS (Paperless Application Tracking System). Vacancies are advertised from 7 - 14 days online via PATS

and via WLCSC. The district further holds recruiting fairs locally and participates in national employment fairs. Additionally, the district has a recruiting team who participates in university recruiting fairs for graduating education majors. The Griffin leadership team and other teacher leaders participate in interviews of HQ applicants as determined by personnel Leon County Schools, state, and national policies. The team holds first round interviews, recommends the top three applicants to the principal, who makes the final hiring decision. Teacher retention is very important, therefore a professional learning community and a mentor is set up for new teachers. This community and mentor serve as an available resource for the new teachers. The success of the new member of the faculty is important to the success of the school. Key persons included in this process are: principal, department chairs, team leaders, mentor teachers, National Board Certified Teachers, and assistant principals.

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

Mentoring new instructional staff is important to the success of the educational program at Griffin Middle School. New instructional staff is included in professional learning communities which support the understanding of school protocols, initiatives and culture. Additional mentoring opportunities include:

1. New instructional staff in math, science and language arts/reading are paired with an academic coach who serves as a peer to peer coach. The academic coach/mentor meets with the new teacher, observes using a peer to peer observation, assists in developing lesson plans and serves as a go to colleague to assist them make the necessary transitions to a new school community;
2. New instructional staff are paired with a grade level learning community where data is reviewed and school-wide initiatives are implemented for positive behavior support. This professional learning community has a difference focus for the new instructional staff which supports team building, community partnerships, and relationship building.
3. PLCs meet bi-weekly before school, after school, and during teacher planning periods; whichever is most convenient. Flexible scheduling is provided to fully support the PLC.
4. New instructional staff are observed frequently by school administrators including classroom walk throughs, informal and formal observations with pre and post conferences. The initial walk throughs are noted as comments, however, as the new staff member becomes acclimated to procedural and instructional protocols, these observations are rated and used toward the teacher's end of year observation for instructional practices.
5. Beginning teachers who are new to the profession are registered in the Beginning Teacher Program and assigned a mentor teacher who assists them in successful completion of the BTP with the necessary portfolio documentation and all applicable observations and workshop trainings.
6. Site administrators have an open door policy for all new teachers who need the additional support of the lead administrator. New team members are paired in an effort to support collegial conversations about curriculum support and school initiatives/grade level protocols.

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

Curriculum pacing guides and rubrics are in place that clearly define student levels of growth and performance on essential elements of state and district standards. Information is available in Data Director for examining the extent to which assessments accurately measure the written and taught curriculums. Each department or grade level team regularly analyzes the relationship between the written curriculum, taught curriculum, assessments, and for rigor and cultural relevance. The school

Curriculum Leadership Team ensures the alignment of the curriculum and assessment measures in a manner that promotes rigor through iObservation and monthly meetings.

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 uses data to provide and differentiate instruction to meet the diverse needs of students by using “Progress Monitoring” for their initial standards assessment. These assessments are used to accurately measure their students’ academic strengths, weaknesses, and provide a roadmap for the next steps in instruction. Informal and formal classroom-based assessments can be conducted throughout the year to track learning objectives and skills achievements. Assessment results are used to keep track of the findings and used to design instructional strategies tailored for the individual student. Data-driven curriculum and instruction is the norm for our school. The leadership team makes sure teachers are familiar with interpreting data to drive their planning and instruction. One of the indicators on our Deliberate Practice Plan for Leadership is to ensure that all faculty members understand the curriculum standards such as the Next Generation Sunshine State Standards for Science, The Florida State Standards, and The Florida Standards Assessment, along with effective feedback skills to benefit their students.

Examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments are as follows:

- Presentation accommodations make it possible for students to gain access to information for instruction and assessments presented in text, graphic, or spoken formats
- Specialized presentation formats such as visual, tactile, audio, and multi-sensory formats for presentation display(visual-large print text, sign language interpreters, video recordings; tactilebraille, tactile graphic images, real objects students can touch; auditory- read text aloud; recorded/ audio books/text; screen readers)
- Audio and visual enhancement in the classrooms
- Assistive typing device such as laptops or word processors; portable scanning devices such as translators or electronic dictionaries; digital texts.
- Use of study guide notes; highlighting or summaries
- Voice recordings or video lessons
- Graphic organizers; use of wait time; use of visuals; task adaptations to use alternate ways of presenting
- Lessons presented in small, digestible bites for content knowledge
- Modified tests, lessons, or homework assignments

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: Extended School Day

Minutes added to school year: 102

After school teachers monitor student performance data and hold data chats with the students. Data chats include use of student PinPoint grades, SM5 data, AR, and other data as available. Persons responsible include: before school teacher, after school teachers, school administrators. Students will be placed in pullout recovery reading and math programs during school day as well as before and after school based on their needs.

Strategy Rationale

To decrease the percentage of students' reading and math level (s) not reaching the proficiency level in all subgroups by providing opportunities for additional instructional practice and remediation.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Threadgill, Ben, threadgillb@leonschools.net

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

Data is collected periodically depending on the area being reviewed by running and printing program reports from SM5, Data Director, and teacher made assessments. This data will be reviewed by the teacher(s) to inform instruction and reteaching/reassessing needs. Administrators will also review the data to determine student growth and assess if targets are being met. Once data is reviewed, teachers and administrators will monitor the extent to which student progress is being made. A list of students who are attending the PUSH Center will be compiled and their progress will be monitored to help determine the effectiveness of the program. Attendance data will be reviewed and gains noted are anticipated to increase with the amount of time the student spends in the program, specifically outside the school day.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

A Pupil Progression Guide is provided for all students and parents which helps communicate requisites for promotion. Through the curriculum office, teachers guide students to course selections that are

meaningful to their career interests. A parent workshop is also held to inform parents of registration processes, course selections, and options available for their child which challenges them to reach their highest academic potential. We aim to provide a highly engaging and rigorous program which prepares students for their career/college path. Based upon student performance data and teacher recommendations, students may take up to seven high school credits. When applicable, students may opt to take virtual courses. Also important to our students is the opportunity for them earn entrance in the Amos P. Godby IT Academy, if they complete the middle school Information Technology course of study at Griffin Middle School. We promote career ready for all, college ready for some! Additionally, Our students and parents are given a course request guide which is also located on the school's website to guide parents and students with their course selections for the next school year. Each year

our staff carefully reviews this material so we can provide our families with meaningful and accurate registration information. With the support and cooperation of staff, students, and parents, we are confident that a personal, challenging, and enriching academic program will be developed to teach and guide students so they will attain their maximum potential, including opportunities to take high school credit courses. The registration process is an important step in preparing our youth to lead productive, fulfilling, and successful lives in a rapidly changing world.

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

Griffin Middle School is an Information Technology Magnet/Model School. Our students have an opportunity to that high school/rigorous courses in Information Technology and earn MicroSoft Industry Certification. Earning at least 3 certifications certifies a student as a MicroSoft Specialist. These certifications, along with other high school credit options helps to prepare students to transfer this knowledge into real-world experiences/tasks.

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

Griffin Middle School provides a a before school tutorial program (PUSH Center) which is geared toward improving student academic achievement. Also available to students in preparation for postsecondary education are opportunities including: remedial course in math and reading geared toward closing the achievement gap in applicable skills; Plato to assist over-aged students to recover from retention; Algebra 1, Geometry, and Biology Honors for qualified middle schoolers; All 8th graders will test with ReadStep which, compatible with PSAT, indicates strengths and weaknesses related to college readiness. Further, Our school offers a CAPE academy. This program is attached to articulated credit with industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

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

- Prepares students for college, careers and life
- Encourages commitment to life-long learning, personal growth and career preparation
- Offers rigorous and relevant curriculum
- Provides opportunities to identify career interests and personal strengths
- Encourages commitment to good school attendance, academic achievement, and community service
- Promotes participation in student organizations and leadership development

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.** All matched standard curriculum students in Reading will show proficiency of 50% on the 2014-2015 administration of Florida Standards Assessment.
- G2.** All matched standard curriculum students will show 50% proficiency in Math on the 2014-2015 administration of the Florida Standards Assessment.
- G3.** All matched standard curriculum students will show 50% in Science on the 2014-15 administration of FCAT2.0 Science.

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. All matched standard curriculum students in Reading will show proficiency of 50% on the 2014-2015 administration of Florida Standards Assessment. 1a

G037701

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0

Resources Available to Support the Goal 2

- Houghton Mifflin Harcourt Florida Collections textbook (Language Arts Classes)
- REWARDS and REWARDS Plus Social Studies (Reading Classes)
- Junior Greatbooks (Reading Classes)
- Read 180 (ESE Classes)
- Achieve 3000 (Social Studies, Reading, and Elective Classes)
- Accelerated Reader

Targeted Barriers to Achieving the Goal 3

- There is a lack of student exposure to effective close reading strategies in the classroom.
- There is a lack of additional support to enhance reading comprehension in classrooms.

Plan to Monitor Progress Toward G1. 8

Administrators and will review content area progress monitoring reports to assess if there is increased student comprehension in reading rigorous text.

Person Responsible

Ben Threadgill

Schedule

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

Evidence of Completion

Progress Monitoring will include: Achieve 3000 FCAT Predictor Report once per month STAR Test- 3 times per year Scholastic Reading Inventory (ESE classes)- 4 times per year Teacher Grade Book - Pin Point Reports

G2. All matched standard curriculum students will show 50% proficiency in Math on the 2014-2015 administration of the Florida Standards Assessment. 1a

G037702

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- 1. Professional development on Sm5 for levels 1 students. 2. Marazano Art and Science of Teaching – Professional Development: Student engagement, High expectations 3. Professional Development – Technology: promethean board, ActivExpressions, flipcharts 4. Wiley's Warm Ups

Targeted Barriers to Achieving the Goal 3

- Time restrictions in teaching basic mathematical skills. A great deal of time is needed to remediate students in the basic skills.
- Lack of vocabulary decoding skills inhibits understanding of math word problems.

Plan to Monitor Progress Toward G2. 8

Weekly reports will be provided for administrators - progress will be assessed as to student progress toward making adequate progress, time spent on program, % of exercises attempted and completed for accuracy. Student growth will be monitoring closely.

Person Responsible

Tamara Moore

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Class performance and last session SM5 weekly report

G3. All matched standard curriculum students will show 50% in Science on the 2014-15 administration of FCAT2.0 Science. 1a

G037703

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	39.0

Resources Available to Support the Goal 2

- Technology (Promethean, ActivExpressions, Laptop Carts, iPad Carts, Gizmo, BrainPop, online textbook, StudyJams, LabQuest, and ProBeware)
- PUSH Center Before-School Enrichment and Help Sessions for Science
- Book Study ("Teach Like a Champion" by Doug Lemov)
- Traditional Lab Equipment
- District K-12 Science Developer
- Challenger Learning Center
- Florida State University Outreach programs (Science on the Move, Saturday at the Sea, and National High Magnetic Lab)
- Earth Day - Tallahassee

Targeted Barriers to Achieving the Goal 3

- Lack of effective questioning techniques for lower expectancy students.
- Lack of effective reading and writing strategies in science.
- Lack of effective reading and writing strategies in science.

Plan to Monitor Progress Toward G3. 8

Decrease in non-proficiency on the 2014-2015 administration of the FCAT 2.0 Science Test from 68% non-proficiency to 61% non-proficiency.

Person Responsible

Demarco Speight

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Classroom Assessments and District Assessments (Baseline Progress Monitoring Test, Mid-Year Progress Monitoring Test, Spring Diagnostic Progress Monitoring Test, and FCAT 2.0 Science exam)

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. All matched standard curriculum students in Reading will show proficiency of 50% on the 2014-2015 administration of Florida Standards Assessment. **1**

 G037701

G1.B1 There is a lack of student exposure to effective close reading strategies in the classroom. **2**

 B090607

G1.B1.S1 All Language Arts, Reading, Social Studies and Science classes will incorporate grade-appropriate complex texts and effective close reading strategies in the classroom. **4**

 S101378

Strategy Rationale

To monitor and improve students reading ability using informational content specific text.

Action Step 1 **5**

Students will be exposed to content-specific close reading strategies in Language Arts, Reading, Social Studies and Science classes. In Social Studies, students will use the Comprehension Instructional Sequence (CIS) Model. In Science, students will read content-specific complex texts and will answer text-dependent questions. In Language Arts and Reading, students will focus on analysis of complex texts through text-dependent writing.

Person Responsible

Adrienne Taylor

Schedule

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

Evidence of Completion

All Social Studies and Science teachers will provide a completed text-evidence based product which will include student samples of close reading strategies. Language Arts and Reading teachers' lesson plans and student samples will reflect the use of reading strategies that address comprehending and analysis of complex texts.

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

Language Arts, Reading, Science and Social Studies teachers will engage in collegial conversations, data chats, and Professional Development focused on the implementation of close reading strategies during department meetings.

Person Responsible

Ben Threadgill

Schedule

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

Evidence of Completion

Department Meeting Agendas, Meeting Minutes, Lesson Plans, and Student Samples will be used as evidence of effective implementation.

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

Language Arts and Reading teachers will analyze student data in bi-weekly department meetings and student scores on the quarterly county-wide Text Dependent Writing administrations. Science and Social Studies teachers will discuss effectiveness of CIS Model and Text-Based Questioning in their biweekly department meetings. Based on the data, instruction will be adjusted as needed.

Person Responsible

Marilyn Bentley-Carter

Schedule

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

Evidence of Completion

Data Charts, Student Samples

G1.B2 There is a lack of additional support to enhance reading comprehension in classrooms. 2

B090608

G1.B2.S1 All students enrolled in Social Studies, Reading Level 1&2, and electives will work through the Achieve3000 program to enhance reading comprehension skills using informational text. 4

S101380

Strategy Rationale

Achieve 3000 will increase the Lexile Level for struggling readers, which will improve student comprehension of rigorous informational text.

Action Step 1 5

All reading, social studies, and elective teachers will implement the Achieve3000 program throughout the year. A pre- and post level set test will also be administered to assess students' Lexile and learning gains.

Person Responsible

Adrienne Taylor

Schedule

Weekly, from 9/1/2014 to 5/22/2015

Evidence of Completion

Achieve 3000 data charts

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

Data chats in Department Meetings

Person Responsible

Marilyn Bentley-Carter

Schedule

Monthly, from 9/1/2014 to 5/22/2015

Evidence of Completion

During classroom walkthroughs, informal/formal classroom observation, and peer to peer observations it will be evident that teachers are implementing with fidelity the Achieve3000 program. As a result student scores should increase on the Lexile change over time report.

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

The reading coach, assistant principal for curriculum, and district language arts support staff will conduct walk-throughs, peer-to-peer observation, and informal/formal observations to determine whether best practices are used when implementing Achieve 3000. Pre and Post-test data will also be analyzed to evaluate student growth.

Person Responsible

Adrienne Taylor

Schedule

Monthly, from 9/8/2014 to 5/22/2015

Evidence of Completion

During classroom walkthroughs, informal/formal classroom observations, and peer to peer observations it will be evident that teachers are implementing with Achieve 3000 reading and text-dependent writing strategies with fidelity. As a result student scores should increase on mini benchmark assessments, benchmark assessments, and district progress monitoring assessments.

G2. All matched standard curriculum students will show 50% proficiency in Math on the 2014-2015 administration of the Florida Standards Assessment. 1

G037702

G2.B1 Time restrictions in teaching basic mathematical skills. A great deal of time is needed to remediate students in the basic skills. 2

B090609

G2.B1.S1 Level 1 students will be placed in Intensive Math classes using Successmaker and small group instruction daily. 4

S101381

Strategy Rationale

To ensure remediation of math skills concepts and provide interventions so that students can perform at the appropriate academic level for success

Action Step 1 5

Level 1 students in intensive math classes will rotate between sessions of Successmaker and small group instruction.

Person Responsible

Ben Threadgill

Schedule

Daily, from 8/18/2014 to 2/18/2015

Evidence of Completion

Classroom walkthroughs, planning with intensive math teachers, collegial conversations, and SM5 student reports.

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

The lead intensive math teacher will run biweekly usage reports and consult with the county math developer and administrator

Person Responsible

Gwendolyn Thomas

Schedule

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

Evidence of Completion

Classroom walkthroughs, formal and informal classroom observations by administration, and biweekly Successmaker student usage reports.

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

The intensive math teachers will run last session reports and discuss individual results.

Person Responsible

Tamara Moore

Schedule

Daily, from 8/18/2014 to 2/18/2015

Evidence of Completion

Students will score 70% and above on Successmaker reports (last session report, adequate progress report, and cumulative reports).

G2.B1.S2 Implementation of Wylie's warm up and basic skills problem activities in all regular math classes. 4

 S101382

Strategy Rationale

To ensure review of math skills concepts and provide interventions so that students can perform at the appropriate academic level for success

Action Step 1 5

Students will complete Wylie's warm up and basic skills problem activities in all regular math classes.

Person Responsible

Tamara Moore

Schedule

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

Evidence of Completion

Completed students' Wylie's warm up worksheet.

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

Math department head will monitor student warm up tracking data.

Person Responsible

Tamara Moore

Schedule

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

Evidence of Completion

Teacher warm up data spreadsheet.

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

75% of regular math students will show proficiency on the Wylie's weekly warm up assessment.

Person Responsible

Tamara Moore

Schedule

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

Evidence of Completion

75% and above on Wylie's weekly warm up assessment.

G2.B1.S3 3. The math lead teacher will: • Develop benchmark flipcharts. • Model lessons. • Analyze data. • Hold departmental data chats, meetings. • Design workshops • Conduct peer-to-peer walkthroughs/observations. • Facilitate common planning meetings and the use of common pacing guides and common assessments. The district math developer will: • Facilitate the development of common pacing guides. • Develop progress monitoring assessments. • Model lessons. • Design district level workshops. **4**

 S101383

Strategy Rationale

To ensure consistent pacing and training for teachers in an effort to provide effective planning for rigorous and deep instruction

Action Step 1 **5**

Department meetings/workshops

Person Responsible

Gwendolyn Thomas

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Department meetings, data chats, inservice participation, collegial conversations, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B1.S3 **6**

Monitor the fidelity of the use of the mathematics coach and district math developer in modeling lessons for mathematics teachers and in the development of instructional materials.

Person Responsible

Gwendolyn Thomas

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Periodic modeling of lessons for mathematics teachers. Observations of teacher replicating the same lesson with immediate feedback provided to the teacher on how well the lesson was taught and the level of student understanding. The use of peer-to-peer observations with feedback and review of teacher lesson plans and focus calendar fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Monitoring the effectiveness of the math coach and district math developer in providing resources to assist in development of strategies to differentiate mathematics instruction.

Person Responsible

Gwendolyn Thomas

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Classroom walkthroughs, peer-to-peer observations, iObservation, collegial conversations

G2.B2 Lack of vocabulary decoding skills inhibits understanding of math word problems. 2

 B094208

G2.B2.S1 Implementation of gradual release word problems (I do, we do, you do). 4

 S105401

Strategy Rationale

Action Step 1 5

Students will practice decoding math vocabulary, becoming more independent through the gradual release process.

Person Responsible

Tamara Moore

Schedule

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

Evidence of Completion

Student exit ticket.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Teachers will display students' sample of word problems exit tickets.

Person Responsible

Tamara Moore

Schedule

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

Evidence of Completion

Walkthroughs, evidence of student work posted.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

75% of students will pass the end of chapter assessment with 75% proficiency.

Person Responsible

Tamara Moore

Schedule

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

Evidence of Completion

End of chapter assessment scores.

G3. All matched standard curriculum students will show 50% in Science on the 2014-15 administration of FCAT2.0 Science. **1**

 G037703

G3.B1 Lack of effective questioning techniques for lower expectancy students. **2**

 B090610

G3.B1.S1 Professional Development and study of Marzano Questioning Techniques for lower expectancy students. **4**

 S101384

Strategy Rationale

To ensure scientific and effective teaching methodology

Action Step 1 **5**

Book study and video study of Marzano strategy questioning techniques for lower expectancy students

Person Responsible

Gwendolyn Thomas

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

FCAT 2.0 Science increased proficiency

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

Marzano The Art and Science of Teaching Bookstudy

Person Responsible

Demarco Speight

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Teacher evaluations - classroom walkthroughs from beginning to developing to effective rating

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

Classroom Walkthroughs for science teachers

Person Responsible

Gwendolyn Thomas

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

iObservation rating beginning to developing to applying

G3.B2 Lack of effective reading and writing strategies in science. 2

 B090611

G3.B2.S1 Implementation of the use of the Comprehension Instructional Sequence (CIS) model and text dependent questioning strategies using passages/articles that are related to the science content being taught. 4

 S101385

Strategy Rationale

Effective instructional strategies will improve student comprehension and standards proficiency.

Action Step 1 5

Students will complete a passage/article pertaining to the science content being taught using the Comprehension Instructional Sequence (CIS) model or text dependent questioning strategies.

Person Responsible

Demarco Speight

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Students completed CIS model or text dependent questioning activities.

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

Teachers will provide student samples at department meetings in order to participate in discussion of effective reading strategies using the CIS model or text dependent questioning.

Person Responsible

Demarco Speight

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Teacher attendance at the weekly planning meetings that will include professional development on effective rigorous reading and text-dependent writing strategies in science and a review of student work. Teacher lesson plans and science focus calendar will be monitored closely as well.

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

Teachers will analyze student data during department meetings to determine student mastery of science benchmarks.

Person Responsible

Demarco Speight

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Teacher attendance at the majority of the professional learning community/planning meetings. The use of effective reading and writing strategies in the science classrooms as evidence by classroom walk-throughs, formal and informal observations, peer to peer observations, analysis of student benchmark assessment scores, and collegial conversation.

G3.B2.S2 Implement effective rigorous reading and text dependent writing strategies in science. 4

S101386

Strategy Rationale

Effective instructional strategies will improve student proficiency.

Action Step 1 5

Effective Reading and Writing Strategies in Science to include the Comprehension Instructional Model (CIS) and text dependent questioning.

Person Responsible

Demarco Speight

Schedule

Biweekly, from 9/1/2014 to 1/30/2015

Evidence of Completion

Classroom walk-throughs, formal/informal teacher observations, peer-to-peer observations, and modeling of lessons.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Review of Lesson Plans and Sample Student Work

Person Responsible

Ben Threadgill

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Lesson Plans and Sample Student Work

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Person Responsible

Schedule

Evidence of Completion

G3.B2.S3 Students will keep reflection journals where they will reflect on their level of understanding of key vocabulary terms and concepts. 4

 S101387

Strategy Rationale

Effective instructional strategy will help students identify their current performance level.

Action Step 1 5

Student Reflection Journals

Person Responsible

Demarco Speight

Schedule

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

Evidence of Completion

Periodic checks of student reflection journals and teacher use of the student comprehension charts that can be monitored by classroom walk-throughs, formal/informal observations, and peer-to-peer observations.

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Monitoring the fidelity of the implementation of the use of student science reflection journals.

Person Responsible

Demarco Speight

Schedule

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

Evidence of Completion

Periodic checks by science teachers of student reflection journal at least once per week. Science coach will monitor this through peer to peer observations. District K-12 Science Developer will monitor the use of these journals during classroom walk-throughs.

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

The effectiveness of student reflection journals on their level of understanding/comprehension of key vocabulary terms and concepts.

Person Responsible

Demarco Speight

Schedule

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

Evidence of Completion

Students assessments scores will increase as a result of them reflecting on their learning and level of understanding of key vocabulary terms and concepts as evidenced by mini benchmark assessments, benchmark assessments, chapter test, and district progress monitoring assessments.

G3.B2.S4 Science coach will model lessons, analyze and disaggregate data, hold departmental data chats, conduct peer-to-peer observations that will be tracked in iObservation, develop focus calendar using district pacing guide, and facilitate weekly grade level common planning meetings (i.e., common lessons and common assessments for each grade level). 4

 S101388

Strategy Rationale

Effective modeling of lessons will improve how science teachers present lessons for effective student engagement which will impact student proficiency.

Action Step 1 5

Weekly Departmental Meetings

Person Responsible

Demarco Speight

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Attendance at weekly meetings, lesson plans, students data (district assessments, classroom assessments, and state assessments), and collegial conversation.

Plan to Monitor Fidelity of Implementation of G3.B2.S4 6

Monitoring the fidelity of the use of the science lead teacher and reading coach to model lessons for science teachers.

Person Responsible

Gwendolyn Thomas

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Periodic modeling of lessons for science teachers one class period and observation of the teacher replicating that same lesson the next period and provide feedback to the teacher on how well they executed the lesson and how well the students understood the lesson. The use of peer to peer observations with feedback will be critical to the fidelity of this strategy.

Plan to Monitor Effectiveness of Implementation of G3.B2.S4 7

Monitoring the effectiveness of the use of the science led teacher and reading coach in modeling lessons for the science teachers in regards to lessons that incorporate effective reading and writing strategies in science.

Person Responsible

Gwendolyn Thomas

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

During classroom walkthroughs, informal/formal classroom observations, and peer to peer observations it will be evident that teachers are implementing with fidelity the CIS model and text dependent questioning where appropriate and necessary. As a result student scores should increase on mini benchmark assessments, benchmark assessments, chapter tests, and district progress monitoring assessments.

G3.B3 Lack of effective reading and writing strategies in science. 2

B093588

G3.B3.S1 Develop Professional Learning Community to address and implement effective rigorous/close reading and text-dependent writing strategies in science. 4

S104632

Strategy Rationale

Action Step 1 5

Professional Learning Community that address effective reading and writing strategies in science to include Comprehension Instructional (CIS) Model and text dependent questioning passages/articles.

Person Responsible

Demarco Speight

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Sufficient attendance at Professional Learning Community meetings and collegial conversations.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monitoring the fidelity of the development of a professional learning community to address effective reading and writing strategies in science.

Person Responsible

Gwendolyn Thomas

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Teacher attendance at the weekly planning meetings that will include professional development on effective rigorous reading and text-dependent writing strategies in science. Teacher lesson plans and science focus calendar will be monitored closely as well.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Monitoring the effectiveness of the professional learning community focused on effective rigorous reading and text-dependent writing strategies in science.

Person Responsible

Gwendolyn Thomas

Schedule

Monthly, from 9/1/2014 to 6/2/2015

Evidence of Completion

Teacher attendance at the majority of the professional learning community/planning meetings. The use of effective reading and writing strategies in the science classrooms as evidence by classroom walk-throughs, formal and informal observations, peer to peer observations, and collegial conversation.

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	Students will be exposed to content-specific close reading strategies in Language Arts, Reading, Social Studies and Science classes. In Social Studies, students will use the Comprehension Instructional Sequence (CIS) Model. In Science, students will read content-specific complex texts and will answer text-dependent questions. In Language Arts and Reading, students will focus on analysis of complex texts through text-dependent writing.	Taylor, Adrienne	8/18/2014	All Social Studies and Science teachers will provide a completed text-evidence based product which will include student samples of close reading strategies. Language Arts and Reading teachers' lesson plans and student samples will reflect the use of reading strategies that address comprehending and analysis of complex texts.	5/29/2015 monthly
G1.B2.S1.A1	All reading, social studies, and elective teachers will implement the Achieve3000 program throughout the year. A pre- and post level set test will also be administered to assess students' Lexile and learning gains.	Taylor, Adrienne	9/1/2014	Achieve 3000 data charts	5/22/2015 weekly
G2.B1.S1.A1	Level 1 students in intensive math classes will rotate between sessions of Successmaker and small group instruction.	Threadgill, Ben	8/18/2014	Classroom walkthroughs, planning with intensive math teachers, collegial conversations, and SM5 student reports.	2/18/2015 daily
G2.B1.S2.A1	Students will complete Wylie's warm up and basic skills problem activities in all regular math classes.	Moore, Tamara	8/18/2014	Completed students' Wylie's warm up worksheet.	5/29/2015 daily
G2.B1.S3.A1	Department meetings/workshops	Thomas, Gwendolyn	8/18/2014	Department meetings, data chats, inservice participation, collegial conversations, classroom walkthroughs	6/2/2015 biweekly
G3.B1.S1.A1	Book study and video study of Marzano strategy questioning techniques for lower expectancy students	Thomas, Gwendolyn	8/18/2014	FCAT 2.0 Science increased proficiency	6/2/2015 weekly
G3.B2.S1.A1	Students will complete a passage/article pertaining to the science content being	Speight, Demarco	9/2/2014	Students completed CIS model or text dependent questioning activities.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	taught using the Comprehension Instructional Sequence (CIS) model or text dependent questioning strategies.				
G3.B2.S2.A1	Effective Reading and Writing Strategies in Science to include the Comprehension Instructional Model (CIS) and text dependent questioning.	Speight, Demarco	9/1/2014	Classroom walk-throughs, formal/informal teacher observations, peer-to-peer observations, and modeling of lessons.	1/30/2015 biweekly
G3.B2.S3.A1	Student Reflection Journals	Speight, Demarco	9/1/2014	Periodic checks of student reflection journals and teacher use of the student comprehension charts that can be monitored by classroom walk-throughs, formal/informal observations, and peer-to-peer observations.	5/29/2015 biweekly
G3.B2.S4.A1	Weekly Departmental Meetings	Speight, Demarco	8/18/2014	Attendance at weekly meetings, lesson plans, students data (district assessments, classroom assessments, and state assessments), and collegial conversation.	6/2/2015 weekly
G3.B3.S1.A1	Professional Learning Community that address effective reading and writing strategies in science to include Comprehension Instructional (CIS) Model and text dependent questioning passages/articles.	Speight, Demarco	8/18/2014	Sufficient attendance at Professional Learning Community meetings and collegial conversations.	6/2/2015 biweekly
G2.B2.S1.A1	Students will practice decoding math vocabulary, becoming more independent through the gradual release process.	Moore, Tamara	8/18/2014	Student exit ticket.	5/29/2015 daily
G1.MA1	Administrators and will review content area progress monitoring reports to assess if there is increased student comprehension in reading rigorous text.	Threadgill, Ben	8/18/2014	Progress Monitoring will include: Achieve 3000 FCAT Predictor Report once per month STAR Test- 3 times per year Scholastic Reading Inventory (ESE classes)- 4 times per year Teacher Grade Book - Pin Point Reports	5/29/2015 quarterly
G1.B1.S1.MA1	Language Arts and Reading teachers will analyze student data in bi-weekly department meetings and student scores on the quarterly county-wide Text Dependent Writing administrations. Science and Social Studies teachers will discuss effectiveness of CIS Model and Text-Based Questioning in their biweekly department meetings. Based on the data, instruction will be adjusted as needed.	Bentley-Carter, Marilyn	8/18/2014	Data Charts, Student Samples	5/29/2015 biweekly
G1.B1.S1.MA1	Language Arts, Reading, Science and Social Studies teachers will engage in collegial conversations, data chats, and Professional Development focused on the implementation of close reading strategies during department meetings.	Threadgill, Ben	8/18/2014	Department Meeting Agendas, Meeting Minutes, Lesson Plans, and Student Samples will be used as evidence of effective implementation.	5/29/2015 biweekly
G1.B2.S1.MA1	The reading coach, assistant principal for curriculum, and district language arts support staff will conduct walk-throughs, peer-to-peer observation, and informal/formal observations to determine whether best practices are used when implementing Achieve 3000. Pre and Post-test data will also be analyzed to evaluate student growth.	Taylor, Adrienne	9/8/2014	During classroom walkthroughs, informal/formal classroom observations, and peer to peer observations it will be evident that teachers are implementing with Achieve 3000 reading and text-dependent writing strategies with fidelity. As a result student scores should increase on mini benchmark assessments, benchmark assessments, and district progress monitoring assessments.	5/22/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Data chats in Department Meetings	Bentley-Carter, Marilyn	9/1/2014	During classroom walkthroughs, informal/formal classroom observation, and peer to peer observations it will be evident that teachers are implementing with fidelity the Achieve3000 program. As a result student scores should increase on the Lexile change over time report.	5/22/2015 monthly
G2.MA1	Weekly reports will be provided for administrators - progress will be assessed as to student progress toward making adequate progress, time spent on program, % of exercises attempted and completed for accuracy. Student growth will be monitoring closely.	Moore, Tamara	8/18/2014	Class performance and last session SM5 weekly report	6/2/2015 biweekly
G2.B1.S1.MA1	The intensive math teachers will run last session reports and discuss individual results.	Moore, Tamara	8/18/2014	Students will score 70% and above on Successmaker reports (last session report, adequate progress report, and cumulative reports).	2/18/2015 daily
G2.B1.S1.MA1	The lead intensive math teacher will run biweekly usage reports and consult with the county math developer and administrator	Thomas, Gwendolyn	8/18/2014	Classroom walkthroughs, formal and informal classroom observations by administration, and biweekly Successmaker student usage reports.	5/29/2015 biweekly
G2.B2.S1.MA1	75% of students will pass the end of chapter assessment with 75% proficiency.	Moore, Tamara	8/18/2014	End of chapter assessment scores.	5/29/2015 monthly
G2.B2.S1.MA1	Teachers will display students' sample of word problems exit tickets.	Moore, Tamara	8/18/2014	Walkthroughs, evidence of student work posted.	5/29/2015 daily
G2.B1.S2.MA1	75% of regular math students will show proficiency on the Wylie's weekly warm up assessment.	Moore, Tamara	8/18/2014	75% and above on Wylie's weekly warm up assessment.	5/29/2015 weekly
G2.B1.S2.MA1	Math department head will monitor student warm up tracking data.	Moore, Tamara	8/18/2014	Teacher warm up data spreadsheet.	5/29/2015 monthly
G2.B1.S3.MA1	Monitoring the effectiveness of the math coach and district math developer in providing resources to assist in development of strategies to differentiate mathematics instruction.	Thomas, Gwendolyn	8/18/2014	Classroom walkthroughs, peer-to-peer observations, iObservation, collegial conversations	6/2/2015 biweekly
G2.B1.S3.MA1	Monitor the fidelity of the use of the mathematics coach and district math developer in modeling lessons for mathematics teachers and in the development of instructional materials.	Thomas, Gwendolyn	8/18/2014	Periodic modeling of lessons for mathematics teachers. Observations of teacher replicating the same lesson with immediate feedback provided to the teacher on how well the lesson was taught and the level of student understanding. The use of peer-to-peer observations with feedback and review of teacher lesson plans and focus calendar fidelity.	6/2/2015 biweekly
G3.MA1	Decrease in non-proficiency on the 2014-2015 administration of the FCAT 2.0 Science Test from 68% non-proficiency to 61% non-proficiency.	Speight, Demarco	9/2/2014	Classroom Assessments and District Assessments (Baseline Progress Monitoring Test, Mid-Year Progress Monitoring Test, Spring Diagnostic Progress Monitoring Test, and FCAT 2.0 Science exam)	5/29/2015 monthly
G3.B1.S1.MA1	Classroom Walkthroughs for science teachers	Thomas, Gwendolyn	8/18/2014	iObservation rating beginning to developing to applying	6/2/2015 biweekly
G3.B1.S1.MA1	Marzano The Art and Science of Teaching Bookstudy	Speight, Demarco	8/18/2014	Teacher evaluations - classroom walkthroughs from beginning to developing to effective rating	6/2/2015 monthly
G3.B2.S1.MA1	Teachers will analyze student data during department meetings to	Speight, Demarco	9/2/2014	Teacher attendance at the majority of the professional learning community/ planning meetings. The use of effective	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	determine student mastery of science benchmarks.			reading and writing strategies in the science classrooms as evidence by classroom walk-throughs, formal and informal observations, peer to peer observations, analysis of student benchmark assessment scores, and collegial conversation.	
G3.B2.S1.MA1	Teachers will provide student samples at department meetings in order to participate in discussion of effective reading strategies using the CIS model or text dependent questioning.	Speight, Demarco	9/2/2014	Teacher attendance at the weekly planning meetings that will include professional development on effective rigorous reading and text-dependent writing strategies in science and a review of student work. Teacher lesson plans and science focus calendar will be monitored closely as well.	5/29/2015 weekly
G3.B3.S1.MA1	Monitoring the effectiveness of the professional learning community focused on effective rigorous reading and text-dependent writing strategies in science.	Thomas, Gwendolyn	9/1/2014	Teacher attendance at the majority of the professional learning community/ planning meetings. The use of effective reading and writing strategies in the science classrooms as evidence by classroom walk-throughs, formal and informal observations, peer to peer observations, and collegial conversation.	6/2/2015 monthly
G3.B3.S1.MA1	Monitoring the fidelity of the development of a professional learning community to address effective reading and writing strategies in science.	Thomas, Gwendolyn	8/18/2014	Teacher attendance at the weekly planning meetings that will include professional development on effective rigorous reading and text-dependent writing strategies in science. Teacher lesson plans and science focus calendar will be monitored closely as well.	6/2/2015 monthly
G3.B2.S2.MA1	[no content entered]			one-time	
G3.B2.S2.MA1	Review of Lesson Plans and Sample Student Work	Threadgill, Ben	8/18/2014	Lesson Plans and Sample Student Work	6/2/2015 biweekly
G3.B2.S3.MA1	The effectiveness of student reflection journals on their level of understanding/ comprehension of key vocabulary terms and concepts.	Speight, Demarco	9/1/2014	Students assessments scores will increase as a result of them reflecting on their learning and level of understanding of key vocabulary terms and concepts as evidenced by mini benchmark assessments, benchmark assessments, chapter test, and district progress monitoring assessments.	5/29/2015 biweekly
G3.B2.S3.MA1	Monitoring the fidelity of the implementation of the use of student science reflection journals.	Speight, Demarco	9/1/2014	Periodic checks by science teachers of student reflection journal at least once per week. Science coach will monitor this through peer to peer observations. District K-12 Science Developer will monitor the use of these journals during classroom walk-throughs.	5/29/2015 biweekly
G3.B2.S4.MA1	Monitoring the effectiveness of the use of the science led teacher and reading coach in modeling lessons for the science teachers in regards to lessons that incorporate effective reading and writing strategies in science.	Thomas, Gwendolyn	8/18/2014	During classroom walkthroughs, informal/formal classroom observations, and peer to peer observations it will be evident that teachers are implementing with fidelity the CIS model and text dependent questioning where appropriate and necessary. As a result student scores should increase on mini benchmark assessments, benchmark assessments, chapter tests, and district progress monitoring assessments.	6/2/2015 weekly
G3.B2.S4.MA1	Monitoring the fidelity of the use of the science lead teacher and reading coach to model lessons for science teachers.	Thomas, Gwendolyn	8/18/2014	Periodic modeling of lessons for science teachers one class period and observation of the teacher replicating	6/2/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				that same lesson the next period and provide feedback to the teacher on how well they executed the lesson and how well the students understood the lesson. The use of peer to peer observations with feedback will be critical to the fidelity of this strategy.	

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. All matched standard curriculum students in Reading will show proficiency of 50% on the 2014-2015 administration of Florida Standards Assessment.

G1.B1 There is a lack of student exposure to effective close reading strategies in the classroom.

G1.B1.S1 All Language Arts, Reading, Social Studies and Science classes will incorporate grade-appropriate complex texts and effective close reading strategies in the classroom.

PD Opportunity 1

Students will be exposed to content-specific close reading strategies in Language Arts, Reading, Social Studies and Science classes. In Social Studies, students will use the Comprehension Instructional Sequence (CIS) Model. In Science, students will read content-specific complex texts and will answer text-dependent questions. In Language Arts and Reading, students will focus on analysis of complex texts through text-dependent writing.

Facilitator

Language Arts, Reading, Science and Social Studies department heads

Participants

All Language Arts, Reading, Science and Social Studies teachers

Schedule

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

G1.B2 There is a lack of additional support to enhance reading comprehension in classrooms.

G1.B2.S1 All students enrolled in Social Studies, Reading Level 1&2, and electives will work through the Achieve3000 program to enhance reading comprehension skills using informational text.

PD Opportunity 1

All reading, social studies, and elective teachers will implement the Achieve3000 program throughout the year. A pre- and post level set test will also be administered to assess students' Lexile and learning gains.

Facilitator

Language Arts & Social Studies Department Head

Participants

All Reading, Social Studies, and Elective teachers

Schedule

Weekly, from 9/1/2014 to 5/22/2015

G2. All matched standard curriculum students will show 50% proficiency in Math on the 2014-2015 administration of the Florida Standards Assessment.

G2.B1 Time restrictions in teaching basic mathematical skills. A great deal of time is needed to remediate students in the basic skills.

G2.B1.S1 Level 1 students will be placed in Intensive Math classes using Successmaker and small group instruction daily.

PD Opportunity 1

Level 1 students in intensive math classes will rotate between sessions of Successmaker and small group instruction.

Facilitator

District Developer, Pearson Lead Teacher, administrators

Participants

Intensive math teachers

Schedule

Daily, from 8/18/2014 to 2/18/2015

G2.B1.S2 Implementation of Wylie's warm up and basic skills problem activities in all regular math classes.

PD Opportunity 1

Students will complete Wylie's warm up and basic skills problem activities in all regular math classes.

Facilitator

Mathematics Department Head, school administrators

Participants

Mathematics Department

Schedule

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

G2.B1.S3 3. The math lead teacher will: • Develop benchmark flipcharts. • Model lessons. • Analyze data. • Hold departmental data chats, meetings. • Design workshops • Conduct peer-to-peer walkthroughs/observations. • Facilitate common planning meetings and the use of common pacing guides and common assessments. The district math developer will: • Facilitate the development of common pacing guides. • Develop progress monitoring assessments. • Model lessons. • Design district level workshops.

PD Opportunity 1

Department meetings/workshops

Facilitator

Mathematics Coach and District Math Developer

Participants

Mathematics Department

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G2.B2 Lack of vocabulary decoding skills inhibits understanding of math word problems.

G2.B2.S1 Implementation of gradual release word problems (I do, we do, you do).

PD Opportunity 1

Students will practice decoding math vocabulary, becoming more independent through the gradual release process.

Facilitator

Math department head

Participants

Mathematics Department

Schedule

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

G3. All matched standard curriculum students will show 50% in Science on the 2014-15 administration of FCAT2.0 Science.

G3.B1 Lack of effective questioning techniques for lower expectancy students.

G3.B1.S1 Professional Development and study of Marzano Questioning Techniques for lower expectancy students.

PD Opportunity 1

Book study and video study of Marzano strategy questioning techniques for lower expectancy students

Facilitator

Science Coach and district science developer

Participants

8th grade science teachers

Schedule

Weekly, from 8/18/2014 to 6/2/2015

G3.B2 Lack of effective reading and writing strategies in science.

G3.B2.S2 Implement effective rigorous reading and text dependent writing strategies in science.

PD Opportunity 1

Effective Reading and Writing Strategies in Science to include the Comprehension Instructional Model (CIS) and text dependent questioning.

Facilitator

District Developer, Lead Reading Teacher, Lead Science Teacher

Participants

Science Teachers

Schedule

Biweekly, from 9/1/2014 to 1/30/2015

G3.B2.S4 Science coach will model lessons, analyze and disaggregate data, hold departmental data chats, conduct peer-to-peer observations that will be tracked in iObservation, develop focus calendar using district pacing guide, and facilitate weekly grade level common planning meetings (i.e., common lessons and common assessments for each grade level).

PD Opportunity 1

Weekly Departmental Meetings

Facilitator

Lead Science Teacher, Administrators, District Developer

Participants

Science Teachers

Schedule

Weekly, from 8/18/2014 to 6/2/2015

G3.B3 Lack of effective reading and writing strategies in science.

G3.B3.S1 Develop Professional Learning Community to address and implement effective rigorous/close reading and text-dependent writing strategies in science.

PD Opportunity 1

Professional Learning Community that address effective reading and writing strategies in science to include Comprehension Instructional (CIS) Model and text dependent questioning passages/articles.

Facilitator

Reading Coach

Participants

Science teachers

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

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 1: All matched standard curriculum students in Reading will show proficiency of 50% on the 2014-2015 administration of Florida Standards Assessment.	10,000
Goal 2: All matched standard curriculum students will show 50% proficiency in Math on the 2014-2015 administration of the Florida Standards Assessment.	10,000
Goal 3: All matched standard curriculum students will show 50% in Science on the 2014-15 administration of FCAT2.0 Science.	10,000
Grand Total	30,000

Goal 1: All matched standard curriculum students in Reading will show proficiency of 50% on the 2014-2015 administration of Florida Standards Assessment.

Description	Source	Total
B1.S1.A1 - 30% of the allocated professional development budget will be used to fund this training opportunity.	Title I Part A	10,000
Total Goal 1		10,000

Goal 2: All matched standard curriculum students will show 50% proficiency in Math on the 2014-2015 administration of the Florida Standards Assessment.

Description	Source	Total
B1.S1.A1		0
B1.S3.A1 - 30% of the available funds will be used to fund this opportunity	Title I Part A	10,000
Total Goal 2		10,000

Goal 3: All matched standard curriculum students will show 50% in Science on the 2014-15 administration of FCAT2.0 Science.

Description	Source	Total
B1.S1.A1	Title I Part A	0
B2.S4.A1 - 30% of available funds will be used for this profesional development opportunity.	Title I Part A	10,000
Total Goal 3		10,000