

# Mowat Middle School



## 2014-15 School Improvement Plan

## Mowat Middle School

1903 W HIGHWAY 390, Lynn Haven, FL 32444

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

52%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

31%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

We believe that all students can learn. We will strive to attain academic excellence through shared decision-making and cooperation among students, staff, parents and community representatives. Through the use of a variety of research-based instructional methods, including technology and other innovative strategies, we will instill in our students a strong desire to become self-directed as well as lifelong learners.

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

We believe that all students can learn. We will strive to attain academic excellence through shared decision-making and cooperation among students, staff, parents and community representatives. Through the use of a variety of research-based instructional methods, including technology and other innovative strategies, we will instill in our students a strong desire to become self-directed as well as lifelong learners.

#### School Environment

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

Mowat invites all parents and families to be involved in the school through an open orientation, open house, PTO, SAC, sporting events, band, boosters, and various school functions. Mowat encourages parents to volunteer. All administrators have an open door policy for teachers, parents, and students.

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

Mowat has placed a number of teachers around campus early in the morning to ensure the safety of students who arrive early due to our late start time (9:00). Additionally, we have our cafeteria and media center open and staffed. Students are allowed to use school computers to complete assignments or play educational games in the media center. The school's administrators are also out on campus before and after school and during class changes. Teachers are encouraged to greet students at the classroom door. All of our administrators and counselors have an open door policy that applies to parents, teachers, and students. We have provided tutoring before and after school. Our full-time school resource deputy is involved in campus activities, is always accessible to our students, and is visible in our lunchroom.

##### **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**

Mowat is a Positive Behavior Supports (PBS) school. As such, we have an established behavioral flow chart with specific options for teachers and staff based upon student behaviors. We have rewards every week for students who have exhibited behaviors based upon our PBS motto of "Mustangs RACE" (Respect, Act responsibly, Care for others, Engaged). Teachers are encouraged to fill out RACE forms (PBS tracking sheet), conference with students, and contact parents prior to involving administration in routine discipline. The administrators and the PBS team work with teachers



regarding setting expectations and teaching expected behaviors. The team monitors discipline data on a monthly basis to determine areas in need of additional behavioral supports. Discipline data is also included in the MTSS data chat process.

**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**

Mowat has two school counselors who divide the student population and have an open door policy. Additionally, this year Mowat has a Military and Family Life counselor who has been provided to us through a joint project with the military. She works with our military population. She also assists us with placing mentors with students who have a military connection. Our counselors and administrators work hand-in-hand with district and community liaisons and counselors to ensure the well-being of our students. In addition, we have a peer counseling class where 7th and 8th grade students are trained to assist their peers with bullying, drama, and other difficulties of “middle school life.” Mowat has multiple avenues to assure students are safe from bullying, including anonymous reporting on the school app and FriendWatch on the school website.

**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 district has provided a report through our attendance/grading portal called FOCUS. This report enables us to pull the Early Warning System data. We also track these students to some extent through our MTSS process. In addition to both of the above, we have a spreadsheet that we share between administrators and counselors to track the students and supports and interventions that they have been provided.

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

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	50	38	72	160
One or more suspensions	17	15	19	51
Course failure in ELA or Math	5	5	5	15
Level 1 on statewide assessment	26	18	25	69

*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	22	14	21	57

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

Students with a level one on the statewide assessment(s) are placed in either the ASPIRE program or in an intensive reading/math course. Additional assistance for these students is provided through

the MTSS process. Our administrative assistants and our guidance counselors, with the assistance of our attendance clerk, monitor attendance and hold child study team meetings with parents and students, as required for those students with poor attendance. We have Read 180 and math 180 for our struggling level one students in 6th (both programs) and 7th grades (Read 180 only). Additionally, we offer before and after school tutoring for all students. Our PBS program provides support for students with behavioral issues, including behavior plans created with parent, student, teacher and counselor input. In addition, our PBS system reinforces and supports positive behavior by providing reward days and through weekly drawings.

## Family and Community Involvement

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

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

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

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

No

#### **PIP Link**

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

#### **Description**

We have a core of parents who are actively involved in the school. We also hope to increase the number of parents who complete our school climate survey. We hope to increase parental involvement at our school through our parent involvement goal and the use of technology. To further our goal, we will create a parent technology survey to determine the technology capability of our families. We hope to provide more positive opportunities for involvement of parents in all of our AMO target areas.

**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**

We have partnerships with various organizations/businesses who provide us with resources for our sports teams and school organizations, such as our pre-AP program. They provide us with rewards for our PBS program and for teacher rewards. We share our facilities with various local organizations and other local schools.

## 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
Sheffield, Ed	Principal
Walker, Cyndee	Assistant Principal
Clark, Melissa	Teacher, K-12
Beach, Jennifer	Teacher, K-12
Guilford, Stu	Teacher, K-12
Hicks, David	Teacher, K-12
DeMoss, Maegan	Teacher, K-12
Lashley, Brad	Teacher, K-12
Moore, Catherine	Teacher, K-12
Reese, Angela	Other
Smith, Mandeville	Teacher, K-12
Stallworth, Thomas	Teacher, K-12
Kirkpatrick, Kristen	Teacher, ESE
Swedlund, Elizabeth	Other
Balmer, Betsy	Instructional Media

### Duties

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

The members of the school leadership team are members of grade/department professional learning communities (PLCs). The PLCs create norms and common goals for each of the core disciplines and grade levels. Each PLC is responsible for the creation of common assessments and exemplars, calibration of grading practices and rubrics, and the sharing of best practices in their respective grade levels and disciplines. Each PLC has an administrator who works to assist them.

***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 grade level/department chairs will meet monthly with their respective PLCs to look at core instruction and to assist each other in meeting both student and teacher needs. The PLCs are meeting to develop common assessments, discuss and share best teaching practices, and to calibrate grading practices within disciplines and grade levels. MTSS leadership team and SLT will also be monitoring core instruction, placement into the MTSS process, progress monitoring, and the implementation of SIP goals.

Our counselors actively work with our district homeless student liaison to ensure our students are getting the assistance and services they need. They also spearhead an anti-bullying program delivered via our physical education classes. Our administrative assistants, school resource deputy, teachers and peer counselors work with students to avoid bullying and cyberbullying.

### School Advisory Council (SAC)

## Membership

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

Name	Stakeholder Group
Ed Sheffield	Principal
Nicole Weaver	Parent
Tina Corbin	Parent
Julie Shepherd	Parent
Maryam Stukey	Education Support Employee
Lin Byrd	Parent
Tom Stallworth	Teacher
Sherry Whitlock	Parent
Ann Wing	Parent
Neva Butler	Parent
Latasha Watts	Parent
Jessica Barron	Parent
Joel Perrault	Parent
Kristen Cortes	Parent
Michele Monastra	Parent

## Duties

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

*Evaluation of last year's school improvement plan*

The SAC reviewed the plan and approved it during its October meeting.

*Development of this school improvement plan*

The SAC reviewed the plan, discussed the goals and strategies, and will vote to approve the plan in its October meeting.

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

The SAC reviews the budget, but they do not assist in the preparation of the budget as there are very little discretionary funds.

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

Pending availability of funds, members of the Mowat staff will be able to apply for grants based upon advancing the goals in our school improvement plan.

**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
Walker, Cyndee	Assistant Principal
Beach, Jennifer	Teacher, K-12
DeMoss, Maegan	Teacher, K-12
Stallworth, Thomas	Teacher, K-12
Balmer, Betsy	Instructional Media
Sheffield, Ed	Principal

**Duties**

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

We continue to have all ELA teachers use the Scholastic Reading Counts program to monitor student independent reading. Students who meet their literacy goal are rewarded with a field trip opportunity. Our media specialist hold a monthly "Books and Brownies" meeting where students who read a selected book eat lunch (and a brownie) in the media center to discuss a book. We also have a "Guys Read" program which focuses on stories more geared to male interests. We also have a student-initiated book club. We also open up our media center during lunch time for quiet reading. Each summer, we have a summer reading initiative for all grade levels. Our media center has two book fairs per year, and all students are encouraged to attend. One is held during our annual Open House so that parents can attend as well. Our library is open early in the morning so that students can check out materials or can read. Our library is also open several days in the summer to encourage participation in our summer reading program.

We continue to encourage the use of the scheduled DEAR (Drop Everything And Read) time. We will do this by providing a schedule of times and classroom resources for reading. This year, we will have the ELA teachers work with their students to create a reading goal for their independent reading. The purpose is to assist non-ELA teachers in encouraging students to read during DEAR time. The school also participates in Celebrate Literacy week.

We will encourage parents to assist their student with information and strategies given via Facebook, our news letter, and our school-wide app.

**Public and Collaborative Teaching**

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

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

The district schedule provides a common planning time for all teachers at our school. We utilize this time to hold our PLC meetings for collaborative planning, assessments and instruction.

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

The principal and other administrators regularly meet with new teachers. We use the district provided personnel system to look at credentials of potential new hires to ensure we are interviewing the best possible candidates. Our new teachers participate in the district's new teacher induction program or the program for alternatively certified teachers. These teachers have district provided staff training specialists who work with them. Additionally, district staff specialists and the MTSS coach will work with

any new teachers in the areas of need or MTSS. New teachers are all a part of a department/grade level professional learning community.

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

New teachers are paired with effective/highly effective teachers within their department and grade level. Whenever possible, the pairings will be with teachers in close physical proximity on campus, making it easier for teachers to visit each other's classrooms during planning, before and after school. Additionally, new teachers receive assistance from instructional specialists from the district office. This is done either through the district's program for new teachers or their program for alternatively certified teachers.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

The school utilizes a professional learning community for each core subject area. Teachers work collaboratively, with assistance from the district office in the form of in-service and training, to align their instruction and assessments to Florida's standards. As a part of the district teacher evaluation system, administrators conduct walk-through evaluations, formal observations, and assess lesson plans to ensure alignment with the Florida standards. Additionally, every teacher is provided with course descriptions, which include the standards and the accompanying Webb's Depth of Knowledge levels for each standard. Teachers have access to and are encouraged to use the state cpalms/icpalms standards resource/lesson plan platform, and district created curriculum guides with learning goals and progression scales.

#### **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 FCAT/state assessment data, classroom grades, and teacher feedback to determine student placement in advanced, regular, or intensive classes. Based upon level of need, students struggling in both math and reading may be placed in the ASPIRE program, which includes additional time in math and ELA and the use of the Read 180 and Math 180 programs. Teachers of intensive classes or of struggling students meet monthly (or more often if needed) with our MTSS coach to discuss tiers of interventions for those students.

##### ***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:** 300

We have several clubs/organizations that meet before or after school to increase student engagement in school. We have an after-school Drama Club. We have a SWAT (Students Working Against Tobacco) program, and Fellowship of Christian Students. We also have a Girls on the Run program (Junior Service League). All of these are open to any interested student. These organizations provide non-academic outlets for students with the hopes of engaging them further in their education. We also have a BETA club to reward academic excellence and encourage community service.

**Strategy Rationale**

Research has shown that extracurricular activities will assist students in being more interest in school. This leads to more success in academics.

**Strategy Purpose(s)**

- Enrichment

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

Moore, Catherine, moorecs@bay.k12.fl.us

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

Data is collect by the teachers/facilitators as to the number of students involved. We look at student participation to determine effectiveness.

**Strategy:** Extended School Day

**Minutes added to school year:** 300

We have a BETA Club for students with a 3.0 GPA or above. This is by invitation only based upon grade point average. We also have a Student Government Organization (SGA). Any student can join the SGA; however, officers are voted on.

**Strategy Rationale**

This program offers enrichment opportunities through community involvement.

**Strategy Purpose(s)**

- Enrichment

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

Hicks, David, hicksds@bay.k12.fl.us

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

The data is collected by the SGA and Beta Club sponsors (teachers on staff). We look at student participation to determine effectiveness.

**Strategy:** Extended School Day

**Minutes added to school year:** 500

Several of our teachers are offering tutoring both before and after school to assist students who are struggling.

**Strategy Rationale**

Struggling students need additional academic supports to achieve proficiency. Our students often arrive early due to bus schedules and many are able to stay later.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Sheffield, Ed, sheffet1@bay.k12.fl.us

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

Data is collected by the participating teachers. Teachers will track students who attend through a parent sign up sheet.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Our administrators and guidance counselors set up visits for incoming 6th graders. They also coordinate with high school guidance counselors and coaches for informational meetings for transitioning into high school for Mowat eighth graders. We have a pre-school orientation for all students. We have several informational nights in the second half of the year for parents and prospective students.

**College and Career Readiness**

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

Our school promotes career planning through the 8th grade U.S. history courses and the use of the CHOICES computer-based program. Additionally, our counselors each year invite counselors from all of the high schools in our district to come and discuss their programs with students here on our campus. We also invite elementary students to come and visit our middle school campus. Students meet with their individual counselors to discuss course selection. Pre-AP students also will meet with the pre-AP chairperson and will fill out an application that also addresses personal interest.

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

Through an "exploratory wheel" class, our students are exposed to multiple facets of art and computer usage. They learn about computers from a business-usage standpoint, as well as educational and personal usage. All of our courses use similar literacy strategies to enable students



to see the connections between subjects. Additionally, our school has a pre-Advanced Placement program for academically advanced students who are looking to apply for our district's high schools' advanced programs such as AICE, IB, or Advanced Placement coursework.

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

We have done several things to ensure students are ready for high school and for post-secondary education. We make sure that all of our 6th graders are enrolled in a reading class, regardless of reading proficiency. Additionally, we have decided to make sure that all of our 8th graders who are unsuccessful in mathematics receive an additional intensive math class, which is contiguous to their grade level class. We also have accelerated math programs for advanced students, offering both Algebra 1 honors and geometry honors on our campus for high school credit. Our pre-AP language arts classes uses the College Board Springboard curriculum to assist students in preparation for the rigors of high school and college.

***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***

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Increase student test scores in all areas through the use of research-based strategies to assist students in the writing process and in the use of writing as a critical thinking skill in all disciplines.

## Strategic Goals Detail

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

**G1.** Increase student test scores in all areas through the use of research-based strategies to assist students in the writing process and in the use of writing as a critical thinking skill in all disciplines. 1a

G037779

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	80.0
Math Gains	76.0
Math Lowest 25% Gains	73.0
AMO Reading - All Students	79.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	67.0
FCAT 2.0 Science Proficiency	60.0
Civics EOC Pass	75.0

**Resources Available to Support the Goal** 2

- Use Scholastic Scope magazine (available to ELA, science, and civics teachers), as well as the internet to find a wide variety of prompts for students.
- ELA teachers who are specifically trained in teaching writing are a resource. We will also conduct two book studies: one on Inside Words (vocabulary strategies) by Janet Allen and Write Like This (using mentor texts) by Kelly Gallagher.
- We have repurposed meetings during our common planning time to give teachers time to work collaboratively in PLCs. We are also using substitute teachers to allow ELA teachers time for calibration on writing exemplars.
- Use specific research-based vocabulary strategies, such as those found in Project CRISS or Inside Words, to assist in broadening students' vocabulary in the disciplines.

**Targeted Barriers to Achieving the Goal** 3

- Many teachers are not trained to teach writing. Because they do not have that training, or do not see themselves as writers, they are uncomfortable in teaching and assessing writing.

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

In-service training, meetings, and book studies

**Person Responsible**

Ed Sheffield

**Schedule**

Weekly, from 8/27/2014 to 6/8/2015

**Evidence of Completion**

Individual teacher and commonly created assessments, interim district writing assessments, lesson plans, walk-throughs, PLUS2 meetings

## Action Plan for Improvement

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

### Problem Solving Key


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

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

**G1.** Increase student test scores in all areas through the use of research-based strategies to assist students in the writing process and in the use of writing as a critical thinking skill in all disciplines. **1**

 G037779

**G1.B2** Many teachers are not trained to teach writing. Because they do not have that training, or do not see themselves as writers, they are uncomfortable in teaching and assessing writing. **2**

 B090823

**G1.B2.S1** In PLCs, use common assessments with exemplars to determine what mastery looks like and to calibrate teachers as to what proficiency in writing looks like in each content area. Assessments will be tied to FSA/SSS standards and the Webb's depth of knowledge imbedded therein. **4**

 S101649

### Strategy Rationale

Teachers need time and exemplars to calibrate themselves to ensure a standard of writing and writing skills. PLCs are groups of teachers who are teaching the same subject. Therefore, they need to be working together to ensure a guaranteed, viable curriculum.

### Action Step 1 **5**

Teachers will attend PLCs to create common assessments with exemplars. Assessments will be tied to FSA standards and the Webb's depth of knowledge imbedded therein.

#### Person Responsible

Ed Sheffield

#### Schedule

Weekly, from 8/27/2014 to 6/8/2015

#### Evidence of Completion

PLC meeting notes, use of writing strategies/assessments documented in lesson plans and via classroom observations and walk-throughs.

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

Look at PLC meeting notes, district writing calibration, and exemplars from content areas.

**Person Responsible**

Ed Sheffield

**Schedule**

Quarterly, from 9/17/2014 to 6/8/2015

**Evidence of Completion**

Exemplars, evidence of district calibration, and PLC notes

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

Quarterly district writing assessment. Successful implementation will see a 5% increase in the number of students scoring proficient from the first district assessment to the last district assessment.

**Person Responsible**

Cyndee Walker


**Schedule**

On 6/8/2015

**Evidence of Completion**

spreadsheet/charts of writing scores monitored by grade level data teams

**G1.B2.S2** Conduct a book study using *Inside Words* by Janet Allen and *Write Like This* by Kelly Gallagher. 4

 S101650

### Strategy Rationale

Teachers need strategies for increasing use of academic vocabulary and need assistance in using mentor texts throughout the writing process.

### Action Step 1 5

Create and hold book studies. Have teachers go back to colleagues, either in department or faculty meetings, and share knowledge and strategies for increasing both writing in the disciplines, and student writing quality.

#### Person Responsible

Cyndee Walker

#### Schedule

Biweekly, from 9/26/2014 to 2/2/2015

#### Evidence of Completion

Teacher sign-in sheets and/or Edmodo discussions. Writing data from quarterly district writing assessments.

### Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Regular Socratic discussions regarding the books, either in person or via Edmodo.

#### Person Responsible

Cyndee Walker

#### Schedule

Biweekly, from 9/26/2014 to 2/2/2015

#### Evidence of Completion

Either sign-in sheets or Edmodo discussions, depending upon the venue the group decides upon for the discussions, samples of shared vocabulary strategies

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Successful implementation will produce sharing and among those in the book study and those who are not. Positive results would include more content area teachers including writing in their lesson plans and additional teachers creating writing exemplars for various disciplines. Much of the data collected will be anecdotal.

**Person Responsible**

Cyndee Walker

**Schedule**

Quarterly, from 9/26/2014 to 2/2/2015

**Evidence of Completion**

Sign in sheets or Edmodo discussion. Increase in writing evidenced on lesson plans, sharing of writing ideas, mentor texts, and vocabulary strategies at PLCs and sharing of writing data and calibration evidence at faculty meetings

**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.B2.S1.A1	Teachers will attend PLCs to create common assessments with exemplars. Assessments will be tied to FSA standards and the Webb's depth of knowledge imbedded therein.	Sheffield, Ed	8/27/2014	PLC meeting notes, use of writing strategies/assessments documented in lesson plans and via classroom observations and walk-throughs.	6/8/2015 weekly
G1.B2.S2.A1	Create and hold book studies. Have teachers go back to colleagues, either in department or faculty meetings, and share knowledge and strategies for increasing both writing in the disciplines, and student writing quality.	Walker, Cyndee	9/26/2014	Teacher sign-in sheets and/or Edmodo discussions. Writing data from quarterly district writing assessments.	2/2/2015 biweekly
G1.MA1	In-service training, meetings, and book studies	Sheffield, Ed	8/27/2014	Individual teacher and commonly created assessments, interim district writing assessments, lesson plans, walk-throughs, PLUS2 meetings	6/8/2015 weekly
G1.B2.S1.MA1	Quarterly district writing assessment. Successful implementation will see a 5% increase in the number of students scoring proficient from the first district assessment to the last district assessment.	Walker, Cyndee	9/17/2014	spreadsheet/charts of writing scores monitored by grade level data teams	6/8/2015 one-time
G1.B2.S1.MA1	Look at PLC meeting notes, district writing calibration, and exemplars from content areas.	Sheffield, Ed	9/17/2014	Exemplars, evidence of district calibration, and PLC notes	6/8/2015 quarterly
G1.B2.S2.MA1	Successful implementation will produce sharing and among those in the book study and those who are not. Positive results would include more content area teachers including writing in their lesson plans and additional teachers creating writing exemplars for various	Walker, Cyndee	9/26/2014	Sign in sheets or Edmodo discussion. Increase in writing evidenced on lesson plans, sharing of writing ideas, mentor texts, and vocabulary strategies at PLCs and sharing of writing data and calibration evidence at faculty meetings	2/2/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	disciplines. Much of the data collected will be anecdotal.				
G1.B2.S2.MA1	Regular Socratic discussions regarding the books, either in person or via Edmodo.	Walker, Cyndee	9/26/2014	Either sign-in sheets or Edmodo discussions, depending upon the venue the group decides upon for the discussions, samples of shared vocabulary strategies	2/2/2015 biweekly

**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.** Increase student test scores in all areas through the use of research-based strategies to assist students in the writing process and in the use of writing as a critical thinking skill in all disciplines.

**G1.B2** Many teachers are not trained to teach writing. Because they do not have that training, or do not see themselves as writers, they are uncomfortable in teaching and assessing writing.

**G1.B2.S1** In PLCs, use common assessments with exemplars to determine what mastery looks like and to calibrate teachers as to what proficiency in writing looks like in each content area. Assessments will be tied to FSA/SSS standards and the Webb's depth of knowledge imbedded therein.

### PD Opportunity 1

Teachers will attend PLCs to create common assessments with exemplars. Assessments will be tied to FSA standards and the Webb's depth of knowledge imbedded therein.

#### Facilitator

PLC lead teachers and department, grade level chairs.

#### Participants

All faculty members.

#### Schedule

Weekly, from 8/27/2014 to 6/8/2015

**G1.B2.S2** Conduct a book study using *Inside Words* by Janet Allen and *Write Like This* by Kelly Gallagher.

### PD Opportunity 1

Create and hold book studies. Have teachers go back to colleagues, either in department or faculty meetings, and share knowledge and strategies for increasing both writing in the disciplines, and student writing quality.

#### Facilitator

Assistant principal

#### Participants

Selected faculty members who are interested in a book study, and then in sharing information within their PLCs.

#### Schedule

Biweekly, from 9/26/2014 to 2/2/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0