

Windy Hill Middle School



2014-15 School Improvement Plan

Windy Hill Middle School

3575 HANCOCK RD, Clermont, FL 34711

<http://lake.k12.fl.us/whm>

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

58%

Alternative/ESE Center

No

Charter School

No

Minority

56%

School Grades History

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

School Board Approval

This plan is pending approval by the Lake 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	3	Ella Thompson
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 Windy Hill Middle School is to promote the love of learning through a partnership with the students, parents, teachers, and the community, for success in the 21st century.

Provide the school's vision statement

Our school vision is
One pack empowering students for life!

School Environment

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

During school registration guidance clerks provide ethnicity and home language information. Teachers develop relationships with students and discuss diversity and cultural awareness.

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

Before school teachers have assigned duties in campus areas of concern. The teachers supervise and interact with students to create a safe before school transition. The presence of teachers, school counselors, administration, and the School Resource Officer, during class changes and cafeteria maintains an orderly transition of mass student movement throughout the school day. WHMS teachers are scheduled duty stations after school transitions to assure safe transitions on and off campus.

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 keep the students engaged with their learning we utilize PBS strategies. Students that go "above and beyond" are awarded with an agenda compliment, a note stating the positive behavior, and a Pack Cash coin to be redeemed for a reward at a later time. Students who display inappropriate minor behaviors will receive an agenda comment. If a student receives 3 agenda comments in a week they will be given a detention, 5 or more they receive a referral. Students who earn 0 or 1 agenda comment for the grading period are rewarded quarterly. Our PBS school-wide expectations are posted around the school and also stated at the end of the morning announcements daily. We also have Wolf Fest, a day with different fun activities, at the end of the year. Students who have not received a referral are eligible to attend. Teachers and staff are trained in the expectations of the agenda policies so that they can implement them consistently.

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

Windy Hill has 3 certified professional school counselors. Students who are in need of immediate assistance are able to speak with one of them during the school day. For more severe cases an outside service, CCOS, is used. The CCOS program allows for students to meet with licensed mental

health counselors in the school setting. The school counselors work with the CCOS counselors to ensure that those students are successful in the school setting. We also work with other outside agencies such as Lifestream that focus on family and community outreach. The school counselors are also involved in PLUS Time, a school-wide program that focuses on bullying, self-esteem, and other issues that are common in middle school.

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

There are several indicators that we look at for potential at-risk students. The school counselors along with the school administrators collect data on students who exhibit one or more of the following characteristics: poor attendance, suspensions, failing grades, and level 1 FCAT scores. We also look at students in the Families in Transition (FIT) program as well as those in special programs; ESE, 504, and ELL. Meetings are held with the student's teachers and other support personnel to help identify issues and possible solutions.

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	11	20	26	57
One or more suspensions	31	36	33	100
Course failure in ELA or Math	27	12	12	51
Level 1 on statewide assessment	76	110	102	288

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

Indicator	Grade Level			Total
	5	6	7	
Students exhibiting two or more indicators	8	17	30	55

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

School counselors hold monthly Response to Intervention meetings with teachers, guidance and administration. PBS reduces the number of suspensions thus improving their grades. Monthly attendance meetings with social workers focus on improving attendance. Intensive reading improves reading scores, X-Block offers remediation. PLUS time encourages students to look at college and career options to help with post-secondary success. Each 9 week failing students will receive an opportunity to use computer based Edgenuity for grade recovery.

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

Parental involvement targets include the number of volunteer hours logged by parents, the attendance at Open House, as well as the attendance at the WHMS science fair and AVID parent night. InSync resource site is highlighted on school website and encouraged at parent/teacher conferences. Skyward parent portal will be available for parents to check student progress. Pareto conference night will provide an opportunity for parents to meet and discuss academic progress. The parent sill also have an information session to introduce the new Florida Standards Assessment.

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

WHMS program leaders and departments solicit business partnerships from the local community. The programs that are in need of support submit resources request letters that are approved by administrations. Two business members sera on our site.

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
Cockcroft, Amy	Principal
Crosby, Abigail	Assistant Principal
Hunt, Keith	Assistant Principal
Roberts, William	Assistant Principal

Duties

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

Amy Cockcroft, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing effective teaching strategies, conducts assessment of skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support implementation, and communicates with SAC monthly on progress.

Abigail Crosby, Keith Hunt, William Roberts, Assistant Principals: Assists the principal in ensuring that the school-based team is implementing effective teaching strategies, conducting assessment of skills of school staff, ensuring implementation of intervention support and documentation, ensuring

adequate professional development to support implementation, and communicating with SAC monthly on progress.

Mary Ellen Barger, Jason Lancy, Dennis Doherty, Laura Zahn, General Education Teachers: Provides information about core instruction, participates in student data collection, collaborates with members of their departments to implement effective teaching strategies and facilitate PLC's. Meets twice monthly to plan as a leadership team.

Connan Rutledge, Exceptional Student Education Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education and ESE inclusion teachers.

Mary Ellen Barger, Florida Standards Teacher: Assists in the coordination, implementation, and alignment of Florida Standards and the delivery of best practices to support Curriculum, Instruction, and Assessment

Allison Black, Literacy Coach: Provides guidance on K-12 reading plan, facilitates and supports data collection, assists in data analysis, provides professional development and assistance to teachers regarding research based reading strategies, supports implementation of Tier 1, 2 and 3 intervention plans.

Caroline O'Connor, Samantha Moberg, and Gretchen Buczkowski, Guidance Counselors: Provide services to support the academic, emotional, behavioral, and social success to the students.

Participates in collection, interpretation and analysis of data and facilitates in the development of intervention plans.

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

WHMS utilizes several problem-solving processes to support student achievement. Students receive daily remediation and/or enrichment through the 30-minute X-block period. Department chairs meet twice monthly with administration to discuss resource allocation, teacher support systems, core instruction and professional development needs. All teachers meet in weekly PLC's to review student achievement and plan core instruction based on student needs. Team leaders meet twice monthly to review procedural needs.

Initial planning of all programs and budgets will begin with the principal. In this initial planning, the team will determine the SIP goal and the program needs as it relates to the SIP goal. Program needs and budgets will be determined based on student achievement results and SIP goals. Title III: ELL TA's, Rosetta Stone, TransAct, Word to Word Dictionary, Compliance Monitoring, PLC for Implementing RTI for ELL, IPT to identify ELL's.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
John Guzman	Business/Community
Raechel Kimutis	Parent
Rebecca Lausier	Parent
Aimee Markussen	Parent
Hazel Morfe	Parent
Lou Wolsefer	Parent
Stephanie Walter	Business/Community
Amy Cockcroft	Principal
Victoria Arribas	Teacher
Kim Breeding	Teacher
Monica Perez	Teacher
Christie Snider	Teacher
Barb Herrmann	Education Support Employee
Maria Zayarane	Education Support Employee
Annmarie Gaglio	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

SAC reviews the progress of student achievement data and the School Improvement Plan. Data reports are given as data becomes available and strategies are discussed with data to drive decisions. Input is given throughout the development process as well as final approval.

Development of this school improvement plan

A review of 2013-2014 school year data and school grade data along with current initiatives was completed at a SAC meeting. SAC gave suggestions for SIP goals and feedback on initiatives. Members of SAC also completed a climate survey and the results were considered for the SIP.

Preparation of the school's annual budget and plan

Each year, the leadership team sets the goals and priorities for instruction and increasing student achievement after analyzing data reports and climate surveys. A prioritized list of needs is developed and budget requirements established. SAI and Collaborative times funds are also budgeted to meet the prioritized needs. Much of the discretionary budget is used for the operation of the school. SAC is used to help prioritize needs and make suggestions for improvement.

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

No school improvement funds available.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Cockcroft, Amy	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will provide Content Area Reading training to any language arts teacher who has not completed CAR-PD in order to ensure that teachers are implementing before, during, and after reading strategies. The LLT will also work to increase text complexity in fiction and non-fiction text school-wide as well as increase the amount of cross-content writing.

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

Windy Hill Middle School teachers have planning periods scheduled by departments. This time allows for time for team collaboration, lesson planning, deconstructing standards, etc. Every Thursday department teachers meet in PLC groups to enhance the curriculum and learning task to promote student achievement. Grade level core teachers will also meet in PLUS giving them 1 full day of collaboration each quarter.

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

1. Windy Hill Middle School offers a New Teacher Orientation which includes collaboration between new teachers and the ECET2 Team. The ECET2 team consists of experienced WHMS teachers who work with new teachers face-to-face as well as using professional networking sites online to support and encourage professional development.
2. All new teachers (new to the profession or new to the school) at WHMS are assigned a mentor teacher who provides answers to concerns and questions related to day to day operations and curriculum needs. Mentors assist in the successful completion of the Teacher Orientation portfolio and professional development.
3. Administration reviews applications posted on District Employment Website to recruit highly qualified, effective teachers to WHMS.

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

New teachers have the opportunity to participate in two mentoring programs at WHMS. All new teachers are paired with an experienced WHMS teacher who will assist with daily operations and curriculum needs. This pairing is determined with a variety of factors in mind, including room proximity and curriculum department needs. A second element of the WHMS mentoring plan includes the support from the WHMS ECET2 team. This team of experienced teachers meets monthly with new teachers in both

face-to-face and online settings to encourage collaboration, discussion, and an open forum for questioning.

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

School based administrators ensures instructional programs are aligned to state standards by monitoring instructional lesson plans, observations, and classroom walk throughs. Windy Hill follows Lake County District blueprints. The district blueprints maps out the course of instructions and standards to meet the required Florida standards.

Windy Hill assures that instructional materials are aligned with Florida standards by attending district textbook meetings. The textbook administrator issues state adopted material are issued to teachers and students.

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

Students that do not meet the state proficiency level are placed in remedial reading courses to strengthen their reading skills. Students who do not qualify for remedial reading courses but could use reading comprehension assistance are placed with a certified CARPD language arts teacher. Students who do not meet proficiency in other subject areas receive content remediation during a designated 30 minute X-Block, where students receive differentiated instruction from a core teacher.

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:

Student clubs and intramurals enrich curriculum and provide a well rounded education. These clubs include NJHSS, Science Club, Math Counts, Yearbook, AVID Club, Junior Thespians, and Art Club. Students have the opportunity to join a variety of activities. Students that score Level 1 and 2 in FCAT Reading and Math are offered before school tutoring (with transportation) using computer based instruction aides to remediate areas of concern. Students use Moby Max, Panda, Achieve, Edgenuity, and FCAT Explorer as tools for remediation.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hunt, Keith, huntk@lake.k12.fl.us

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

Climate surveys are given each year to monitor school programs. Attendance is taken for each meeting or practice. Teacher observation of student mastery on club activities also provides data for example, Math Counts problem completion, Science lab/experiment successes, and student performances.

FCAT Reading and Math scores will be analyzed for student performance growth. Attendance will be taken at each morning session to chart attendance of program with student performance gains.

Strategy: Extended School Day

Minutes added to school year:

Open computer lab daily for for the 2nd and 3rd nine weeks for 1.5 hours before school for students to access on-line remediation through PENDA, FCAT Explorer, Achieve, Edgenuity, and MobyMax

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hunt, Keith, huntk@lake.k12.fl.us

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

Sign in sheets will be used as well as data reports for each remediation area

Strategy: Summer Program

Minutes added to school year:

E2020 Credit Summer recovery program allows students who fail a course to receive on-line instruction with teacher support to remediate and prove mastery for a passing grade. During the summer students can attend daily sessions.

Strategy Rationale

Students are able to be remediate and not retained for single subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hunt, Keith, huntk@lake.k12.fl.us

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

Completion rate and Edgenuity grades are monitored.

Strategy: Extended School Day

Minutes added to school year:

Edgenuity credit recovery program allows students who fail a course to receive on-line instruction with teacher support to remediate and prove mastery for a passing grade.

Strategy Rationale

Students are able to be remediate and not retained for single subjects.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Hunt, Keith, huntk@lake.k12.fl.us

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

Completion rate and Edgenuity grades are monitored.

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

Incoming 5th graders have three opportunities to receive on campus information sessions to ease transitions to a new campus. The incoming 5th graders may attend 5th Grade Night, Wolf Camp, and/or 6th Grade Orientation. The sessions generally last 2 - 3 hours with time for campus tours, textbook

information, enrichment opportunities, athletic information, etc.. School counselors facilitate high school transitions by scheduling campus visits for high school counselors to schedule courses for the rising 9th graders. School counselors visit elementary schools to discuss middle school requirements.

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

Students are identified through data and scheduled accordingly to meet the student needs. When necessary meet with the grade level guidance counselors to develop meaningful plans. Promote AVID through announcements, website and call outs. 8th grade U.S. History students complete a personal education plan in the career planning course.

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

Keyboarding, Computer Applications, Culinary Health and AVID are courses offered. These courses help make the connection to the real life application. PLC's are held with core teachers to lead to expansion of connections in the core classrooms. Essential Questions are used school-wide to help students understand the goal of the classroom instruction and how it relates to real-life. We are working to expand the number of students taking advanced and high school level course work. We also are expanding the performance task classroom experiences. 8th grade U.S History students complete an academic and career plan which emphasizes the importance of entrepreneurship and technology in career fields.

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

Students can take business keyboarding and computer applications which allow them to learn typing skills and Microsoft Office programs which can be used for report writing and presentations. Career education is mainly implemented in 8th grade into the US History curriculum. Once a year a representative from the CTE department comes and meets with the 8th grade social studies classes. The counselors also discuss career and college readiness during PLUS Time.

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

In order to prepare students at the postsecondary level we place students in rigorous coursework to challenge them. Some students are placed in the AVID program to help give them strategies and support to be successful in advanced courses. Students are also required in US History to learn about different career options through the CTE department. Students are exposed to different college options through AVID, PLUS Time, and other events done around campus.

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.** To increase access to technology in all classrooms.
- G2.** School Safety: To reduce the number of students suspended by 10%.
- G3.** To reduce the number of student discipline referrals by 10% through bullying awareness
- G4.** To increase cognitive demand of students across all content areas in engaged classrooms.
- G5.** To integrate 21st Century skills in all classrooms
- G6.** Increase student engagement in all classrooms.

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. To increase access to technology in all classrooms. 1a

G042738

Targets Supported 1b

Indicator	Annual Target
AMO Math - ELL	50.0
AMO Reading - ELL	46.0
AMO Math - All Students	71.0
Math Lowest 25% Gains	60.0
AMO Reading - All Students	71.0
FCAT 2.0 Science Proficiency	58.0

Resources Available to Support the Goal 2

- The bring Your Own Device Program, Personalized Learning, Plus Time and PLC to plan lessons infusing technology, X-Block and Plus Time (for students) time to implement digital literacy lessons.

Targeted Barriers to Achieving the Goal 3

- Not all teachers have the most up to date technology.
- Not all students are digitally competent and need instruction on how to safely utilize the Internet as a resource.
- There are not enough opportunities for student choice.

Plan to Monitor Progress Toward G1. 8

Throughout the year, we will examine student work samples, school/district assessment data, and solicit feedback from our stakeholder groups regarding the implementation of the BYOD program.

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

School and district assessments, student work samples, stakeholder feedback

G2. School Safety: To reduce the number of students suspended by 10%. 1a

G042737

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	90.0

Resources Available to Support the Goal 2

- School discipline ladder
- Positive Behavior Support/agenda comments
- X Block
- Leaps Lessons
- Plus days with guidance counselors

Targeted Barriers to Achieving the Goal 3

- New teachers to Lake County Schools and/or Windy Hill Middle School may be unfamiliar with PBS and/or the agenda comments.
- Students are not fully aware of the discipline ladder and are making poor choices.

Plan to Monitor Progress Toward G2. 8

Data will be collected each nine weeks for agenda comments and distribution of PBS coins

Person Responsible

Abigail Crosby

Schedule

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

Evidence of Completion

The collected data should show a decrease in suspensions (in and out of school) by ten percent.

G3. To reduce the number of student discipline referrals by 10% through bullying awareness 1a

G042736

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	779.0

Resources Available to Support the Goal 2

- Positive Behavior Support reward system
- PLUS instruction time to bully proof school
- School counselors availability to facilitate character lessons

Targeted Barriers to Achieving the Goal 3

- Students unfamiliar with changes in district bullying policy and procedures.
- Students unfamiliar with strategies for addressing bullying concerns

Plan to Monitor Progress Toward G3. 8

School wide discipline data will be collected to review an effect of student bullying training on discipline referrals.

Person Responsible

Keith Hunt

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Discipline numbers should decrease to show use of strategies.

G4. To increase cognitive demand of students across all content areas in engaged classrooms. 1a

G038072

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0
Math Lowest 25% Gains	60.0
AMO Reading - All Students	71.0
AMO Reading - ELL	46.0
FCAT 2.0 Science Proficiency	58.0

Resources Available to Support the Goal 2

- Math, Social Studies, Reading, and Science teachers CRISS trained
- Safari Montage is available to increase student engagement and real life connections
- PLC's held weekly
- Thinking Maps have been implemented across all content areas allowing teachers to develop students' critical thinking
- PENDA is available for math and science content areas to expand and remediate content based on the individual student needs
- FCAT Explorer is available for student practice in math, reading and science

Targeted Barriers to Achieving the Goal 3

- Professional development needed in CRISS, NGCAR-PD and Thinking Maps for whole school implementation
- Students not achieving on level that need remediation and the time for the remediation
- Limited teacher knowledge of performance tasks/ standards expectations and differing teacher expectations and time to provide professional development

Plan to Monitor Progress Toward G4. 8

Examination of student work, strategy discussions in PLC's, and data reviews

Person Responsible

Abigail Crosby

Schedule

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

Evidence of Completion

PLC notes, student data, grades and student output.

G5. To integrate 21st Century skills in all classrooms 1a

G038073

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0
AMO Math - ELL	50.0
Math Lowest 25% Gains	60.0
AMO Reading - All Students	71.0
AMO Reading - ELL	46.0
FCAT 2.0 Science Proficiency	58.0

Resources Available to Support the Goal 2

- District blue-prints for instruction and resources in Math and Language Arts along with district cohort training.
- PLC's meet weekly
- DBQ's implemented in Social Studies
- Technology- iPads in science, Edmodo
- Thinking Maps use
- Bring Your Own Device
- Personalized Learning

Targeted Barriers to Achieving the Goal 3

- Teachers depth of knowledge of New Florida Standards standards and implementation strategies coupled with limited mini-task implementation and teacher training
- Authentic writing is not culturally embedded across all classrooms
- Opportunities for student collaboration are needed
- Lack of time to collaborate and plan lessons that utilize technology

Plan to Monitor Progress Toward G5. 8

As students increase their 21st Century skills, it should be evident in their benchmark assessments, mini assessments, student work, and grades. These will be reviewed monthly to ensure we are progressing toward our goal.

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

Data reports from benchmark assessments, mini assessments, student work, and grades

G6. Increase student engagement in all classrooms. 1a

G038074

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0
Math Lowest 25% Gains	60.0
AMO Reading - All Students	71.0
AMO Reading - ELL	46.0
FCAT 2.0 Science Proficiency	58.0

Resources Available to Support the Goal 2

- Learning goals and scales culturally embedded
- iPads in 8th grade science
- Use of edmodo in some classrooms
- Use of cooperative structures in some classrooms
- Thinking Maps implemented
- Safari Montage purchased for district

Targeted Barriers to Achieving the Goal 3

- Cooperative structures and purposeful engagement strategies not culturally embedded
- Need an increase in engaged activities making connections to real world problems

Plan to Monitor Progress Toward G6. 8

Teachers will monitor progress of an increase of student engagement through classroom observation and data reviews.

Person Responsible

Keith Hunt

Schedule

On 5/29/2015

Evidence of Completion

Increase in student achievement as evidenced by LBA's, mini assessments and grades. Classroom observations will be the evidence of increase in engagement by monitoring student behaviors. Teacher effectiveness will increase on student engagement TEAM Element 24.

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. To increase access to technology in all classrooms. **1**

 G042738

G1.B1 Not all teachers have the most up to date technology. **2**

 B106365

G1.B1.S1 Initiate and sustain a Bring Your Own Device program at Windy Hill Middle School. **4**

 S118476

Strategy Rationale

Since it is not cost-effective to continually refresh the technology, allowing the students to bring in their devices will yield an pool of available and current technological devices that the students can utilize within the instructional setting.

Action Step 1 **5**

Develop, implement and monitor a Bring Your Own Device Program at Windy Hill Middle school, with regular monitoring and connections to the Positive Behavior Support plan (PBS.)

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

Teacher lesson plans, project-based lessons, personalized learning lessons, Plus Time/PLC record/minutes

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

Teachers will document BYOD use in their lesson plan and share lesson in PLC and Plus Time.

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

Teacher lesson plans, classroom walk-through data, PLC/Plus time records/notes

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

Teachers and administrative team will review school assessment data and student work samples to check for the effectiveness of the BYOD program.

Person Responsible

William Roberts


Schedule

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

Evidence of Completion

School and district assessments, student work samples, stakeholder feedback

G1.B2 Not all students are digitally competent and need instruction on how to safely utilize the Internet as a resource. **2**

 B107018

G1.B2.S1 Provide instruction on digital literacy and online safety. **4**

 S118481

Strategy Rationale

While are students are familiar with their technology, most are not aware of the risks associated with the Internet and the digital footprint that they leave behind.

Action Step 1 **5**

Students will receive instruction regarding Internet safety, cyber bullying and the digital footprint through Plus Time and X-block.

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

Plus Time schedule, lesson plan, student artifacts

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

Guidance counselors will review the lessons learned through the digital literacy courses and check for understanding/provide real-world examples.

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

Student exit tickets, student artifacts, lesson plans

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

The administrative team will work with the guidance department to prepare for the digital literacy lessons and will perform classroom walk-through observations during the lessons.

Person Responsible

William Roberts


Schedule

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


Evidence of Completion

Lesson plans, walk-through observations, student feedback

G1.B3 There are not enough opportunities for student choice. 2

 B109253

G1.B3.S1 Windy Hill Middle will implement a Bring Your Own Device Program for the 2014-15 school year. Also, Windy Hill will research and develop a long-term implementation plan for Personalized Learning. 4

 S120766

Strategy Rationale

BYOD and PL will allow increased opportunities for student choice and incorporate student interests.

Action Step 1 5

Windy Hill Middle will allow student to bring their own devices to school, to be used as an instructional tool in the classroom, providing increased opportunities for student and teacher choice.

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will generate lessons/unit plans during PLC and Plus Time that afford students opportunities for choice and incorporate student interests.

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

Lesson plans, classroom walk-through observations, PLC/Plus Time records/notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The PL/BYOD Team will monitor the implementation of the Bring Your Own Device program and review teacher and student data to make adjustments to the program, as necessary.

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

Classroom walk-through data, lesson plans, PLC/Plus Time records/notes

G2. School Safety: To reduce the number of students suspended by 10%. 1

G042737

G2.B1 New teachers to Lake County Schools and/or Windy Hill Middle School may be unfamiliar with PBS and/or the agenda comments. 2

B105156

G2.B1.S1 Assign mentors to new teachers to guide them through the discipline ladder and PBS system.

4

S116916

Strategy Rationale

Experienced teachers may offer guidance and support based on prior experiences.

Action Step 1 5

Train all new teachers about PBS and the WHMS discipline ladder and agenda comments through the use of teacher mentors

Person Responsible

Abigail Crosby

Schedule

On 5/29/2015

Evidence of Completion

Sign in sheets from new teacher meetings, usage of teacher agenda comments

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

Ongoing meetings between new teachers and mentors/administration

Person Responsible

Abigail Crosby

Schedule

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

Evidence of Completion

Sign-in sheets for new teacher meetings, administrative walk-thrus

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

Track number of agenda comments, discipline referrals, and suspensions and report data at new teacher meetings

Person Responsible

Abigail Crosby


Schedule

On 5/29/2015

Evidence of Completion

Sign in sheets from new teacher meetings, check agendas for teacher comments, decrease in number of discipline referrals and suspensions

G2.B2 Students are not fully aware of the discipline ladder and are making poor choices. 2

 B108370

G2.B2.S1 Utilize Plus Days and the guidance counselors to remind students about PBS, bullying, and agenda comments. 4

 S119835

Strategy Rationale

Action Step 1 5

Guidance counselors will meet with students on Plus Days to reinforce PBS (both positive and negative agenda comments) and the consequences that are given with poor choices.

Person Responsible

Abigail Crosby

Schedule

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

Evidence of Completion

Plus Day schedules and observations, usage of agenda comments

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

Administration visit of classrooms on Plus Days, meetings and updates with guidance counselors, feedback from students attending Plus Day sessions

Person Responsible

Abigail Crosby

Schedule

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

Evidence of Completion

Walk thru observations and students' understanding of comments in their agendas

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

Look at the number of agenda comments and discipline referrals, PLC and team discussions on student responses after Plus Days

Person Responsible

Abigail Crosby

Schedule

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

Evidence of Completion

An increase in positive agenda comments and a decrease in discipline referrals, PLC and team notes

G3. To reduce the number of student discipline referrals by 10% through bullying awareness 1

G042736

G3.B1 Students unfamiliar with changes in district bullying policy and procedures. 2

B104337

G3.B1.S1 Present students with strategies that will raise awareness to recognize potential bullying situations 4

S117669

Strategy Rationale

Students will become knowledgeable and able to utilize strategies to address bullying situations

Action Step 1 5

School counselors will facilitate training classes to inform students of the districts bullying policy and procedures.

Person Responsible

Keith Hunt

Schedule

Quarterly, from 9/9/2014 to 12/19/2014

Evidence of Completion

Upon completion of activity, the groups will create a poster that displays their understanding of bullying situations and procedures.

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

School counselors will developed a plan to bully proof the school. The plan will include a rotation to assure that all students have an opportunity to receive information about the districts bullying policy and procedures. Each team will create a visual that displays the strategies presented during the PLUS lesson.

Person Responsible

Keith Hunt

Schedule

Quarterly, from 9/9/2014 to 12/19/2014

Evidence of Completion

Each grade level team will create a visual display of a bullying strategy discussed during the PLUS lesson. The class will create a display during there X-Block. The class will display their visual representation outside their door in the hallway.

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

Administrator will monitor the bullying complaint for evidence of strategies discussed during PLUS training.

Person Responsible

Keith Hunt


Schedule

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

Evidence of Completion

When monitoring the bullying complaint forms, the should show evidence that the students use proper strategies and procedures of addressing and reporting bullying.

G3.B4 Students unfamiliar with strategies for addressing bullying concerns 2

 B106384

G3.B4.S1 Present students with strategies to recognize potential bullying situations. Students will also have strategies to address bullying behaviors. 4

 S121083

Strategy Rationale

Students will have tools to recognize and deter bullying.

Action Step 1 5

School counselors will developed a plan to bully proof the school. The plan will include a rotation to assure that all students have an opportunity to receive strategies for addressing bullying. Each team will create a visual that displays the strategies presented during the PLUS lesson.

Person Responsible

Keith Hunt

Schedule

Quarterly, from 9/8/2014 to 12/19/2014

Evidence of Completion

Upon completion of activity, the groups will create a poster that displays the strategies presented during Bully Proof lesson.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Guidance counselors will monitor understanding of strategies by viewing poster products.

Person Responsible

Keith Hunt

Schedule

On 12/19/2014

Evidence of Completion

The classroom teachers will assist the students in creating a class a poster that displays the strategies they will use to prevent/deter bullying.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Administrator will analyze the referral data for decrease in discipline referrals.

Person Responsible

Keith Hunt

Schedule

Semiannually, from 12/8/2014 to 5/29/2015

Evidence of Completion

Administrator will check the discipline data to analyze the effect that the training has on student behaviors that warrant a discipline referral.

G4. To increase cognitive demand of students across all content areas in engaged classrooms. 1

G038072

G4.B1 Professional development needed in CRISS, NGCAR-PD and Thinking Maps for whole school implementation 2

B091534

G4.B1.S1 Provide professional development for systems in CRISS, NGCAR-PD, Safari Montage and thinking maps to work towards whole school implementation. 4

S102431

Strategy Rationale

Action Step 1 5

CRISS, NGCAR-PD, Safari Montage and Thinking Map Training

Person Responsible

Abigail Crosby

Schedule

Evidence of Completion

Sign in sheets from PD and completion certificates. Observation of use in classrooms.
Student work

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

Teachers and department chairs through lesson development and evidence of student work.
Administration in classroom observations/evaluations.

Person Responsible

Abigail Crosby

Schedule

On 5/29/2015

Evidence of Completion

Lesson plans, student work samples

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

Student work samples comparing state rubric expectations and student grades.
Observation of implementation in classrooms.

Person Responsible


Abigail Crosby

Schedule


Evidence of Completion

Student output examples from classroom implementation.

G4.B2 Students not achieving on level that need remediation and the time for the remediation 2

 B091535

G4.B2.S1 Provide remediation and enrichment implemented through a scheduled rotation of all content areas. Development of plans in department PLC's. 4

 S102432

Strategy Rationale

Action Step 1 5

Extend the school day and provide students computer lab access for remediation programs.

Person Responsible

Abigail Crosby

Schedule

Daily, from 11/3/2014 to 3/27/2015

Evidence of Completion

Reports from PENDA, FCAT Explorer, Achieve 3000, Edgenuity, and MobyMax Sign in sheets of attendance

Action Step 2 5

X block remediation time daily with a rotation to meet with each content area teacher one day a week. Lessons developed based on student need as identified by mini assessments, grades and district progress monitoring.

Person Responsible

Abigail Crosby

Schedule

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

Evidence of Completion

Lesson plans- on-going, classroom observation

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

PLC discussions on X block plans based on student data.
Administrative classroom observations.

Person Responsible

Abigail Crosby

Schedule

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

Evidence of Completion

Lesson plans, PLC notes, Mini Assessments, district assessments and grades

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

PLC data reviews
Administration classroom observation
Teacher observation

Person Responsible

Abigail Crosby


Schedule

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

Evidence of Completion

Team assessments, PLC notes, Mini assessments, district assessments, grades, student work

G4.B2.S2 Extended learning opportunity for lowest quartile students in reading and math 4

 S109959

Strategy Rationale

Action Step 1 5

Provide time outside of the school day to offer tutoring opportunities

Person Responsible

Abigail Crosby

Schedule

Daily, from 11/3/2014 to 3/27/2015

Evidence of Completion

Sign in sheets, student output, reports from tutoring programs

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Reports from Penda, FCAT Explorer, Achieve 3000, and Moby Max

Person Responsible

Abigail Crosby

Schedule

Daily, from 11/3/2014 to 3/27/2015

Evidence of Completion

Mini assessments, grades, FAIR scores

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Grades, test scores, teacher feedback

Person Responsible

Abigail Crosby

Schedule

Weekly, from 11/3/2014 to 5/29/2015


Evidence of Completion

Grades, test scores, mini benchmarks, Achieve 3000 data

G4.B4 Limited teacher knowledge of performance tasks/ standards expectations and differing teacher expectations and time to provide professional development **2**

 B091538

G4.B4.S1 PLC's with core content area teachers to study the standards, resources, and student output; Plus Days **4**

 S109985

Strategy Rationale

Action Step 1 **5**

Create a plan of PLC implementation that includes a cycle of lesson study

Person Responsible

Abigail Crosby

Schedule

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

Evidence of Completion

Notes and lesson plans from PLC's PLUS schedule

Plan to Monitor Fidelity of Implementation of G4.B4.S1 **6**

Classroom visits by administration and standards teacher/literacy coach, checking lesson plans and common board configurations

Person Responsible

Abigail Crosby

Schedule

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

Evidence of Completion

Lesson plans, classroom walk-thru data, notes from standards teacher and literacy coach, student work

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Look at the results from performance tasks, view student work in PLCs and Plus days

Person Responsible

Abigail Crosby


Schedule

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


Evidence of Completion

Lesson plans, student work, PLC notes and agendas, Plus day notes

G5. To integrate 21st Century skills in all classrooms 1

 G038073

G5.B1 Teachers depth of knowledge of New Florida Standards standards and implementation strategies coupled with limited mini-task implementation and teacher training 2

 B091541

G5.B1.S1 Teachers will collaborate to develop mini tasks to be implemented each quarter in each core area. 4

 S102436

Strategy Rationale

Teachers can work collaboratively to unpack the standards and design grade level lessons.

Action Step 1 5

Focus on mini-task implementation each quarter developing at least 1 per 9 weeks tied to the benchmarks for that quarter. They will also work to incorporate performance task type questions on unit tests.

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

Lesson plans Mini-task record Classroom observations

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Lesson plans and classroom observations
Examination of student work samples at PLC's and during Plus Time

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

Lesson plans, mini-tasks, student work samples, observations

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Data reviews on benchmark assessments, student work, and grades to determine if benchmarks covered by mini-tasks have a higher rate of mastery.

Person Responsible

William Roberts


Schedule

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


Evidence of Completion

Data from benchmark assessments, mini assessments, student work and grades

G5.B2 Authentic writing is not culturally embedded across all classrooms **2**

 B091542

G5.B2.S1 Integrate authentic writing into every classroom using interactive notebooks, AVID strategies, CRISS strategies and Thinking Maps. **4**

 S102437

Strategy Rationale

Writing will be a component in all content area assessments

Action Step 1 **5**

Work in PLC groups and Plus Time (full day collaborative planning sessions) to develop writing opportunities that are on-going and authentic for all classes. Utilize strategies in place to make this culturally embedded across all classrooms. Using student work samples, discuss student expectations and ways to expand across content areas. Discuss and implement individualized strategies for ELL immersion classrooms.

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

Lesson plans, classroom observations, mini tasks and student work samples

Plan to Monitor Fidelity of Implementation of G5.B2.S1 **6**

Review of lesson plans, classroom observations, student work samples and PLC/Plus Time discussions

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

Lesson plans, observations, student work samples, mini-task records and PLC notes

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Data reviews-Increase in writing skills of students on district assessments and weekly classroom assignments.

Person Responsible

William Roberts


Schedule

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


Evidence of Completion

Data reviews of district assessments, classroom assignments, student work samples

G5.B3 Opportunities for student collaboration are needed 2

 B091543

G5.B3.S1 Through the development of learner profiles and exploring student interests, teachers will be able to facilitate increased student collaboration and discourse. 4

 S116868

Strategy Rationale

Collaboration is a 21st century skill and needs to be woven throughout all the content areas.

Action Step 1 5

The creation of a learning centered-classroom, through collegiality and flexible grouping.

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

Lesson plans, classroom observations, Plus Time & PLC conversations/records

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Teachers will use Plus Time, and PLC meetings to create lessons that foster collaboration, while employing student interest and learning styles.

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

Student work samples, project-based lessons, culminating activities

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Teachers will bring student artifacts, assessments and culminating activities/tasks to PLC and Plus Time.

Person Responsible

William Roberts

Schedule

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


Evidence of Completion

District assessments, student work samples, project-based learning culminating tasks

G5.B5 Lack of time to collaborate and plan lessons that utilize technology **2**

 B105158

G5.B5.S1 Teachers will be given regular time to collaborate and lesson/unit plan through: weekly PLC meetings, quarterly Plus Time, and quarterly staff development half-days. **4**

 S116919

Strategy Rationale

If teachers have uninterrupted planning time, they can unpack standards, write mini-tasks and develop lessons bases on learning styles/student interests (personalized learning) and infuse technology (BYOD).

Action Step 1 **5**

Teachers will meet weekly in departmental professional learning communities, quarterly for an entire day of department planning, and half days during each teacher planning day (once a quarter). Teachers will also have choice professional learning every other month, Wednesday's after school.

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

During the collaboration time, teachers will produce common assessments, lesson/unit plans, mini-tasks, project-based lessons, BYOD lessons and personalized learning playlists/ lessons.

Plan to Monitor Fidelity of Implementation of G5.B5.S1 **6**

Teachers will bring back student work samples to PLC/Plus Time and administration will monitor implementation through lesson plans, classroom walk-through observations and through conversations about students work.

Person Responsible

William Roberts

Schedule

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

Evidence of Completion

District assessments, student work samples, PLC/Plus Time records/notes.

Plan to Monitor Effectiveness of Implementation of G5.B5.S1 7

As teachers have increased opportunities to collaborate, an increase in lessons utilizing technology should be evident in lessons plans, districts assessments and student work samples.

Person Responsible

William Roberts

Schedule

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


Evidence of Completion

Data from district assessments, student work samples and lesson/unit plans.


G6. Increase student engagement in all classrooms. 1

 G038074

G6.B2 Cooperative structures and purposeful engagement strategies not culturally embedded 2

 B091546

G6.B2.S1 Increase the use of Kagan and purposeful engagement strategies in all classrooms by highlighting a different Kagan structure or Marzano engagement strategy at each faculty meeting. 4

 S102438

Strategy Rationale

Teachers will become familiar with ways to use Kagan strategy in their daily lessons.

Action Step 1 5

Administrators will model or highlight a specific engagement strategy at each monthly faculty meeting. Teachers can discuss ways to integrate strategy into lesson during weekly PLC's

Person Responsible

Schedule

Monthly, from 9/17/2014 to 5/20/2015

Evidence of Completion

Faculty meeting notes

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Classroom observations

Person Responsible

Keith Hunt

Schedule

On 5/29/2015

Evidence of Completion

Lesson plans and classroom observations

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Classroom observations will indicate an increase in classroom engagement of students and therefore student achievement on LBA's, mini assessments and grades

Person Responsible

Keith Hunt


Schedule

On 5/29/2015


Evidence of Completion

Data reviews of LBA's, mini assessments and grades Increase in teacher effectiveness on Element 24- engagement

G6.B3 Need an increase in engaged activities making connections to real world problems **2**

 B091547

G6.B3.S1 Teachers will collaborate to develop performance tasks to be implemented each 9 weeks in each content area. **4**

 S102439

Strategy Rationale

Students will be presented with performance task that monitors the mastery of content applied to real world situations.

Action Step 1 **5**

PLC's and PLUS Time

Person Responsible

Keith Hunt

Schedule

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

Evidence of Completion

Teacher will come away with lesson plans to meet their student needs.

Plan to Monitor Fidelity of Implementation of G6.B3.S1 **6**

Lesson plans and classroom observations
Examination of student work samples in PLC's

Person Responsible

Keith Hunt

Schedule

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

Evidence of Completion

Lesson plans, student work samples and classroom observations

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 7

PLC student artifact comparison and rubrics

Person Responsible

Keith Hunt

Schedule

Monthly, from 9/9/2014 to 5/28/2015

Evidence of Completion

Data from LBA's, mini assessments, grades and student artifacts

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
G4.B1.S1.A1	CRISS, NGCAR-PD, Safari Montage and Thinking Map Training	Crosby, Abigail	Sign in sheets from PD and completion certificates. Observation of use in classrooms. Student work	one-time	
G4.B2.S1.A1	Extend the school day and provide students computer lab access for remediation programs.	Crosby, Abigail	11/3/2014	Reports from PENDA, FCAT Explorer, Achieve 3000, Edgenuity, and MobyMax Sign in sheets of attendance	3/27/2015 daily
G5.B1.S1.A1	Focus on mini-task implementation each quarter developing at least 1 per 9 weeks tied to the benchmarks for that quarter. They will also work to incorporate performance task type questions on unit tests.	Roberts, William	8/18/2014	Lesson plans Mini-task record Classroom observations	5/29/2015 quarterly
G5.B2.S1.A1	Work in PLC groups and Plus Time (full day collaborative planning sessions) to develop writing opportunities that are on-going and authentic for all classes. Utilize strategies in place to make this culturally embedded across all classrooms. Using student work samples, discuss student expectations and ways to expand across content areas. Discuss and implement individualized strategies for ELL immersion classrooms.	Roberts, William	8/18/2014	Lesson plans, classroom observations, mini tasks and student work samples	5/29/2015 quarterly
G6.B2.S1.A1	Administrators will model or highlight a specific engagement strategy at each monthly faculty meeting. Teachers can discuss ways to integrate strategy into lesson during weekly PLC's		9/17/2014	Faculty meeting notes	5/20/2015 monthly
G4.B4.S1.A1	Create a plan of PLC implementation that includes a cycle of lesson study	Crosby, Abigail	9/2/2014	Notes and lesson plans from PLC's PLUS schedule	5/29/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B3.S1.A1	The creation of a learning centered-classroom, through collegiality and flexible grouping.	Roberts, William	8/18/2014	Lesson plans, classroom observations, Plus Time & PLC conversations/records	5/29/2015 quarterly
G5.B5.S1.A1	Teachers will meet weekly in departmental professional learning communities, quarterly for an entire day of department planning, and half days during each teacher planning day (once a quarter). Teachers will also have choice professional learning every other month, Wednesday's after school.	Roberts, William	8/18/2014	During the collaboration time, teachers will produce common assessments, lesson/unit plans, mini-tasks, project-based lessons, BYOD lessons and personalized learning playlists/lessons.	5/29/2015 quarterly
G2.B1.S1.A1	Train all new teachers about PBS and the WHMS discipline ladder and agenda comments through the use of teacher mentors	Crosby, Abigail	9/2/2014	Sign in sheets from new teacher meetings, usage of teacher agenda comments	5/29/2015 one-time
G4.B2.S2.A1	Provide time outside of the school day to offer tutoring opportunities	Crosby, Abigail	11/3/2014	Sign in sheets, student output, reports from tutoring programs	3/27/2015 daily
G3.B1.S1.A1	School counselors will facilitate training classes to inform students of the districts bullying policy and procedures.	Hunt, Keith	9/9/2014	Upon completion of activity, the groups will create a poster that displays their understanding of bullying situations and procedures.	12/19/2014 quarterly
G1.B1.S1.A1	Develop, implement and monitor a Bring Your Own Device Program at Windy Hill Middle school, with regular monitoring and connections to the Positive Behavior Support plan (PBS.)	Roberts, William	9/2/2014	Teacher lesson plans, project-based lessons, personalized learning lessons, Plus Time/PLC record/minutes	5/29/2015 quarterly
G1.B2.S1.A1	Students will receive instruction regarding Internet safety, cyber bullying and the digital footprint through Plus Time and X-block.	Roberts, William	8/18/2014	Plus Time schedule, lesson plan, student artifacts	5/29/2015 quarterly
G2.B2.S1.A1	Guidance counselors will meet with students on Plus Days to reinforce PBS (both positive and negative agenda comments) and the consequences that are given with poor choices.	Crosby, Abigail	9/9/2014	Plus Day schedules and observations, usage of agenda comments	5/29/2015 monthly
G1.B3.S1.A1	Windy Hill Middle will allow student to bring their own devices to school, to be used as an instructional tool in the classroom, providing increased opportunities for student and teacher choice.	Roberts, William	9/2/2014		5/29/2015 quarterly
G6.B3.S1.A1	PLC's and PLUS Time	Hunt, Keith	9/1/2014	Teacher will come away with lesson plans to meet their student needs.	5/29/2015 weekly
G3.B4.S1.A1	School counselors will developed a plan to bully proof the school. The plan will include a rotation to assure that all students have an opportunity to receive strategies for addressing bullying. Each team will create a visual that displays the strategies presented during the PLUS lesson.	Hunt, Keith	9/8/2014	Upon completion of activity, the groups will create a poster that displays the strategies presented during Bully Proof lesson.	12/19/2014 quarterly
G4.B2.S1.A2	X block remediation time daily with a rotation to meet with each content area teacher one day a week. Lessons developed based on student need as identified by mini assessments, grades and district progress monitoring.	Crosby, Abigail	9/2/2014	Lesson plans- on-going, classroom observation	5/29/2015 daily
G1.MA1	Throughout the year, we will examine student work samples, school/district assessment data, and solicit feedback	Roberts, William	9/1/2014	School and district assessments, student work samples, stakeholder feedback	5/29/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	from our stakeholder groups regarding the implementation of the BYOD program.				
G1.B1.S1.MA1	Teachers and administrative team will review school assessment data and student work samples to check for the effectiveness of the BYOD program.	Roberts, William	9/1/2014	School and district assessments, student work samples, stakeholder feedback	5/29/2015 weekly
G1.B1.S1.MA1	Teachers will document BYOD use in their lesson plan and share lesson in PLC and Plus Time.	Roberts, William	9/1/2014	Teacher lesson plans, classroom walk-through data, PLC/Plus time records/notes	5/29/2015 quarterly
G1.B2.S1.MA1	The administrative team will work with the guidance department to prepare for the digital literacy lessons and will perform classroom walk-through observations during the lessons.	Roberts, William	8/18/2014	Lesson plans, walk-through observations, student feedback	5/29/2015 monthly
G1.B2.S1.MA1	Guidance counselors will review the lessons learned through the digital literacy courses and check for understanding/provide real-world examples.	Roberts, William	8/18/2014	Student exit tickets, student artifacts, lesson plans	5/29/2015 quarterly
G1.B3.S1.MA1	The PL/BYOD Team will monitor the implementation of the Bring Your Own Device program and review teacher and student data to make adjustments to the program, as necessary.	Roberts, William	9/2/2014	Classroom walk-through data, lesson plans, PLC/Plus Time records/notes	5/29/2015 quarterly
G1.B3.S1.MA1	Teachers will generate lessons/unit plans during PLC and Plus Time that afford students opportunities for choice and incorporate student interests.	Roberts, William	9/2/2014	Lesson plans, classroom walk-through observations, PLC/Plus Time records/notes	5/29/2015 weekly
G2.MA1	Data will be collected each nine weeks for agenda comments and distribution of PBS coins	Crosby, Abigail	9/2/2014	The collected data should show a decrease in suspensions (in and out of school) by ten percent.	5/29/2015 quarterly
G2.B1.S1.MA1	Track number of agenda comments, discipline referrals, and suspensions and report data at new teacher meetings	Crosby, Abigail	9/2/2014	Sign in sheets from new teacher meetings, check agendas for teacher comments, decrease in number of discipline referrals and suspensions	5/29/2015 one-time
G2.B1.S1.MA1	Ongoing meetings between new teachers and mentors/administration	Crosby, Abigail	9/2/2014	Sign-in sheets for new teacher meetings, administrative walk-thrus	5/29/2015 monthly
G2.B2.S1.MA1	Look at the number of agenda comments and discipline referrals, PLC and team discussions on student responses after Plus Days	Crosby, Abigail	9/9/2014	An increase in positive agenda comments and a decrease in discipline referrals, PLC and team notes	5/29/2015 weekly
G2.B2.S1.MA1	Administration visit of classrooms on Plus Days, meetings and updates with guidance counselors, feedback from students attending Plus Day sessions	Crosby, Abigail	9/9/2014	Walk thru observations and students' understanding of comments in their agendas	5/29/2015 monthly
G3.MA1	School wide discipline data will be collected to review an effect of student bullying training on discipline referrals.	Hunt, Keith	10/1/2014	Discipline numbers should decrease to show use of strategies.	5/29/2015 quarterly
G3.B1.S1.MA1	Administrator will monitor the bullying complaint for evidence of strategies discussed during PLUS training.	Hunt, Keith	9/9/2014	When monitoring the bullying complaint forms, the should show evidence that the students use proper strategies and procedures of addressing and reporting bullying.	5/29/2015 monthly
G3.B1.S1.MA1	School counselors will developed a plan to bully proof the school. The plan will include a rotation to assure that all students have an opportunity to receive information about the districts bullying policy and procedures. Each team will create a	Hunt, Keith	9/9/2014	Each grade level team will create a visual display of a bullying strategy discussed during the PLUS lesson. The class will create a display during there X-Block. The class will display their visual representation outside their door in the hallway.	12/19/2014 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	visual that displays the strategies presented during the PLUS lesson.				
G3.B4.S1.MA1	Administrator will analyze the referral data for decrease in discipline referrals.	Hunt, Keith	12/8/2014	Administrator will check the discipline data to analyze the effect that the training has on student behaviors that warrant a discipline referral.	5/29/2015 semiannually
G3.B4.S1.MA1	Guidance counselors will monitor understanding of strategies by viewing poster products.	Hunt, Keith	9/29/2014	The classroom teachers will assist the students in creating a class a poster that displays the strategies they will use to prevent/deter bullying.	12/19/2014 one-time
G4.MA1	Examination of student work, strategy discussions in PLC's, and data reviews	Crosby, Abigail	9/2/2014	PLC notes, student data, grades and student output.	5/29/2015 weekly
G4.B1.S1.MA1	Student work samples comparing state rubric expectations and student grades. Observation of implementation in classrooms.	Crosby, Abigail	Student output examples from classroom implementation.	one-time	
G4.B1.S1.MA1	Teachers and department chairs through lesson development and evidence of student work. Administration in classroom observations/evaluations.	Crosby, Abigail	8/18/2014	Lesson plans, student work samples	5/29/2015 one-time
G4.B2.S1.MA1	PLC data reviews Administration classroom observation Teacher observation	Crosby, Abigail	9/2/2014	Team assessments, PLC notes, Mini assessments, district assessments, grades, student work	5/29/2015 weekly
G4.B2.S1.MA1	PLC discussions on X block plans based on student data. Administrative classroom observations.	Crosby, Abigail	9/2/2014	Lesson plans, PLC notes, Mini Assessments, district assessments and grades	5/29/2015 weekly
G4.B4.S1.MA1	Look at the results from performance tasks, view student work in PLCs and Plus days	Crosby, Abigail	9/2/2014	Lesson plans, student work, PLC notes and agendas, Plus day notes	5/29/2015 weekly
G4.B4.S1.MA1	Classroom visits by administration and standards teacher/literacy coach, checking lesson plans and common board configurations	Crosby, Abigail	9/2/2014	Lesson plans, classroom walk-thru data, notes from standards teacher and literacy coach, student work	5/29/2015 daily
G4.B2.S2.MA1	Grades, test scores, teacher feedback	Crosby, Abigail	11/3/2014	Grades, test scores, mini benchmarks, Achieve 3000 data	5/29/2015 weekly
G4.B2.S2.MA1	Reports from Penda, FCAT Explorer, Achieve 3000, and Moby Max	Crosby, Abigail	11/3/2014	Mini assessments, grades, FAIR scores	3/27/2015 daily
G5.MA1	As students increase their 21st Century skills, it should be evident in their benchmark assessments, mini assessments, student work, and grades. These will be reviewed monthly to ensure we are progressing toward our goal.	Roberts, William	8/18/2014	Data reports from benchmark assessments, mini assessments, student work, and grades	5/29/2015 quarterly
G5.B1.S1.MA1	Data reviews on benchmark assessments, student work, and grades to determine if benchmarks covered by mini-tasks have a higher rate of mastery.	Roberts, William	8/18/2014	Data from benchmark assessments, mini assessments, student work and grades	5/29/2015 monthly
G5.B1.S1.MA1	Lesson plans and classroom observations Examination of student work samples at PLC's and during Plus Time	Roberts, William	8/18/2014	Lesson plans, mini-tasks, student work samples, observations	5/29/2015 quarterly
G5.B2.S1.MA1	Data reviews-Increase in writing skills of students on district assessments and weekly classroom assignments.	Roberts, William	8/18/2014	Data reviews of district assessments, classroom assignments, student work samples	5/29/2015 weekly
G5.B2.S1.MA1	Review of lesson plans, classroom observations, student work samples and PLC/Plus Time discussions	Roberts, William	8/18/2014	Lesson plans, observations, student work samples, mini-task records and PLC notes	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B3.S1.MA1	Teachers will bring student artifacts, assessments and culminating activities/tasks to PLC and Plus Time.	Roberts, William	8/18/2014	District assessments, student work samples, project-based learning culminating tasks	5/29/2015 weekly
G5.B3.S1.MA1	Teachers will use Plus Time, and PLC meetings to create lessons that foster collaboration, while employing student interest and learning styles.	Roberts, William	8/18/2014	Student work samples, project-based lessons, culminating activities	5/29/2015 quarterly
G5.B5.S1.MA1	As teachers have increased opportunities to collaborate, an increase in lessons utilizing technology should be evident in lessons plans, districts assessments and student work samples.	Roberts, William	8/18/2014	Data from district assessments, student work samples and lesson/unit plans.	5/29/2015 weekly
G5.B5.S1.MA1	Teachers will bring back student work samples to PLC/Plus Time and administration will monitor implementation through lesson plans, classroom walk-through observations and through conversations about students work.	Roberts, William	8/18/2014	District assessments, student work samples, PLC/Plus Time records/ notes.	5/29/2015 quarterly
G6.MA1	Teachers will monitor progress of an increase of student engagement through classroom observation and data reviews.	Hunt, Keith	9/1/2014	Increase in student achievement as evidenced by LBA's, mini assessments and grades. Classroom observations will be the evidence of increase in engagement by monitoring student behaviors. Teacher effectiveness will increase on student engagement TEAM Element 24.	5/29/2015 one-time
G6.B2.S1.MA1	Classroom observations will indicate an increase in classroom engagement of students and therefore student achievement on LBA's, mini assessments and grades	Hunt, Keith	9/8/2014	Data reviews of LBA's, mini assessments and grades Increase in teacher effectiveness on Element 24-engagement	5/29/2015 one-time
G6.B2.S1.MA1	Classroom observations	Hunt, Keith	9/8/2014	Lesson plans and classroom observations	5/29/2015 one-time
G6.B3.S1.MA1	PLC student artifact comparison and rubrics	Hunt, Keith	9/9/2014	Data from LBA's, mini assessments, grades and student artifacts	5/28/2015 monthly
G6.B3.S1.MA1	Lesson plans and classroom observations Examination of student work samples in PLC's	Hunt, Keith	9/1/2014	Lesson plans, student work samples and classroom observations	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase access to technology in all classrooms.

G1.B1 Not all teachers have the most up to date technology.

G1.B1.S1 Initiate and sustain a Bring Your Own Device program at Windy Hill Middle School.

PD Opportunity 1

Develop, implement and monitor a Bring Your Own Device Program at Windy Hill Middle school, with regular monitoring and connections to the Positive Behavior Support plan (PBS.)

Facilitator

William Roberts and BYOD Team

Participants

All teachers

Schedule

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

G1.B3 There are not enough opportunities for student choice.

G1.B3.S1 Windy Hill Middle will implement a Bring Your Own Device Program for the 2014-15 school year. Also, Windy Hill will research and develop a long-term implementation plan for Personalized Learning.

PD Opportunity 1

Windy Hill Middle will allow student to bring their own devices to school, to be used as an instructional tool in the classroom, providing increased opportunities for student and teacher choice.

Facilitator

ILS Department

Participants

Entire staff

Schedule

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

G2. School Safety: To reduce the number of students suspended by 10%.

G2.B1 New teachers to Lake County Schools and/or Windy Hill Middle School may be unfamiliar with PBS and/or the agenda comments.

G2.B1.S1 Assign mentors to new teachers to guide them through the discipline ladder and PBS system.

PD Opportunity 1

Train all new teachers about PBS and the WHMS discipline ladder and agenda comments through the use of teacher mentors

Facilitator

Administration and new teacher mentors

Participants

New teachers

Schedule

On 5/29/2015

G4. To increase cognitive demand of students across all content areas in engaged classrooms.

G4.B1 Professional development needed in CRISS, NGCAR-PD and Thinking Maps for whole school implementation

G4.B1.S1 Provide professional development for systems in CRISS, NGCAR-PD, Safari Montage and thinking maps to work towards whole school implementation.

PD Opportunity 1

CRISS, NGCAR-PD, Safari Montage and Thinking Map Training

Facilitator

District facilitator

Participants

CRISS- Language Arts and elective teachers Safari Montage and Thinking Maps- new teachers
NGCAR-PD- Language Arts teachers

Schedule

G5. To integrate 21st Century skills in all classrooms

G5.B1 Teachers depth of knowledge of New Florida Standards standards and implementation strategies coupled with limited mini-task implementation and teacher training

G5.B1.S1 Teachers will collaborate to develop mini tasks to be implemented each quarter in each core area.

PD Opportunity 1

Focus on mini-task implementation each quarter developing at least 1 per 9 weeks tied to the benchmarks for that quarter. They will also work to incorporate performance task type questions on unit tests.

Facilitator

Department chairs

Participants

Core content teachers

Schedule

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

G5.B2 Authentic writing is not culturally embedded across all classrooms

G5.B2.S1 Integrate authentic writing into every classroom using interactive notebooks, AVID strategies, CRISS strategies and Thinking Maps.

PD Opportunity 1

Work in PLC groups and Plus Time (full day collaborative planning sessions) to develop writing opportunities that are on-going and authentic for all classes. Utilize strategies in place to make this culturally embedded across all classrooms. Using student work samples, discuss student expectations and ways to expand across content areas. Discuss and implement individualized strategies for ELL immersion classrooms.

Facilitator

Department chairs

Participants

Content area teachers

Schedule

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

G5.B3 Opportunities for student collaboration are needed

G5.B3.S1 Through the development of learner profiles and exploring student interests, teachers will be able to facilitate increased student collaboration and discourse.

PD Opportunity 1

The creation of a learning centered-classroom, through collegiality and flexible grouping.

Facilitator

Re-Inventing Schools Coalition

Participants

Personalized Learning Team and Model Classroom teachers

Schedule

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

G5.B5 Lack of time to collaborate and plan lessons that utilize technology

G5.B5.S1 Teachers will be given regular time to collaborate and lesson/unit plan through: weekly PLC meetings, quarterly Plus Time, and quarterly staff development half-days.

PD Opportunity 1

Teachers will meet weekly in departmental professional learning communities, quarterly for an entire day of department planning, and half days during each teacher planning day (once a quarter). Teachers will also have choice professional learning every other month, Wednesday's after school.

Facilitator

Department Chairs

Participants

All teachers

Schedule

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

G6. Increase student engagement in all classrooms.

G6.B2 Cooperative structures and purposeful engagement strategies not culturally embedded

G6.B2.S1 Increase the use of Kagan and purposeful engagement strategies in all classrooms by highlighting a different Kagan structure or Marzano engagement strategy at each faculty meeting.

PD Opportunity 1

Administrators will model or highlight a specific engagement strategy at each monthly faculty meeting. Teachers can discuss ways to integrate strategy into lesson during weekly PLC's

Facilitator

Administrators, department heads, and teacher leaders

Participants

Faculty

Schedule

Monthly, from 9/17/2014 to 5/20/2015

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