Fox Chapel Middle School

effective leadership strategies resources needs assessment ambitious instruction increased achievement collaborative teaching supportive environment school improvement building relationships family and community involvement mission vision 8-Step problem solving step zero planning public and students strategic college and career goals

2014-15 School Improvement Plan

Fox Chapel Middle School

9412 FOX CHAPEL LN, Spring Hill, FL 34606

www.edline.net/pages/hcsb_fcms

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	76%

Alternative/ESE Center	Charter School	Minority
No	No	28%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Fox Chapel Middle School is to provide a caring learning community where teachers, parents, and students work together to develop lifelong learners who possess the skills and attitudes necessary for success.

Provide the school's vision statement

Fox Chapel Middle School is a safe and stimulating environment where each student can thrive, each teacher is inspired, and each parent is an integral partner in their child's education.

School Environment

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

Fox Chapel Middle School current population is predominately from the 34606 zip code. Correlating zip code data detailing demographics and census information regarding family dynamics, crime index and socio-economics are reviewed yearly to review changes. According to the Hernando County Food and Nutrition Department, FCMS has an 82% poverty rate as evidenced by the number of students receiving free or reduced lunch. This information is shared during grade level, SBLT and faculty meetings. Further discussion of student focused information is shared during RtI A/B meetings as deemed necessary. FCMS provides students with clothes, school supplies, backpack foods, activity fee(s) scholarships and free-tutoring through Title 1 dollars and business partner and private donations. Staff generously sponsors families during Thanksgiving and Christmas holidays, providing for meals and gifts to identified needy students. FCMS has adopted Steven Covey's "7 Habits of Highly Effective Teens" to help facilitate relationships through leadership development activities and connections. Students are given various opportunities to demonstrate leadership skills in the classroom, school and community events. Teachers serve (volunteer) as mentors for students in need of addition guidance for academics and behaviors. Teachers also volunteer their time to help foster student leadership engagement on various related leadership teams to bridge levels of trust, acceptance and empowerment.

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

FCMS has partnered with the Boys and Girls Club to provide before and after school programs which promote appropriate social-behavioral relationships, strengthen bonds between the school and the students, assistance with homework, structured activities as well as adult supervision during non-school hours. In addition, FCMS has a separate program which allows for students to arrive early and engage in physical activities with designated teachers. During all transitional times, all staff are assigned designated areas on campus to ensure students are walking with a purpose and displaying appropriate behaviors. All unstructured times (lunch, assemblies, breakfast and school functions) are supervised by several assigned staff members. The school has an assigned School Resource Officer who is on campus daily, routinely makes rounds throughout the campus, is visible during breakfast, lunches and extra-curricular activities, assists and provides presentations regarding "Know the Law" and differences in school consequences versus law enforcement/law consequences. All students are given "due process" in any disciplinary process - this gives students the opportunity to know what

they are being accused of, tell their side of the story, given opportunities to "right a wrong" and discuss which of the 7 Habits they may have failed to implement.

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

Within the classroom, teachers use various methods of classroom management techniques while incorporating the school-wide Positive Behavioral Support System and the 7 Habits. As an effective behavioral team management strategy, teachers utilize the buddy system to encourage the continuity of instruction. Teachers promote student positive behavior through a "points" system created by our PBS Committee. During each 9 weeks, students earn PBS points which provide them opportunities to attend special events during school hours.
Teachers can use a Time Out for only a class period for Level I incidents per week. Our ISS monitor tracks "Time Outs" and after four "Time Outs" a discipline is initiated based on the repeated behavior exhibited. Students are required to deepen their understanding of the 7 Habits and must commit to a behavioral contract which provides options to earn positive behavioral points. If students do not earn enough points during the first day of ISS they come back the next day.
Teachers and students were provided with an overview of the protocols and procedures of ISS. An email has also been shared on our News icon to update everyone on theses procedures.
During grade-level meetings, administrators and the team member share on-going behavioral issues and changes in procedures. This venue also provides for opportunities for the team to problem-solve academic and behavioral issues on a monthly basis.

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

Prevention and intervention programs are in place to address bullying and harassment throughout the district. Fox Chapel Middle School staff regularly participate in district professional development programs on violence and substance abuse prevention. The district's Student Services Dept. initiated additional instructional programs for issues such as anger management, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County schools in 2014-15. District Student Services Dept. staff and Fox Chapel Middle School guidance counselors provide substance abuse prevention and intervention initiatives for our students and families. These initiatives and activities consist of substance abuse evaluations and assessments, grief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services.

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

Fox Chapel has identified the following as their Early Warning Indicators:
Previous year 2013-2014 (A student can only receive 1 point for each indicator)
>20 absences - excused, unexcused or out of school suspension
Retained or repeating
Received suspension ISS or OSS
Bottom Quartile Math or Reading
Semester failure Math or Reading

Level 1 Math or Reading
Not making Learning Gains - Math or Reading
In addition to the EWS Indicators, teachers are provided subgroup, student assessment with correlating strands data to further assist with understanding the whole student.

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	32	23	18	73
One or more suspensions	26	44	48	118
Course failure in ELA or Math	18	37	88	143
Level 1 on statewide assessment	92	18	91	201

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	27	44	35	106

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

Truancy Case Staffings
Parent-Teacher Conferences
Tiger Tag - Check-in / Check-out
Remediation classes - supplemental programs assigned
Re-teaching the 7 Habits
Contracting during In-School Suspension
Grade-level RtI A / B meetings
Before School Tutoring through Title I
Positive Behavioral Support Systems - Tiger Growl,Tiger Palooza
Mentoring
Lighthouse Team (7 Habits) - student leadership involvement
Student Led Conference - Leadership Binder
Student EWS will be monitored and updated every 9 weeks to determine effectiveness of strategies being implemented. As EWS is a new initiative systems of supports will change as needed.

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/191097.

Description
A PIP has been uploaded for this school or district - see the link above.

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

FCMS involves community partners through multiple venues. Our Christmas Angel program allows partners to make a special connection with our students. Our Christmas Angel/Thanksgiving Drive Kickoff is also a Business Partner Breakfast. This allows us to thank our partners while continuing to build relationships.
Schedule Pick Up is an event that allows us to give back to our partners. They are encouraged to set up a table and advertise. This is also done at our Title I Annual Meeting/Back to School Night and at other events throughout the year.
Business partners are listed on our website and we continue to encourage & recruit community involvement to support student achievement.

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
Pinder, Ray	Principal
Sweeney, Vivian	Assistant Principal
Barash, Michelle	Other
Espinosa, Jose	Dean
Lavore, Shalene	Dean
Messenger, Jane	Teacher, K-12
Kiley, Rachel	Instructional Coach
Harp, Catherine	Other
Mikule, Michelle	Teacher, K-12
Ramos, Vicens	Instructional Coach
Schlechter, Dave	Teacher, K-12
Wilcox, Vanessa	Instructional Coach

Duties

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

Mr. Pinder - Principal/Administration
Mrs. Sweeney - Assistant Principal/SAC/ Administration
Ms. Lavore - 7th grade Team/School Improvement/Administration
Mr. Espinosa - 6th grade Team/Discipline Data/Administration

Mrs. Barash - Assessment Coordinator/Summative data/PD
Mr. Ramos - Math Coach/resource/Math Data/Meeting minutes
Mr. Diaz - Reading Coach/resource/PD
Mrs. Wilcox - Science Coach/resource/Science Data
Mrs. Messenger - Reading Chair/resource/Reading Data/Literacy Leadership Team
Mrs. Nichols - Language Arts Chair/resource/Language Arts Data
Mr. Schletcher - Social Studies Chair/resource/Social Studies Data
Mrs. Mikule - Math Chair/Math Data
Mrs. Coombs- Science Chair/Science Data
Mrs. Kiley -Instructional Practices Coach/PD
Mrs. Harp - Title I Facilitator/Extended Learning Facilitator

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

Multi-Tiered System of Support (MTSS)-School Based Leadership Team(SBLT) meets weekly to evaluate school-wide data. Assessment data is reviewed by each Department Chair from a school-wide perspective identifying areas of strengths and weaknesses, trends, needs and concerns. The MTSS-SBLT provides guidance in addressing identified areas. Members of this team disseminate data back to their respective departments. A calendar is developed for the full school year identifying the dates of SBLT meetings and the specific area/data to be discussed at each meeting, as well as the person responsible for preparing and bringing the graphically represented data. A structured agenda is used to keep the meeting focused.
The SBLT organizes and coordinates MTSS efforts by working closely with grade-level teams, the Literacy Leadership Team, the PBS team, and others on campus. All teams have a representative serving on the SBLT to ensure communication is fluid and implementation of strategies identified in the SIP are implemented with fidelity. Department Chairs and Coaches serve as liaisons between the MTSS-SBLT and their Department members in a reciprocal fashion. The SBLT facilitates the overall infrastructure development and supports implementation of learning strategies for all students/core (Tier I strategies), as well as supplemental instructional strategies (Tier II) and intensive intervention (Tier III), through scheduling and allocation of resources. The SBLT analyzes and dis-aggregates data at the core and supplemental levels. When individual student data analysis and problem solving is necessary, a separate student problem-solving team (e.g., parent-teacher conference, subcommittee of the SBLT, specialized team, IEP team, PS/RtI team, etc.) is convened.
Information is recycled throughout the Multi-Tiered System of Support (MTSS) teams within the school:
Grade level departments meet weekly to collaborate and revise lesson plans, review formative assessments and identify students with supplemental and/or intensive needs. Department Chairs and correlating Coaches meet with their department members weekly/bi-weekly to review ongoing progress monitoring data, develop FCIM mini-lessons and assessments and problem-solve identified areas. Each Department meets with the Data Assessment Coordinator at least 1 x a month (and/or as necessary) to dis-aggregate and analyze data.
.
PS/RtI Teams – grade level teams meet bi-monthly to review behavioral progress monitoring data of Tier 2/supplemental and Tier 3/intensive students, determine and implement Tier 2/supplemental & Tier 3/intensive intervention plans and discuss potential Tier 2/3 students utilizing the problem-solving method. Department level teams meet monthly to review behavioral data as it relates to their department. These teams also design and implement Tier 2/supplemental interventions.
As a school-wide program, Fox Chapel Middle School is dedicated to providing, maintaining, and improving comparable, supplementary Title I education services for all of our students. Our Title I

School Improvement Facilitator and Title I Parental Engagement Liaison regularly collaborate with the District's Coordinator of Family Involvement for Title I to build home support networks that facilitate targeted students' success. Title I (Part A) services at Fox Chapel Middle School are regularly coordinated with other federally-funded programs, including use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities, use of Title III funds to support additional services for our English language learners (ELLs), use of Title X funds to provide additional services for our homeless students, and use of IDEA funds to support additional supplementary services for our disabled students (SWDs).

Fox Chapel Middle School will use its 2014-15 differentiated Title II site allocation to support ongoing research-based professional development programs involving Lesson Study, Effective Use of Formative Assessment Data to Differentiate & Drive Instruction, and PS/RtI. All Title II-funded professional development programs at Fox Chapel Middle School are planned in coordination to support the district's strategic plan; 2014-15 District Improvement and Assistance Plan (DIAP) and School Improvement Plan (SIP) student performance goals and objectives; and our annual Title I school-wide services plan.

The ESOL program and services for English Language Learners (ELLs) will be coordinated and integrated through a Mainstream Inclusion Language Arts instructional model and/or Sheltered Inclusion Language Arts instructional model with comprehensible instruction being provided by the ESOL teacher and/or Developmental Language Arts through ESOL teacher. All other core academic instructional services will be provided to ELLs by the content area teacher/ESOL teacher and supported by the ESOL paraprofessional. The monitoring of compliance for programs and services under the Consent Decree and state board rules for ELLs will be coordinated by the ESOL Lead Teacher/ESOL contact according to the State and School Board approved District ELL Plan.

As part of the district's Food & Nutrition Dept., Fox Chapel Middle School's cafeteria staff provides balanced, attractive, well-prepared meals with good variety; give good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. Fox Chapel Middle School's cafeteria staff provides free and/or reduced-price lunches for Fox Chapel Middle School students who qualify to participate in the U.S. Dept. of Agriculture's National School Lunch Program. Fox Chapel Middle School strives to ensure every child receives a well-balanced meal. The school makes provisions to provide many opportunities for families to apply for Free or Reduced lunches i.e. - initial student registration/enrollment, Open House, wed-site link, and on-site assistance with on-line application.

Fox Chapel Middle School houses the School District main Kid's Closet. The closet is part of the District's Children and Youth in Transition initiative. Parents are provided with information and resources regarding Hernando County Housing programs as needed (subsidized/low-income) by a District assigned school social worker and/or the Children and Youth in Transition Homeless liaison. Parents are provided with information and resources regarding Hernando County School District Head Start and VPK programs as needed.

The District's Adult & Community Education Department provides opportunities for Hernando County residents to participate in free classes in GED preparation, Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled classes are located at all five high schools. Other adult education classes (Hernando County Adult Services) are located at four community (non-school) sites. Services for Adults with Disabilities are contracted to ARC of the Nature Coast.

The Hernando County School District uses Carl D. Perkins annual entitlement funds: to support (3) high school Career/Technical Education (CTE) Specialists; to fund the purchase of equipment, digital and print instructional resources for CTE programs at 5 high schools; to promote the marketing of traditional and nontraditional career academies and technical programs; to provide professional development for Career/Technical Education (CTE) teachers; and to pay CTE students' testing and certification fees

Parents are provided information and resources regarding the Hernando County Ready to Work program and services as needed.

School Advisory Council (SAC)

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

Name	Stakeholder Group
DiAnna Carrasquillo (President/Community Partner)	Business/Community
Catherine Harp (Title I Facilitator)	Teacher
Missy Wyzykowski (Parental Engagement Liaison)	Education Support Employee
Ray Pinder (Principal)	Principal
Vivian Sweeney (Asst. Principal)	Principal
Julie Miller (Parent)	Parent
Rachel Kiley (Parent)	Teacher
Lin Williams (Parent)	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

SAC monitored SIP throughout the year. The Principal reported on the progress as well as areas of concern. Data was shared and input was solicited on a continual basis.

Development of this school improvement plan

SAC is involved in the development and monitoring of the School Improvement Plan through review and input. SAC is also responsible for the allocation and dissemination of School Improvement Funds. SAC will meet on 10/20/14 @ 4:30 to discuss the development, implementation and monitoring of the School Improvement Plan. Finalization of the SIP approval process will also be determined at that time.

Preparation of the school's annual budget and plan

The SAC budget is reviewed at every meeting. During the review Mr. Pinder updates the Committee on the school's annual budget and solicits input.

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

School improvement funds were allocated for 2013-2014 Student Planners in the amount of $420/9 weeks, including the first 9 weeks of school year 2014-2015. Project Wisdom was allocated at $350, however the actual cost incurred was $299. FCAT initiatives in the amount of $400 were approved as well as a Student Outdoor Reading Area in the amount of $600.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

SAC is working with Community Leaders to drive membership that would comply with section 1001.452, F.S.
SAC is working with teachers to encourage parental participation.
SAC and Title I are partnering and assisting with Title I initiatives.

SAC is working with Boys and Girls Club.
Leader in Me - Implementation is an integral part of parent involvement (school-wide)

Literacy Leadership Team (LLT)

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

Name	Title
Messenger, Jane	Teacher, K-12
Corona, Marisa	Teacher, K-12
Keller, Nicole	Instructional Media
Westgate, Daniel	Teacher, K-12
Payne, Leslie	Teacher, K-12
Hicks, Gretchen	Teacher, K-12
Nichols, Carly	Teacher, K-12
Kiley, Rachel	Instructional Coach
Albanese, Carol	Teacher, K-12
Lariviere, Nicole	Teacher, K-12
Gulley, Alecia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will meet monthly to analyze the effectiveness of strategies being supported by the LLT. Specific areas of focus will be : Reading Standards for Informational Text and "Affixes".
All Language Arts classes rotate through the Media Center at least once a month providing opportunities for students to deepen their knowledge through small groups, centers, standard specific lessons, exposure to varying media formats and guided on-level text complexity reading material.
The LLT will provide and display a word of the week (WOW) "affixes" which are directly linked to Math, Science and Social Studies vocabulary. The WOW initiative will provide students additional exposure to vocabulary used across multiple content areas.
Students will have more opportunities to expand their reading range and book availability through the promotion of three book fairs this year.

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

Teachers have common planning based on subject. This was done at the request of teachers so they could collaborate more effectively during the school day.
We have a SBLT that meets weekly. This team reports back to the school through department heads and team leaders. The minutes are also posted in the News icon available to all employees of our school.
We have weekly PLC's. These PLC's address a multitude of issues including: technology, lesson planning, collaborative structures, SIP, Leadership Binders,

Teachers will use certain District In-Service days to attend training's by department to learn and collaborate with other teachers in our district.

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

Fox Chapel is a Title I school, therefore all teachers MUST be highly-qualified in order to obtain employment. All new teachers are assigned a mentor. Teachers chosen to be mentors have to complete the state level Clinical Educator's Training. This program allows new staff members to have a go-to person to answer questions. Efforts to recruit highly qualified and of certified-in-field effective teachers are made through the District Employment advertisement and Teacher-Teacher website.

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

As per Hernando County School District policy, first year teachers are paired with a mentor who is CET certified. Teachers who are beyond their first year teaching are paired with a CET certified mentor if they are on a PIP. Mentor meetings take place after school the second Tuesday of each month. Mentors meet with their mentees on a weekly and as needed basis.

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

Hernando County School District has developed a process for the purchasing and integration of instructional programs and materials which align to the Florida Standards. Each content area has a designated person who meets with content leaders throughout the school district to determine District/School needs. State assessment data is used to determine strengths and weaknesses as one of the variables in the decision making process. This year, the District will incorporate a Coordinator of Evaluation, Data Analysis and Research as well as a Manager of Research and Evaluation Systems. These two new positions will further enable the District to evaluate systems, curriculum and materials to ensure alignment with FL Standards as well as ensure fidelity of implementation and overall effectiveness from both a District and school-based perspective.
Fox Chapel is a Title I school, therefore has to comply with ESEA-NCLB in order to receive it's allocation for Federal funding. The first method of compliance is through the SIP/SWP. The second documentation is through a well-documented Title I audit file. Fox Chapel completed the Comprehensive Needs Assessment for the entire school based on data associated with the FL DOE grading system. Using this data, the school determined the effective methods and instructional strategies needed to strengthen the core instructional programs aligned to FL standards. Title I funds are used to provide additional supports for economically disadvantaged students as well as overall support with the school improvement plan.

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

Fox Chapel has developed a school-wide database spreadsheet which includes the following:
Early Warning System and Subgroup Indicators, State Assessment Data for all Core Content Areas -

DSS, Level and coordinating Strands. This spreadsheet enables staff to develop standards-based lessons plans, flex pacing guides and differentiate instruction. In addition; it enables departments to evaluate data trends not only from a grade level perspective but also a vertical one. Departments are able to collaborate in such a way they can identify strengths and weaknesses of curriculum instruction through analysis of longitudinal data.
Strategies:
Remediation and Enrichment classes
Before School Tutoring
Extended instructional time (6 period day)

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: Before School Program

Minutes added to school year: 4,200

To increase instructional time for bottom quartile students in Reading/Math through remediation, tutoring, and enrichment. We will do this through the use of Pearson SuccessMaker.

Strategy Rationale

These students will receive small-group instruction as a Tier 3 strategy because there is not enough time during the regular school hours to address the specific needs of this group.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Harp, Catherine, harp_c@hcsb.k12.fl.us

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

Attendance will be kept daily. A log will be kept daily by each student to monitor the their effort. At the end of each nine weeks the student's efforts will be evaluated (to include grades & assessments done during school hours). If the data shows the Extended Learning students are not showing improvement, further action, such as creating custom coursework based on skills/ strands, will be taken. At the end of the year, an overall program evaluation will be done using data from FSA and EOC exams.

Strategy: Extended School Day

Minutes added to school year: 0

Double block provides teachers time to address bubble 3's, 4's, and 5's in a classroom setting. This time is used to learn on-grade level material and enrichment as opposed to remediation.

Strategy Rationale

This lets us address the needs of a population of students that could slip in assessments if not given proper attention.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Pinder, Ray, pinder_r@hcsb.k12.fl.us

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

Reading and Math gains of this group can be compared to previous years. Comparisons can be made to see which group had more gains.

Strategy: Extended School Day

Minutes added to school year: 7,000

Zero period provides PE and Music electives to students that are not able to have these classes during the regular school day.

Strategy Rationale

Students with exposure to extracurricular activities, such as PE and Music, are more likely to do better academically.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Pinder, Ray, pinder_r@hcsb.k12.fl.us

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

A comparison will be made from last years gains versus this years gains for students participating in the Zero Period.

Strategy: Extended School Day

Minutes added to school year: 0

Increase core academic instructional time with 6 period day versus 7 period day. Students who are L1 or L2 in Reading and/or Math will receive instruction for a longer period of time.

Strategy Rationale

Students in need of remediation require additional instructional time. This policy was mandated by the Superintendent of our district.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Pinder, Ray, pinder_r@hcsb.k12.fl.us

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

Gains of students enrolled in this format will be compared to previous student populations under the 7-period day.

Strategy: Before School Program

Minutes added to school year: 20,400

The Boys and Girls Club will provide two hours of before-school academic remediation and enrichment activities to increase learning gains and promote positive social/behavioral character qualities.

Strategy Rationale

Students with positive adult relationships are more motivated to learn and do better academically.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sweeney, Vivian, sweeney_v@hcsb.k12.fl.us

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

The Boys and Girls Club will provide a schedule of activities and attendance for each quarter to the school.

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

Fox Chapel Middle School places high value on horizontal and vertical support and communication. Understanding transitioning into middle school is sometimes a difficult and stressful stage, FCMS has integrated a school-wide Positive Behavioral Support system to provide structure for the students and teach systems of positive reinforcement through school-wide collaboration. Prior to the first day of school, incoming 6th grade students and parents are invited to their own open house to help them familiarize themselves with the campus and meet their team of teachers. Outgoing 8th grade students are provided opportunities to visit their zoned high schools as well as attend a day at Pasco Hernando State College. Prior to the end of the school year FCMS invites our elementary feeder schools to bring their 5th grade students to visit our campus. Common planning time allows teachers to discuss school-wide behavioral and academic trends.

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

N/A

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

N/A

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

N/A

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

N/A

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 student learning gains in all core content areas through engaging, rigorous and standards-based instruction.

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 student learning gains in all core content areas through engaging, rigorous and standards-based instruction. 1a

🔑 G038153

Targets Supported 1b

Indicator	Annual Target
Math Gains	68.0
AMO Reading - All Students	67.0
ELA/Reading Gains	63.0
FCAT 2.0 Science Proficiency	40.0
AMO Math - All Students	63.0

Resources Available to Support the Goal 2

- School-wide Resources across all Content Areas - Instructional Practices Coach - Successmaker - CPalms - Common Language Expectations for ELA - Socrative/Google Classroom

- ELA/Reading/Writing - Enrichment & Remediation - Reading Coach

- Math - Enrichment & Remediation - Math Coach - Big Brainz - Algebra Nation - Khan Academy - Algebra Tutor - Compass Odyssey

- Social Studies/Civics - Enrichment & Remediation - iCivics - Congress for Kids - Flocabulary

- Science - Enrichment & Remediation - Science Coach - Gizmos

- Behavioral Supports & Early Warning Indicators - Leader in Me dedicated school - Positive Behavioral Support (PBS) School - Increased instructional time / 6 period day - Boys & Girls Club - before and after school - Before school tutoring - Grade level administrators

Targeted Barriers to Achieving the Goal 3

- Lack of meaningful understanding and familiarity of the implementation of New Florida Content Standards at a rigorous level. (New FLS aligned curriculum, EOC's and FSA)

- Increased number of students lacking basic foundation skills - unmatched curriculum (curriculum and pacing guides do not consider students lacking basic skills - more time spent reteaching than teaching new content)

Plan to Monitor Progress Toward G1. 8

Increase learning gains in all content areas

Person Responsible

Shalene Lavore

Schedule

Every 6 Weeks, from 10/29/2014 to 5/20/2015

Evidence of Completion

Who: SBLT Progress monitoring - SAM, FAIR, 9 week and semester Common Assessments

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 student learning gains in all core content areas through engaging, rigorous and standards-based instruction. 1

🔍 G038153

G1.B1 Lack of meaningful understanding and familiarity of the implementation of New Florida Content Standards at a rigorous level. (New FLS aligned curriculum, EOC's and FSA) 2

🔍 B112874

G1.B1.S1 Teachers will become familiar with Florida State Standards through ongoing professional development - unpacking the standards, development and implementation of standards-based lesson plans and common assessments. 4

🔍 S139329

Strategy Rationale

Guided professional development, specific to the new Florida State Standards, will enable teachers to build a foundation knowledge base regarding their content area. Through the development of standards based lesson plans and common assessments, teachers will ensure students are receiving the skills and practice necessary to master standards.

Action Step 1 5

Teachers will familiarize themselves with CPALMS while researching their professional content area and correlating standards per course code.

Person Responsible

Michelle Barash

Schedule

On 9/2/2014

Evidence of Completion

ERO & sign-in sheets

Action Step 2 5

Teachers will be provided professional development to assist in unpacking the standards to develop rigorous and engaging lesson plans.

Person Responsible

Michelle Barash

Schedule

Biweekly, from 10/21/2014 to 12/19/2014

Evidence of Completion

Lesson Study "unpacking the Standards" template, student artifacts, sign-in sheets and ERO

Action Step 3 5

EQUIP Rubric (Educators evaluating the Quality of Instructional Products) - used to evaluate the level of complexity of lesson plans and assessments

Person Responsible

Rachel Kiley

Schedule

On 10/28/2014

Evidence of Completion

Completion of rubric with lesson study development, ERO & sign-in sheets

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

Student artifacts corresponding to lesson plans being implemented will be reviewed by Coaches and Department Leaders for correlation to Florida State Standards .

Person Responsible

Vivian Sweeney

Schedule

Monthly, from 10/29/2014 to 5/20/2015

Evidence of Completion

Monthly updates from Coaches/Department Leaders during SBLT, SBLT minutes and Department meeting minutes.

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

SBLT will implement walk-throughs targeting Instructional Review Elements and student artifacts to determine effectiveness of the lessons as they relate to Florida State Standards.

Person Responsible

Vicens Ramos

Schedule

Biweekly, from 10/22/2014 to 5/13/2015

Evidence of Completion

Data from SBLT walk throughs, common assessment data - school and state, and standards-based student artifacts.

G1.B1.S2 Implementation of common writing strategies across content areas; ACE (Answer, Cite and Expand), Strategic Instructional Model and proper sentence completion with beginning capitalization and ending punctuation. 4

🔑 S140085

Strategy Rationale

The more frequently students write, with consistent expectations, the better they become as effective writers.

Action Step 1 5

All content areas will receive professional development opportunities to incorporate common writing strategies i.e. ACE, SIMS, proper sentence completion with beginning capitalization and ending punctuation.

Person Responsible

Rachel Kiley

Schedule

Biweekly, from 10/6/2014 to 11/24/2014

Evidence of Completion

ERO, sign-in sheets and Department implementation plans.

Action Step 2 5

Common writing strategies will be added to the FCMS walk-through checklist.

Person Responsible

Vicens Ramos

Schedule

On 10/29/2014

Evidence of Completion

FCMS walk-through checklist.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

SBLT will gather data during walk-throughs which reflect common writing strategies being implemented across the curriculum.

Person Responsible

Vicens Ramos

Schedule

On 5/20/2015

Evidence of Completion

Posted ACE writing strategies in all classrooms, Socrative data and student journals - writing samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

During SBLT walk-throughs, random samples of students writings will be evaluated for common writing strategies. SBLT will also review Socrative data from the piloted classrooms.

Person Responsible

Ray Pinder

Schedule

Biweekly, from 10/29/2014 to 5/27/2015

Evidence of Completion

Rubric to determine writing progress, Socrative data

G1.B2 Increased number of students lacking basic foundation skills - unmatched curriculum (curriculum and pacing guides do not consider students lacking basic skills - more time spent reteaching than teaching new content) 2

🔍 B112879

G1.B2.S1 Provide intensive remediation for students not proficient in Reading and/or Math by increasing instructional time through double block scheduling and increased frequency of progress monitoring (bi-weekly). 4

🔍 S139700

Strategy Rationale

Remediation provides the scaffolding students need to comprehend grade-level skills and concepts.

Students who are closely matched in ability are given more opportunities to receive enrichment through direct instruction.

Action Step 1 5

Students will receive remediation through Successmaker, Compass Odyssey and small group instruction weekly.

Person Responsible

Rachel Kiley

Schedule

Daily, from 8/25/2014 to 3/2/2015

Evidence of Completion

Bi-monthly progress reports from Successmaker.

Action Step 2 5

Teachers will develop rigorous and engaging lesson plans which cultivate higher order thinking and provide opportunities for enrichment in all content areas.

Person Responsible

Ray Pinder

Schedule

Quarterly, from 9/1/2014 to 3/2/2015

Evidence of Completion

Departments will compare and contrast student achievement as evidenced by chapter tests, quizzes and correlating supplemental supports. Department Leaders will present to the SBLT, cumulative data at the end of every 9 weeks for further problem solving.

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

Weekly progress reports will be reviewed for usage and time spent.

Person Responsible

Chris Kara

Schedule

Weekly, from 9/8/2014 to 3/2/2015

Evidence of Completion

Remediation Teachers will review Successmaker Usage reports to identify students are on task. Students with less time than prescribed will meet with their teacher to problem solve the issues.

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

Departments will meet bi-monthly to review common assessment data for evidence of the correlation between remediated standards and mastery of standards.

Person Responsible

Ray Pinder

Schedule

Biweekly, from 10/6/2014 to 3/2/2015

Evidence of Completion

Who: Department Leaders and SBLT Department common assessment data and Successmaker reports.

G1.B2.S2 Students will participate in Kagan collaborative structures through reading, writing,technology, investigation and teacher center rotations. 4

S139739

Strategy Rationale

Collaborative structures provide scaffolding for students to deepen their current level of understanding to match grade-level FLS curriculum content requirements.

Action Step 1 5

Students will deepen their understanding of content through stations and collaborative structures in reading, writing, investigation, technology and teacher-led centers.

Person Responsible

Rachel Kiley

Schedule

Weekly, from 10/20/2014 to 5/20/2015

Evidence of Completion

SBLT walk through tools, Lesson Plans, student artifacts, and computer generated reports

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

Coaches will monitor fidelity with walk throughs and report to SBLT.

Person Responsible

Ray Pinder

Schedule

Weekly, from 10/20/2014 to 5/20/2015

Evidence of Completion

Coaches "Walk Through" tool, computer generated reports, and student artifacts

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

Department data chats

Person Responsible

Ray Pinder

Schedule

Monthly, from 10/20/2014 to 5/20/2015

Evidence of Completion

Benchmark Data, quality and depth of student work

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	Students will receive remediation through Successmaker, Compass Odyssey and small group instruction weekly.	Kiley, Rachel	8/25/2014	Bi-monthly progress reports from Successmaker.	3/2/2015 daily
G1.B2.S2.A1	Students will deepen their understanding of content through stations and collaborative structures in reading, writing, investigation, technology and teacher-led centers.	Kiley, Rachel	10/20/2014	SBLT walk through tools, Lesson Plans, student artifacts, and computer generated reports	5/20/2015 weekly
G1.B1.S1.A1	Teachers will familiarize themselves with CPALMS while researching their professional content area and correlating standards per course code.	Barash, Michelle	9/2/2014	ERO & sign-in sheets	9/2/2014 one-time
G1.B1.S2.A1	All content areas will receive professional development opportunities to incorporate common writing strategies i.e. ACE, SIMS, proper sentence completion with beginning capitalization and ending punctuation.	Kiley, Rachel	10/6/2014	ERO, sign-in sheets and Department implementation plans.	11/24/2014 biweekly
G1.B2.S1.A2	Teachers will develop rigorous and engaging lesson plans which cultivate higher order thinking and provide opportunities for enrichment in all content areas.	Pinder, Ray	9/1/2014	Departments will compare and contrast student achievement as evidenced by chapter tests, quizzes and correlating supplemental supports. Department Leaders will present to the SBLT, cumulative data at the end of every 9 weeks for further problem solving.	3/2/2015 quarterly
G1.B1.S1.A2	Teachers will be provided professional development to assist in unpacking the standards to develop rigorous and engaging lesson plans.	Barash, Michelle	10/21/2014	Lesson Study "unpacking the Standards" template, student artifacts, sign-in sheets and ERO	12/19/2014 biweekly
G1.B1.S2.A2	Common writing strategies will be added to the FCMS walk-through checklist.	Ramos, Vicens	10/16/2014	FCMS walk-through checklist.	10/29/2014 one-time
G1.B1.S1.A3	EQUIP Rubric (Educators evaluating the Quality of Instructional Products) - used to evaluate the level of complexity of lesson plans and assessments	Kiley, Rachel	10/28/2014	Completion of rubric with lesson study development, ERO & sign-in sheets	10/28/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Increase learning gains in all content areas	Lavore, Shalene	10/29/2014	Who: SBLT Progress monitoring - SAM, FAIR, 9 week and semester Common Assessments	5/20/2015 every-6-weeks
G1.B1.S1.MA1	SBLT will implement walk-throughs targeting Instructional Review Elements and student artifacts to determine effectiveness of the lessons as they relate to Florida State Standards.	Ramos, Vicens	10/22/2014	Data from SBLT walk throughs, common assessment data - school and state, and standards-based student artifacts.	5/13/2015 biweekly
G1.B1.S1.MA1	Student artifacts corresponding to lesson plans being implemented will be reviewed by Coaches and Department Leaders for correlation to Florida State Standards .	Sweeney, Vivian	10/29/2014	Monthly updates from Coaches/ Department Leaders during SBLT, SBLT minutes and Department meeting minutes.	5/20/2015 monthly
G1.B2.S1.MA1	Departments will meet bi-monthly to review common assessment data for evidence of the correlation between remediated standards and mastery of standards.	Pinder, Ray	10/6/2014	Who: Department Leaders and SBLT Department common assessment data and Successmaker reports.	3/2/2015 biweekly
G1.B2.S1.MA1	Weekly progress reports will be reviewed for usage and time spent.	Kara, Chris	9/8/2014	Remediation Teachers will review Successmaker Usage reports to identify students are on task. Students with less time than prescribed will meet with their teacher to problem solve the issues.	3/2/2015 weekly
G1.B2.S2.MA1	Department data chats	Pinder, Ray	10/20/2014	Benchmark Data, quality and depth of student work	5/20/2015 monthly
G1.B2.S2.MA1	Coaches will monitor fidelity with walk throughs and report to SBLT.	Pinder, Ray	10/20/2014	Coaches "Walk Through" tool, computer generated reports, and student artifacts	5/20/2015 weekly
G1.B1.S2.MA1	During SBLT walk-throughs, random samples of students writings will be evaluated for common writing strategies. SBLT will also review Socrative data from the piloted classrooms.	Pinder, Ray	10/29/2014	Rubric to determine writing progress, Socrative data	5/27/2015 biweekly
G1.B1.S2.MA1	SBLT will gather data during walk-throughs which reflect common writing strategies being implemented across the curriculum.	Ramos, Vicens	10/29/2014	Posted ACE writing strategies in all classrooms, Socrative data and student journals - writing samples	5/20/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To increase student learning gains in all core content areas through engaging, rigorous and standards-based instruction.

G1.B1 Lack of meaningful understanding and familiarity of the implementation of New Florida Content Standards at a rigorous level. (New FLS aligned curriculum, EOC's and FSA)

G1.B1.S1 Teachers will become familiar with Florida State Standards through ongoing professional development - unpacking the standards, development and implementation of standards-based lesson plans and common assessments.

PD Opportunity 1

Teachers will familiarize themselves with CPALMS while researching their professional content area and correlating standards per course code.

Facilitator

Department Coaches

Participants

All Content Ares

Schedule

On 9/2/2014

PD Opportunity 2

Teachers will be provided professional development to assist in unpacking the standards to develop rigorous and engaging lesson plans.

Facilitator

Coaches

Participants

All content areas

Schedule

Biweekly, from 10/21/2014 to 12/19/2014

PD Opportunity 3

EQUIP Rubric (Educators evaluating the Quality of Instructional Products) - used to evaluate the level of complexity of lesson plans and assessments

Facilitator

Jesse Diaz

Participants

All content areas

Schedule

On 10/28/2014

G1.B1.S2 Implementation of common writing strategies across content areas; ACE (Answer, Cite and Expand), Strategic Instructional Model and proper sentence completion with beginning capitalization and ending punctuation.

PD Opportunity 1

All content areas will receive professional development opportunities to incorporate common writing strategies i.e. ACE, SIMS, proper sentence completion with beginning capitalization and ending punctuation.

Facilitator

Rachel Kiley

Participants

All content areas

Schedule

Biweekly, from 10/6/2014 to 11/24/2014

G1.B2 Increased number of students lacking basic foundation skills - unmatched curriculum (curriculum and pacing guides do not consider students lacking basic skills - more time spent reteaching than teaching new content)

G1.B2.S2 Students will participate in Kagan collaborative structures through reading, writing,technology, investigation and teacher center rotations.

PD Opportunity 1

Students will deepen their understanding of content through stations and collaborative structures in reading, writing, investigation, technology and teacher-led centers.

Facilitator

Coaches

Participants

Civics, Language Arts, Science

Schedule

Weekly, from 10/20/2014 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**