Venice Middle School

2014-15 School Improvement Plan

Venice Middle School

1900 CENTER RD, Venice, FL 34292

www.sarasotacountyschools.net/venicemiddle

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	46%

Alternative/ESE Center	Charter School	Minority
No	No	16%

School Grades History

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

School Board Approval

This plan was approved by the Sarasota 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

We envision a school that promotes a positive learning environment focusing on the personnel and technological resources of the entire school community. This will allow students to take responsibility for their own achievement, and will encourage a sense of pride and respect in themselves and their community.

Provide the school's vision statement

The mission of the Venice Middle School is to develop self-directed, life-long learners.

School Environment

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

Venice Middle School is a Community of Caring school. We believe in the Five Core Values: Caring, Respect, Responsibility, Trust and Family. Our character education curriculum is incorporated into our core curriculum so as to meet the academic, social, and emotional needs of our students. Many cultural celebrations and awareness building activities are held throughout the year such as Hispanic Heritage Week, Black History Month, and Disabilities Awareness Month. Teachers and students alike share in these valuable experiences.

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

At Venice Middle School we believe that:
* Students and adults have the right to do their best work.
* Students and adults have the right to be successful.
* Students and adults have the right to feel safe at all times.
* Students and adults have the right to cooperate and help one another in order to make a school community.
* Students and adults have the right to make choices and decisions, but they must be responsible for what
they choose to do.
* Students and adults have the right to be treated with dignity and respect.
This is incorporated into our Positive Behavior Support Plan and is shared with our staff, students, and families.

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

At Venice Middle School we believe in a working relationship between the student, the parent and the teacher. Our Teachers are expected to communicate positively with parents and students, work to increase time on task, and implement academic and behavioral interventions in a consistent and fair manner. We work within the PBS guidelines to teach and reteach behaviors and school expectations.

We follow an established Tiered approach to discipline, starting with our district discipline protocols and then moving toward class, teams, and school expectations and consequences.

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

Venice Middle School operates on a "need-driven" decision-making process to ensure that resources reach the appropriate students to accelerate the performance of all students. The MTSS team provides teachers with instructional strategies and interventions that teachers deliver to students in varying intensities (multiple tiers) based on student need.

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

Student attendance is addressed bi-weekly through our school-wide support team, which includes meeting with the Truance Officer to review, discuss and put a plan into action for any student that is absent beyond the established district attendance criteria (5 days unexcused or 9 days absent total within a semester)
Students with discipline concerns including suspensions are addressed weekly at our school-wide support team. A behavior intervention plan is put in place with our behavior specialist and teachers in order to reduce suspendable behaviors. Part of our process is that we have adopted the teach-reteach model prior to disciplinary consequences in an on-going effort to reduce students that are suspended or placed into in-school suspension.
Students who are failing in ELA or math are placed into a district approved course recovery program. Prior to course recovery, students in danger of failing are often scheduled into an academic assistance program where academic intervention is provided. Students are also offered after school homework help in all academic areas, but specifically for math and language arts.
Students scoring a Level 1 or 2 in Reading are placed into an Intensive Reading Course and are progress monitored throughout the year. Students scoring a Level 1 and 2 in Math receive math intervention by their math teacher and are progressed monitored throughout the year. Students scoring a Level 1 or Level 2 in Reading and Math have the ability to access SuccessMaker for building skills.

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	22	50	50	122
One or more suspensions	7	27	20	54
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	35	69	48	152
	0	0	0	

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	3	12	8	23

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

Venice Middle School operates on a "need-driven" decision-making process to ensure that resources reach the appropriate students to accelerate the performance of all students. The MTSS team provides teachers with instructional strategies and interventions that teachers deliver to students in varying intensities (multiple tiers) based on student need.
* Additional information found in PART A of this segment - Early Warning Systems.

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

By 2015, there will be a 5% increase in parent/adult involvement at school functions and activities as measured by the numerous opportunities throughout the school year, such as:
Booster Parent Organization
School Advisory Council (SAC)
School Website
Informational Mailers and Connect Ed outreach messages
Family Nights (Showcase and Open Houses)
PALS Volunteer opportunities

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

Venice Middle School has a Business Partner liaison that networks with our local businesses whereby we support them and they in turn support our programs: Honor Roll, Reading awards, Student recognition.

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
Schmidt, Karin	Principal
Cimillo, Paula	Assistant Principal
Evans, Paula	Teacher, ESE
Goodman, Kimberly	Teacher, ESE
Stellato, Pete	Teacher, ESE
Singer, Amber	Guidance Counselor
Muller, Kathleen	Guidance Counselor
Barlow, Sheree	Teacher, K-12
Jordan, Laura	Teacher, K-12
Nell, Susan	Teacher, K-12
Remo, Lynne	Teacher, K-12

Duties

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

1.Karin Schmidt, Principal - Develops, leads, evaluates, and facilitates data-based decision-making, ensures that the MTSS Team implements, documents, and communicates with staff and parents regarding school-based plans and activities.
2. Paula Cimillo, Assistant Principal - Assists with the screening and early intervention programs for at-risk students; assists with progress monitoring, data collection, data analysis, and assists with professional development and intervention approaches.
3. Pete Stellato, Behavior Intervention Teacher Grades 6-8 - Works with student support services personnel and provides services and expertise on issues ranging from intervention with groups of students to individual students.
4. Amber Singer and Katie Muller, Guidance Counselors Grades 6-8 - Educate the team regarding interventions, works with the school social worker and school psychologist to link children and families to community resources and outside agencies, support family and home/school communication, address academic, social, emotional needs of all students and provide overall student support.
5. Paula Evans and Kim Goodman, ESE Liaisons Grades 6-8 - Participate in data collection; are key in providing assistance with Tier 2 and 3 Interventions, assist and collaborate with all teachers, and work to align activities and materials based upon student and teacher needs.
6. Susan Nell, Math Teacher, Math Department Chair, Curriculum Leader - Provides information about core content, identifiesand analyzes key student data points, delivers Tier 1 interventions, collaborates with other colleagues regarding Tier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.
7. Sheree Barlow, Science Teacher, Science Department Chair - Provides information about core content, identifies and analyzes key student data points, delivers Tier 1 interventions, collaborates with other colleagues regarding Tier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.
8. Laura Jordan, Language Arts Teacher, Language Arts Department Chair - Provides information about core content, identifies and analyzes key student data points, delivers Tier 1 interventions, collaborates with other colleagues regardingTier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.
9. Lynne Remo, Social Studies Teacher, Social Studies Department Chair - Provides information about core content, identifies and analyzes key student data points, delivers Tier 1 interventions,

collaborates with other colleagues regarding Tier 2 interventions and strategies, and integrates Tier 1 interventions with Tier 2 & 3 activities and strategies.

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

Venice Middle School operates on a "need-driven" decision-making process to ensure that resources reach the appropriate students to accelerate the performance of all students. The MTSS team provides teachers with instructional strategies and interventions that teachers deliver to students in varying intensities (multiple tiers) based on student need.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Mr. Peter Lear	Business/Community
Chloe Lear	Student
Mrs. Jessica Hentges	Teacher
Dr. Karin Schmidt	Principal
Mrs. Julie Houston	Parent
Danny Houston	Student
Mr. Ed Coyne	Teacher
Mrs. Nikki Warfield	Parent
Mrs. Kimberly Cooke	Parent
Mr. Joe Hamptom	Parent
Mrs. Laura Jordan	Teacher

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 previous year's school improvement plan to help identify goals for the current school year's improvement plan.

Development of this school improvement plan

The purpose of SAC is to enhance school site decision making, to serve in an advisory capacity to the Principal regarding school improvement. SAC assists in the preparation, implementation and evaluation of the 2014-2015 school improvement plan.

Preparation of the school's annual budget and plan

N/A

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

SAC determines how SAC dollars are distributed when needed.

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
Schmidt, Karin	Principal
Cimillo, Paula	Assistant Principal
Barlow, Sheree	Teacher, K-12
Jordan, Laura	Teacher, K-12
Nell, Susan	Teacher, K-12
Remo, Lynne	Teacher, K-12
Alampi, Mary	Teacher, K-12
Hentges, Jessica	Teacher, K-12
Lee, Dixie	Teacher, K-12
Mikarts, Kristin	Teacher, K-12
Miller, Michelle	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

School-Wide literacy initiatives involving student choice books; reading across the curriculum (wide-reading), WOW Word Program (Greek and Latin roots), professional development in digital literacy.
Literacy team includes Administration: Karin Schmidt, Paula Cimillo
School Department Chairs: Laura Jordan (ELA), Susan Nell (Math), Lynne Remo (SS), Sheree Barlow (SCI)
Reading Teachers: Jessica Hentges, Dixie Lee
LA Teachers: Michelle Miller (6), Kristin MIkarts (7), Mary Alampi (8)

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 at Venice Middle School meet once a week during collaborative planning time with their content area colleagues. The teachers in these professional learning communities work together to review data, and plan lessons which include high impact instructional strategies.

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

The Human Resources Department provides online applications for administrative, instructional and non-instructional applicants. Venice Middle School's administration works to employ a faculty with the instructional proficiency needed for the school population served by maintaining samples of hiring documents and interview questions and look fors needed to identify highly desirable candidates.

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

First year teachers are partnered with a veteran teacher as a part of our school district induction program. Teachers meet weekly either during common planning or after school to work on coaching, planning, feedback, progress monitoring, and home-school communication.

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

All content area teachers follow the state standards and district curriculum focus guides to align their instructional activities and strategies with district adopted texts and resources.

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

Venice Middle School uses data throughout the year as a progress monitoring tool to determine the proficiency of students.
Baseline Data: FCAT, FAIR, District Benchmark Assessments in Reading, Math, Science and Writing.
Mid-year: FAIR, District Benchmark Assessments in Reading, Math, Science, Writing, Algebra and Geometry
End of year: FCAT and EOC exams
Behavior: Monthly discipline reports
Attendance: Bi-weekly Attendance reports
School Leaders provide information about core content and identify and analyze key student data points. All teachers deliver Tier 1 interventions, collaborate with other colleagues regardingTier 2 interventions and strategies, and integrate Tier 1 interventions with Tier 2 & 3 activities and strategies.
Teachers differentiate learning to meet the needs of both proficient and advanced students and provide opportunities for remediation and enrichment afterschool.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 0

Students have an opportunity to receive additional support and enrichment during school provided after school programs.

Strategy Rationale

Enrichment activities contribute to a well-rounded education. Additional support and remediation help to increase the amount of quality learning time for individual students.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Cimillo, Paula, paula.cimillo@sarasotacountyschools.net

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

Numbers of students partipating
Quality of student work produced
Overall teacher and parent satisfaction
Level of student accomplishments and pride

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

School Support Team members (counselors and ESE Liaisons) hold articulation meetings for all incoming, transitioning 5th to 6th grade students as well as outgoing 8th to 9th grade transitioning students.

College and Career Readiness

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

Students at Venice Middle School have the opportunity to participate in advanced courses in math beginning in sixth grade with opportunities for high school credit in Honors Algebra, Honors Geometry and Spanish 1. Students in eighth grade also participate in a Junior Achievement day where students have the opportunity to work with business volunteers in regards to college and career planning activities.

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

Venice Middle School employs the grades 6-8 Florida State Standards, which define what students should understand and be able to do by the end of each grade. The Florida State Standards correspond to the College and Career Readiness anchor standards that together define the skills and understanding that students must demonstrate in order to be prepared to enter college or the work force.

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

1. Provide targeted academic support to students who are not on track for being ready for post secondary education (academic assistance course, intensive reading, and homework help)
2. Increase S.T.E.M. activities in all course offerings.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   By the year 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

G2.   By 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are demonstrating annual learning gains or a minimum of 2% increase for all student groups where 70% or more are demonstrating annual learning gains.

G3.   By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G4.   By the year 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

G5.   By 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are demonstrating annual learning gains or a minimum of 2% increase for all student groups where 70% or more are demonstrating annual learning gains.

G6.   By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G7.   By 2015, there will be a minimum of a 2% increase for all student subgroups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4).

G8.   By the year 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

G9.   By 2015, there will be a 4% increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a 2% increase for all student groups where 75% or more are demonstrating a 3.5 or higher on writing.

G10. By 2015, there will be a reduction of suspensions from the previous year by 5%.

G11. By 2015, there will be a 4% increase for all student subgroups when less than 70% are demonstrating proficiency and a 2% increase when 70% or more are demonstrating proficiency.

G12. By 2015,there will be a decrease in students absent 10 or more days. When 40% or more of students have 10 or more absences annually, there will be a minimum of a 4% decrease. Less than 40% of the students have 10 or more absences then a 2% point decrease

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. By the year 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency. `1a`

🔑 G038270

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	75.0

Resources Available to Support the Goal `2`
- iEngage Lesson design, IFG, C-Palms, common planning to create lesson plans aligned to standards, comprehension skills assessments, common assessments, district assessments

Targeted Barriers to Achieving the Goal `3`
- Implementing the Instructional Focus Guides/standards with fidelity.

Plan to Monitor Progress Toward G1. `8`

Classroom walkthrough forms/School and District Assessments

Person Responsible
Paula Cimillo

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

Evidence of Completion
Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progress monitoring assessments

G2. By 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are demonstrating annual learning gains or a minimum of 2% increase for all student groups where 70% or more are demonstrating annual learning gains. 1a

G038271

Targets Supported 1b

Indicator	Annual Target
Math Gains	82.0

Resources Available to Support the Goal 2

- Instructional Indicators for Success, IEngage reflective lesson plan, SuccessMaker, FSA ToolKit, Common School assessments, and District Benchmark Assessments

Targeted Barriers to Achieving the Goal 3

- Implementing differentiated instructional strategies and targeted interventions based on classroom and assessment data.

Plan to Monitor Progress Toward G2. 8

Classroom walkthrough forms/School and District Assessments

Person Responsible
Paula Cimillo

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

Evidence of Completion
Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progress monitoring assessments and class grades

G3. By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. `1a`

`🔍 G038272`

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	75.0

Resources Available to Support the Goal `2`

- Instructional Indicators for Success, IEngage reflective lesson plan, FSA Tool Kit, Comprehension Skills Assessments, Common School assessments, and District Benchmark Assessments

Targeted Barriers to Achieving the Goal `3`

- Implementing differentiated instructional strategies and targeted interventions based on classroom and assessment data.

Plan to Monitor Progress Toward G3. `8`

Classroom walkthrough forms; School and District Assessments

Person Responsible
Paula Cimillo

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

Evidence of Completion
Teachers on-going evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from monitoring assessments.

G4. By the year 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency. 1a

🔍 G038273

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	82.0

Resources Available to Support the Goal 2

- Instructional Indicators for Success, IEngage reflective lesson plan, FSA Tool Kit, Success Maker, Common School assessments and District Benchmark Assessments (FAIR -FS)

Targeted Barriers to Achieving the Goal 3

- Progress monitoring students in ELA curriculum and basic vocabulary skills, and providing targeted interventions based on classroom and assessment data.

Plan to Monitor Progress Toward G4. 8

Classroom walkthrough forms/School and District Assessments

Person Responsible
Karin Schmidt

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

Evidence of Completion
Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progress monitoring assessments

G5. By 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are demonstrating annual learning gains or a minimum of 2% increase for all student groups where 70% or more are demonstrating annual learning gains. `1a`

`G038274`

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	72.0

Resources Available to Support the Goal `2`

- Instructional Indicators for Success, IEngage reflective lesson plan, FSA Tool KIt, Success Maker, Common School assessments and District Benchmark Assessments (FAIR - FS)

Targeted Barriers to Achieving the Goal `3`

- Progress monitoring students in ELA curriculum and basic vocabulary skills, and providing targeted interventions based on classroom and assessment data.

Plan to Monitor Progress Toward G5. `8`

Principal, Assistant Principal,Curriculum Leaders, Department Chairs

Person Responsible

Karin Schmidt

Schedule

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

Evidence of Completion

Teacher ongoing evaluation form using the Instructional Information System, curriculumleader meeting notes, Data from progress monitoring assessments

G6. By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. 1a

G038275

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	78.0

Resources Available to Support the Goal 2

- Instructional Indicators for Success, IEngage reflective lesson plan, FSA Tool Kit Success Maker, Common School assessments and District Benchmark Assessments (FAIR-FS)

Targeted Barriers to Achieving the Goal 3

- Progress monitoring students in ELA curriculum and basic vocabulary skills and providing targeted interventions based on classroom and assessment data.

Plan to Monitor Progress Toward G6. 8

Classroom walkthrough forms/School and District Assessments

Person Responsible

Karin Schmidt

Schedule

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

Evidence of Completion

Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progressmonitoring assessments

G7. By 2015, there will be a minimum of a 2% increase for all student subgroups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4). `1a`

🔍 G038276

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	100.0

Resources Available to Support the Goal `2`

- Instructional Indicators for success, iEngage Reflective lesson plan, Common school assessments, district Algebra mid-term assessment, Iowa Test and other advanced math placement assessments

Targeted Barriers to Achieving the Goal `3`

- Progress monitoring students in math curriculum and advanced skills and providing enrichment based strategies on classroom and assessment data

Plan to Monitor Progress Toward G7. `8`

1. Incorporate higher order questions in lesson plans; creating real world math problems for students to solve in a team task setting 2. Utilize classroom assessments to adjust and enrich math concepts

Person Responsible

Paula Cimillo

Schedule

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

Evidence of Completion

Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades.

G8. By the year 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency. `1a`

Targets Supported `1b`

G038277

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0

Resources Available to Support the Goal `2`

- Instructional Indicators for Success, IEngage reflective lesson plan, FCAT Explorer, Common School assessments and District Benchmark Assessments

Targeted Barriers to Achieving the Goal `3`

- Progress monitoring students in science curriculum and content vocabulary and providing targeted interventions based on classroom and assessment data.

Plan to Monitor Progress Toward G8. `8`

Classroom walkthrough forms/School and District Assessments

Person Responsible

Karin Schmidt

Schedule

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

Evidence of Completion

Teacher ongoing evaluation form using the Instructional Information System,curriculumleader meeting notes, Data from progress monitoring assessments

G9. By 2015, there will be a 4% increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a 2% increase for all student groups where 75% or more are demonstrating a 3.5 or higher on writing. 1a

🔍 G038278

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	55.0

Resources Available to Support the Goal 2

- Instructional Indicators for Success, iEngage reflective lesson plan, School and District writing prompts, FSA Writing rubric and samples from FSA Tool KIt, Safari Live Writing workshop, WOW words and notebooks

Targeted Barriers to Achieving the Goal 3

- Monitoring writing progress using the FSA writing scoring guide

Plan to Monitor Progress Toward G9. 8

Classroom walk through forms, school and district writing prompts

Person Responsible
Paula Cimillo

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

Evidence of Completion
Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Data from writing prompts

G10. By 2015, there will be a reduction of suspensions from the previous year by 5%. `1a`

G038279

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	0.05

Resources Available to Support the Goal `2`
- District discipline reports, school-wide Positive Behavior Support plan

Targeted Barriers to Achieving the Goal `3`
- Tracking discipline and implementing behavioral strategies for replacement behaviors to ensure student success.

Plan to Monitor Progress Toward G10. `8`

Progress toward goal will be based on number of student referrals

Person Responsible

Paula Cimillo

Schedule

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

Evidence of Completion

Discipline reports, SWST agendas

G11. By 2015, there will be a 4% increase for all student subgroups when less than 70% are demonstrating proficiency and a 2% increase when 70% or more are demonstrating proficiency. [1a]

🔍 G038280

Targets Supported [1b]

Indicator	Annual Target
AMO Reading - ELL	53.0

Resources Available to Support the Goal [2]

- ELL school-wide aide, FAIR-FS Test, District benchmark assessments, CELLA assessment.

Targeted Barriers to Achieving the Goal [3]

- Immersing students into the English and content language, applying differentiated strategies for ELL students.

Plan to Monitor Progress Toward G11. [8]

Classroom walkthroughs, lesson plans, student performance

Person Responsible

Karin Schmidt

Schedule

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

Evidence of Completion

Classroom walkthroughs, lesson plans, student performance

G12. By 2015,there will be a decrease in students absent 10 or more days. When 40% or more of students have 10 or more absences annually, there will be a minimum of a 4% decrease. Less than 40% of the students have 10 or more absences then a 2% point decrease `1a`

🔍 G038281

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	23.0

Resources Available to Support the Goal `2`
- Attendance reports, School Wide Support Team (SWST) and Truancy worker

Targeted Barriers to Achieving the Goal `3`
- Tracking attendance and monitoring student absences from school.

Plan to Monitor Progress Toward G12. `8`

Monitoring daily attendance reports

Person Responsible
Paula Cimillo

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

Evidence of Completion
Attendance reports

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. By the year 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency. `1`

🔍 G038270

G1.B1 Implementing the Instructional Focus Guides/standards with fidelity. `2`

🔍 B091932

G1.B1.S1 Teachers will use the iEngage Lesson design, collaborate on enrichment and intervention activities, create lesson plans aligned to standards, collaborate on common assessments, and participate in school-wide literacy initiatives. `4`

🔍 S102836

Strategy Rationale

Action Step 1 `5`

1. Lesson purposes and outcomes will be reviewed during classroom walkthroughs with targeted teacher conversations
2. Collaborative planning and discussion on common assessments (school and district)

Person Responsible

Paula Cimillo

Schedule

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

Evidence of Completion

Instructional Indicators for Success and Ongoing Evaluation forms, PLC Meeting Logs

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

Classroom Walk through forms, lesson plans, student performance data

Person Responsible

Schedule

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data

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

Classroom Walkthrough forms, School and District Assessments

Person Responsible

Schedule

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G2. By 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are demonstrating annual learning gains or a minimum of 2% increase for all student groups where 70% or more are demonstrating annual learning gains. 1

G038271

G2.B1 Implementing differentiated instructional strategies and targeted interventions based on classroom and assessment data. 2

B091933

G2.B1.S1 Determine core class needs by reviewing assessment data; plan differentiated instruction using evidence-based instruction and intervention strategies based on progress monitoring assessments. Student achievement chats will be conducted with all students following assessments. 4

S102837

Strategy Rationale

Action Step 1 5

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district)
2. Student data chats regarding assessment data and quarterly grades.
3. Student progress monitoring determined by comparing student data with school targets.

Person Responsible

Paula Cimillo

Schedule

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

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

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

Classroom Walkthrough Forms

Person Responsible

Schedule

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC meeting logs

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

Classroom walkthrough forms/School and District Assessments

Person Responsible

Schedule

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G3. By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. `1`

G038272

G3.B1 Implementing differentiated instructional strategies and targeted interventions based on classroom and assessment data. `2`

B091934

G3.B1.S1 Determine core class needs by reviewing assessment data; plan differentiated instruction using evidence-based instruction and intervention strategies based on progress monitoring assessments. Student achievement chats will be conducted with all students following assessments. `4`

S102838

Strategy Rationale

Action Step 1 `5`

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district)
2. Student data chats regarding assessment data and quarterly grades.
3. Student progress monitoring determined by comparing student data with school targets.

Person Responsible

Paula Cimillo

Schedule

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

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

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

Classroom Walkthrough Forms

Person Responsible

Schedule

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC meeting

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

Classroom walk through forms/School and District Assessments

Person Responsible

Schedule

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs,
Data from assessments

G4. By the year 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency. `1`

`G038273`

G4.B1 Progress monitoring students in ELA curriculum and basic vocabulary skills, and providing targeted interventions based on classroom and assessment data. `2`

`B091935`

G4.B1.S1 Determine core class needs by reviewing assessment data; plan differentiated instruction using evidence-based instruction and intervention strategies based on progress monitoring assessments. Student achievement chats will be conducted with all students following assessments. `4`

`S102839`

Strategy Rationale

Action Step 1 `5`

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district)
2. Student data chats regarding assessment data and quarterly grades.
3. Student progress monitoring determined by comparing student data with school targets.

Person Responsible

Karin Schmidt

Schedule

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

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

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

Classroom Walk through forms, lesson plans, student performance data

Person Responsible

Schedule

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data

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

Classroom Walkthrough forms, School and District Assessments

Person Responsible

Schedule

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G5. By 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are demonstrating annual learning gains or a minimum of 2% increase for all student groups where 70% or more are demonstrating annual learning gains. `1`

🔑 G038274

G5.B1 Progress monitoring students in ELA curriculum and basic vocabulary skills, and providing targeted interventions based on classroom and assessment data. `2`

🔑 B091936

G5.B1.S1 Utilize assessments to monitor students in the ELA core curriculum needing intervention and enrichment via Success Maker. `4`

🔑 S102840

Strategy Rationale

Action Step 1 `5`

1. Incorporate opportunities for students to experience multiple texts
2. Utilize at-risk reports to remediate and reinforce concepts taught

Person Responsible

Karin Schmidt

Schedule

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

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

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

Classroom Walk through forms, lesson plans, student
performance data

Person Responsible

Schedule

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs,
Assessment data

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

Classroom Walkthrough forms, School and District Assessments

Person Responsible

Schedule

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs,
Data from assessments

G6. By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. 1

G038275

G6.B1 Progress monitoring students in ELA curriculum and basic vocabulary skills and providing targeted interventions based on classroom and assessment data. 2

B091937

G6.B1.S1 Utilize assessments to monitor students in the ELA core curriculum needing intervention and enrichment via Success Maker. 4

S102841

Strategy Rationale

Action Step 1 5

1. Provide opportunities to experience multiple texts
2. Utilize grade level common assessments and skills checks to remediate and reinforce concepts taught

Person Responsible

Karin Schmidt

Schedule

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

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Classroom Walk through forms, lesson plans, student performance data

Person Responsible

Schedule

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Classroom Walkthrough forms, School and District Assessments

Person Responsible

Schedule

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G7. By 2015, there will be a minimum of a 2% increase for all student subgroups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4). `1`

🔍 G038276

G7.B1 Progress monitoring students in math curriculum and advanced skills and providing enrichment based strategies on classroom and assessment data `2`

🔍 B091938

G7.B1.S1 Utilize assessments to monitor students in Algebra curriculum and enrich via real world application for college and career readiness. `4`

🔍 S102842

Strategy Rationale

Action Step 1 `5`

1. Incorporate higher order questions in lesson plans; creating real world math problems for students to solve in a team task setting
2. Utilize classroom assessments to adjust and enrich math concepts

Person Responsible

Paula Cimillo

Schedule

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

Evidence of Completion

Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

1. Incorporate higher order questions in lesson plans; creating real world math problems for students to solve in a
team task setting 2. Utilize classroom assessments to adjust and enrich math concepts

Person Responsible

Schedule

Evidence of Completion

Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

1. Incorporate higher order questions in lesson plans; creating real world math problems for students to solve in a
team task setting 2. Utilize classroom assessments to adjust and enrich math concepts

Person Responsible

Schedule

Evidence of Completion

Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades.

G8. By the year 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency. `1`

G038277

G8.B1 Progress monitoring students in science curriculum and content vocabulary and providing targeted interventions based on classroom and assessment data. `2`

B091939

G8.B1.S1 Determine Science class needs by reviewing assessment data; plan inquiry based instruction using the iEngage lesson design. Increased use of content vocabulary and scientific language. `4`

S102843

Strategy Rationale

Action Step 1 `5`

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district)
2. Student data chats regarding assessment data, quarterly grades, science content area vocabulary
3. Student progress monitoring determined by comparing student data with school targets.

Person Responsible

Karin Schmidt

Schedule

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

Evidence of Completion

Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

Classroom Walk through forms, lesson plans, student performance data

Person Responsible

Schedule

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLCMeeting logs, Assessment data

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Classroom Walkthrough forms, School and District Assessments

Person Responsible

Schedule

Evidence of Completion

Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments

G9. By 2015, there will be a 4% increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a 2% increase for all student groups where 75% or more are demonstrating a 3.5 or higher on writing. 1

🔍 G038278

G9.B1 Monitoring writing progress using the FSA writing scoring guide 2

🔍 B091940

G9.B1.S1 Using the writing process daily in all content areas, monitoring writing growth and implementing writing coaching sessions with students after each school/district formative assessment. 4

🔍 S102844

Strategy Rationale

Action Step 1 5

1. Incorporate writing lessons within content areas
2. Utilize grade level writing prompts and monitoring the writing process and how students organize their plan their writing.

Person Responsible

Paula Cimillo

Schedule

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

Evidence of Completion

Writing progress between baseline writing data and mid-year check writing prompts.

Plan to Monitor Fidelity of Implementation of G9.B1.S1 `6`

Classroom walk through forms, lesson plans, student performance data

Person Responsible

Schedule

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 `7`

Classroom walk through forms, lesson plans, student performance data

Person Responsible

Schedule

Evidence of Completion

Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Data from writing prompts

G10. By 2015, there will be a reduction of suspensions from the previous year by 5%. [1]

G038279

G10.B1 Tracking discipline and implementing behavioral strategies for replacement behaviors to ensure student success. [2]

B091941

G10.B1.S1 Discipline data collection with focus on targeted strategies and interventions to ensure student success. [4]

S102845

Strategy Rationale

Action Step 1 [5]

1. Chart and track discipline data
2. PLC and School Wide Support teams (SWST) will identify priority social and behavioral strategies.
3. Individual, small group and assembly behavior programs

Person Responsible

Pete Stellato

Schedule

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

Evidence of Completion

Discipline reports, SWST agendas

Plan to Monitor Fidelity of Implementation of G10.B1.S1 [6]

Strategies will be monitored during monthly Postive Behavior Support meetings

Person Responsible

Schedule

Evidence of Completion

Discipline reports, SWST agendas

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 `7`

Student Intervention Report (SIR) forms, referrals, CWT

Person Responsible

Schedule

Evidence of Completion

Discipline reports, SWST agendas

G11. By 2015, there will be a 4% increase for all student subgroups when less than 70% are demonstrating proficiency and a 2% increase when 70% or more are demonstrating proficiency. `1`

G038280

G11.B1 Immersing students into the English and content language, applying differentiated strategies for ELL students. `2`

B091942

G11.B1.S1 Determine needs of students by reviewing assessment data, differentiating instruction, implementing high impact instructional strategies and providing ELL accommodations `4`

S102846

Strategy Rationale

Action Step 1 `5`

1.Incorporate Reading and writing strategies into all core areas
2. Track ELL accommodations
3. Monitor progress towards school target on class and district assessments

Person Responsible

Karin Schmidt

Schedule

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

Evidence of Completion

Classroom walk through lesson plans, student performance data

Plan to Monitor Fidelity of Implementation of G11.B1.S1 `6`

Classroom walkthroughs, lesson plans, student performance

Person Responsible

Schedule

Evidence of Completion

Classroom walk through, lesson plans, student performance data

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 `7`

Classroom walkthroughs, lesson plans, student performance

Person Responsible

Schedule

Evidence of Completion

Classroom walkthroughs, lesson plans, student performance

G12. By 2015,there will be a decrease in students absent 10 or more days. When 40% or more of students have 10 or more absences annually, there will be a minimum of a 4% decrease. Less than 40% of the students have 10 or more absences then a 2% point decrease `1`

🔍 G038281

G12.B1 Tracking attendance and monitoring student absences from school. `2`

🔍 B091943

G12.B1.S1 1. Daily notification via Connect Ed messages to families when students are absent. 2. Personal call to families by attendance secretary and first period teacher when a student misses more than 3 days. 3. Attendance counseling groups for students with excessive absences. `4`

🔍 S102847

Strategy Rationale

Action Step 1 `5`

1. Daily notification via Connect Ed messages to families when students are absent. 2. Personal call to families by attendance secretary and first period teacher when a student misses more than 3 days. 3. Attendance counseling groups for students with excessive absences.

Person Responsible

Amber Singer

Schedule

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

Evidence of Completion

Attendance reports

Plan to Monitor Fidelity of Implementation of G12.B1.S1 `6`

Monitoring daily attendance reports

Person Responsible

Schedule

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of Implementation of G12.B1.S1 `7`

Monitoring daily attendance reports

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*
>
> Attendance reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	1. Lesson purposes and outcomes will be reviewed during classroom walkthroughs with targeted teacher conversations 2. Collaborative planning and discussion on common assessments (school and district)	Cimillo, Paula	8/18/2014	Instructional Indicators for Success and Ongoing Evaluation forms, PLC Meeting Logs	6/2/2015 monthly
G2.B1.S1.A1	1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data and quarterly grades. 3. Student progress monitoring determined by comparing student data with school targets.	Cimillo, Paula	8/18/2014	Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.	6/2/2015 monthly
G3.B1.S1.A1	1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data and quarterly grades. 3. Student progress monitoring determined by comparing student data with school targets.	Cimillo, Paula	8/18/2014	Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.	6/2/2015 monthly
G4.B1.S1.A1	1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data and quarterly grades. 3. Student progress monitoring determined by comparing student data with school targets.	Schmidt, Karin	8/18/2014	Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.	6/2/2015 monthly
G5.B1.S1.A1	1. Incorporate opportunities for students to experience multiple texts 2. Utilize at-risk reports to remediate and reinforce concepts taught	Schmidt, Karin	8/18/2014	Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.	6/2/2015 monthly
G6.B1.S1.A1	1. Provide opportunities to experience multiple texts 2. Utilize grade level common assessments and skills	Schmidt, Karin	8/18/2014	Instructional Indicators for Success and On-going Evaluation Review forms,	6/2/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	checks to remediate and reinforce concepts taught			PLC Meeting Logs, Student assessment data and class grades.	
G7.B1.S1.A1	1. Incorporate higher order questions in lesson plans; creating real world math problems for students to solve in a team task setting 2. Utilize classroom assessments to adjust and enrich math concepts	Cimillo, Paula	8/18/2014	Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades.	6/2/2015 monthly
G8.B1.S1.A1	1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data, quarterly grades, science content area vocabulary 3. Student progress monitoring determined by comparing student data with school targets.	Schmidt, Karin	8/18/2014	Instructional Indicators for Success and On-going Evaluation Review forms, PLC Meeting Logs, Student assessment data and class grades.	6/2/2015 monthly
G9.B1.S1.A1	1. Incorporate writing lessons within content areas 2. Utilize grade level writing prompts and monitoring the writing process and how students organize their plan their writing.	Cimillo, Paula	8/18/2014	Writing progress between baseline writing data and mid-year check writing prompts.	6/2/2015 monthly
G10.B1.S1.A1	1. Chart and track discipline data 2. PLC and School Wide Support teams (SWST) will identify priority social and behavioral strategies. 3. Individual, small group and assembly behavior programs	Stellato, Pete	8/18/2014	Discipline reports, SWST agendas	6/2/2015 monthly
G11.B1.S1.A1	1.Incorporate Reading and writing strategies into all core areas 2. Track ELL accommodations 3. Monitor progress towards school target on class and district assessments	Schmidt, Karin	8/18/2014	Classroom walk through lesson plans, student performance data	6/2/2015 monthly
G12.B1.S1.A1	1. Daily notification via Connect Ed messages to families when students are absent. 2. Personal call to families by attendance secretary and first period teacher when a student misses more than 3 days. 3. Attendance counseling groups for students with excessive absences.	Singer, Amber	8/18/2014	Attendance reports	6/2/2015 biweekly
G1.MA1	Classroom walkthrough forms/School and District Assessments	Cimillo, Paula	8/18/2014	Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progress monitoring assessments	6/2/2015 monthly
G1.B1.S1.MA1	Classroom Walkthrough forms, School and District Assessments		Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments	once	
G1.B1.S1.MA1	Classroom Walk through forms, lesson plans, student performance data		Teacher on-going evaluation using the Instructional Information System, PLC	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Meeting logs, Assessment data		
G2.MA1	Classroom walkthrough forms/School and District Assessments	Cimillo, Paula	8/18/2014	Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progress monitoring assessments and class grades	6/2/2015 monthly
G2.B1.S1.MA1	Classroom walkthrough forms/School and District Assessments		Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments	once	
G2.B1.S1.MA1	Classroom Walkthrough Forms		Teacher on-going evaluation using the Instructional Information System, PLC meeting logs	once	
G3.MA1	Classroom walkthrough forms; School and District Assessments	Cimillo, Paula	8/18/2014	Teachers on-going evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from monitoring assessments.	6/2/2015 monthly
G3.B1.S1.MA1	Classroom walk through forms/School and District Assessments		Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments	once	
G3.B1.S1.MA1	Classroom Walkthrough Forms		Teacher on-going evaluation using the Instructional Information System, PLC meeting	once	
G4.MA1	Classroom walkthrough forms/School and District Assessments	Schmidt, Karin	8/18/2014	Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progress monitoring assessments	6/2/2015 monthly
G4.B1.S1.MA1	Classroom Walkthrough forms, School and District Assessments		Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				from assessments	
G4.B1.S1.MA1	Classroom Walk through forms, lesson plans, student performance data		Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data	once	
G5.MA1	Principal, Assistant Principal,Curriculum Leaders, Department Chairs	Schmidt, Karin	8/18/2014	Teacher ongoing evaluation form using the Instructional Information System, curriculumleader meeting notes, Data from progress monitoring assessments	6/2/2015 monthly
G5.B1.S1.MA1	Classroom Walkthrough forms, School and District Assessments		Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments	once	
G5.B1.S1.MA1	Classroom Walk through forms, lesson plans, student performance data		Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data	once	
G6.MA1	Classroom walkthrough forms/School and District Assessments	Schmidt, Karin	8/18/2014	Teacher ongoing evaluation form using the Instructional Information System, curriculum leader meeting notes, Data from progressmonitoring assessments	6/2/2015 monthly
G6.B1.S1.MA1	Classroom Walkthrough forms, School and District Assessments		Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments	once	
G6.B1.S1.MA1	Classroom Walk through forms, lesson plans, student performance data		Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data	once	
G7.MA1	1. Incorporate higher order questions in lesson plans; creating real world math	Cimillo, Paula	8/18/2014	Instructional Indicators for Success and on-going evaluation review forms,	6/2/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	problems for students to solve in a team task setting 2. Utilize classroom assessments to adjust and enrich math concepts			student assessment data and class grades.	
G7.B1.S1.MA1	1. Incorporate higher order questions in lesson plans; creating real world math problems for students to solve in a team task setting 2. Utilize classroom assessments to adjust and enrich math concepts		Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades.	once	
G7.B1.S1.MA1	1. Incorporate higher order questions in lesson plans; creating real world math problems for students to solve in a team task setting 2. Utilize classroom assessments to adjust and enrich math concepts		Instructional Indicators for Success and on-going evaluation review forms, student assessment data and class grades.	once	
G8.MA1	Classroom walkthrough forms/School and District Assessments	Schmidt, Karin	8/18/2014	Teacher ongoing evaluation form using the Instructional Information System,curriculumleader meeting notes, Data from progress monitoring assessments	6/2/2015 monthly
G8.B1.S1.MA1	Classroom Walkthrough forms, School and District Assessments		Teacher ongoing evaluation using the Instructional Information System, PLC Meeting Logs, Data from assessments	once	
G8.B1.S1.MA1	Classroom Walk through forms, lesson plans, student performance data		Teacher on-going evaluation using the Instructional Information System, PLCMeeting logs, Assessment data	once	
G9.MA1	Classroom walk through forms, school and district writing prompts	Cimillo, Paula	8/18/2014	Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Data from writing prompts	6/2/2015 monthly
G9.B1.S1.MA1	Classroom walk through forms, lesson plans, student performance data		Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Data from	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			writing prompts		
G9.B1.S1.MA1	Classroom walk through forms, lesson plans, student performance data		Teacher on-going evaluation using the Instructional Information System, PLC Meeting logs, Assessment data	once	
G10.MA1	Progress toward goal will be based on number of student referrals	Cimillo, Paula	8/18/2014	Discipline reports, SWST agendas	6/2/2015 monthly
G10.B1.S1.MA1	Student Intervention Report (SIR) forms, referrals, CWT		Discipline reports, SWST agendas	once	
G10.B1.S1.MA1	Strategies will be monitored during monthly Postive Behavior Support meetings		Discipline reports, SWST agendas	once	
G11.MA1	Classroom walkthroughs, lesson plans, student performance	Schmidt, Karin	8/18/2014	Classroom walkthroughs, lesson plans, student performance	6/2/2015 monthly
G11.B1.S1.MA1	Classroom walkthroughs, lesson plans, student performance		Classroom walkthroughs, lesson plans, student performance	once	
G11.B1.S1.MA1	Classroom walkthroughs, lesson plans, student performance		Classroom walk through, lesson plans, student performance data	once	
G12.MA1	Monitoring daily attendance reports	Cimillo, Paula	8/18/2014	Attendance reports	6/2/2015 biweekly
G12.B1.S1.MA1	Monitoring daily attendance reports		Attendance reports	once	
G12.B1.S1.MA1	Monitoring daily attendance reports		Attendance reports	once	

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. By the year 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

G1.B1 Implementing the Instructional Focus Guides/standards with fidelity.

G1.B1.S1 Teachers will use the iEngage Lesson design, collaborate on enrichment and intervention activities, create lesson plans aligned to standards, collaborate on common assessments, and participate in school-wide literacy initiatives.

PD Opportunity 1

1. Lesson purposes and outcomes will be reviewed during classroom walkthroughs with targeted teacher conversations 2. Collaborative planning and discussion on common assessments (school and district)

Facilitator

School and District Staff

Participants

Instructional Staff

Schedule

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

G2. By 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are demonstrating annual learning gains or a minimum of 2% increase for all student groups where 70% or more are demonstrating annual learning gains.

G2.B1 Implementing differentiated instructional strategies and targeted interventions based on classroom and assessment data.

G2.B1.S1 Determine core class needs by reviewing assessment data; plan differentiated instruction using evidence-based instruction and intervention strategies based on progress monitoring assessments. Student achievement chats will be conducted with all students following assessments.

PD Opportunity 1

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data and quarterly grades. 3. Student progress monitoring determined by comparing student data with school targets.

Facilitator

School and District staff

Participants

Instructional Staff

Schedule

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

G4. By the year 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

G4.B1 Progress monitoring students in ELA curriculum and basic vocabulary skills, and providing targeted interventions based on classroom and assessment data.

G4.B1.S1 Determine core class needs by reviewing assessment data; plan differentiated instruction using evidence-based instruction and intervention strategies based on progress monitoring assessments. Student achievement chats will be conducted with all students following assessments.

PD Opportunity 1

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data and quarterly grades. 3. Student progress monitoring determined by comparing student data with school targets.

Facilitator

School and District Support Staff

Participants

Instructional Staff

Schedule

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

G8. By the year 2015, there will be a minimum of a 4% increase for all student subgroups when less than 70% are currently demonstrating proficiency or a minimum of a 2% increase for all student groups where 70% or more are demonstrating proficiency.

G8.B1 Progress monitoring students in science curriculum and content vocabulary and providing targeted interventions based on classroom and assessment data.

G8.B1.S1 Determine Science class needs by reviewing assessment data; plan inquiry based instruction using the iEngage lesson design. Increased use of content vocabulary and scientific language.

PD Opportunity 1

1. Classroom walk-through with targeted teacher conversations; collaborative planning and discussion on common assessments (school and district) 2. Student data chats regarding assessment data, quarterly grades, science content area vocabulary 3. Student progress monitoring determined by comparing student data with school targets.

Facilitator

School and District Staff

Participants

Instructional staff (Science)

Schedule

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

G9. By 2015, there will be a 4% increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a 2% increase for all student groups where 75% or more are demonstrating a 3.5 or higher on writing.

G9.B1 Monitoring writing progress using the FSA writing scoring guide

G9.B1.S1 Using the writing process daily in all content areas, monitoring writing growth and implementing writing coaching sessions with students after each school/district formative assessment.

PD Opportunity 1

1. Incorporate writing lessons within content areas 2. Utilize grade level writing prompts and monitoring the writing process and how students organize their plan their writing.

Facilitator

School and District Staff

Participants

Instructional Staff (content area teachers)

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**