

Florida State University School

3000 SCHOOL HOUSE RD, Tallahassee, FL 32311

<http://www.fsus.fsu.edu/>

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

32%

Alternative/ESE Center

No

Charter School

Yes

Minority

51%

School Grades History

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

School Board Approval

This plan is pending approval by the FSU Lab Sch County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

In collaboration with the College of Education at Florida State University, the mission of Florida State University Schools is to advance Florida's K-12 education through exemplary teaching, research, and service.

Provide the school's vision statement

Instruction that MOVES. Leaders who INSPIRE. Research that MAKES A DIFFERENCE in the 21st Century.

School Environment

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

Every student in the school must complete an enrollment application prior to attendance. Parents/Guardian must submit background information for each child before he/she is enrolled. There are several key factors school personnel take to learn about the educational and cultural background of each student. The following list consist of information parents must submit before a child can enroll in Florida State University Schools: Birth Certificate, Immunization dates and documentation, Physical Form, latest Report Card, Transcript (6-12), ESE IEP, Gifted EP, 504 Plan, Discipline Report, and Attendance Report. After all is collected and reviewed by school personnel every student is placed in a classroom with a highly certified teacher.

Part of the process is included as part of the teacher evaluation system. It stresses the importance of teachers in building relationships with their students. Teachers receive training to develop strategies to accomplish developing relationships through in-service in the Marzano Art and Science of Teaching. There are several elements in Domain 1 focused on this goal. Element 31, Providing Students Opportunities to Talk about themselves, helps students and teachers build relationships. Within Design Question 8, Establishing and Maintaining Effective Relationships with Students, Elements 36, 37, and 38 (Understanding Students' Interests and Background, Using verbal and Nonverbal Behaviors that indicate Affection for Students, and Displaying Objectivity and Control, respectively) will also help teachers achieve this goal.

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

Florida State University Schools currently has more than 75 cameras throughout the campus. Each camera records 24 hours a day 7 days a week. There is a fence surrounding the entire campus. Teachers and facility workers have keys to the gates. There is one School Resource Office available during school hours as well as at each sporting and student event after school. In addition to the school principal there are two school based assistant principals. At least one of them attends every event on campus and sometimes events away from the campus. If there is a need for additional law enforcement officers on campus the School Resource Officer can simply request them through the Florida State University Police Department.

There is a school wide anti bullying prevention program in grades K-12. Students and parents can contact any school employee to report an incident. The administrators then would meet with the individuals in questions to determine a solution to the problem as well as any consequence if needed. The school based bully prevention contact person is required to report all reported cases in the state

data base.

All teachers have keys to their classroom doors. They can lock their classroom door at a moment's notice. There are at least five to seven school personnel assigned morning and afternoon duties while students are waiting to go to class. There are two crossing guards located at the back gate where roughly 20% of all students enter and leave school every day. All elementary teachers and several secondary teachers have wireless communication devices (walkie talkies).

Currently, there are two certified nurses on campus. One is located in the school's clinic and the other one is a classroom teacher. He teaches Health Sciences courses that prepares students for the state exam become First Responders.

The school has an Emergency Operations plan that has been reviewed and approved by State Safety Officials and local law enforcement. All employees on the campus are trained in the plan.

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

The purpose of the school wide behavioral system, which is required by Florida Statute 1006.07(2), is to assist students, parents, teachers and school administrators. All students are expected to follow the Code of Student Conduct which provides explanations of school rules and policies regarding student conduct and discipline, and will be adopted by the FSUS School Board prior to publication. The goal of the FSUS administration is to provide a safe and orderly environment for both staff and students where teachers can teach and students can learn to their full potential. In order to accomplish these goals, it is necessary that the school environment be free of disruptions that interfere with teaching and learning activities. Every elementary and secondary teacher in the school covers the entire document during the first three days of school. Parents and students must sign a form acknowledging they read the document. All teachers are trained on classroom interventions and behaviors as it relates students' academic achievement. There are several teachers who are trained in exceptional education strategies to help identify and support students with learning or behavior disabilities.

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

All students must attend an orientation prior to starting classes at Florida State University Schools. During the orientation they are briefed on the many services offered at the school. There is a part time clinical psychologist, one speech and language pathologist, one gifted teacher, two literacy coaches, and three guidance counselors to meet with each student during the first weeks of school. There is a Child Study Team that meets every Wednesday to discuss, evaluate, and provide instruction and behavioral support to any student who needs it. Resources are also available to parents if they need information about a particular learning disability, emotional support groups, and interventions and strategies to use at home with their child. In addition to our counselors, our students have access to counselors from FSU through a referral system.

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

Students in school are monitored throughout the school year for academic, behavior, and social development. The school uses a variety of systems to monitor their progress. The following list contains early warning indicators used to identify students in jeopardy of failing and/or possible dropping out of school: Their daily attendance is monitored by each classroom teacher, reading

intervention support for all students who scored a level one or two in reading on the 2014 FCAT, intensive math for students who scored a level one on the FCAT Math, review of monthly discipline records, identify students who have high tardies and absence record, identify students with high discipline record and those that lack academic motivation in one or more classrooms, students who experience a sudden or traumatic event in his/her life, students who fail one or more core subjects (Math, Language Arts, Science, and Social Studies).

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	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	4	4	3	2	4	3	12	6	7	12	17	27	24	125
One or more suspensions	1	1	1	0	4	5	22	30	22	9	14	11	7	127
Course failure in ELA or Math	0	0	0	1	1	3	18	19	18	9	4	2	0	75
Level 1 on statewide assessment	0	0	0	3	2	11	27	11	4	5	10	6	3	82

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

Indicator	Grade Level								Total	
	3	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	4	15	13	7	4	5	4	1	54

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

Students who are identified by the system as exhibiting two or more warning indicators are automatically referred to the Child Study Team. Members of the Child Study Team are: Clinical Psychologist, ESE Teachers, Speech and Language Pathologist, Gifted Teacher, School Administrator, Classroom teacher of the students being reviewed, and parent(s) of the child being discussed. Parents are contacted about the academic and/or behavior indicators identified by the early warning system. The students is contact by an administrator or guidance counselor to inquire about the behavior or concerns at hand. The student might be placed on a behavior or attendance contract. After school tutoring is offered to the students for additional support.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Florida State University Schools recognizes that parents/guardians play an integral role in our students' education. We encourage the participation of parents/guardians in two-way, meaningful communication involving student learning and other student activities. FSUS continues to disseminate the school's mission and vision through newsletters, and parent meetings. FSUS recruits and encourages parents to become partners in learning. To continue to increase parent involvement, FSUS actively engages parents in planning and learning and targeting school-parent programs to meet the needs of the community and families. Families are kept abreast of their child's progress using the on-line FOCUS system, newsletters, and parent meetings.

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

The school has an active Parent Teacher Student Association. There are many parents and community leaders who are on the board as well as members of the association. There is a large number of parents who serve as boosters for various sporting clubs and events on campus. Parents receive communication about school events via the school's website, email, Blackboard, and school personnel. The school uses a telephone program that reaches every student's home in a matter of seconds. There is also a school electronic marquee to display school events.

Teachers in the school's music department constantly look for ways to broaden their appearance in the community. The faculty and staff have a strong working relationship with members of Florida State University. Many of the fundraisers and community activities are sponsored by community leaders and parents.

Parents meet quarterly with the school's director to share concerns and issues.

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
Epps, Elvis	Principal
Dill, Robert	Assistant Principal
Wills, Angela	Assistant Principal
Johnson, Latonya	Teacher, ESE
Larson, Janeen	Instructional Coach
Robinson, Juanita	Instructional Coach

Duties

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

Dr. Elvis Epps, Principal of Florida State University Schools. He meets weekly with his assistant principals to discuss the day to day operation of the school. He reviews student data on a weekly bases. He visits roughly 25 to 35 classrooms every day. He meets with the teacher leadership team throughout the year (including a week during the summer) to discuss plans for the school year as well as get their input on new instructional materials and curriculum. Dr. Epps meets monthly with the PTSA President and other community leaders to promote a positive partnership between the school,

parents, and community.

Robert Dill, Assistant Principal meets with teachers in grades 6 - 12 to discuss instructional practices and issues affecting student achievement. He works with the middle and high school guidance counselor to plan courses for the next school year. He is responsible for the master schedule, discipline, and student services.

Dr. Angela Wills, Assistant Principal for the Elementary School. She meets weekly with all her teachers. She conducts Progress Monitoring meetings to review assessment results from the students. She meets with teacher leaders during the summer to establish the goals and focus for the new school year. She meets with parents and students to review academic and behavior updates as it relates to the student. She works very closely with the school's PTSA for host educational programs. Dr. Wills writes a weekly newsletter for teachers in elementary school. She provides school wide updates and meetings for the week. She also highlights some of the best instructional strategies she observed while conducting classroom walkthroughs.

Ms. Latonya Johnson is the district's ESE Director. She provides training and support to teachers and support personnel who work very closely with students who have been diagnosed or evaluated as having a learning disability. She meets with parents, teachers, students, and health professionals to provide the best instructional strategies in the classroom. She meets with the school principal and assistant principals weekly to keep them abreast on the process of students who are receiving support from her department. She reviews FCAT, FAIR, and teacher generated assessments to make sure students are receiving the best support. She also reviews individual education plans to make sure all teachers are in compliance when it comes to the students' classroom instruction.

Ms. Janeen Larson, is the Secondary Literacy Coach. She provides instructional strategies to all teachers. She aids teachers in implementing literacy strategies within their lessons. She conducts classroom observation and support. She conducts professional development and trainings.

Mrs. Juanita Robinson, is the Elementary Literacy Coach. She is a certified trainer for NGCAR-PD. She monitors the instructional practices of all teachers in grades K-12. She is responsible for writing the school's K-12 Reading Plan. She mentors several teachers who are new to the school. She conducts classroom observations to determine which literacy strategy to model for specific teachers.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The best possible way to ensure that every student has a highly qualified teacher in their classroom is to hire one. We make every effort to hire teachers who are in field and who are driven by the success of their students. The principal and other administrators complete a thorough background check before a teacher is hired. The school receives various funding to help support teacher hiring and retention. Funds used are: Title I, Supplemental Academic Instruction (SAI), local and state funding, grants from different agencies. There are several school employees who are fully or partially by Title I Part A. These services are provided to ensure students requiring additional remediation are assisted through after-school programs. The fund covers teachers who tutor students in after school Reading and Math. Students who received a level 1 or 2 on the recent FCAT are strongly encouraged to attend. There are roughly 30-40 students in grades 6-12 and roughly 120 Elementary students who attend after school programs. Teachers who are Reading Endorsed are selected as after school tutors.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I

and other programs to ensure student needs are met.

Title II Funds. All funds are used to support educator training. This includes the acquisition of technology-based instructional training tools and registrations to the Advance Placement Summer

Institute for teacher professional learning.

SAI funds are used to support extended programs and personnel (i.e., teacher salary, supplemental and enrichment programs) The school uses funds to support educational programs during summer school.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Epps, Elvis	Principal
Wills, Angela	Assistant Principal
Dill, Robert	Assistant Principal
Johnson, Latonya	Other

Duties

Describe how the LLT promotes literacy within the school

The LLT collaborates twice a month in an effort to develop cross curricular campus wide reading proficiency. Additionally, meetings with individual reading teachers are completed on a weekly basis by our Literacy Coaches. In these meetings, student data from the bottom 25% is analyzed and strategies are put into place that will maximize success.

In this process, the principal implements the school's vision for increasing reading scores in the lowest quartile. The assistant principals analyze data with the help of other members of the LLT. The Literacy Coaches assist the instructional staff in implementation of best practice for reading. In addition, the LLT supports reading in the content areas across the curriculum. All teachers are given reading data and expected to use it in tandem with the best practices to improve overall reading scores. Senior members of the team delegate responsibilities and follow up on implementation of the plans.

The LLT will continue to use data to ensure the following initiatives are implemented in an effort to increase Florida State University Schools' reading scores:

1. Data will be used to target the bottom 25% in reading. Instructional staff will be provided reading data for their students to analyze in order to differentiate instruction appropriately.
2. Instructional staff support in the area of literacy and writing workshops will be provided on an ongoing basis.
3. The LLT will increase their proficiency in obtaining, disaggregating and distributing data to classroom personnel across the curriculum.
4. The Media Center and other areas of school instructional support will endeavor to recognize literacy through a variety of means including: Celebrate Literacy Week, Acceleration Reader's Reading Drive, and various cultural awareness months. Instructional personnel will support this effort in their classrooms.
5. Students and teachers highlight books they read on morning announcements. Teachers discuss what they liked about the book and how the book changed their life. They will get the opportunity to purchase various reading book from the school's book fair.

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 work together in Professional Learning Communities. They get the opportunity to work together on their department's vision and mission focus for the school year. They are provided professional instructional materials to help them meet their needs in the classroom. Teacher leaders meet with the principal and assistant principals on a monthly basis to discuss concerns as well as share best practices in the classroom.

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

Recruitment: To recruit teachers we use the school's record of success to make applying at Florida State University Schools very appealing. Additionally, we use the FLDOE's certification system to get the properly certified candidates.

We only hire in field teachers. Our system of selection is as follows, either the principal or the assistant principals look at the applications and resumes of the teachers and field. A selection committee of teacher leaders and an assistant principal conduct interviews and narrow the group of candidates to one or two candidates. Then the principal make the final selection based on recommendations from the interview committee.

Develop: Every teacher in the school meets bi weekly with their colleagues. Professional Learning Communities are part of the teachers' professional development plan. A monthly and annual calendar is posted on the school's website for all teachers to read. Teachers are provided an instructional book to use as a resource for the professional growth and development. Literacy Coaches are available from teachers in grades K-12 to help them implement instructional strategies into their curriculum.

Retain: To retain and motivate teachers several things are used:

1. Professional relationships that promote effective practices and excellence
2. On-site inservices to require points
3. Opportunities for leadership and advancement
4. Fair and consistent evaluations
5. Input on classes teachers teach
6. PLCs
7. Staff functions to build camaraderie
8. Staff recognition for excellence
9. PTSA grants

The principal, assistant principals, literacy coaches and teacher leaders are responsible for all processes.

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

Florida State University Schools has a Director of Research and Teacher Education who organizes and facilitates the school's Teacher Induction Program, a mentoring program for novice teachers or teachers who are new to the district. They are partnered with a veteran teacher who works in their department. Additionally, staff developments are provided throughout the entire school year. There are several professional development workshops for all new and newly hired teachers one week prior to staff development. Teachers in the mentoring program meet monthly with the PD Coordinator. They meet weekly or as often and they need to with their mentor. All mentees and mentors are recognized and celebrated throughout the school year as well as during an end of the year event.

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 instructional programs are aligned to the state standards and benchmarks. Teachers (k-12) and administrators met during the summer to compile learning goals, objectives, and material that supported the new Florida Standards and assessments. All newly acquired textbooks and materials were reviewed by teachers prior to purchasing. Selected teachers attended a textbook adoption vendor's fair to review books and material from various publishers. They reported their findings to the schools's leadership team.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school administrators and teachers use data to determine several outcomes. The first one is how effective were the instruction and assessment of students in the classroom. Teachers use a variety of formative assessments (index card summaries, hand signals, one minute essay, concept map, one on one conversation, student observations, group interaction and projects, self-assessment, portfolio check, quiz, journal entry, reader's theater, think-pair-share, student data notebook, bell work, and homework checks) with students in grades K-12 to determine the comprehensive level of each student. Teachers are evaluated by using the Marzano Teacher Evaluation Framework. All teachers are provided with a book, "Becoming a Reflective Teacher" to help them gain a deeper understanding on how to use research based best practice strategies in the classroom. MTSS is another strategy used to provide and differentiate instruction to meet the diverse needs of students.

The following are used to meet the needs of all students:

1. Core Instruction - Our core instruction uses Florida State Standards as well as district and state data in each subject area. Teachers meet in Professional Learning Communities (PLC) groups to make sure instruction is given consistently and tests have fidelity. There are cross curricular meetings in multiple areas.
2. Resource Allocation (Funding and Staffing) - The principal of the school is responsible for the allocation of funding and all staff members are in the appropriate area for staffing. Resources are allocated by the principal and the administrative team.
3. Teacher Support Systems - Literacy Coaches along with the administrative team are responsible for all teacher support systems. There are ongoing staff development trainings for veteran staff members and staff developments for new teachers to support them. New teachers are paired with a mentor that oversees their transition in the classroom. The new evaluation system also gives our new teachers extra support.
4. Small Group and Individual Student Needs - Small group and individual needs are met through the use of IEP's, parent-teacher conferences, and 504 plans. Data is used for proper class placement and course selection as well. Additionally guidance counselors meet with specific students to make are provided the right coursework to meet their academic success.

The school uses several database programs to compile data. They are: Performance Matters, FOCUS, FAIR, FCAT, FLKRS, SAT-10, ACT, PSAT and SAT. Reading Plus, Lexia, District Benchmark and Mini-Assessments, Teacher-created common assessments by department/grade level, School-wide writing prompts, Information Management System (IMS)-behavior, and attendance.

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: 9,000

There are more than 150 students in the after school program. They range from grades K-10th grade. The After School Coordinator meet with classroom teachers to determine what activities students will learn during their time in the program. They are in the after school program from 3 pm to 6 pm. Part of the curriculum and program includes time in the computer lab.

Strategy Rationale

The purpose of the After School Program is to provide enrichment opportunities for students designed to enhance learning in the academic and core subject areas and to provide academic support for the classroom instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wills, Angela, awills@fsu.edu

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

Data are collected and reviewed by Student Schedules, parent and teacher surveys. After school counselors use PEARSON and Lexia reports to determine learning needs for students in the group.

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

Parents of students entering third grade meet with the Assistant Principal and teachers to discuss academic requirements for the coming year. Parents are provided with information that can take home to share with their child as their prepare for the third grade.

The school host a 6th grade and 9th grade summer Transition Camp. Incoming middle and high school students are provided with strategies to help them as the transition to middle and high school. Teachers conduct the summer workshops. Some of the workshops are: Establishing effective study habits, time management, bully prevention and reporting, understanding the academic rigor of middle and high school courses, and understanding your school schedule and syllabus.

Students who enter school throughout the school year attends an orientation with one of the resource staff.

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

We offer a wide variety of Career Program offerings students can pursue. These include the following:

Digital Design, Health Sciences (CNA and First Responders), and Culinary Arts. Students in our Career Programs work toward meeting industry standards as measured by their performance on

Industry Certification Exams. Within each program are ample opportunities for career exploration and career-linked experiences. Teachers meet quarterly as members of a professional learning community to examine and plan for issues linked to industry certification, scheduling, and real-world connections of their programs.

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

Programs available for students are: Culinary Arts (Serve Safe certification), Health Sciences (CNA and First Responders training and certification, and Digital Design.

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

Students work with guidance counselors throughout their entire high school course of study to experience courses that will promote academic success in high school and beyond. Students are assigned the same guidance counselor from 10th through 12th grades so that they can make meaningful decisions based on personal goals when developing student plans. Counselors ensure students take all the classes needed to graduate on time, and work with students so they understand the types of classes that will prepare them for college or career choices after graduation. We have a college and career resource room staffed daily so that students can research careers, obtain support in the college application process, or obtain assistance with writing essays. In addition, we offer numerous opportunities where colleges visit the campus. Middle school students are encourage students to take advanced placement courses.

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

We understand that rigorous courses are needed to prepare students for post secondary success.

One

strategy FSUS uses to improve student readiness is to offer a wide variety of applied and advanced placement courses. The Guidance Counselors meet with potential candidates to review student schedules, interview candidates and answer questions students may have about advanced courses. Over 1/3 of the student population traditionally takes at least one advanced placement course. We utilize Springboard curriculum which is aligned to Common Core State Standards, and has been proven to help prepare diverse students for success in advanced placement, college and beyond. We also provide ACT and SAT preparatory courses for students.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase Student Achievement Proficiency in Science by 3% (from 75% in 2014 to 78% by June 2015).
- G2.** Increase Student Achievement Proficiency in Reading by 3% (from 79% in 2014 to 82% by June 2015).
- G3.** Improve Student Achievement Proficiency in Writing by 5% (from 67% in 2014 to 72% by June 2015).
- G4.** To improve Student Achievement Proficiency on Algebra I End of Course Exam by 3% (from 88% in 2014 to 91% by June 2015).
- G5.** Improve Student Achievement Proficiency on Geometry End of Course exam 3% (from 75% in 2014 to 78% by June 2015)

Strategic Goals Detail

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

G1. Increase Student Achievement Proficiency in Science by 3% (from 75% in 2014 to 78% by June 2015).

1a

G040730

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- FCAT scores (Science), Discovery Education Quarterly Benchmark Assessment, Science Teachers, STEM Team from Learning System Institute from Florida State University.

Targeted Barriers to Achieving the Goal 3

- Florida State Standards on Science
- Scheduled time for teaching
- Vertical Alignment

Plan to Monitor Progress Toward G1. 8

Complete list of the new Florida State Standards for Science.

Person Responsible

Angela Wills

Schedule

Annually, from 10/31/2014 to 6/8/2015

Evidence of Completion

Completed curriculum maps, classroom observation data, instructional calendar.

G2. Increase Student Achievement Proficiency in Reading by 3% (from 79% in 2014 to 82% by June 2015).

1a

G040487

Targets Supported 1b

Indicator	Annual Target
	82.0

Resources Available to Support the Goal 2

- Experienced teachers with the knowledge and skills to access outside resources for assistance
- Availability of technology in lab settings throughout the school
- Literacy Coaches
- Tutoring available after school hours
- Online access to technology-based testing and progress monitoring

Targeted Barriers to Achieving the Goal 3

- Teachers' unfamiliarity with the complexity of the Florida State Standards
- Teachers' unfamiliarity with infusing literacy strategies across the curriculum
- Time for training
- Release time, substitute costs, and time out of the classroom
- Students may not have Internet access at home
- Variety of knowledge base on the use of differentiated instruction
- Length of time necessary to meet with all students individually

Plan to Monitor Progress Toward G2. 8

Teachers will be monitored throughout the school year using classroom walkthroughs and Marzano Teacher Evaluation Framework.

Person Responsible

Elvis Epps

Schedule

Biweekly, from 9/15/2014 to 5/13/2015

Evidence of Completion

Feedback from teacher post planning meetings and classroom walkthroughs.

Plan to Monitor Progress Toward G2. 8

Person Responsible

Elvis Epps

Schedule

On 5/13/2015

Evidence of Completion

Plan to Monitor Progress Toward G2. 8

Teachers will be monitored throughout the school year using classroom walkthroughs and Marzano Teacher Evaluation Framework. Students use of computer during class time will be monitored to determine if classroom assignments and online assessment will increase student achievement on the state exam.

Person Responsible

Elvis Epps

Schedule

Biweekly, from 9/15/2014 to 5/13/2015

Evidence of Completion

Feedback from teacher post planning meetings and classroom walkthroughs.

G3. Improve Student Achievement Proficiency in Writing by 5% (from 67% in 2014 to 72% by June 2015).

1a

G040449

Targets Supported 1b

Indicator	Annual Target
	72.0

Resources Available to Support the Goal 2

- Staff development trainings, writing samples from FLDOE, school-wide writing prompts (monthly), and Literacy Coaches supporting teachers in the classroom.

Targeted Barriers to Achieving the Goal 3

- Teachers' unfamiliarity with the writing component of student work to meet the complexity of Florida State Standards

Plan to Monitor Progress Toward G3. 8

Notes from trainings and school administrators' preplanning and post planning conferences. Classroom walkthroughs and observations.

Person Responsible

Elvis Epps

Schedule

Monthly, from 9/24/2014 to 5/27/2015

Evidence of Completion

Feedback from teacher conferences, agendas and meeting notes, and results from 2015 Writing Assessment.

G4. To improve Student Achievement Proficiency on Algebra I End of Course Exam by 3% (from 88% in 2014 to 91% by June 2015). 1a

G040164

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	91.0

Resources Available to Support the Goal 2

- Experienced teachers with the knowledge and skills to access outside resources for assistance
Availability of technology in lab settings throughout the school
- Online access to technology-based testing and progress monitoring
- Tutoring available after school hours

Targeted Barriers to Achieving the Goal 3

- Teachers' unfamiliarity with the complexity of the Florida State Standards Time for training
Substitute costs and time out of classrooms Length of time necessary to meet with all students individually
- Unfamiliarity with the Go Math Online System
- Students many not have Internet at home
- Variety of knowledge base on the use of differentiated instruction

Plan to Monitor Progress Toward G4. 8

Student test/quiz results from Go Math online assessments, test bank items from the Interim Bank Platform List (when available). School administrators will meet monthly with teachers to review and discuss data as well as students' progression with new standards.

Person Responsible

Robert Dill

Schedule

Quarterly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Deliberate Practice form PLCs, statistics derived from Marzano Teacher Evaluation Framework,

G5. Improve Student Achievement Proficiency on Geometry End of Course exam 3% (from 75% in 2014 to 78% by June 2015) 1a

G039869

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	78.0

Resources Available to Support the Goal 2

- Becoming a Reflective Teacher (Marzano) and Florida State Math Standards
- Go Math (Houghton Mifflin) Geometry.
- Geometry teachers

Targeted Barriers to Achieving the Goal 3

- Transportation for students who live in neighboring counties.
- Convincing students who low test scores to attend after school tutoring
- Limited access to online math resources to engage students.

Plan to Monitor Progress Toward G5. 8

Test bank items from online assessment for Go Math. Teachers and administrators will also monitor student success from student work samples and results from teacher generated quizzes and test. Teachers will use test bank items from the Interim Bank Test Platform (IBTP) to assess students on Geometry standards throughout the school year.

Person Responsible

Elvis Epps

Schedule

Monthly, from 9/15/2014 to 5/15/2015

Evidence of Completion

Test results from the Go Math assessments for Geometry. Student results from benchmark assessment compile from the Interim Bank Test Platform (when available).

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase Student Achievement Proficiency in Science by 3% (from 75% in 2014 to 78% by June 2015). **1**

 G040730

G1.B1 Florida State Standards on Science **2**

 B098634

G1.B1.S1 Obtain the new standards for Science **4**

 S109994

Strategy Rationale

New Science standards are needed to help teachers plan, understand, and teach what students should know and be able to do.

Action Step 1 **5**

Obtain Florida State Standards for Science

Person Responsible

Angela Wills

Schedule

Annually, from 10/1/2014 to 6/8/2015

Evidence of Completion

Teacher evaluation framework, classroom walkthroughs, actual Science standards from FLDOE

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

New Science standards needed from FLDOE

Person Responsible

Angela Wills

Schedule

Annually, from 10/1/2014 to 6/8/2015

Evidence of Completion

Florida State Standards for Science and completed curriculum maps and instructional calendar.

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

Florida State Standards for Science

Person Responsible


Schedule

On 6/8/2015

Evidence of Completion

Completed curriculum maps and instructional calendar.

G1.B1.S2 Vertical alignment for teachers in grades k-12 to help students build on previous year Science standards. 4

 S109995

Strategy Rationale

Currently, there are no standards available for Science on the FLDOE website. Teachers in grade K-5 met this summer to establish what students will be able to learn throughout the year.

Action Step 1 5

Obtain new Science standards to help teacher plan and organize grade level expectations

Person Responsible

Angela Wills

Schedule

Annually, from 9/15/2014 to 6/8/2015

Evidence of Completion

New Science standards and grade level expectations for students in grades k-12.

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

Vertical alignment of Florida State standards in Science for grades k-12

Person Responsible

Angela Wills

Schedule

Annually, from 10/1/2014 to 6/8/2015

Evidence of Completion

Completed curriculum map and instructional calendar, Florida State Standards in the hands of Science teachers.

G2. Increase Student Achievement Proficiency in Reading by 3% (from 79% in 2014 to 82% by June 2015). 1

G040487

G2.B7 Length of time necessary to meet with all students individually 2

B097918

G2.B7.S2 Teachers will learn how to infuse literacy strategies into their lesson. They will also learn how to explain, model, and assess reading strategies with all students. They will learn how to differentiate their instruction to meet the learning needs of all students. 4

S109257

Strategy Rationale

Teachers need to understand how to differentiate their instruction to meet the needs of all students. Learning how to do this will increase student achievement across the curriculum.

Action Step 1 5

Teachers will learn how to infuse reading strategies to help all students increase their reading comprehension level. School administrators, district's Staff Development Coordinator, and Literacy Coaches will conduct trainings, classroom walkthroughs, and teacher observations.

Person Responsible

Elvis Epps

Schedule

Monthly, from 9/22/2014 to 5/20/2015

Evidence of Completion

Classroom observations and walkthroughs, agendas and notes from department meetings.

Action Step 2 5

Teachers will receive a book, "The Highly Engaged Classroom" by Marzano and Pickering (2011) to increase student engagement during class.

Person Responsible

Elvis Epps

Schedule

Quarterly, from 9/15/2014 to 4/30/2015

Evidence of Completion

Agendas, sign in sheets, and notes from department meetings and staff development trainings. School administrators and Literacy Coaches will receive feedback from teachers during one on one and small group discussions on various classroom strategies recommended in the book.

Action Step 3 5

Provide students with internet access while at school.

Person Responsible

Elvis Epps

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Results from online assessment and surveys from students.

Plan to Monitor Fidelity of Implementation of G2.B7.S2 6

School administrators will conduct classroom observations and walkthroughs to monitor the implementation of reading strategies and interventions with students.

Person Responsible

Elvis Epps

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Data compiled from classroom observations and classroom walkthroughs, teacher input and feedback from conferences with school administrators and Literacy Coaches.

Plan to Monitor Effectiveness of Implementation of G2.B7.S2 7

Provide time for students to gain access to electronic devices (i.e., desktop or laptop computers and wireless tablets).

Person Responsible

Robert Dill

Schedule

Daily, from 10/31/2014 to 5/29/2015

Evidence of Completion

Observation of students working on the computers during the school day.

Plan to Monitor Effectiveness of Implementation of G2.B7.S2 7

Classroom observations and walkthroughs to observe teachers interacting with students on reading and intervention strategies. Students will have access to computers during school hours to complete assignments and assessments.

Person Responsible

Schedule

Evidence of Completion

Results from online assessments and classroom observations and walkthroughs.

G3. Improve Student Achievement Proficiency in Writing by 5% (from 67% in 2014 to 72% by June 2015). 1

G040449

G3.B1 Teachers' unfamiliarity with the writing component of student work to meet the complexity of Florida State Standards 2

B097836

G3.B1.S1 Teachers will receive training on components of the writing exam. Teachers will receive support from the Literacy Coaches on writing strategies. 4

S109207

Strategy Rationale

2014 FCAT Writing results indicated an increase of 10% in student achievement (57% in 2013 to 67% in 2014). All teachers should be able to explain, teach, and model effective and proven writing strategies with their students.

Action Step 1 5

Train all Language Arts teachers how to assessment, model, and implement writing strategies into their lesson. The Literacy Coaches and school administrators will conduct classroom walkthroughs, Deliberate Practice reviews, progress monitoring meetings to review student assessments from writing.

Person Responsible

Schedule

Monthly, from 9/26/2014 to 5/1/2015

Evidence of Completion

Teacher agendas and notes from department and professional development meetings, classroom observations and walkthroughs, results from the 2015 Writing Assessment.

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

Classroom observations and agendas from staff development and department meetings.

Person Responsible

Janeen Larson

Schedule

Quarterly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Marzano Teacher Evaluation Framework, agendas and sign-in sheets, and students results from the 2015 Writing Assessment.

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

Classroom observations and agendas from staff development and department meetings.

Person Responsible

Janeen Larson

Schedule

Quarterly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Marzano Teacher Evaluation Framework, agendas and sign-in sheets, and students results from the 2015 Writing Assessment.

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

Teachers will be monitored by the school administrators and Literacy Coaches using data from classroom walkthroughs and observations. Small group discussion with grade level teachers during their department meetings. School administrators will conduct one on one discussions with teachers during their Domain 2 Preplanning meetings.

Person Responsible

Elvis Epps

Schedule

Monthly, from 9/15/2014 to 4/30/2015

Evidence of Completion

Data chats with teachers (Domain 3 Post Conference) and trainings on Writing strategies and results from student assessments.

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

Teachers will be monitored by the school administrators and Literacy Coaches using data from classroom walkthroughs and observations. Small group discussion with grade level teachers during their department meetings. School administrators will conduct one on one discussions with teachers during their Domain 2 Preplanning meetings.

Person Responsible

Elvis Epps

Schedule

Monthly, from 9/15/2014 to 4/30/2015

Evidence of Completion

Data chats with teachers (Domain 3 Post Conference) and trainings on Writing strategies and results from student assessments.

G4. To improve Student Achievement Proficiency on Algebra I End of Course Exam by 3% (from 88% in 2014 to 91% by June 2015). 1

G040164

G4.B1 Teachers' unfamiliarity with the complexity of the Florida State Standards Time for training Substitute costs and time out of classrooms Length of time necessary to meet with all students individually 2

B097079

G4.B1.S1 Teacher professional development training on using the Go Math Algebra materials and online support. Students will learn to use the online support system to help them complete homework and other assignments at home. 4

S108293

Strategy Rationale

Increase student's comprehensive level on Algebraic equations. Teachers will be able to better explain and assess students better after completing several staff development workshop with a Go Math consultant.

Action Step 1 5

During each grading period, a time will be designated for teachers and students to review progress on teacher and online assessments.

Person Responsible

Elvis Epps

Schedule

Quarterly, from 9/19/2014 to 5/20/2015

Evidence of Completion

Attendance at training and classroom observations conducted by coaches and data gathered using the Marzano Teacher Evaluation Framework

Action Step 2 5

Teachers will conduct classroom and individual meetings with students to review progress on assessments and individual goals.

Person Responsible

Elvis Epps

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Classroom observations, student work samples, and classroom assignments.

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

All Algebra I teachers and after school math tutors will monitor student progress on a weekly basis. Teachers will collect data on a weekly basis and discuss the results with the students.

Person Responsible

Robert Dill

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Collection and review of student data from teachers. Test and quiz results from students assessed on Algebra I standards.

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

Staff development training and PLC meetings to discuss trends and concerns for students in Algebra I classrooms. Teachers will be monitor for effectiveness based on their implementation of math strategies and interventions with struggling students as well as the enrichment strategies for high performing students.

Person Responsible

Robert Dill

Schedule

Monthly, from 9/15/2014 to 5/29/2015


Evidence of Completion

Teacher sign in sheets and agendas from staff development training and departmental meetings. Teachers will meet with school administrators to share concerns and issues about their students. School administrators will use the Marzano Teacher Evaluation Framework to observe teachers implementing classroom strategies.


G5. Improve Student Achievement Proficiency on Geometry End of Course exam 3% (from 75% in 2014 to 78% by June 2015) **1**

 G039869

G5.B1 Transportation for students who live in neighboring counties. **2**

 B096316

G5.B1.S1 Roughly 25% of our struggling students in Geometry live more than 15 miles from the school transportation is a major issue for attending after school tutoring. Some of the math teachers have selected to tutor them before school and during the day if time permits. There will be more one on one data chats with all math students. Students will be able to recognize areas of weakness in a timely manner. **4**

 S107979

Strategy Rationale

To help students gain a clearer understanding of their achievement level in Geometry. Strategies provided will help them pass the Geometry EOC.

Action Step 1 **5**

Purchase of new math series (Go Math) and teaching strategies for Geometry.

Person Responsible

Elvis Epps

Schedule

Quarterly, from 9/25/2014 to 5/29/2015

Evidence of Completion

Receipt of materials on hand

Action Step 2 **5**

Identify students who historically scored either a level 1 or 2 in math. Provide intervention strategies with them to help the prepare for the 2015 Geometry EOC. Encourage them to attend the after school tutoring.

Person Responsible

Elvis Epps

Schedule

Monthly, from 9/18/2014 to 5/29/2015

Evidence of Completion

PLC agendas, classroom observations, teacher classroom interventions used, and test results from the Geometry EOC.

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

Classroom observations and results from quizzes and test.

Person Responsible

Robert Dill

Schedule

Monthly, from 10/31/2014 to 5/29/2015

Evidence of Completion

Students successfully being able to identify, model, and explain: two-dimensional Geometry, Three-Dimensional Geometry, and Trigonometry Mathematics.

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

Through classroom observation and student assessments being implemented by the teacher.

Person Responsible

Elvis Epps

Schedule

Monthly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Student test results and their Geometry EOC results.

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

Monitor student progress on strategies being implemented, student quiz/test scores

Person Responsible

Robert Dill

Schedule

Monthly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Improvement in student scores on teacher made and district formative assessments; Geometry EOC results.

Appendix 1: Implementation Timeline

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

FSU Lab Sch - 0341 - Florida State University School - 2014-15 SIP
Florida State University School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1	Purchase of new math series (Go Math) and teaching strategies for Geometry.	Epps, Elvis	9/25/2014	Receipt of materials on hand	5/29/2015 quarterly
G4.B1.S1.A1	During each grading period, a time will be designated for teachers and students to review progress on teacher and online assessments.	Epps, Elvis	9/19/2014	Attendance at training and classroom observations conducted by coaches and data gathered using the Marzano Teacher Evaluation Framework	5/20/2015 quarterly
G3.B1.S1.A1	Train all Language Arts teachers how to assessment, model, and implement writing strategies into their lesson. The Literacy Coaches and school administrators will conduct classroom walkthroughs, Deliberate Practice reviews, progress monitoring meetings to review student assessments from writing.		9/26/2014	Teacher agendas and notes from department and professional development meetings, classroom observations and walkthroughs, results from the 2015 Writing Assessment.	5/1/2015 monthly
G2.B7.S2.A1	Teachers will learn how to infuse reading strategies to help all students increase their reading comprehension level. School administrators, district's Staff Development Coordinator, and Literacy Coaches will conduct trainings, classroom walkthroughs, and teacher observations.	Epps, Elvis	9/22/2014	Classroom observations and walkthroughs, agendas and notes from department meetings.	5/20/2015 monthly
G1.B1.S2.A1	Obtain new Science standards to help teacher plan and organize grade level expectations	Wills, Angela	9/15/2014	New Science standards and grade level expectations for students in grades k-12.	6/8/2015 annually
G1.B1.S1.A1	Obtain Florida State Standards for Science	Wills, Angela	10/1/2014	Teacher evaluation framework, classroom walkthroughs, actual Science standards from FLDOE	6/8/2015 annually
G5.B1.S1.A2	Identify students who historically scored either a level 1 or 2 in math. Provide intervention strategies with them to help the prepare for the 2015 Geometry EOC. Encourage them to attend the after school tutoring.	Epps, Elvis	9/18/2014	PLC agendas, classroom observations, teacher classroom interventions used, and test results from the Geometry EOC.	5/29/2015 monthly
G4.B1.S1.A2	Teachers will conduct classroom and individual meetings with students to review progress on assessments and individual goals.	Epps, Elvis	9/26/2014	Classroom observations, student work samples, and classroom assignments.	5/29/2015 monthly
G2.B7.S2.A2	Teachers will receive a book, "The Highly Engaged Classroom" by Marzano and Pickering (2011) to increase student engagement during class.	Epps, Elvis	9/15/2014	Agendas, sign in sheets, and notes from department meetings and staff development trainings. School administrators and Literacy Coaches will receive feedback from teachers during one on one and small group discussions on various classroom strategies recommended in the book.	4/30/2015 quarterly
G2.B7.S2.A3	Provide students with internet access while at school.	Epps, Elvis	9/15/2014	Results from online assessment and surveys from students.	5/29/2015 daily
G1.MA1	Complete list of the new Florida State Standards for Science.	Wills, Angela	10/31/2014	Completed curriculum maps, classroom observation data, instructional calendar.	6/8/2015 annually
G1.B1.S1.MA1	Florida State Standards for Science		10/31/2014	Completed curriculum maps and instructional calendar.	6/8/2015 one-time
G1.B1.S1.MA1	New Science standards needed from FLDOE	Wills, Angela	10/1/2014	Florida State Standards for Science and completed curriculum maps and instructional calendar.	6/8/2015 annually
G1.B1.S2.MA1	Vertical alignment of Florida State standards in Science for grades k-12	Wills, Angela	10/1/2014	Completed curriculum map and instructional calendar, Florida State Standards in the hands of Science teachers.	6/8/2015 annually

FSU Lab Sch - 0341 - Florida State University School - 2014-15 SIP
Florida State University School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Teachers will be monitored throughout the school year using classroom walkthroughs and Marzano Teacher Evaluation Framework.	Epps, Elvis	9/15/2014	Feedback from teacher post planning meetings and classroom walkthroughs.	5/13/2015 biweekly
G2.MA1	[no content entered]	Epps, Elvis	9/15/2014		5/13/2015 one-time
G2.MA1	Teachers will be monitored throughout the school year using classroom walkthroughs and Marzano Teacher Evaluation Framework. Students use of computer during class time will be monitored to determine if classroom assignments and online assessment will increase student achievement on the state exam.	Epps, Elvis	9/15/2014	Feedback from teacher post planning meetings and classroom walkthroughs.	5/13/2015 biweekly
G2.B7.S2.MA1	Provide time for students to gain access to electronic devices (i.e., desktop or laptop computers and wireless tablets.	Dill, Robert	10/31/2014	Observation of students working on the computers during the school day.	5/29/2015 daily
G2.B7.S2.MA3	Classroom observations and walkthroughs to observe teachers interacting with students on reading and intervention strategies. Students will have access to computers during school hours to complete assignments and assessments.		Results from online assessments and classroom observations and walkthroughs.	one-time	
G2.B7.S2.MA1	School administrators will conduct classroom observations and walkthroughs to monitor the implementation of reading strategies and interventions with students.	Epps, Elvis	9/15/2014	Data compiled from classroom observations and classroom walkthroughs, teacher input and feedback from conferences with school administrators and Literacy Coaches.	5/29/2015 weekly
G3.MA1	Notes from trainings and school administrators' preplanning and post planning conferences. Classroom walkthroughs and observations.	Epps, Elvis	9/24/2014	Feedback from teacher conferences, agendas and meeting notes, and results from 2015 Writing Assessment.	5/27/2015 monthly
G3.B1.S1.MA1	Teachers will be monitored by the school administrators and Literacy Coaches using data from classroom walkthroughs and observations. Small group discussion with grade level teachers during their department meetings. School administrators will conduct one on one discussions with teachers during their Domain 2 Preplanning meetings.	Epps, Elvis	9/15/2014	Data chats with teachers (Domain 3 Post Conference) and trainings on Writing strategies and results from student assessments.	4/30/2015 monthly
G3.B1.S1.MA1	Teachers will be monitored by the school administrators and Literacy Coaches using data from classroom walkthroughs and observations. Small group discussion with grade level teachers during their department meetings. School administrators will conduct one on one discussions with teachers during their Domain 2 Preplanning meetings.	Epps, Elvis	9/15/2014	Data chats with teachers (Domain 3 Post Conference) and trainings on Writing strategies and results from student assessments.	4/30/2015 monthly
G3.B1.S1.MA1	Classroom observations and agendas from staff development and department meetings.	Larson, Janeen	9/30/2014	Marzano Teacher Evaluation Framework, agendas and sign-in sheets, and students results from the 2015 Writing Assessment.	5/29/2015 quarterly
G3.B1.S1.MA1	Classroom observations and agendas from staff development and department meetings.	Larson, Janeen	9/30/2014	Marzano Teacher Evaluation Framework, agendas and sign-in	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				sheets, and students results from the 2015 Writing Assessment.	
G4.MA1	Student test/quiz results from Go Math online assessments, test bank items from the Interim Bank Platform List (when available). School administrators will meet monthly with teachers to review and discuss data as well as students' progression with new standards.	Dill, Robert	9/30/2014	Deliberate Practice form PLCs, statistics derived from Marzano Teacher Evaluation Framework,	5/29/2015 quarterly
G4.B1.S1.MA1	Staff development training and PLC meetings to discuss trends and concerns for students in Algebra I classrooms. Teachers will be monitor for effectiveness based on their implementation of math strategies and interventions with struggling students as well as the enrichment strategies for high performing students.	Dill, Robert	9/15/2014	Teacher sign in sheets and agendas from staff development training and departmental meetings. Teachers will meet with school administrators to share concerns and issues about their students. School administrators will use the Marzano Teacher Evaluation Framework to observe teachers implementing classroom strategies.	5/29/2015 monthly
G4.B1.S1.MA1	All Algebra I teachers and after school math tutors will monitor student progress on a weekly basis. Teachers will collect data on a weekly basis and discuss the results with the students.	Dill, Robert	9/15/2014	Collection and review of student data from teachers. Test and quiz results from students assessed on Algebra I standards.	5/29/2015 weekly
G5.MA1	Test bank items from online assessment for Go Math. Teachers and administrators will also monitor student success from student work samples and results from teacher generated quizzes and test. Teachers will use test bank items from the Interim Bank Test Platform (IBTP) to assess students on Geometry standards throughout the school year.	Epps, Elvis	9/15/2014	Test results from the Go Math assessments for Geometry. Student results from benchmark assessment compile from the Interim Bank Test Platform (when available).	5/15/2015 monthly
G5.B1.S1.MA1	Through classroom observation and student assessments being implemented by the teacher.	Epps, Elvis	9/19/2014	Student test results and their Geometry EOC results.	5/29/2015 monthly
G5.B1.S1.MA3	Monitor student progress on strategies being implemented, student quiz/test scores	Dill, Robert	9/19/2014	Improvement in student scores on teacher made and district formative assessments; Geometry EOC results.	5/29/2015 monthly
G5.B1.S1.MA1	Classroom observations and results from quizzes and test.	Dill, Robert	10/31/2014	Students successfully being able to identify, model, and explain: two-dimensional Geometry, Three-Dimensional Geometry, and Trigonometry Mathematics.	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Increase Student Achievement Proficiency in Reading by 3% (from 79% in 2014 to 82% by June 2015).

G2.B7 Length of time necessary to meet with all students individually

G2.B7.S2 Teachers will learn how to infuse literacy strategies into their lesson. They will also learn how to explain, model, and assess reading strategies with all students. They will learn how to differentiate their instruction to meet the learning needs of all students.

PD Opportunity 1

Teachers will learn how to infuse reading strategies to help all students increase their reading comprehension level. School administrators, district's Staff Development Coordinator, and Literacy Coaches will conduct trainings, classroom walkthroughs, and teacher observations.

Facilitator

Dr. Elvis Epps, Dr. Angela Wills, Janeen Larson, and Suzanne Wilkinson

Participants

Classroom teachers

Schedule

Monthly, from 9/22/2014 to 5/20/2015

PD Opportunity 2

Teachers will receive a book, "The Highly Engaged Classroom" by Marzano and Pickering (2011) to increase student engagement during class.

Facilitator

Dr. Elvis Epps, Dr. Angela Wills, Janeen Larson, and Suzanne Wilkinson

Participants

Teachers at Florida State University Schools

Schedule

Quarterly, from 9/15/2014 to 4/30/2015

Technical Assistance Items

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