Highlands Middle School

2014-15 School Improvement Plan

Highlands Middle School

10913 PINE ESTATES RD E, Jacksonville, FL 32218

http://www.duvalschools.org/hms

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	69%

Alternative/ESE Center	Charter School	Minority
No	No	93%

School Grades History

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

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

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
Priority	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Highlands Middle School is to ensure individual student success by providing a safe and supportive environment that focuses on academics while guiding students to become accountable for their behavior. We encourage personal responsibility and academic values which we believe will lead our students to success in both school and life. We strive to provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement

Every student is inspired and prepared for success in college or a career, and life.

School Environment

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

The faculty conducts student inventories to learn about students, their interests and families. The school hosts Open House and numerous family and parent meetings throughout the year to engage students and their families.

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

The school has developed a school-wide discipline plan with emphasis on interventions that focus on preventing bullying and physical altercations. The Restorative Justice program was implemented to provide a positive, proactive, an instructional way of dealing with misbehavior. Two additional security staff were added this year. Grade level assemblies were conducted and students were introduced to various resources to whom they can go seek out if they are having problems (Admin; SRO; counselors; AFL, BIGS, Jewish Family Services & CIS advocates/staff, etc.).
Students are encouraged to participate in TEAM UP, sports, and clubs to foster trusting and lasting relationships with the coaches, sponsors, mentors, teachers, and other faculty & staff.

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 school's Positive Behavior Plan is infused with classroom & teacher interventions that redirect undesirable and reinforce positive behaviors by students to keep them engaged and focused on the lessons. The Districts Student Code of Conduct outlines numerous steps/interventions that must be implemented, giving students opportunities to meet the schools behavior expectations; school personnel have been properly trained on the new dispensation of discipline.

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

The school's counseling department is staffed with highly qualified counselors trained to meet the needs of students. Highlands Middle has partnered with a variety of community organizations that are housed within the building for immediate accessibility to students.. These programs include:

Achievers For Life, Big Brother/Big Sisters, Communities In Schools, GEAR UP (Gaining Early Readiness for Undergraduate Programs), and Jewish Family Services.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Highland's early warning system consists of quickly determining the needs of targeted students. The system addresses academic, behavioral, and emotional needs. Teacher and/or subject area coach identifies student with one or more of the issues listed below (attendance, missing Core credits, suspensions, etc.) Indicators to be used are daily attendance, low test grades, low class grades, low grades in Oncourse, discipline referrals, ISSP referrals Some students have already been predetermined to have additional services upfront. Once the student is identified, he/she will attend a meeting with parent, student, core teacher, guidance, and Assistant principal. Collaboratively a plan (Saturday school, tutoring, weekly status sheets, bi-weekly attendance checks, progress monitoring, one-to-one counseling. etc) will be developed to help student improve in one or multiple areas.
Attendance- AIT meetings are held monthly. Any student missing 10 or more days is identified to attend along with parent. The school social worker is included and provides aggressive follow up to ensure that attendance improves and parents are aware of the ramifications. Students who enter into an attendance contract then are closely monitored by a multitude of sources- Social worker, counselor, dean, teachers, and administrators.
Low Perfoming/ Low Level students- In school safety nets are in place to ensure they receive ---- Team UP is available to students who staff after school to increase academic performance. Team UP staff consists of highly certified teachers enforcing strategies taught during normal class hours. Students will receive individualized instruction in core areas according to need. Coaches will work with these students in increments as support measure for our low performing students. For struggling ESE students, our Lead teacher has a multitude of safety nets set up for the students. She provides professional development where she shares strategies, accommodation ideas, and helpful tips in maximizing student achievement.
Failing Cores (Math/ ELA)- Counselors will monitor progress reports through Oncourse and Report cards. A list is developed of students in jeopardy of failing one of the above mentioned courses. Guidance conferences with the student and the parent to provide them with recovery options. Counselors then follow up on their performance by collaborating with teachers and close monitoring of Oncourse for incremental growth. Counselors will also conduct Credit checks to ensure classes from previous years are not missed for recovery opportunities.
Suspensions- Students receive progressive discipline; Out of School suspension is a last resort. These students meet with Guidance bi-weekly by way of teacher, coach, administrator referrals. Those students participate in group and individual counseling to learn desired behaviors through the guidance office; Counselors work with teachers on various strategies that can be utilized to curtail behavior problems. Guidance will implement intervention strategies such as: Referrals to Restorative Justice (level 2 students), Achievers for Life (Level 1 students) Jewish Family Services, and Communities in Schools. And most importantly, consistent parent communication.

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	0	0	0	
One or more suspensions	3	6	13	22
Course failure in ELA or Math	5	23	16	44
Level 1 on statewide assessment	98	138	138	374

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	2	8	5	15

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

Administrators (Jackie Simmons, Stephanie Johnson-Hart, and Jacqueline Jones) provide a common vision for the use of data-based analysis and instruction, ensure the school-based team is implementing and monitoring MTSS, conduct assessments and ensure implementation of intervention support and documentation, collaborate in the design and delivery of professional development, communicate with parents and the community regarding school-based MTSS plans and activities, and create opportunities to have celebrations.

Department Specialists (ELA/Reading/Math/Social Studies/Science): Department Specialists Jenna James, Catherine Sideris, Michelle Knapp, Jessica Bryant, and Angie Heidinger, lead classroom teachers to begin intentional responses when reflecting on student performance, behavior, and attendance. Emphasis is on supporting collaboration with colleagues to constantly evaluate and review students' performances, providing curriculum instruction for students that include reflective practices, analyzing student data, and implementing instruction and intentional intense interventions for Tier 1, Tier 2, and Tier 3.

Exceptional Student Education (ESE) Liaison: (Carolyn Wynn) Leads teacher support in the implementation of Tiered instruction for students with disabilities; develops Tier 3 intervention and supports content area teachers in the implementation intervention; helps teachers initiate and design instruction for students who show low content area skills or lack of progress over time.

Instructional Coaches (Reading and Math): Instructional Coaches, Myra Bolden and Sue Wrye serve as liaisons between teachers, students, and parents; support targeted instruction and monitor implementation; model teaching and reflective practices for all school-based educators; collect and analyze data; design and deliver professional development.

Data Assessment Contact: (Tracy Hundley) Develops and leads the school in data collection and in analyzing the data; helps provide professional development and data assistance regarding data-based instructional planning and interventions.

School Counselors and School Psychologist: (Chauncey Nelson and Jennifer Jackson) Provide direct contributions/presentations to teachers in order to address students' behaviors and ways to help teachers and students manage distractions that hinder the learning environment; participates to work proactively to respond to individual students' social/emotional behaviors, academic deficiencies, attendance, and overall student performance. In addition to providing interventions, counselors link child-serving and community agencies to the school and families to support students' academic, emotional, behavioral, and social success. School counselors provide Early Warning Signs training to faculty and staff to build awareness of potentially problematic behaviors.

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

Increase parental access to meaningful educational information;
Provide various strategies to help support parents at home;
Increase parent/community awareness and involvement regarding the events/activities at HMS; students have a greater opportunity to be successful when there are more stakeholders involved in their educational experiences
Increase parent and student understanding about the graduation requirements for high school;

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 partnered with Achievers For Life, Jewish Families & Community Services, Big Brothers/ Big Sisters, Communities In Schools, TEAM-UP, GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs), and the Highlands Branch Library to offer additional academic support via tutoring and mentoring. Moreover, family advocates provided through these agencies are available on campus daily to offer additional support to families connecting them with various community resources.

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
Simmons, Jackie	Principal
Johnson-Hart, Stephanie	Assistant Principal
Jones, Jacqueline	Assistant Principal
Bibbins, Darrell	Dean
Hundley, Tracy	Teacher, K-12

Duties

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

Administrators (Jackie Simmons, Stephanie Johnson-Hart, and Jacqueline Jones) provide a common vision for the use of data-based analysis and instruction, ensure the school-based team is implementing and monitoring MTSS, conduct assessments and ensure implementation of intervention

support and documentation, collaborate in the design and delivery of professional development, communicate with parents and the community regarding school-based MTSS plans and activities, and create opportunities to have celebrations.

Department Specialists (ELA/Reading/Math/Social Studies/Science): Department Specialists Jenna James, Catherine Sideris, Michelle Knapp, Jessica Bryant, and Angie Heidinger-Kindler, lead classroom teachers to begin intentional responses when reflecting on student performance, behavior, and attendance. Emphasis is on supporting collaboration with colleagues to constantly evaluate and review students' performances, providing curriculum instruction for students that include reflective practices, analyzing student data, and implementing instruction and intentional intense interventions for Tier 1, Tier 2, and Tier 3.

Exceptional Student Education (ESE) Liaison: (Carolyn Wynn) Leads teacher support in the implementation of Tiered instruction for students with disabilities; develops Tier 3 intervention and supports content area teachers in the implementation intervention; helps teachers initiate and design instruction for students who show low content area skills or lack of progress over time.

Instructional Coaches (Reading, Math and Science): Instructional Coaches, Myra Bolden, Sue Wrye, and Angie Heidinger-Kindler (Science Lead) serve as liaisons between teachers, students, and parents; support targeted instruction and monitor implementation; model teaching and reflective practices for all school-based educators; collect and analyze data; design and deliver professional development.

Data Assessment Contact: (Tracy Hundley) Develops and leads the school in data collection and in analyzing the data; helps provide professional development and data assistance regarding data-based instructional planning and interventions.

School Counselors and School Psychologist: (Chauncey Nelson and Jennifer Jackson) Provide direct contributions/presentations to teachers in order to address students' behaviors and ways to help teachers and students manage distractions that hinder the learning environment; participates to work proactively to respond to individual students' social/emotional behaviors, academic deficiencies, attendance, and overall student performance. In addition to providing interventions, counselors link child-serving and community agencies to the school and families to support students' academic, emotional, behavioral, and social success. School counselors provide Early Warning Signs training to faculty and staff to build awareness of potentially problematic behaviors.

Dean of Discipline (Darrell Bibbins) provides positive behavior supports and interventions that focus on keeping students in class and school. He assists with the implementation of CHAMPS and Foundations to create a safe and civil learning environment.

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

A variety of data sources are utilized to determine students' academic and behavioral needs. In academic areas, assessments and data sources include Achieve 3000, Curriculum Guide Assessments (CGAs), Florida Comprehensive Assessment Test (FCAT) 2.0 2014, Florida State Standards, District Timed Writing Assessment, and student portfolios including self assessments and reflections. The results of these assessments are obtained through Performance Matters. With regard to behavior, data is obtained from Genesis. Based on data, students will be identified for interventions and scheduled appropriately. The effectiveness of core instruction will be assessed through coaching cycles with academic coaches and observations by administrators. In order to determine resource allocation, student data is examined to determine the number of sections and teachers needed for intervention courses (enrichment reading and enrichment math). Teacher support systems include common planning, mentoring for early-career teachers, and the coaching cycle with academic and district coaches. Small group and individual needs are addressed through individual data chats, working with the reading interventionist, and individual and small group academic counseling/advising

with school counselors.
In compliance with IDEA, Exceptional Education teachers will provide assistance to the parents of students with disabilities based on the specified needs in their IEP or 504 plan.
The school will host Parent Reading Nights. Parents will be contacted and invited to attend. These meetings will be designed to give parents tools/strategies they can use at home to help their children study.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Tia Keitt	Business/Community
Ashail Everrett	Parent
Beverly Mason	Business/Community
Jackie Simmons, Jr.	Principal
Stephanie Johnson-Hart	Education Support Employee
Tracy Hundley	Education Support Employee
Melanice Smith	Parent
Candace Gamble	Student
Allen Fennell	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council worked with the Leadership Team in developing goals for the school. The SAC reviewed the School Improvement Plan and offered input before approving the plan.

Development of this school improvement plan

The School Advisory Council will work with the Leadership Team in developing goals for the school. The SAC will review the School Improvement Plan and offer input before approving the plan.

Preparation of the school's annual budget and plan

We do not receive any school improvement funds.

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

We did not receive any school improvement funds last school year.

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

We are currently recruiting a diverse group of parents, students, and additional community partners to participate with the School Advisory Counsel.

Literacy Leadership Team (LLT)

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

Name	Title
Simmons, Jackie	Principal
Johnson-Hart, Stephanie	Assistant Principal
Jones, Jacqueline	Assistant Principal
Heidinger, Angie	Teacher, K-12
Hundley, Tracy	Teacher, K-12
Wrye, Sue	Instructional Coach
Jenna, James	Teacher, K-12
Sideris, Catherine	Teacher, K-12
Nelson, Chauncey	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The major function this year will be to meet and discuss how we are incorporating Reading and Writing across all contents. We will focus on cross-curricular lessons. The major initiative this year for the LLT is to increase writing across content areas by building a literacy culture through collaboration. The school reading targets are to increase the number of students meeting high standards in Reading, increase the number of students making learning gains in reading and increase the number of proficient students by 25% making learning gains in reading. LLT will promote literacy through various school wide activities that will motivate students to read. These initiatives will be accomplished through:
• ongoing, job-embedded, researched-based professional development
• highly effective teachers in every content area that model and provide explicit instruction to improve comprehension, and strategic and accelerated intervention.

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

All teachers have been provided with common planning time and are required to plan together at least once per week. New and novice teachers have been paired with Mentors for the MINT program, which provides a support system for them. In addition, teachers have the opportunity to work together collaboratively during Early Release Professional Development.

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

Our Principal and Assistant Principals recruit at Teach for America. We also interview and screen other highly qualified candidates and/or applicants.
New teachers attend an orientation at the school prior to pre-planning. The session includes information

on the use of lesson/unit plan template, classroom rituals and routines, standards based instruction, school and district policies and other faculty handbook information. Persons responsible are the Assistant Principals and Academic Coaches.

Regular meetings with new teachers to provide information on classroom strategies, certification, and MINT requirements. New teachers are partnered with MINT mentors. Persons responsible: professional development facilitator and Assistant Principals.

Teacher input for training needs is solicited through a faculty survey. Topics for Early Release, IPDP and planning period training reflect teacher needs as indicated through the survey, classroom observations, focus walks and self assessments. Persons responsible: Academic coaches; Assistant Principals; Professional Development Facilitator

Reading endorsement training will be provided on-site. Person responsible: District

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

Monthly MINT meetings are held to provide information on professional development, certification requirements, and other district and school requirements. During the meetings, time is provided for new teachers to meet with their mentor to discuss observations, issues with which the new teacher needs support, and to ask questions. Professional development may also be provided during the meetings to address areas of need that have been identified by the new teachers.

MENTEE MENTOR RATIONALE

Ms. Blackshear- Ms. Sideris same subject area, expertise to share

Ms. Addison- Ms. Sideris same subject area, expertise to share

Mrs. Gordon (Jenkins)- Mrs. Bradshaw requested by the teachers, they teach the students

Mr. Jackson- Mrs. Watford both teach 8th grade American History

Ms. Brault- Ms. Bryant both teach civics, were paired together last year

Mrs. Heffner- Ms. Wynn both in ESE-meet for IEP's and train together

Mr. Brooks- Ms. Bryant both in ESE-meet for IEP's and train together

Ms. Standifer- Ms. Wynn she is going to be exempt; assisting with compliance for exemption

Mr. Stanley- Ms. Wynn match from last year, completing final requirements together

Mr. Nicholas- Mrs. Kindler both teach 8th grade science and already work together

Ms. Boykins- Ms. Knapp both teach math-can provide expertise and math techniques

Mr. Grant- Mrs. Lawrence both teach 6th grade social studies-share curricular requirements

Ms. Byers- Mrs. Wrye Reading coach has expertise to share with ELA teacher

Ms. Strasser- Mrs.Hundley mentor experience is in lower grade levels, and novice has changed from 8th to 6th-mentor can assist with new placement

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school utilizes the curricula and instructional materials that have been approved and provided by the District. Instructional programs and materials are aligned to meet the state standards.

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

Data is used to determine what levels students are at and what growth areas they need to work on in each core class. CGA's are given and students receive individual data chats regarding which benchmarks they need to work on in order to reach proficiency. Students are also grouped in their core classes and rotate through stations based on benchmarks needed; targeted instructed is given in each station to meet the needs of the students. Mini-assessments, additional CGA's and teacher assessments are administered in regular intervals to access student growth and groups are modified accordingly. The school uses the Florida Continuous Improvement Model to regularly access student progress.

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: 150

The Team Up teachers will consult with the core academic instructors to gather data about the areas of weaknesses for students enrolled in Team Up.

Strategy Rationale

The Team Up teachers (who are also core teachers) can work on targeted areas of deficiencies during the extended learning time; this will increase the opportunity for students to be successful in their core classes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hundley, Tracy, hundleyt@duvalschools.org

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

The Team up coordinator will monitor instruction; increase/decline in academic performance of students and share the information with the core instructors and well as the administration.

Strategy: Weekend Program

Minutes added to school year: 1,440

Saturday School will offer additional academic assistance in core academic areas

Strategy Rationale

Saturday School teachers (who are also core teachers) can work on targeted areas of deficiencies during the extended learning time; this will increase the opportunity for students to be successful in their core classes and on the FSA.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Simmons, Jackie, simmonsj@duvalschools.org

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

The academic coaches and administration will monitor the effectiveness of the strategies and make necessary adjustments when necessary. They will also be responsible for gathering data (CGA, DAR, SRA, Writing samples, teacher assessments, etc.) to determine if these strategies are effective.

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

The school offers a Transitions class for 6th grade students that focus on learning strategies, study skills. and social skills needed to be successful in Middle School.
The school offers a College/Career component taught through the American History classes for all 8th grade students. The school counselors are an integral part of this component and make students aware of the academic (credit requirements) and career (industry certification requirements) associated with High School.

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

At the 6th, 7th, and 8th grade level school counselors are tasked with meeting and discussing with each student about their personal, social, and career goals. These goals are then (where applicable) integrated into the students course of study. Each year these goals are revisited.

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

In our Career Technical Education course students use Microsoft Powerpoint, Word, etc. These skills can be used in the real world and workplace.
We will utilize industry certified personnel to assist and ensure that core content is translated to real world application.

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

N/A

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

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 percentage of students who are proficient as well as increase percentage of students who make gains including those in the bottom quartile on all state assessments

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 percentage of students who are proficient as well as increase percentage of students who make gains including those in the bottom quartile on all state assessments [1a]

🔍 G038958

Targets Supported [1b]

Indicator	Annual Target
FCAT 2.0 Science Proficiency	35.0
FSA - Mathematics - Proficiency Rate	36.0
FSA - English Language Arts - Proficiency Rate	38.0

Resources Available to Support the Goal [2]

- Academic coaches and lead teachers
- Common planning with Professional Learning Communities.
- School-wide professional development on Early Release days.
- District specialist support.
- Title I funds.

Targeted Barriers to Achieving the Goal [3]

- Teacher implementation of the gradual release model is inconsistent.
- Teachers do not scaffold higher-order questions effectively in all lessons.
- Lack of differentiated instruction.
- .Lack of student motivation
- High percentage of new and novice teachers every year.
- Knowledge and implementation of new curricula.

Plan to Monitor Progress Toward G1. [8]

Increase student achievement from Curriculum Guide Assessment baselines to quarterly Curriculum Guide Assessment from September to May 2014.

Increase student achievement on weaker benchmarks using the Florida Continuous Improvement Model as measured by focus lesson mini-assessments from September to May 2015.

Person Responsible
Jackie Simmons

Schedule
On 6/5/2015

Evidence of Completion
Curriculum Guide Assessment data, focus lesson data

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 percentage of students who are proficient as well as increase percentage of students who make gains including those in the bottom quartile on all state assessments 1

🔑 G038958

G1.B1 Teacher implementation of the gradual release model is inconsistent. 2

🔑 B093725

G1.B1.S1 School-wide professional development on correct implementation of gradual release model. 4

🔑 S104759

Strategy Rationale

Familiarize teachers with examples of implementation of correct pacing within the cycle of gradual release

Action Step 1 5

School-wide professional development

Person Responsible

Jackie Simmons

Schedule

Quarterly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Sign in sheet, exit slips, agenda

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

Perform classroom walk-throughs and look for implementation of gradual release as it was presented in the professional development.

Person Responsible

Jackie Simmons

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation/feedback forms,lesson plans; PLC discussions

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

Conduct informal/formal observations to see if teacher are releasing students to practice/ investigate on their own. Look at lesson plans to see if gradual release is being planned into lessons and being implemented.

Person Responsible

Jackie Simmons

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans; post observation forms; Leadership Team Meetings

G1.B1.S2 Academic coaches implement coaching cycle with teachers by modeling lessons in the classroom. 4

S104760

Strategy Rationale

Observing implementation of gradual release and pacing within the teacher's own classroom helps promote professional growth and development.

Action Step 1 5

Modeled instruction

Person Responsible

Stephanie Johnson-Hart

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Coaching cycle documentation; lesson plans; informal and formal observations

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

Administrators will check or review coaches log for evidence of coaching cycle being implemented.

Person Responsible

Jackie Simmons

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Coaches Log, Feedback Form; Administration will provide next steps

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

Conduct walk-throughs and informal/formal observations to observe implementation of gradual release after coaching cycle is complete.

Person Responsible

Jackie Simmons

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Feedback forms, lesson plans, observation forms; Leadership Team Meetings, CAST

G1.B1.S3 Establish model classrooms for teacher observation. `4`

🔍 S104761

Strategy Rationale

Observing implementation of gradual release and pacing helps promote professional growth and development.

Action Step 1 `5`

Allow teachers the opportunity for purposeful observation of model classroom.

Person Responsible

Stephanie Johnson-Hart

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher reflections and feedback forms,

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Create a criteria to select model classroom.

Person Responsible

Jackie Simmons

Schedule

Quarterly, from 8/11/2014 to 8/11/2014

Evidence of Completion

List of teachers who meet criteria of a model classroom

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Observe model classroom on regular basis to ensure it maintains the standards of being a model classroom.

Person Responsible

Jackie Simmons

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation forms, feedback forms

G1.B2 Teachers do not scaffold higher-order questions effectively in all lessons. 2

B093726

G1.B2.S1 Encourage teachers to use Webb's Depth of Knowledge to script higher-order questions on lesson plans. 4

S104762

Strategy Rationale

Research shows that effective questioning techniques improves comprehension.

Action Step 1 5

Distribute copies of Webb's depth of knowledge to all teachers

Person Responsible

Stephanie Johnson-Hart

Schedule

On 8/12/2014

Evidence of Completion

Scripted higher-order thinking questions on teacher lesson plans

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

Monitor lesson plans; conduct classroom walkthroughs and observations

Person Responsible

Jackie Simmons

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans; classroom walkthrough observation forms, Accountable talk; Shared Inquiry

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

Achieve 3000 scores; Curriculum Guide Assessment (CGA) tests; and focus lesson mini assessments

Person Responsible

Stephanie Johnson-Hart

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

To increase the level of mastery on the Diagnostic Assessment of Reading (DAR) and Curriculum Guide Assessments

---

G1.B2.S2 School-wide professional development on how to scaffold higher-order questions. `4`

S104763

Strategy Rationale

This would ensure that teachers have the tools necessary to plan higher-order questions for their lessons.

Action Step 1 `5`

Plan and implement professional development on how to scaffold higher-order questions.

Person Responsible

Stephanie Johnson-Hart

Schedule

On 12/10/2014

Evidence of Completion

sign-in sheet; exit slip;; feedback forms

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

lesson plans; classroom walkthroughs

Person Responsible

Jackie Simmons

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans and classroom walkthrough observation forms; faculty discourse

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

Teacher feedback/evaluation of professional development

Person Responsible

Stephanie Johnson-Hart

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Feedback forms

G1.B2.S3 Content area teachers will engage in collaborative planning. `4`

S104764

Strategy Rationale

Collaborating with content-area teachers provides an opportunity for brainstorming and ensures that all teachers are using higher-order questions and strategies to stretch students' thinking.

Action Step 1 `5`

Collaborative planning

Person Responsible

Jackie Simmons

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Professional Learning Community Agendas, administrator, and coach attendance.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

Academic coaches will participate in and facilitate common planning weekly; administrators will visit common planning on an as-needed basis.

Person Responsible

Jackie Simmons

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC agendas, lesson plans and observation of common planning; exit slips

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Review lesson plans for evidence of common planning; Look at CGA baseline data

Person Responsible

Stephanie Johnson-Hart

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans aligned to state standards and demonstrate evidence of higher-order questions.

G1.B3 Lack of differentiated instruction. 2

🔍 B093727

G1.B3.S1 Content-area professional learning communities 4

🔍 S104765

Strategy Rationale

Provides teachers an opportunity to share and analyze data.

Action Step 1 5

Teachers will participate in weekly common planning.

Person Responsible

Jackie Simmons

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Professional learning community agendas

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

Academic coaches attend and facilitate PLC/common planning once per week; administrators visit as-needed.

Person Responsible

Stephanie Johnson-Hart

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC agendas and observations/attendance

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

Lesson plans to demonstrate common planning with differentiation. CGA data.

Person Responsible

Jackie Simmons

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

CGA data; lesson plans

G1.B3.S2 School-wide professional development on effectively grouping students using data. [4]

S104766

Strategy Rationale

Provides teachers with skills to aggregate data and group students accordingly.

Action Step 1 [5]

Plan and implement school-wide professional development on effectively grouping students using data.

Person Responsible

Tracy Hundley

Schedule

Quarterly, from 9/24/2014 to 6/5/2015

Evidence of Completion

sign-in sheets; exit slip; data books

Plan to Monitor Fidelity of Implementation of G1.B3.S2 [6]

Classroom observations and walkthroughs; view teacher data notebooks

Person Responsible

Jackie Simmons

Schedule

Monthly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Classroom walkthrough feedback forms; teacher data notebooks.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Monitor focus lesson mini assessment data and teacher-created test data to determine if current grouping is effective

Person Responsible

Jackie Simmons

Schedule

Monthly, from 9/25/2014 to 6/5/2015

Evidence of Completion

data chat forms; student data; teacher data notebooks.

G1.B3.S3 Academic coaches provide explicit classroom modeling to demonstrate effective differentiation. 4

🔑 S104767

Strategy Rationale

This provides teachers with an example of how to effectively use data to provide targeted small-group instruction.

Action Step 1 5

Academic coaches implement the coaching cycle with teachers who need explicit modeling in effective differentiation

Person Responsible

Stephanie Johnson-Hart

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Coaching cycle documentation.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 `6`

Coaching cycle documentation and administrator observation

Person Responsible

Stephanie Johnson-Hart

Schedule

Monthly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Coaching cycle documentation and administration observation feedback forms.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 `7`

Step 3 of coaching cycle: following coach modeling, teacher implements strategy and coach observes.

Person Responsible

Stephanie Johnson-Hart

Schedule

Monthly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Coaching cycle documentation

G1.B4 .Lack of student motivation 2

🔍 B093728

G1.B4.S1 Content-area professional development on teacher implementation of engaging classroom activities. 4

🔍 S104768

Strategy Rationale

Provide teachers with content-area specific activities to keep students engaged in the lesson.

Action Step 1 5

Plan and implement school-wide professional development on teacher implementation of engaging classroom activities.

Person Responsible

Jackie Simmons

Schedule

On 9/10/2014

Evidence of Completion

sign-in sheets; exit slips

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Review common planning agenda

Person Responsible

Stephanie Johnson-Hart

Schedule

On 9/10/2014

Evidence of Completion

Common planning agenda

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Classroom walkthroughs and observations

Person Responsible

Jackie Simmons

Schedule

On 6/5/2015

Evidence of Completion

Classroom walkthrough and observation forms that will focus on activities developed

G1.B4.S2 Increase use of technology in the classroom. 4

S104769

Strategy Rationale

Students are inundated with technology outside of the classroom. Providing teachers with technology in the classroom will help increase student engagement.

Action Step 1 5

Coaches infuse technology within their modeled lessons.

Person Responsible

Stephanie Johnson-Hart

Schedule

On 6/5/2015

Evidence of Completion

Coaching cycle documentation.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Classroom observations and lesson plans

Person Responsible

Jackie Simmons

Schedule

On 6/5/2015

Evidence of Completion

classroom walkthrough feedback forms and teacher lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Administrators and academic coaches conduct classroom walkthroughs to monitor student engagement as a result of technology.

Person Responsible

Jackie Simmons

Schedule

On 6/5/2015

Evidence of Completion

Classroom walkthrough observation forms.

G1.B4.S3 Encourage teachers to build rapport with students. `4`

Strategy Rationale

Rapport with students creates a positive learning environment and increases student engagement.

Action Step 1 `5`

Distributing tips on building relationships with students.

Person Responsible

Stephanie Johnson-Hart

Schedule

Quarterly, from 9/10/2014 to 6/5/2015

Evidence of Completion

Newsletters; list of tips

Plan to Monitor Fidelity of Implementation of G1.B4.S3 `6`

Classroom walkthroughs to observe rapport with students

Person Responsible

Jackie Simmons

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom observation/walkthrough forms

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 `7`

anonymous student surveys

Person Responsible

Jackie Simmons

Schedule

Quarterly, from 5/12/2015 to 5/15/2015

Evidence of Completion

Surveys and teacher reflection forms.

G1.B5 High percentage of new and novice teachers every year. `2`

G1.B5.S1 Pairing new and novice teachers with effective mentors. `4`

Strategy Rationale

Mentoring provides a support system for teachers and can help prevent them from becoming overwhelmed.

Action Step 1 `5`

Select effective teachers to be mentors for new teachers

Person Responsible

Jackie Simmons

Schedule

Monthly, from 8/11/2014 to 8/11/2014

Evidence of Completion

MINT documentation

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Monitor mentoring relationship between mentor and mentee

Person Responsible

Jackie Simmons

Schedule

On 6/5/2015

Evidence of Completion

MINT documentation

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Conferences with mentors and mentees

Person Responsible

Jackie Simmons

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Records of conferences/MINT documentation

G1.B5.S2 Allowing new and novice teachers opportunities to observe other teachers. 4

S104772

Strategy Rationale

Exposing teachers to model classrooms provides them the opportunity to develop ways to effectively implement teaching strategies in their own classroom.

Action Step 1 5

Identify model classrooms

Person Responsible

Jackie Simmons

Schedule

On 8/11/2014

Evidence of Completion

Observations and classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B5.S2 `6`

Reviewing teacher feedback and reflection documentation after observation

Person Responsible

Stephanie Johnson-Hart

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

teacher feedback and reflection forms

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 `7`

Classroom observations - did teachers take skills observed back and implement them into their classroom?

Person Responsible

Jackie Simmons

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom observation and feedback forms

G1.B5.S3 Increase positive reinforcement and recognition of all teachers. 4

S104773

Strategy Rationale

Encouraging new and novice teachers helps build morale and maintain a positive school environment.

Action Step 1 5

Administrators consistently provide positive verbal recognition

Person Responsible

Jackie Simmons

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

observation

Action Step 2 5

Distribute Wildcat Wonder awards monthly

Person Responsible

Stephanie Johnson-Hart

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agendas from Early Release; certificates

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Principal collaboration in administrator meeting regarding positive feedback for teachers

Person Responsible

Jackie Simmons

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Administrator meeting agendas.

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

Have all faculty and staff complete school climate survey

Person Responsible

Jackie Simmons

Schedule

On 5/15/2015

Evidence of Completion

School climate survey data.

G1.B6 Knowledge and implementation of new curricula. 2

B093730

G1.B6.S1 Continuous professional development during professional learning communities (and District trainings) with the support of district specialists. 4

S104774

Strategy Rationale

This will continue to develop the skills necessary to implement the curricula effectively.

Action Step 1 5

Teachers attend all available trainings on new curricula

Person Responsible

Jackie Simmons

Schedule

On 8/15/2014

Evidence of Completion

district sign-in sheets and PD points

Action Step 2 `5`

Academic coaches meet with teachers on a weekly basis during Professional Learning Communities

Person Responsible

Stephanie Johnson-Hart

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC agendas

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Administrators will attend PLCs, monitor PLC agendas, inform staff of District wide trainings, and have staff reflect on district trainings.

Person Responsible

Jackie Simmons

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC agendas, observation of PLCs, district training sign-in sheets and share-outs.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Observe implementation of new curriculum in the classrooms

Person Responsible

Jackie Simmons

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

classroom walkthroughs and observations; coaches model how to implement the new curriculum during PLC, coaching cycle, and co-teaching opportunities.

G1.B6.S2 Common planning with academic coaches. 4

🔍 S104775

Strategy Rationale

This provides a small group environment to problem-solve, ask questions, and collaborate in order to create effective lesson plans aligned to the new curricula.

Action Step 1 5

Academic coaches meet with enrichment teachers weekly during common planning

Person Responsible

Jackie Simmons

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC agendas

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Administrators ensure that a coach or administrator is facilitating common planning with each subject area once per week.

Person Responsible

Jackie Simmons

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC agendas and participation in PLCs weekly

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 `7`

Data chats to review student data and discuss what works and what needs improvement; classroom walkthrough observations

Person Responsible

Jackie Simmons

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data chat logs, data notebooks, classroom walkthrough observatoins

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	School-wide professional development	Simmons, Jackie	8/14/2014	Sign in sheet, exit slips, agenda	6/5/2015 quarterly
G1.B1.S2.A1	Modeled instruction	Johnson-Hart, Stephanie	8/18/2014	Coaching cycle documentation; lesson plans; informal and formal observations	6/5/2015 weekly
G1.B1.S3.A1	Allow teachers the opportunity for purposeful observation of model classroom.	Johnson-Hart, Stephanie	8/18/2014	Teacher reflections and feedback forms,	6/5/2015 quarterly
G1.B2.S1.A1	Distribute copies of Webb's depth of knowledge to all teachers	Johnson-Hart, Stephanie	8/12/2014	Scripted higher-order thinking questions on teacher lesson plans	8/12/2014 one-time
G1.B2.S2.A1	Plan and implement professional development on how to scaffold higher-order questions.	Johnson-Hart, Stephanie	12/10/2014	sign-in sheet; exit slip;; feedback forms	12/10/2014 one-time
G1.B2.S3.A1	Collaborative planning	Simmons, Jackie	8/18/2014	Professional Learning Community Agendas, administrator, and coach attendance.	6/5/2015 weekly
G1.B3.S1.A1	Teachers will participate in weekly common planning.	Simmons, Jackie	8/18/2014	Professional learning community agendas	6/5/2015 weekly
G1.B3.S2.A1	Plan and implement school-wide professional development on effectively grouping students using data.	Hundley, Tracy	9/24/2014	sign-in sheets; exit slip; data books	6/5/2015 quarterly
G1.B3.S3.A1	Academic coaches implement the coaching cycle with teachers who need explicit modeling in effective differentiation	Johnson-Hart, Stephanie	8/18/2014	Coaching cycle documentation.	6/5/2015 monthly
G1.B4.S1.A1	Plan and implement school-wide professional development on teacher implementation of engaging classroom activities.	Simmons, Jackie	9/10/2014	sign-in sheets; exit slips	9/10/2014 one-time
G1.B4.S2.A1	Coaches infuse technology within their modeled lessons.	Johnson-Hart, Stephanie	8/18/2014	Coaching cycle documentation.	6/5/2015 one-time
G1.B4.S3.A1	Distributing tips on building relationships with students.	Johnson-Hart, Stephanie	9/10/2014	Newsletters; list of tips	6/5/2015 quarterly
G1.B5.S1.A1	Select effective teachers to be mentors for new teachers	Simmons, Jackie	8/11/2014	MINT documentation	8/11/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S2.A1	Identify model classrooms	Simmons, Jackie	8/11/2014	Observations and classroom walk-throughs	8/11/2014 one-time
G1.B5.S3.A1	Administrators consistently provide positive verbal recognition	Simmons, Jackie	8/18/2014	observation	6/5/2015 biweekly
G1.B6.S1.A1	Teachers attend all available trainings on new curricula	Simmons, Jackie	8/11/2014	district sign-in sheets and PD points	8/15/2014 one-time
G1.B6.S2.A1	Academic coaches meet with enrichment teachers weekly during common planning	Simmons, Jackie	8/18/2014	PLC agendas	6/5/2015 weekly
G1.B5.S3.A2	Distribute Wildcat Wonder awards monthly	Johnson-Hart, Stephanie	8/18/2014	Agendas from Early Release; certificates	6/5/2015 monthly
G1.B6.S1.A2	Academic coaches meet with teachers on a weekly basis during Professional Learning Communities	Johnson-Hart, Stephanie	8/18/2014	PLC agendas	6/5/2015 weekly
G1.MA1	Increase student achievement from Curriculum Guide Assessment baselines to quarterly Curriculum Guide Assessment from September to May 2014. Increase student achievement on weaker benchmarks using the Florida Continuous Improvement Model as measured by focus lesson mini-assessments from September to May 2015.	Simmons, Jackie	8/18/2014	Curriculum Guide Assessment data, focus lesson data	6/5/2015 one-time
G1.B1.S1.MA1	Conduct informal/formal observations to see if teacher are releasing students to practice/investigate on their own. Look at lesson plans to see if gradual release is being planned into lessons and being implemented.	Simmons, Jackie	8/18/2014	Lesson plans; post observation forms; Leadership Team Meetings	6/5/2015 quarterly
G1.B1.S1.MA1	Perform classroom walk-throughs and look for implementation of gradual release as it was presented in the professional development.	Simmons, Jackie	8/18/2014	Observation/feedback forms,lesson plans; PLC discussions	6/5/2015 monthly
G1.B2.S1.MA1	Achieve 3000 scores; Curriculum Guide Assessment (CGA) tests; and focus lesson mini assessments	Johnson-Hart, Stephanie	8/18/2014	To increase the level of mastery on the Diagnostic Assessment of Reading (DAR) and Curriculum Guide Assessments	6/5/2015 quarterly
G1.B2.S1.MA1	Monitor lesson plans; conduct classroom walkthroughs and observations	Simmons, Jackie	8/18/2014	Lesson plans; classroom walkthrough observation forms, Accountable talk; Shared Inquiry	6/5/2015 monthly
G1.B3.S1.MA1	Lesson plans to demonstrate common planning with differentiation. CGA data.	Simmons, Jackie	8/18/2014	CGA data; lesson plans	6/5/2015 monthly
G1.B3.S1.MA1	Academic coaches attend and facilitate PLC/common planning once per week; administrators visit as-needed.	Johnson-Hart, Stephanie	8/18/2014	PLC agendas and observations/ attendance	6/5/2015 weekly
G1.B4.S1.MA1	Classroom walkthroughs and observations	Simmons, Jackie	9/11/2014	Classroom walkthrough and observation forms that will focus on activities developed	6/5/2015 one-time
G1.B4.S1.MA1	Review common planning agenda	Johnson-Hart, Stephanie	9/10/2014	Common planning agenda	9/10/2014 one-time
G1.B5.S1.MA1	Conferences with mentors and mentees	Simmons, Jackie	8/18/2014	Records of conferences/MINT documentation	6/5/2015 quarterly
G1.B5.S1.MA1	Monitor mentoring relationship between mentor and mentee	Simmons, Jackie	8/18/2014	MINT documentation	6/5/2015 one-time
G1.B6.S1.MA1	Observe implementation of new curriculum in the classrooms	Simmons, Jackie	8/18/2014	classroom walkthroughs and observations; coaches model how to implement the new curriculum during PLC, coaching cycle, and co-teaching opportunities.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.MA1	Administrators will attend PLCs, monitor PLC agendas, inform staff of District wide trainings, and have staff reflect on district trainings.	Simmons, Jackie	8/18/2014	PLC agendas, observation of PLCs, district training sign-in sheets and share-outs.	6/5/2015 weekly
G1.B1.S2.MA1	Conduct walk-throughs and informal/ formal observations to observe implementation of gradual release after coaching cycle is complete.	Simmons, Jackie	8/18/2014	Feedback forms, lesson plans, observation forms; Leadership Team Meetings, CAST	6/5/2015 monthly
G1.B1.S2.MA1	Administrators will check or review coaches log for evidence of coaching cycle being implemented.	Simmons, Jackie	8/18/2014	Coaches Log, Feedback Form; Administration will provide next steps	6/5/2015 weekly
G1.B2.S2.MA1	Teacher feedback/evaluation of professional development	Johnson-Hart, Stephanie	8/18/2014	Feedback forms	6/5/2015 biweekly
G1.B2.S2.MA1	lesson plans; classroom walkthroughs	Simmons, Jackie	8/18/2014	Lesson plans and classroom walkthrough observation forms; faculty discourse	6/5/2015 monthly
G1.B3.S2.MA1	Monitor focus lesson mini assessment data and teacher-created test data to determine if current grouping is effective	Simmons, Jackie	9/25/2014	data chat forms; student data; teacher data notebooks.	6/5/2015 monthly
G1.B3.S2.MA1	Classroom observations and walkthroughs; view teacher data notebooks	Simmons, Jackie	9/25/2014	Classroom walkthrough feedback forms; teacher data notebooks.	6/5/2015 monthly
G1.B4.S2.MA1	Administrators and academic coaches conduct classroom walkthroughs to monitor student engagement as a result of technology.	Simmons, Jackie	8/18/2014	Classroom walkthrough observation forms.	6/5/2015 one-time
G1.B4.S2.MA1	Classroom observations and lesson plans	Simmons, Jackie	8/18/2014	classroom walkthrough feedback forms and teacher lesson plans.	6/5/2015 one-time
G1.B5.S2.MA1	Classroom observations - did teachers take skills observed back and implement them into their classroom?	Simmons, Jackie	8/18/2014	Classroom observation and feedback forms	6/5/2015 semiannually
G1.B5.S2.MA1	Reviewing teacher feedback and reflection documentation after observation	Johnson-Hart, Stephanie	8/18/2014	teacher feedback and reflection forms	6/5/2015 semiannually
G1.B6.S2.MA1	Data chats to review student data and discuss what works and what needs improvement; classroom walkthrough observations	Simmons, Jackie	8/18/2014	Data chat logs, data notebooks, classroom walkthrough observatoins	6/5/2015 quarterly
G1.B6.S2.MA1	Administrators ensure that a coach or administrator is facilitating common planning with each subject area once per week.	Simmons, Jackie	8/18/2014	PLC agendas and participation in PLCs weekly	6/5/2015 weekly
G1.B1.S3.MA1	Observe model classroom on regular basis to ensure it maintains the standards of being a model classroom.	Simmons, Jackie	8/18/2014	Observation forms, feedback forms	6/5/2015 quarterly
G1.B1.S3.MA1	Create a criteria to select model classroom.	Simmons, Jackie	8/11/2014	List of teachers who meet criteria of a model classroom	8/11/2014 quarterly
G1.B2.S3.MA1	Review lesson plans for evidence of common planning; Look at CGA baseline data	Johnson-Hart, Stephanie	8/18/2014	Lesson plans aligned to state standards and demonstrate evidence of higher-order questions.	6/5/2015 monthly
G1.B2.S3.MA1	Academic coaches will participate in and facilitate common planning weekly; administrators will visit common planning on an as-needed basis.	Simmons, Jackie	8/18/2014	PLC agendas, lesson plans and observation of common planning; exit slips	6/5/2015 weekly
G1.B3.S3.MA1	Step 3 of coaching cycle: following coach modeling, teacher implements strategy and coach observes.	Johnson-Hart, Stephanie	9/25/2014	Coaching cycle documentation	6/5/2015 monthly
G1.B3.S3.MA1	Coaching cycle documentation and administrator observation	Johnson-Hart, Stephanie	9/25/2014	Coaching cycle documentation and administration observation feedback forms.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S3.MA1	anonymous student surveys	Simmons, Jackie	5/12/2015	Surveys and teacher reflection forms.	5/15/2015 quarterly
G1.B4.S3.MA1	Classroom walkthroughs to observe rapport with students	Simmons, Jackie	8/18/2014	Classroom observation/walkthrough forms	6/5/2015 quarterly
G1.B5.S3.MA1	Have all faculty and staff complete school climate survey	Simmons, Jackie	5/15/2015	School climate survey data.	5/15/2015 one-time
G1.B5.S3.MA1	Principal collaboration in administrator meeting regarding positive feedback for teachers	Simmons, Jackie	8/18/2014	Administrator meeting agendas.	6/5/2015 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 Opportuntities

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

G1. Increase percentage of students who are proficient as well as increase percentage of students who make gains including those in the bottom quartile on all state assessments

G1.B1 Teacher implementation of the gradual release model is inconsistent.

G1.B1.S1 School-wide professional development on correct implementation of gradual release model.

PD Opportunity 1

School-wide professional development

Facilitator

Academic Coaches, Administrators, District Specialist

Participants

All certificated staff

Schedule

Quarterly, from 8/14/2014 to 6/5/2015

G1.B2 Teachers do not scaffold higher-order questions effectively in all lessons.

G1.B2.S2 School-wide professional development on how to scaffold higher-order questions.

PD Opportunity 1

Plan and implement professional development on how to scaffold higher-order questions.

Facilitator

Academic coaches

Participants

All teachers

Schedule

On 12/10/2014

G1.B2.S3 Content area teachers will engage in collaborative planning.

PD Opportunity 1

Collaborative planning

Facilitator

Academic Coaches

Participants

All content-area teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G1.B3 Lack of differentiated instruction.

G1.B3.S1 Content-area professional learning communities

PD Opportunity 1

Teachers will participate in weekly common planning.

Facilitator

Academic coaches

Participants

All content-area teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G1.B3.S2 School-wide professional development on effectively grouping students using data.

PD Opportunity 1

Plan and implement school-wide professional development on effectively grouping students using data.

Facilitator

Academic coaches

Participants

all teachers

Schedule

Quarterly, from 9/24/2014 to 6/5/2015

G1.B4 .Lack of student motivation

G1.B4.S1 Content-area professional development on teacher implementation of engaging classroom activities.

PD Opportunity 1

Plan and implement school-wide professional development on teacher implementation of engaging classroom activities.

Facilitator

Academic coaches

Participants

All teachers

Schedule

On 9/10/2014

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**