

# Gotha Middle



2014-15 School Improvement Plan

## Gotha Middle

9155 GOTHA RD, Windermere, FL 34786

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

57%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

61%

### School Grades History

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

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

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

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

## DA Turnaround and Monitoring Statuses

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

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

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To lead our students to success with the support and involvement of families and the community.

##### **Provide the school's vision statement**

To be the top producer of successful students in the nation.

#### School Environment

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

Through school events and community outreach, working with our PTO and PIE, we have been able to establish a positive relationship between staff and students. Through our relationships and events we have been able to learn more about students cultural diversity and the make up of Gotha Middle School. This has enabled us to tailor our learning environment to meet the needs of our students.

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

Gotha Middle School is a place where the staff is highly visible during all transitional periods as well as prior and after the school day. Students are housed in two central locations, to maximize supervision, before the school day and we also partner with the YMCA to provide a safe environment prior and after the school day. The school also employs a SAFE counselor to help with safety issues through out the school day. To help our students feel safe and successful we offer a before and after school tutoring program that also works with building self esteem.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

At Gotha Middle School when it comes to discipline all of our three deans work together as a collaborative team to ensure that all students are treated fairly and have consistent enforcement. Staff utilizes CHAMPS, PBIS, MTSS, and PLC group expectations within classrooms and all common areas of the school. School personnel are trained through period professional development on how to complete paperwork and handle crisis situations in the school.

##### **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**

At Gotha we strive to make sure that our students know that we are here to support their needs, academically, socially, and emotionally. We use peer tutoring and meditation, guidance loops with students, and we also have a Gotha Guys group to focus on the level 1 and 2 male students in the school. We also use the PASS model for intervention from suspension as well as MTSS. The final thing that we do is the Bear Necessities Academy and R.O.A.R. Academy where students get academic help in a safe nurturing environment.

#### 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**

List of early warning indicators:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**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	37	38	50	125
One or more suspensions	28	31	37	96
Course failure in ELA or Math	0	2	2	4
Level 1 on statewide assessment	82	114	91	287

*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	18	30	40	88

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

At Gotha we use the following interventions with these students:

- \* Read 180/System 44
- \* Double block instruction
- \* Small Groups
- \* AVID
- \* Achieve 3000
- \* Intensive Math rotational model

**Family and Community Involvement**

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

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

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

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

No

**PIP Link**

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

**Description**

Gotha Middle School will increase the number of parents who participates in SAC meetings by 50 percent. We will also increase communication to parents by utilizing Progressbook, Remind 101, Connect Orange messages, teacher blogs and websites, student planners, flyers and newsletters, and the school marquee. Gotha will also provide opportunities for families to become an integral part of the school community through various opportunities including but not limited to curriculum nights, athletic events, family events, volunteer opportunities, field trips, and open house.

**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**

Through the use of Partners in Education, we have been able to build and sustain partnerships with businesses in our community. These partners provide resources for our school and we in turn provide advertising for the business. We have also partnered with area churches and community centers to find mentors for some of our level 1 students. These mentors provide guidance to our young men, as they begin a life long journey of learning.

**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
Knowles, Patrice	Principal
Weis, James	Assistant Principal
Emery, Monica	Assistant Principal
Nealy, Angela	Dean
Hayes, Kimberly	Dean
Bouler, Natalie	Other
Colon, Ann	Teacher, ESE
Delamater, Richard	Dean
Fathi, Farideh	Psychologist
McCue, Keli	Teacher, K-12
McGinley, Marjorie	Other
Mikolajczak, Janice	Guidance Counselor
Owens, Matthew	Instructional Coach
Permenter, Laura	Instructional Coach
Wiedecker, Kevin	Other
Wilder, Christina	Guidance Counselor
Woodward, Rachel	Guidance Counselor

## Duties

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

The school-based MTSS Leadership Team will focus all meetings to answer the question "How will we develop and maintain a problem-solving system to bring out the best in Gotha Middle School, our staff of our students? This includes but is not limited to lowering the disproportionate number of students classified into special education." The school-based MTSS Leadership Team will meet once per week to engage in the following activities and discussions: 1) Review the screening data and link to instructional decisions 2) Review progress monitoring data at both the grade level and classroom level to identify students who are meeting/exceeding standards/benchmarks, at moderate risk for not meeting standards/benchmarks, or at high risk for not meeting standards/benchmarks 3) Identify professional development and resources based on the data collected and analyzed. 4) Collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

### ***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***

Principal:

Provides a common vision for the use of data-based decision-making and problem-solving process to ensure that the school based team is implementing MTSS, in addition to ensuring the implementation of intervention support and documentation. She will also provide professional development to support MTSS implementation, and communicates with parents and other stake holders regarding school-based MTSS/RtI plans and activities.

Assistant Principals:

Identify and analyze existing research regarding scientifically based curriculum and behavior assessment and intervention approaches, identify systemic patterns of student needs while working to identify appropriate, evidence-based intervention strategies, assist with screening that will provide early intervening services for students who are considered to be "at-risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.

General Education Teachers:

Provide information regarding instruction in the core classes, collaborate with one another regarding best practices in curriculum, instruction, and assessment, participate in student data collection, deliver Tier 1 instruction and interventions, collaborate with other staff members to implement Tier 2 interventions, and integrate Tier 1 materials and instruction with Tier 2 and 3 activities.

ESE Teachers:

Participate in student data collection, integrate core curricular instruction, materials, and activities into Tier 2 and 3 instruction, and collaborate with general education teachers and participate in facilitating in classrooms.

Reading Resource Teacher:

Provides guidance regarding the FL K-12 reading plan, facilitates and supports data collection, assists in data analysis, provides professional development and technical assistance

to

teachers regarding data-based instructional planning, supports the implementation of Tier 1, 2, and 3 intervention plans.

SAFE Coordinator:

Participate in the collection, interpretation, and analysis of data, facilitate the development of intervention plans, provides support for intervention fidelity and documentation, and provides professional development and assistance for problem-solving activities including data collection, data analysis, intervention planning.

Technology Coordinator:

Maintains technology necessary to manage and display data, provides professional development and technical support to staff regarding data management and display.

Speech and Language Pathologist: Educates the staff in the role of speech and language in curriculum, instruction, and assessment as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systemic patterns of student needs in regards to language skills.

Guidance Counselors:

Provide quality services and expertise regarding issues ranging from program design to assessment and intervention with individual students, provides both in-school and home-community

interventions, connects students and families with community agencies to support the student's academic,

emotional, behavioral, and social success.

SAI Funds \$22,000.00:

1. FCAT Camp for Level 1 & 2 students
2. Literacy Coach

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Patrice Knowles	Principal
Victoria Vahamonde	Parent
Mike Weakly	Parent
Jeff Baker	Parent
Carrie Ryczek	Parent
Linda Gardiner	Parent
Marcia Davis	Parent
Korey Bawden	Teacher
Robert Hoffman	Teacher
Kevin Wiedecker	Teacher
Bart Rodier	Business/Community
	Student
Lauren Ryczek	Student
Sophie Ryczek	Student

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***Evaluation of last year's school improvement plan*

The Gotha Middle School SAC reviewed the implementation of the SIP throughout the school year. One of initial SAC meetings in 2014-2015 will be a final review of the data from the 2013-2014 SIP and the review of the proposed SIP for 2014-2015. The review will include a determination of what worked well in 2013-2014 is continued and what did not work as well is eliminated, enhanced, or modified in some way to improve results.

*Development of this school improvement plan*

Gotha Middle School SAC assist in the development and the evaluating process of the School Improvement Plan. The SAC routinely reviews the school improvement plan's indicators which are measurable to ensure they are carried through with fidelity.

*Preparation of the school's annual budget and plan*

The SAC reviews the proposed budget in the spring for the upcoming year and then again in the fall meetings of that year. The SAC participants in development of the SIP at the end of they school year and then finalizes the approval of the plan for that year in one of the initial meetings of the year.

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

We do not have school improvement funds for the 2013-2014 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*

**Literacy Leadership Team (LLT)****Membership**

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

Name	Title
Permenter, Laura	Instructional Coach
Knowles, Patrice	Principal
Emery, Monica	Assistant Principal
Owens, Matthew	Instructional Coach
Colon, Ann	Teacher, ESE
Rosario, Rosita	Teacher, K-12
McCue, Keli	Teacher, K-12
Pringle, Valerie	Teacher, K-12
Rose, Doug	Teacher, K-12
Wiedecker, Kevin	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

- School wide data disaggregation and implementation of best practices
- Incentives for reading
- Increased and improved reading in the content areas
- Close Reads
- Writing across content areas
- Marzano Book Study

## 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**

Each department is given one half day of planning every quarter. Also, teachers meet in PLCs once a week and also one Wednesday a month after the instructional day. First year teachers and teachers new to Gotha are a part of the Gotha Grizzly Cubs mentoring program. One Wednesday a month we also celebrate the staff with Bear Hugs (peer recognition), teacher and support person of the month, and recognition for those that are innovating in their craft and those that go above and beyond.

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

The administrative team at Gotha Middle School will create a strong sense of community among the staff through team building and professional development activities. Teachers will work collaboratively in order to grow professionally and build strong relationships with other staff members and the community. Gotha has created common planning times and collaboration through Professional Learning Communities for all teachers. Ongoing data meetings with PLC's every 1st and 3rd Wednesday of the month to give instruction trajectory. The focus is building a sense of academic and social emotional community.

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

Mentors and mentees will participate in scheduled meetings for the purpose of reflections, consultancies and modeling lessons. All mentors are available to meet with mentee when the need arise. Mentors are selected based on their Highly Effective Teacher Evaluation Rating.

## 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 District has a rigorous adoption process that analyzes the correlation between core materials and Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida 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***

We use data to determine which students should be attending our before and after school programs. We also use quarterly data to assign students for credit recovery. For our students that scored at a level 1 on FCAT reading, they are placed in a double block reading class, Read 180-System 44. They will be SRI tested for progress monitoring. Students will be monitored and referred for additional support using the MTSS framework. Students that scored a level 2 will be scheduled into a reading class using Achieve 3000, and a rotational model of instruction with fidelity. Monitoring and referral will happen the same as level 1 students.

***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:** 2,280

After School Tutoring Program will provide target instruction to students as identified by analyzing summative and formative assessment data.

***Strategy Rationale***

This strategy targets our level 1/2 students. The programs used are research-based intervention programs, IReady and Math 180.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Delamater, Richard, richard.delamater@ocps.net

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

Student grades, benchmark assessments, and EOC's results are used to determine effectiveness of the program.

**Strategy: Before School Program**

**Minutes added to school year: 2,850**

Peer tutoring program where students receive help from other students and teachers in the morning prior to the school.

**Strategy Rationale**

This strategy allows for all students to receive help in core classes.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Owens, Matthew, matthew.owens@ocps.net

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

Student grades, benchmark assessments, and EOC's results are used to determine effectiveness of the program.

**Strategy: After School Program**

**Minutes added to school year: 2,280**

Students that are at level 4/5 will be provided with enrichment opportunities to increase knowledge through the use of science labs, creative problem solving, and higher order questioning.

**Strategy Rationale**

The strategy targets our higher leveled students providing them with more practice in DQ4 activities.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Delamater, Richard, richard.delamater@ocps.net

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

Student grades, benchmark assessments, and EOC's results are used to determine effectiveness of the program.

**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**

We meet regularly with Olympia High School Consortium to collaborate with elementary and middle schools that feed into Olympia High School. Gotha Middle School meets with incoming 6th graders in the Spring of their 5th grade year in order to provide them with information about the school, provide them with a tour of the campus, and gather information about their interests. Later in the summer we host a "Bear Hunt" for students to meet their teachers, familiarize themselves with the campus, and provide a parent orientation. Students have the opportunity to earn high school credits, including Algebra I Honors, Algebra 2 Honors, Spanish, Earth Space Science Honors, and virtual school opportunities during the day.

### **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***

A comprehensive school counseling program is in place based on the ASCA National Standards for Students. Gotha's counselors cover all three strands of the ASCA National Model for School Counseling: career, personal/social, and academic. All students benefit from the guidance program as the counselors deliver

guidance lessons through the classroom. Students are given an opportunity for academic advisement where credits are checked, discussions are held about career plans, and courses are selected based on student goals. The mission of the school counseling program at Gotha Middle School is clearly stated and based

on the 11 essential outcomes of the Orange County Public Schools. Our mission is: Counselors will provide an opportunity for all students to develop the personal, academic, and career skills needed to ensure personal success. Academic and career planning engages students in developing a personally meaningful course of study so they can achieve goals they have set for themselves. Gotha Middle School is in the process of becoming an AVID certified school. All students are exposed to college and career strategies and expectations.

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

Gotha Middle School incorporates applied and integrated course work to help students see the relationship between core content subjects and the relevance to students' future by offering a Business Technology Program. Students in our Applied Program work towards meeting industry standards as measured by their performance on Industry Certification Exams. Within the program there are ample opportunities for career exploration and career-linked experiences. The teacher who teaches the program works collaboratively with core content teachers so that students see the correlation of college and career readiness opportunities i.e. subjects taught. All teachers meet routinely during Professional Learning Communities (PLC) to examine and plan for key linkages to industry certification, scheduling, and real-world connections.

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

AVID students and Guys GROWL Group participate in college visits to increase student awareness and create a college going culture. We host guest speakers to speak with students regarding career and technical opportunities. In the fall, we participate in Teach-In, inviting community members to visit and share information about their jobs, exposing students to various career opportunities. In order to create a college going environment, we have college banners hanging throughout the campus, teachers' display alma mater at their door, and Fridays are college pride day in which faculty, staff, and students are encouraged to wear college apparel. Students have the opportunity to earn high school credits, including Algebra I Honors, Algebra 2 Honors, Spanish, Earth Space Science Honors, and virtual school opportunities during the day.

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

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Student achievement will increase when we implement MTSS with fidelity, which includes analyzing and disaggregating data for specific subgroups.
  
- G2.** Increase teacher's ability to effectively implement standards based instruction through rigorous tasks and instructional delivery.

## 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.** Student achievement will increase when we implement MTSS with fidelity, which includes analyzing and disaggregating data for specific subgroups. 1a

G051386

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	63.0
ELA/Reading Lowest 25% Gains	69.0

**Resources Available to Support the Goal** 2

- MTSS team
- Researched-based instructional and intervention materials
- Progress monitoring and assessment data
- Resource and Administration Team
- Performance Matters

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack understanding of how to analyze and disaggregate data.
- Teachers limited knowledge of how to differentiate instruction.

**Plan to Monitor Progress Toward G1.** 8

Progress will be monitored by participating in PLC's, iObservation and Lesson Plan Review

**Person Responsible**

Patrice Knowles

**Schedule**

On 5/29/2015

**Evidence of Completion**

Student Performance Data, Lesson Plan Reviews

**G2. Increase teacher's ability to effectively implement standards based instruction through rigorous tasks and instructional delivery.** 1a

G039437

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	77.0
Math Lowest 25% Gains	63.0
AMO Reading - All Students	79.0
ELA/Reading Lowest 25% Gains	68.0
FCAT 2.0 Science Proficiency	65.0

**Resources Available to Support the Goal** 2

- Core Math program

**Targeted Barriers to Achieving the Goal** 3

- Teachers have minimal experience in deconstructing the new Florida State Standards

**Plan to Monitor Progress Toward G2.** 8

Progress will be monitored by participating in PLC's, iObservation and Lesson Plan Review

**Person Responsible**

Patrice Knowles

**Schedule**

Monthly, from 10/1/2014 to 5/1/2015

**Evidence of Completion**

Student Performance Data, Lesson Plan Reviews

## 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.** Student achievement will increase when we implement MTSS with fidelity, which includes analyzing and disaggregating data for specific subgroups. **1**

 G051386

**G1.B1** Teachers lack understanding of how to analyze and disaggregate data. **2**

 B129100

**G1.B1.S1** Provide professional development on analyzing data to make instructional decisions. **4**

 S141252

#### Strategy Rationale

To help teachers understand the MTSS process

#### Action Step 1 **5**

Provide professional development on analyzing data to make instructional decisions

#### Person Responsible

Matthew Owens

#### Schedule

Quarterly, from 8/11/2014 to 5/29/2015

#### Evidence of Completion

sign-in sheet, exit slips

**Action Step 2** 5

Instructional coaches will meet with teachers during their common planning times to ensure the use of data to drive instructional decisions.

**Person Responsible**

Matthew Owens

**Schedule**

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

***Evidence of Completion***

PLC meeting notes, lesson plans, MTSS notes

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

Participate and observe professional development trainings where teachers analyze data and form intervention or enrichment groups based on data.

**Person Responsible**

James Weis

**Schedule**

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

***Evidence of Completion***

professional development calendar, agendas, sign-in sheets

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

Through observation of small group instructional on analysis of data and student academic gains

**Person Responsible**

James Weis

**Schedule**

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

***Evidence of Completion***

assessment data and progress monitoring

**G1.B2** Teachers limited knowledge of how to differentiate instruction. 2

 B129101

**G1.B2.S1** Teachers need to become more versed at providing instruction to all students based on their needs. 4

 S141259

**Strategy Rationale**

Differentiated instruction is the key to all students being successful,.

**Action Step 1** 5

Provide profession development on differentiated instruction strategies.

**Person Responsible**

Laura Permenter

**Schedule**

On 9/3/2014

***Evidence of Completion***

sign-in sheets, exit slips

**Action Step 2** 5

Provide side-by-side coaching and modeling for teachers who are struggling on how to differentiated instruction.

**Person Responsible**

Laura Permenter

**Schedule**

Weekly, from 10/6/2014 to 5/29/2015

***Evidence of Completion***

I observation data/feedback reports, lesson plans, walkthroughs

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

Conduct classroom observations, common planning and lesson plan reviews

**Person Responsible**

Matthew Owens

**Schedule**

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

***Evidence of Completion***

lesson plans, iobservation

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

Classroom walkthroughs, I observation feedback and data, Performance Matters data

**Person Responsible**

Patrice Knowles

**Schedule**

Weekly, from 10/8/2014 to 5/29/2015

***Evidence of Completion***

Performance Matters data, I observation data/feedback, lesson plans

**G2.** Increase teacher's ability to effectively implement standards based instruction through rigorous tasks and instructional delivery. 1

G039437

**G2.B1** Teachers have minimal experience in deconstructing the new Florida State Standards 2

B095046

**G2.B1.S1** Teachers will participate in school-wide PLCs and individual professional development. 4

S106108

### Strategy Rationale

To model best practices

### Action Step 1 5

Provide professional development for all teachers to support rigor in the classroom.

#### Person Responsible

Matthew Owens

#### Schedule

Monthly, from 9/3/2014 to 5/6/2015

#### Evidence of Completion

Sign-in sheets, agenda

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

Review lesson plans and classroom observations.

#### Person Responsible

Patrice Knowles

#### Schedule

Monthly, from 9/4/2014 to 5/7/2015

#### Evidence of Completion

Lesson Plans and Informal Observation and Student Performance Data

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

Lesson Plans, PLC's and Classroom Observations

**Person Responsible**

Patrice Knowles

**Schedule**

Monthly, from 9/4/2014 to 5/7/2015

**Evidence of Completion**

iObservation, Lesson Plan and Student Performance Data

**G2.B1.S2 Identify a model classroom.** 4

 S106109

**Strategy Rationale**

To model best practice

**Action Step 1** 5

Observe classroom for targeted rigorous standards based instruction. Create model classrooms for teachers to observe other teachers using standards to drive instruction.

**Person Responsible**

James Weis

**Schedule**

Weekly, from 10/1/2014 to 10/29/2014

**Evidence of Completion**

Marzano observation tool

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Calibrate walkthroughs, review exit slips/feedback forms from teachers observing other teachers

**Person Responsible**

Patrice Knowles

**Schedule**

Weekly, from 10/2/2014 to 10/30/2014

***Evidence of Completion***

I observation reports/feedback, exit slips

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Administration will work together to complete initial walk throughs, I observation data will be collected

**Person Responsible**

Patrice Knowles

**Schedule**

Quarterly, from 10/2/2014 to 5/29/2015

***Evidence of Completion***

I observation feedback

**G2.B1.S3** Administration and coaches will assist and monitor classroom teachers as they differentiate instruction to ensure all students' academic needs are met. Read 180 and Achieve 3000 will also be utilized for additional individualized instruction and support. 4

 S106110

### Strategy Rationale

To support targeted student growth and success

### Action Step 1 5

Observation of PLCs and classrooms to ensure that reading programs are being used with fidelity.

#### Person Responsible

Laura Permenter

#### Schedule

Monthly, from 9/4/2014 to 5/7/2015

#### Evidence of Completion

Data reports, Classroom walkthrough checklist.

### Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Debriefing the walk through with Literacy Coach

#### Person Responsible

James Weis

#### Schedule

Monthly, from 9/4/2014 to 5/7/2015

#### Evidence of Completion

Review data sheets and checklists

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

Administration walk through

**Person Responsible**

Patrice Knowles

**Schedule**

Monthly, from 9/5/2014 to 5/7/2015

**Evidence of Completion**

observation, feedback, actionable feedback

**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
G2.B1.S1.A1	Provide professional development for all teachers to support rigor in the classroom.	Owens, Matthew	9/3/2014	Sign-in sheets, agenda	5/6/2015 monthly
G2.B1.S2.A1	Observe classroom for targeted rigorous standards based instruction. Create model classrooms for teachers to observe other teachers using standards to drive instruction.	Weis, James	10/1/2014	Marzano observation tool	10/29/2014 weekly
G2.B1.S3.A1	Observation of PLCs and classrooms to ensure that reading programs are being used with fidelity.	Permenter, Laura	9/4/2014	Data reports, Classroom walkthrough checklist.	5/7/2015 monthly
G1.B1.S1.A1	Provide professional development on analyzing data to make instructional decisions	Owens, Matthew	8/11/2014	sign-in sheet, exit slips	5/29/2015 quarterly
G1.B2.S1.A1	Provide profession development on differentiated instruction strategies.	Permenter, Laura	9/3/2014	sign-in sheets, exit slips	9/3/2014 one-time
G1.B1.S1.A2	Instructional coaches will meet with teachers during their common planning times to ensure the use of data to drive instructional decisions.	Owens, Matthew	8/18/2014	PLC meeting notes, lesson plans, MTSS notes	5/29/2015 weekly
G1.B2.S1.A2	Provide side-by-side coaching and modeling for teachers who are struggling on how to differentiated instruction.	Permenter, Laura	10/6/2014	I observation data/feedback reports, lesson plans, walkthroughs	5/29/2015 weekly
G1.MA1	Progress will be monitored by participating in PLC's, iObservation and Lesson Plan Review	Knowles, Patrice	8/18/2014	Student Performance Data, Lesson Plan Reviews	5/29/2015 one-time
G1.B1.S1.MA1	Through observation of small group instructional on analysis of data and student academic gains	Weis, James	8/18/2014	assessment data and progress monitoring	5/29/2015 monthly
G1.B1.S1.MA1	Participate and observe professional development trainings where teachers analyze data and form intervention or enrichment groups based on data.	Weis, James	8/18/2014	professional development calendar, agendas, sign-in sheets	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Classroom walkthroughs, I observation feedback and data, Performance Matters data	Knowles, Patrice	10/8/2014	Performance Matters data, I observation data/feedback, lesson plans	5/29/2015 weekly
G1.B2.S1.MA1	Conduct classroom observations, common planning and lesson plan reviews	Owens, Matthew	8/18/2014	lesson plans, iobservation	5/29/2015 weekly
G2.MA1	Progress will be monitored by participating in PLC's, iObservation and Lesson Plan Review	Knowles, Patrice	10/1/2014	Student Performance Data, Lesson Plan Reviews	5/1/2015 monthly
G2.B1.S1.MA1	Lesson Plans, PLC's and Classroom Observations	Knowles, Patrice	9/4/2014	iObservation, Lesson Plan and Student Performance Data	5/7/2015 monthly
G2.B1.S1.MA1	Review lesson plans and classroom observations.	Knowles, Patrice	9/4/2014	Lesson Plans and Informal Observation and Student Performance Data	5/7/2015 monthly
G2.B1.S2.MA1	Administration will work together to complete initial walk throughs, I observation data will be collected	Knowles, Patrice	10/2/2014	I observation feedback	5/29/2015 quarterly
G2.B1.S2.MA1	Calibrate walkthroughs, review exit slips/feedback forms from teachers observing other teachers	Knowles, Patrice	10/2/2014	I observation reports/feedback, exit slips	10/30/2014 weekly
G2.B1.S3.MA1	Administration walk through	Knowles, Patrice	9/5/2014	iobservation, feedback, actionable feedback	5/7/2015 monthly
G2.B1.S3.MA1	Debriefing the walk through with Literacy Coach	Weis, James	9/4/2014	Review data sheets and checklists	5/7/2015 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.*

**G1.** Student achievement will increase when we implement MTSS with fidelity, which includes analyzing and disaggregating data for specific subgroups.

**G1.B1** Teachers lack understanding of how to analyze and disaggregate data.

**G1.B1.S1** Provide professional development on analyzing data to make instructional decisions.

### **PD Opportunity 1**

Provide professional development on analyzing data to make instructional decisions

#### **Facilitator**

Instructional coaches

#### **Participants**

instructional staff

#### **Schedule**

Quarterly, from 8/11/2014 to 5/29/2015

**G1.B2** Teachers limited knowledge of how to differentiate instruction.

**G1.B2.S1** Teachers need to become more versed at providing instruction to all students based on their needs.

### **PD Opportunity 1**

Provide profession development on differentiated instruction strategies.

#### **Facilitator**

coaches

#### **Participants**

instructional staff

#### **Schedule**

On 9/3/2014

**G2.** Increase teacher's ability to effectively implement standards based instruction through rigorous tasks and instructional delivery.

**G2.B1** Teachers have minimal experience in deconstructing the new Florida State Standards

**G2.B1.S1** Teachers will participate in school-wide PLCs and individual professional development.

**PD Opportunity 1**

Provide professional development for all teachers to support rigor in the classroom.

**Facilitator**

Coaches

**Participants**

All Teachers

**Schedule**

Monthly, from 9/3/2014 to 5/6/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 2:</b> Increase teacher's ability to effectively implement standards based instruction through rigorous tasks and instructional delivery.	10,000
<b>Grand Total</b>	<b>10,000</b>

### Goal 2: Increase teacher's ability to effectively implement standards based instruction through rigorous tasks and instructional delivery.

Description	Source	Total
<b>B1.S1.A1</b> - Core Connections	School Improvement Funds	5,000
<b>B1.S1.A1</b> - Subsitute Teachers	School Improvement Funds	5,000
<b>Total Goal 2</b>		<b>10,000</b>