

A word cloud graphic featuring various educational terms. The words are arranged in a circular pattern, with 'students' and 'teaching' being the largest. Other prominent words include 'school', 'improvement', 'strategic', 'collaborative', 'family', 'environment', 'instruction', 'needs', 'goals', 'mission', 'vision', 'public', 'and', 'community', 'involvement', 'planning', 'building', 'relationships', 'achievement', 'ambitious', 'supportive', 'problem solving', '8-Step', 'effective', 'leadership', 'strategies', 'resources', 'assessment', 'zero', 'college', 'and', 'career'. The colors used are primarily blue, yellow, and orange.

# 2014-15 School Improvement Plan

**Duncan U. Fletcher Middle School**

2000 3RD ST N, Jacksonville Beach, FL 32250

<http://www.duvalschools.org/fletchermiddle>**School Demographics****School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

33%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

27%

**School Grades History**

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

**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>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>44</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>47</b>
Professional Development Opportunities	48
Technical Assistance Items	53
<b>Appendix 3: Budget to Support Goals</b>	<b>54</b>

## 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Fletcher Middle School Mission Statement:

Fletcher Middle School is a standards based community where performance standards are used to help all learners understand the real life applications of basic skills and concepts. Teachers use diagnostic assessment tools to develop a plan of instruction that meets learner's academic needs.

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

Fletcher Middle School Vision:

Fletcher Middle School is a standards-based learning community committed to helping to prepare students for success in a diverse and global economy.

#### School Environment

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

When students enroll at FMS, an interview is conducted with the student, school counselor, and any parent/guardian/family that accompanies the student. The DCPS enrollment form elicits information regarding ethnic identification (e.g. Hispanic), special academic needs (e.g. ESE, 504 Plan), English language proficiency, and military affiliation. Students are assigned to classes based on their needs as a learner; every effort is made to provide for their social/emotional needs as indicated by the student and the parent/guardian. Information regarding the student's academic history and the student's family structure is provided to his/her teachers.

Events at the school such as Orientation, Open House, PTSA meetings, and various sporting events provide an opportunity for teachers and parents/students to interact outside of the structured classroom. Additionally, school policy is in place to allow parents and/or teachers to request meetings to discuss a student and to build relationships.

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

- The SOAR Program is offered to students arriving to school before 9:00 a.m
- Adult supervision (including the Principal, Assistant Principal, Dean, SRO & Security guards) is in place throughout the campus.
- Teachers are visible between class changes.
- The SRO is very visible on campus throughout the day.
- Character Education included in morning announcements.
- Doors are securely locked
- Security cameras are in place around campus which are monitored throughout the day by two Security guards. If an event is captured on video, we can review the incident.
- Security cameras are on the school bus to capture events that take place on the bus.
- We raise awareness about Bullying during the Code of Student Conduct training.
- We have a SERT plan in place and the staff has received training.
- Frequent fire drills.



**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**

We have implemented a school-wide discipline plan that creates a safe, secure and respectful school environment. Teachers are trained on the Code of Student Conduct. There are established school-wide procedures for Tardies, Cell Phones and the Referral process. Teachers are provided Student Code of Conduct training so that policies are enforced fairly and consistently. Teachers are provided Foundations and CHAMPS training. There is a school-wide PBIS (Positive Behavior Interventions & Support) to recognize, encourage and reinforce achievement gains and positive behavior. Restorative Justice Program is being implemented as a positive proactive and instructional way of dealing with misbehavior. Responsible students are selected and trained as Peer Mediators to handle student conflict resolution.

**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**

Guidance Referrals (partner with Beaches Resource)  
 Restorative Justice (Peer Mediation, Support Circles)  
 Girls Club  
 Drama Club  
 Yearbook club?  
 Mentoring Program  
 Yoga Club  
 Art Studio Hour  
 Nerd Vana-Opportunity for kids to come together bi-weekly to engage in social interaction with like minds.

### **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**

1. A.L.E.R.T. training for all faculty and staff
2. Parent contact via phone and/or mail regarding any absence
3. Written scholarship warning for any student who falls below a "C" in any class
4. Classroom guidance lessons for students with multiple assignments to ISSP, focusing on the area of concern (e.g. communication, anger management)
5. Mentor program (with faculty volunteers) targeting students who have been identified with more than two early warning indicators
6. Access to individual crisis counseling and group counseling through the school counseling office

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	22	42	51	115
One or more suspensions	8	7	1	16
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level		Total
	6	7	
Students exhibiting two or more indicators	2	6	8

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

- Referral to the Full Service Schools program for ongoing therapy and parental support
1. Referral to community resources for family/parental support
  2. Intensive Reading and Intensive Math embedded into students' schedules
  3. Course recovery embedded into the student's schedule for better support/tracking
  4. Peer Mediation program to address minor, non-violent disputes
  5. Peer tutoring through the school counseling office

### 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**

Parents are highly involved at Fletcher Middle School. They meet year round to plan fund raisers where the proceeds are used to help support the academic program by offering incentives to students to encourage them to excel academically. They reward students for maintaining all "A"s honor roll as well as A/B honor roll. Students who do not receive discipline referrals during the year are also rewarded. The organization does several "teacher appreciation" programs throughout the year. Our parents act as chaperones on field trips, tutors, and mentors when needed.

**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 builds and sustains partnerships with the local community by extending an invitation to local business to participate in Open House. We also offer spots for advertisement in our school's newsletter

at a substantial rate, if the business is willing to partner or sponsor the school. We offer community service hours to high school students who volunteer their time tutoring students. We also extend mentoring and volunteer opportunities to adults.

This past summer, one of the local churches, and some of our PTA members, planned and executed our school grounds beautification project. In addition to this, one of our teachers spearheaded a graffiti cleaning up, and wall painting project that several surrounding businesses donated the paint and other material needed.

## 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
Mowbray, Teresa	Principal
Gates, Cathleen	Instructional Coach
Church, Juanita	Assistant Principal
Durkin, Rebecca	Assistant Principal
Davis, Ronda	Guidance Counselor
McRae, Angela	Dean
Marinelli, Leola	Other
Bowler, Ingrid	Teacher, K-12
Busch, Erin	Teacher, K-12
Fretz, Scott	Teacher, K-12
Lane, Benard	Teacher, K-12
McGiveron, Mark	Teacher, K-12
Moody , Jessica	Teacher, K-12
Robinson, Winifred	Teacher, K-12
Singleton , Joanne	Teacher, K-12
Davis, Tonya	Teacher, K-12
Woehle, Tammy	Teacher, K-12

#### Duties

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

Administration oversees the implementation of CHAMPS, departmental meetings/data chats, and development of lesson plans inclusive of interventions based upon class data. Departmental representatives serve as liaisons for subject area supports. The literacy coach mentors and models appropriate Tier II and Tier III interventions. School counselors disaggregate data and identify students who may require support services outside the classroom . All team members are responsible for ensuring that there is commonality in the methodology used among teams and within departments to identify students who need interventions and track effectiveness of those interventions. The RtI Team provides and "Intervention of the Week", beginning quarter .

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

- The Foundation Team helps to ensure that all instructional settings have established Tier I processes.
  - The Leadership Team and the Rtl committee oversee the embedding of Tier II and Tier III strategies in the math and literacy portions of the SIP
  - Schoolwide procedures to identify and track struggling students are developed by the Leadership Team. Departmental and team meetings provide access to resources, continuity of interventions, and teacher support.
  - School counselors serve as resources for next steps, Tier III support, and community resource referral.
- N/A

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Erica West	Parent
Kyle West	Student
Jim Augherton	Parent
Nancy Barrett	Parent
Mary Phillips	Teacher
Teresa Mowbray	Principal
Margaret Cordoba	Parent
Eddie Hillard	Business/Community
Larry Perry	Business/Community
Suzanne Shall	Parent
Lauren Skipper	Parent
Chauntelle Isenbeck	Parent

#### Duties

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

*Evaluation of last year's school improvement plan*

Last year's SIP included too many goals, and some goals were not well written. In fact, several of the goals did not include a "what, and how" component. For example, one of the goals that the Science department created was, "to increase student proficiency of Nature of Science benchmarks." The goal clearly states "what," but it clearly does not indicate "how" this would be accomplished. One of the math department's goals also fell short of indicating "how" they would accomplish, "increasing the percentage of students, in the bottom quartile, making learning gains in Mathematics." After department leaders attended the SIP workshop this past summer, we all came away with a deeper

understanding about how to write a few meaningful goals, rather than a large number of poorly written goals.

*Development of this school improvement plan*

The first SAC meeting of the year was held during the first week of school, just after FCAT scores had been released. The Principal, Ms. Mowbray, used the opportunity to present school performance data that included both strengths and weaknesses. SAC members were very pleased with the improved school grade. However, they asked lots of questions about the SIP plan for this year. Their main concerns were what steps are we taking to maintain the "A," and specifically, what steps will be taken to improve the bottom quartile student performance.

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

The school's annual budget process begins in the Spring of the previous year. Subsequently, the school is funded on the number of students enrolled the previous Spring. This was problematic in that the number of students drastically fluctuate from Spring to Fall. The school did not have an adequate number of teachers to start the new school year. This resulted in overloaded classes for the first few weeks of school.

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

School improvement funds, if made available, will be used to purchase instructional material to enhance vocabulary development. We also used school improvement funds to purchase a quality sound system for use in the cafeteria, and special school events.

***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
Mowbray, Teresa	Principal
Church, Juanita	Assistant Principal
Durkin, Rebecca	Assistant Principal
Gates, Cathleen	Instructional Coach
Davis, Ronda	Guidance Counselor
Fretz, Scott	Teacher, K-12
Singleton , Joanne	Teacher, K-12
McGiveron, Mark	Teacher, K-12
McRae, Angela	Dean
Woehle, Tammy	Teacher, K-12

**Duties**

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

Schoolwide SENATOR Literacy Strategies/FMS Literacy Plan

Using technology to improve reading(BYOD, research, computer applications)

Novel Studies/book donations

Data Chats using data forms per dept.

Student Service Center for resources and research

**Public and Collaborative Teaching**

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

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers are encouraged to plan collaboratively and devote one planning period per week to a departmental PLC. During these PLC meetings, teachers collaborate on lesson plans, school wide reading and writing initiatives and review student work. Teachers are encouraged to visit classrooms of their peers and offer one another feedback. There is also grade level collaboration during early release and Action Teams that meet monthly to work on various strategies for improving student performance.

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

We use the human resource department for clearance of qualified applicants. We also network through professional organizations. Administration and fellow teachers interview potential employees and collaborate to make the best additions to the faculty.

Fletcher Middle School strives to recruit highly qualified teachers and offers numerous hours of professional development to enable all teachers to become highly effective. Teachers are offered support by mentors and peer "buddy's" to help retain new teachers once they are hired.

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

All of our new teachers to Fletcher Middle School were joined with a mentor or buddy before school reconvened and were introduced to one another on the first day of pre-planning. Mentors were chosen by the PDF with consideration of common subject areas, proximity and years of experience. CET trained mentors were chosen for each of our brand new teachers. Consideration was given to the pairings and were done by subject area, years of experience and proximity, as well.

Brand new teachers are participating in the MINT teacher induction program. MINT meetings are held by the PDF every Friday morning to go over expectations, answer questions and model best teaching practices. Mentors work with their mentees on a weekly basis, as well, sharing classroom management ideas, working on the classroom environment and providing assistance with curriculum and lesson planning. Mentors and the PDF will be meeting to assist new teachers develop their Individual Professional Development Plan. The PDF will be checking throughout the year that all goals and deadlines are met and ensure that our new teachers are receiving the support they needs as they begin their teaching careers.

**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**

Fletcher Middle School ensures its core instructional programs are aligned to Florida's standards by fully implementing SRA and Digits with fidelity. Teachers ensure the materials are aligned by unpacking the common core content standards and familiarizing themselves with the test item specifications for their specific FSA.

### 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***

Several data points were used when scheduling our students for the 2014 - 2015 school year. We used FCAT, Achieve 3000 and current SRA data to group students based upon the supplementation they will need during their double-blocked English/Reading class to attain proficiency on the Florida State Assessment. All level 1 students, as well as the lowest 30% of level 2 students, were enrolled in Intensive Math as a supplemental course to attain proficiency.

***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:**

We at Fletcher Middle have developed a relationship with McKenzie's Academic Resource Center to provide free after school tutoring (on Wednesdays) for students who live in our Portside neighborhood.

#### ***Strategy Rationale***

Many of our bottom quartile students reside within this neighborhood/community and do not have the ability to stay after or before school due to transportation issues. They also are unable to access any online textbooks and/or resources due to lack of internet service in the home.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

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

Davis, Ronda, davisr5@duvalschools.org

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

Reports from Achieve 3000, Write to Learn, Digits, and other technology tools will be used collected and analyzed on a weekly basis.



**Strategy: Weekend Program**

**Minutes added to school year: 2,340**

Saturday School for students: 3 hours per day for 13 class sessions. Program will focus on FSA preparation (grades 6-8) for Reading, and Mathematics. Science will focus on FCAT prep materials which will be used for instruction and will align with NGSSS.

**Strategy Rationale**

Based on assessment reports from Achieve 3000, virtual labs, Brain Pop, and other technology tools, students will be targeted to participate in Saturday School and push in tutorial services.

**Strategy Purpose(s)**

""

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

Durkin, Rebecca , hamiltonr1@duvalschools.org

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

1. attendance will be monitored and sent to teachers
2. student work/observations
3. assessments
4. data chats with parent and student

**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 offer the following for incoming fifth graders and their parents:

- a. Two evening information sessions, including tours, in February
- b. Weekly morning information/tour sessions during the month of February.
- c. School tour & information field trip for all feeder school students in May.
- d. Transition summer camp – two days for incoming 6th graders in July.
- e. Orientation sessions the week before school. Students pick up their schedules; meet their teachers; tour the school to find their classrooms.

We offer the following for rising 8th graders.

- a. Parent/student information night in December.
- b. Florida Choices inventory through social studies curriculum.
- c. Four year academic plan prior to high school registration.
- d. Encourage participation in the Duval County Magnet/School Choice Information programs.
- e. Host visits from various magnet high schools such as Douglas Anderson School of Performing Arts and the academies of technology.
- f. Encourage attendance at high schools' incoming 9th graders information nights.
- g. Host feeder high schools for registration event.

**College and Career Readiness**

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



Students are offered various elective selections which expose them to the arts, technology, and world of work. One example would be our CTE course which is aligned with the high school career education program. Additionally, eighth graders participate in a career planning course to explore options and aptitudes in preparation for the course selection and ninth grade scheduling process. We are also in the planning stages of introducing a career exploration and life skills class to our sixth graders.

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

Lesson plans are aligned to each grade level and subject area by the creation and use of various curriculum guides. Teachers work collaboratively in PLC's to develop instructional strategies to deliver instruction within these guides. Student data is disaggregated and analyzed and student schedules are developed based on the needs of each child. All applied course instructors support and assist the core subject teachers through the use of developed instructional strategies such as measurement, note-taking, graphic organizers, and writing activities.

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

N/A

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

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step    S123456 = Quick Key

## Strategic Goals Summary

- G1.** 1. Improve informative/explanatory and argumentative text-based writing skills by implementing the use of the FSA Writing Rubrics in Language Arts, Science, and Social Studies Classes.
- G2.** 2. Increase all students' literacy skills by effectively utilizing data to improve instruction and delivery of appropriately rigorous content in Language Arts, Science, and Social Studies classes; and improve reading skills by increased instructional focus on informational text and the research process.
- G3.** Improve mathematical proficiency rate among the bottom quartile.
- G4.** 3. Effectively utilize technology to reach struggling learners by differentiating instruction (as evidenced in lesson plans) and frequently monitoring their progress (using data) to support the instructional focus on computer applications.

## 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. 1. Improve informative/explanatory and argumentative text-based writing skills by implementing the use of the FSA Writing Rubrics in Language Arts, Science, and Social Studies Classes.** 1a

 G039555

### Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0
FCAT 2.0 Science Proficiency	70.0

### Resources Available to Support the Goal 2

- 1. Data from Performance Matters and text-based writing anchor papers. 2. Training from Literacy Coach throughout the year to develop innovative ways to increase student success in writing and the writing process. 3. Writing Portfolios/journals/notebooks (per team) 4. History textbook 5. Collaboration with ELA/Creative Writing team teacher 6. Graphic organizers for planning/ [www.edselect.com](http://www.edselect.com) 7. Laptops 8. Share drive (Writing Folder with resources for the writing process) 9. Weekly common planning meetings with department.

### Targeted Barriers to Achieving the Goal 3

- 1. Lack of usable laptops for classroom use on a regular basis. Writing on computers allows students to self correct and to change the writing quickly as new thoughts are developed. 2. Lack of sufficient time due to curriculum constraints. Social Studies classes are tested and evaluated using a content-based assessment. The amount of material to be covered in each course is daunting. It is difficult to justify taking 2-3 class periods to complete an additional writing assignment that will not be tested on the EOC. 3. Little time designated for team collaboration 4. Lack of writing evidence and artifacts for evaluation 5. Lack of time for conferencing

### Plan to Monitor Progress Toward G1. 8

Assess classroom and submit requests for repair of existing equipment or the addition of new equipment.

#### Person Responsible

Cathleen Gates

#### Schedule

On 11/28/2014

#### Evidence of Completion

Work orders submitted by the teacher, Coach or AP.

**G2. 2.** Increase all students' literacy skills by effectively utilizing data to improve instruction and delivery of appropriately rigorous content in Language Arts, Science, and Social Studies classes; and improve reading skills by increased instructional focus on informational text and the research process. 1a

G039557

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	78.0

**Resources Available to Support the Goal** 2

- 1. Textbooks and ancillary materials 2. SENATOR School-wide Literacy Strategies/Each dept. chose 3 focus strategies 3. DCPS Online Curriculum Guide - Resource Links/Social Studies and Language Arts 4. Collaborative planning of differentiates lessons based upon student data 5. Data from assessment(school, district, and state) 6. Literacy Coach (Professional Development) Effective reading strategies for informational text/research process 7. Graphic Organizers for outlines and text features 8. Materials to use for research: encyclopedias, atlases, magazines, and nonfiction books. 9. Laptops for research 10. Data Chats

**Targeted Barriers to Achieving the Goal** 3

- 1. Inadequate instructional time on informative text and research process. 2. Lack of access to on-line text books for lessons 3. Not using designated department literacy strategies 4. Lack of collaboration on lesson plans during common planning 5. Lack of materials needed for research and reading informational texts

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

Set up training within the PD meeting framework on how to use Achieve 3000, Write to Learn, Performance Matters, and CGA data sources.

**Person Responsible**

Leola Marinelli


**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

PLC Agendas, notes, and journals

**G3. Improve mathematical proficiency rate among the bottom quartile.** 1a

 G039560

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	75.0

**Resources Available to Support the Goal** 2

- - Teacher assessments - Digits Math for aromaticity - Exit slips for daily check-ups - Florida Achieves web site - Online diagnostics and resources

**Targeted Barriers to Achieving the Goal** 3

- Lack of student engagement
- Lack of technology
- Lack of home internet access

**Plan to Monitor Progress Toward G3.** 8

Student data from teacher created exit slips.

**Person Responsible**

Rebecca Durkin

**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Teacher reflection in lesson plans.

**G4. 3. Effectively utilize technology to reach struggling learners by differentiating instruction (as evidenced in lesson plans) and frequently monitoring their progress (using data) to support the instructional focus on computer applications.** 1a

G039563

**Targets Supported** 1b

Indicator	Annual Target
Dropout Rate	25.0

**Resources Available to Support the Goal** 2

- 1. Fiction and nonfiction novel sets
- 2. Literature textbook (McDougal Littell)
- 3. Worldly Wise Vocabulary Workbooks
- 4. SENATOR Schoolwide Literacy Strategies/Each dept. chose 3 focus strategies
- 5. Online textbook/related websites on reading strategies(Classzone)
- 6. DCPS Online Curriculum Guide/Resource page for each quarter
- 7. Shared lesson plans among grade level teachers/Common Planning
- 8. Data from assessments(state, district, teacher)
- 9. Training from Literacy Coach and District/Professional Development
- 10. Professional development literature(journals, magazines, books)

**Targeted Barriers to Achieving the Goal** 3

- Inadequate instructional focus on utilizing technology.
- Learn to access from Performance Matters new assessments

**Plan to Monitor Progress Toward G4.** 8

Assess student needs of reading application based on data, documentation, observations, and conferencing.

Help teachers write lessons for differentiation, utilizing computer stations in content classrooms. Model lessons. Provide professional development.

Support facilitation provides small group learning.

Strategy 2 Use CGA data to identify weakest standards in the category of reading application.

CGA Baseline and quarterly assessments

Class/student reports

Data Chats with students, reading coach, dept. chairs principal

Class/ dept. reports

Data Chats with Teacher/Principal/district specialist/dept. chairs

School-wide reports

Data chats with teacher, coach, and principals

Increase instructional time on main idea through inferring, paraphrasing, and summarizing.

Fiction and nonfiction texts

Short stories, informational texts, poems, plays, and novels

**Person Responsible**

Cathleen Gates

**Schedule**

Quarterly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Data notebook Documentation Conference Log Lesson plans

## 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.** 1. Improve informative/explanatory and argumentative text-based writing skills by implementing the use of the FSA Writing Rubrics in Language Arts, Science, and Social Studies Classes. **1**

 **G039555**

**G1.B1** 1. Lack of usable laptops for classroom use on a regular basis. Writing on computers allows students to self correct and to change the writing quickly as new thoughts are developed. 2. Lack of sufficient time due to curriculum constraints. Social Studies classes are tested and evaluated using a content-based assessment. The amount of material to be covered in each course is daunting. It is difficult to justify taking 2-3 class periods to complete an additional writing assignment that will not be tested on the EOC. 3. Little time designated for team collaboration 4. Lack of writing evidence and artifacts for evaluation 5. Lack of time for conferencing **2**

 **B095435**

**G1.B1.S1** Implement school-wide writing plan using computers **4**

 **S106570**

### Strategy Rationale

Computers allow students to self correct and to change the writing quickly as new thoughts are developed.

### Action Step 1 **5**

A list is compiled and submitted to administration of technological needs.

#### Person Responsible

Rebecca Durkin

#### Schedule

On 10/31/2014

#### Evidence of Completion

List submitted to principal

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

A list of non-working computers will be compiled and submitted to principal and STC. All ELA classrooms will have a minimum of 6 computers, all other classrooms will use computer labs until additional computers (purchased by the district) arrive.

**Person Responsible**

Cathleen Gates

**Schedule**

On 10/31/2014

***Evidence of Completion***

Teachers will include evidence of writing in their lesson plans, through the use of power paragraphs, paragraph frames, and journals. Literacy Coach will monitor progress.

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

Compiled list will be submitted to principal.

**Person Responsible**

Cathleen Gates

**Schedule**

On 10/31/2014

***Evidence of Completion***

Department Head will submit copies of lesson plans to Literacy Coach or AP and samples of student work be kept on file or student portfolio. Literacy Coach will monitor progress.

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

**Person Responsible**

**Schedule**

***Evidence of Completion***



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

**Person Responsible**

**Schedule**

***Evidence of Completion***


**G2. 2.** Increase all students' literacy skills by effectively utilizing data to improve instruction and delivery of appropriately rigorous content in Language Arts, Science, and Social Studies classes; and improve reading skills by increased instructional focus on informational text and the research process. 1

 G039557

**G2.B1** 1. Inadequate instructional time on informative text and research process. 2. Lack of access to on-line text books for lessons 3. Not using designated department literacy strategies 4. Lack of collaboration on lesson plans during common planning 5. Lack of materials needed for research and reading informational texts 2

 B095438

**G2.B1.S1** Training with literacy coach for specific techniques to develop skills needed for FSA testing strand of informational text/research. 4

 S106577

**Strategy Rationale**

The ELA curriculum is new this year, and some teachers were not able to attend the teacher's academy this summer.

**Action Step 1 5**

Set up training to discuss strategies that can help students better utilize the text to analyze specific information.

**Person Responsible**

Cathleen Gates

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

Social Studies Agenda notes

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

Monthly meeting will be reflected in the PLC agendas and notes submitted to the file in the conference room.

**Person Responsible**

Juanita Church

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

reflected in the PLC agendas and notes submitted to the file in the conference room.

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

Meet together on grade level to make specific plans to incorporate strategies into content-based lessons

**Person Responsible**

Cathleen Gates


**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

PLC Agendas and notes

**G2.B1.S2** Locate and analyze text features/use graphic organizers; Explain how text features improve the reader's understanding. 4

 S106578

### Strategy Rationale

Social Studies and Science content area teachers may need additional training to implement effectively.

### Action Step 1 5

Meet together on grade level to make specific plans to incorporate strategies into content-based lessons

#### Person Responsible

Teresa Mowbray

#### Schedule

Weekly, from 9/1/2014 to 5/29/2015

#### Evidence of Completion

Social Studies Agenda notes

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

will meet in grade-levels to design lesson plans to incorporate strategies into content-based lessons.

#### Person Responsible

Teresa Mowbray

#### Schedule

Weekly, from 9/20/2014 to 4/24/2015

#### Evidence of Completion

Lesson Plans

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

Meet together on grade level to make specific lesson plans to incorporate strategies into content-based lessons

**Person Responsible**

Teresa Mowbray


**Schedule**

Weekly, from 9/1/2014 to 4/24/2015

***Evidence of Completion***

PLC Agendas and notes

**G2.B1.S3** Collect, evaluate, and summarize information using a variety of techniques from multiple sources (synthesize information). 4

 S106579

**Strategy Rationale**

We must raise the rigor of student work, if we expect to see significant gains in reading.

**Action Step 1** 5

Teachers will meet weekly with their professional learning community to plan specific lessons that require students to synthesize information.

**Person Responsible**

Cathleen Gates

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

PLC agendas and meeting notes

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

Administrators will check their assigned content area teachers' lesson plans weekly.

**Person Responsible**

Juanita Church

**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Administrators' walk-through checklist or feedback documentation

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

Periodic review of student journals, and the use of scoring rubrics

**Person Responsible**

Cathleen Gates


**Schedule**

Weekly, from 9/2/2014 to 4/24/2015

***Evidence of Completion***

Teachers' grade books, and exit ticket results.

**G2.B1.S4** Determine the validity and reliability of information using a variety of techniques from several sources. 4

 S106580

### Strategy Rationale

To increase the rigor of student work.

### Action Step 1 5

Teachers will create opportunities for students to engage in research from primary and secondary sources.

#### Person Responsible

Cathleen Gates

#### Schedule

Monthly, from 9/1/2014 to 4/3/2015

#### Evidence of Completion

Science Fair projects, History fair projects, and Research papers.

### Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Teachers will schedule time in the student services center to give students the opportunity to conduct research or they may utilize a computer lab to research on the internet.

#### Person Responsible

Rebecca Durkin

#### Schedule

Monthly, from 9/15/2014 to 4/24/2015

#### Evidence of Completion

Lesson plans, and performance score on students' projects.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S4** 7

A sign in log will be kept in the student services center and computer labs, which will be monitored by the testing coordinator.

**Person Responsible**

Juanita Church

**Schedule**

Monthly, from 9/2/2014 to 4/24/2015


**Evidence of Completion**

Sign-in and out logs from student services center and computer labs.

**G3. Improve mathematical proficiency rate among the bottom quartile.** 1

 G039560

**G3.B1 Lack of student engagement** 2

 B095446

**G3.B1.S1** Students will place a copy of the Mathematics Standards Checklist in their interactive journal or student companion book and update it after each unit assessment to determine mastery of specific standards. 4

 S106586

**Strategy Rationale**

Doing this will help students take ownership of their own learning.

**Action Step 1** 5

Students will place a copy of the Mathematics Standards Checklist in their interactive journal or student companion book and update it after each unit assessment to determine mastery of specific standards.

**Person Responsible**

Rebecca Durkin

**Schedule**

Weekly, from 9/22/2014 to 5/29/2015

**Evidence of Completion**

Mathematics Standards Checklist updated each Unit at the completion of each unit. (Varies by grade level/course).

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

Assistant Principal over the Math department will periodically check students' folders

**Person Responsible**

Rebecca Durkin

**Schedule**

Monthly, from 9/22/2014 to 5/29/2015

***Evidence of Completion***

Diagnostic Reports

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

Using Digits resources to DI instruction

**Person Responsible**

Rebecca Durkin

**Schedule**


Daily, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Lesson Plans



**G3.B1.S2** Implement strategies through Digits on-line resources. 4

 S106587

**Strategy Rationale**

If students don't have internet access, students may check out the Digits Homework Helper (by grade level).

**Action Step 1** 5

Utilize Carnegie Learning and Intervention Lessons through digits to differentiate each individual student's learning path

**Person Responsible**

Rebecca Durkin

**Schedule**

Daily, from 9/2/2014 to 5/1/2015

***Evidence of Completion***

Student logins have been distributed.

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Monitor Digits on-line usage

**Person Responsible**

Rebecca Durkin

**Schedule**

Weekly, from 9/22/2014 to 5/29/2015

***Evidence of Completion***

Digits reports

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Checking for students automaticity.

**Person Responsible**

Rebecca Durkin


**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Digits Math Reports and Carnegie Resources

**G3.B1.S3 Weekly focus lessons** 4

 S106588

**Strategy Rationale**

The teacher will reteach the concept that students have not reached proficient during the focus lesson.

**Action Step 1** 5

Creation of focus lesson plans

**Person Responsible**

Rebecca Durkin

**Schedule**

Daily, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

Lesson Plans

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Observation feedback on lesson plans.

**Person Responsible**

Rebecca Durkin

**Schedule**

Weekly, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

Teacher created exit slips.

**Person Responsible**

Rebecca Durkin


**Schedule**

Daily, from 9/8/2014 to 4/24/2015


***Evidence of Completion***

Student data from exit slips.

## G3.B2 Lack of technology 2

 B095447

**G3.B2.S1** Each Math classroom will receive six laptop computers to create a small group online learning station. 4

 S127185

### Strategy Rationale

This will permit the teacher to differentiate instruction by providing direct instruction to a different small group.

### Action Step 1 5

Math classrooms will be the first ones to get the new computers that have been designated to our school by the district office.

#### Person Responsible

Rebecca Durkin

#### Schedule

On 5/29/2015

#### Evidence of Completion

Periodically review Digits online learning paths.

### Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

The Assistant Principal in charge of Math will continually check on the utilization of online learning stations during her weekly walk through.

#### Person Responsible

Rebecca Durkin

#### Schedule

Weekly, from 10/13/2014 to 5/29/2015

#### Evidence of Completion

Student notebooks, journals, or online learning path

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

The AP over the Math department will collaborate with the STC to keep informed as to the timeline that the computers will be delivered and installed in all Math classrooms.

**Person Responsible**

Rebecca Durkin

**Schedule**

Daily, from 10/13/2014 to 11/28/2014

**Evidence of Completion**

Online learning stations in each Math classroom, along with a printout of documentation on each student's learning path.

**G4. 3.** Effectively utilize technology to reach struggling learners by differentiating instruction (as evidenced in lesson plans) and frequently monitoring their progress (using data) to support the instructional focus on computer applications. 1

 G039563

**G4.B1** Inadequate instructional focus on utilizing technology. 2

 B095455

**G4.B1.S1** Differentiate instruction by providing more student choice to meet needs of students in content focus of reading application utilizing technology. 4

 S106593

**Strategy Rationale**

Students are able to use their own technology devices on the BYOD network.

**Action Step 1** 5

Provide more reading and writing choices to students in effort to accommodate different learning styles, interests, and ability levels, and encourage students to use their own technology devices, due to computer shortage.

**Person Responsible**

Juanita Church

**Schedule**

Weekly, from 9/2/2014 to 4/30/2015

**Evidence of Completion**

Lesson Plans Rubrics Class Assignments

### Action Step 2 5

Help teachers write lessons for differentiation. Model lessons. Provide professional development

**Person Responsible**

Cathleen Gates

**Schedule**

On 12/12/2014

***Evidence of Completion***

Lesson plans Documentation Agendas from common planning and professional development Coach Log Data Chat forms

### Action Step 3 5

Support facilitation provides small group learning.

**Person Responsible**

Cathleen Gates

**Schedule**

On 5/15/2015

***Evidence of Completion***

Lesson plans IEPs

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

Look for Evidence of Differentiated Instruction Through Student Choice

**Person Responsible**

Juanita Church

**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans Student work Observations

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

Increased Student Choice

**Person Responsible**

Teresa Mowbray

**Schedule**

Weekly, from 9/2/2014 to 3/27/2015

***Evidence of Completion***

Observations of Student Engagement Lesson Plans Student Work Observations

**G4.B1.S4** Deepen students' understanding of author's perspective and purpose, going beyond P-I-E, by introducing Quote Analysis Sentence Starters. 4

 S106596

**Strategy Rationale**

**Action Step 1** 5

Model to students how to analyze key quotes in nonfiction and fiction to reveal author's perspective.

**Person Responsible**

Cathleen Gates

**Schedule**

On 11/21/2014

***Evidence of Completion***

Lesson Plans

**Plan to Monitor Fidelity of Implementation of G4.B1.S4** 6

Ensure Use of Quote Analysis Template and Other Higher-Level Author's Perspective/ Purpose Activities

**Person Responsible**

Cathleen Gates

**Schedule**

Weekly, from 9/2/2014 to 4/17/2015

***Evidence of Completion***

Student work

**Plan to Monitor Effectiveness of Implementation of G4.B1.S4** 7

Student Use of Quote Analysis in Class as a Response to Fiction and Nonfiction Texts

**Person Responsible**

Cathleen Gates

**Schedule**


Weekly, from 9/2/2014 to 4/30/2015

***Evidence of Completion***

Student Work Assessments



**G4.B1.S5** Introduce new graphic organizers (such as Triple Triangle) to compare and contrast elements in multiple texts. 4

 S106597

### Strategy Rationale

#### Action Step 1 5

Train teachers on common core strategy of triple triangles—a graphic organizer to compare and contrast multiple texts, and utilize instructional software to support student skill acquisition.

##### **Person Responsible**

Cathleen Gates

##### **Schedule**

On 10/31/2014

##### ***Evidence of Completion***

Common Planning Professional Development Coach Log

#### Plan to Monitor Fidelity of Implementation of G4.B1.S5 6

Look for Evidence of Comparing and Contrasting Multiple Texts in all Classrooms

##### **Person Responsible**

Juanita Church

##### **Schedule**

Weekly, from 9/22/2014 to 5/29/2015

##### ***Evidence of Completion***

Student work Lesson plans Assessments Observation forms

#### Plan to Monitor Effectiveness of Implementation of G4.B1.S5 7

Completed Graphic Organizers that Compare and Contrast Elements in Multiple Texts

##### **Person Responsible**

Cathleen Gates


##### **Schedule**

Weekly, from 9/2/2014 to 3/27/2015

##### ***Evidence of Completion***

Student Work Assessments Observation Forms

**G4.B1.S6** Use interactive games to teach text structures. 4

 S106598

**Strategy Rationale**

**Action Step 1** 5

Provide materials and training to teachers to make learning text structures more engaging and interactive, such as text structure game (Davis) and text structure mix and match game (Bowler) using technology.

**Person Responsible**

Cathleen Gates

**Schedule**

Weekly, from 9/2/2014 to 5/1/2015

**Evidence of Completion**

Common Planning Professional Development Coach Log

**Plan to Monitor Fidelity of Implementation of G4.B1.S6** 6

Look for Use of Interactive Games to Teach Text Structure using computers.

**Person Responsible**

**Schedule**

Weekly, from 9/2/2014 to 5/1/2015

**Evidence of Completion**

Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G4.B1.S6** 7

Demonstrated Student Understanding of Text Structures

**Person Responsible**

Cathleen Gates


**Schedule**

Daily, from 9/2/2014 to 5/8/2015

**Evidence of Completion**

Exit Slips Quizzes Assessments

**G4.B6** Learn to access from Performance Matters new assessments **2**

 B095461

**G4.B6.S1** Use Achieve 3000 and virtual labs (Gizmos, Holt Fusion, Brain Pop) to reach struggling learners by differentiating instruction. **4**

 S142251

**Strategy Rationale**

Students can progress at their own pace without feeling self-conscious when using technology.

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

Teachers will effectively using technology to reach struggling learners.

**Person Responsible**

Leola Marinelli

**Schedule**

Daily, from 8/25/2014 to 5/29/2015

***Evidence of Completion***

Admin walk-through logs, lesson plans, and computer labs calendars.

**Plan to Monitor Fidelity of Implementation of G4.B6.S1** **6**

Students will keep a copy of their assessment reports in their notebooks from Achieve 300, Holt Fusion assessments, and or Explore learning reports.

**Person Responsible**

Rebecca Durkin

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

***Evidence of Completion***

Student notebooks or journals

**Plan to Monitor Effectiveness of Implementation of G4.B6.S1 7**

Administrators will check for the use of technology tools in lesson plans every week.

**Person Responsible**

Teresa Mowbray

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Assessment reports from technology in teachers' journals and/or student notebooks

**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	A list is compiled and submitted to administration of technological needs.	Durkin, Rebecca	9/8/2014	List submitted to principal	10/31/2014 one-time
G2.B1.S1.A1	Set up training to discuss strategies that can help students better utilize the text to analyze specific information.	Gates, Cathleen	9/8/2014	Social Studies Agenda notes	5/29/2015 weekly
G2.B1.S2.A1	Meet together on grade level to make specific plans to incorporate strategies into content-based lessons	Mowbray, Teresa	9/1/2014	Social Studies Agenda notes	5/29/2015 weekly
G3.B1.S1.A1	Students will place a copy of the Mathematics Standards Checklist in their interactive journal or student companion book and update it after each unit assessment to determine mastery of specific standards.	Durkin, Rebecca	9/22/2014	Mathematics Standards Checklist updated each Unit at the completion of each unit. (Varies by grade level/ course).	5/29/2015 weekly
G3.B1.S2.A1	Utilize Carnegie Learning and Intervention Lessons through digits to differentiate each individual student's learning path	Durkin, Rebecca	9/2/2014	Student logins have been distributed.	5/1/2015 daily
G3.B1.S3.A1	Creation of focus lesson plans	Durkin, Rebecca	9/8/2014	Lesson Plans	5/29/2015 daily
G4.B1.S1.A1	Provide more reading and writing choices to students in effort to accommodate different learning styles, interests, and ability levels, and encourage students to use their own technology devices, due to computer shortage.	Church, Juanita	9/2/2014	Lesson Plans Rubrics Class Assignments	4/30/2015 weekly
G4.B1.S4.A1	Model to students how to analyze key quotes in nonfiction and fiction to reveal author's perspective.	Gates, Cathleen	9/2/2014	Lesson Plans	11/21/2014 one-time
G4.B1.S5.A1	Train teachers on common core strategy of triple triangles—a graphic organizer to compare and contrast multiple texts, and utilize instructional software to support student skill acquisition.	Gates, Cathleen	10/3/2014	Common Planning Professional Development Coach Log	10/31/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S6.A1	Provide materials and training to teachers to make learning text structures more engaging and interactive, such as text structure game (Davis) and text structure mix and match game (Bowler) using technology.	Gates, Cathleen	9/2/2014	Common Planning Professional Development Coach Log	5/1/2015 weekly
G2.B1.S3.A1	Teachers will meet weekly with their professional learning community to plan specific lessons that require students to synthesize information.	Gates, Cathleen	9/1/2014	PLC agendas and meeting notes	5/29/2015 weekly
G2.B1.S4.A1	Teachers will create opportunities for students to engage in research from primary and secondary sources.	Gates, Cathleen	9/1/2014	Science Fair projects, History fair projects, and Research papers.	4/3/2015 monthly
G3.B2.S1.A1	Math classrooms will be the first ones to get the new computers that have been designated to our school by the district office.	Durkin, Rebecca	10/6/2014	Periodically review Digits online learning paths.	5/29/2015 one-time
G4.B6.S1.A1	Teachers will effectively using technology to reach struggling learners.	Marinelli, Leola	8/25/2014	Admin walk-through logs, lesson plans, and computer labs calendars.	5/29/2015 daily
G4.B1.S1.A2	Help teachers write lessons for differentiation. Model lessons. Provide professional development	Gates, Cathleen	9/2/2014	Lesson plans Documentation Agendas from common planning and professional development Coach Log Data Chat forms	12/12/2014 one-time
G4.B1.S1.A3	Support facilitation provides small group learning.	Gates, Cathleen	9/2/2014	Lesson plans IEPs	5/15/2015 one-time
G1.MA1	Assess classroom and submit requests for repair of existing equipment or the addition of new equipment.	Gates, Cathleen	9/8/2014	Work orders submitted by the teacher, Coach or AP.	11/28/2014 one-time
G1.B1.S1.MA1	Compiled list will be submitted to principal.	Gates, Cathleen	9/8/2014	Department Head will submit copies of lesson plans to Literacy Coach or AP and samples of student work be kept on file or student portfolio. Literacy Coach will monitor progress.	10/31/2014 one-time
G1.B1.S1.MA1	A list of non-working computers will be compiled and submitted to principal and STC. All ELA classrooms will have a minimum of 6 computers, all other classrooms will use computer labs until additional computers (purchased by the district) arrive.	Gates, Cathleen	9/8/2014	Teachers will include evidence of writing in their lesson plans, through the use of power paragraphs, paragraph frames, and journals. Literacy Coach will monitor progress.	10/31/2014 one-time
G1.B1.S2.MA1	[no content entered]			once	
G1.B1.S2.MA1	[no content entered]			once	
G2.MA1	Set up training within the PD meeting framework on how to use Achieve 3000, Write to Learn, Performance Matters, and CGA data sources.	Marinelli, Leola	9/2/2014	PLC Agendas, notes, and journals	5/29/2015 monthly
G2.B1.S1.MA1	Meet together on grade level to make specific plans to incorporate strategies into content-based lessons	Gates, Cathleen	9/2/2014	PLC Agendas and notes	5/29/2015 monthly
G2.B1.S1.MA1	Monthly meeting will be reflected in the PLC agendas and notes submitted to the file in the conference room.	Church, Juanita	9/1/2014	reflected in the PLC agendas and notes submitted to the file in the conference room.	5/29/2015 monthly
G2.B1.S2.MA1	Meet together on grade level to make specific lesson plans to incorporate strategies into content-based lessons	Mowbray, Teresa	9/1/2014	PLC Agendas and notes	4/24/2015 weekly
G2.B1.S2.MA1	will meet in grade-levels to design lesson plans to incorporate strategies into content-based lessons.	Mowbray, Teresa	9/20/2014	Lesson Plans	4/24/2015 weekly
G2.B1.S3.MA1	Periodic review of student journals, and the use of scoring rubrics	Gates, Cathleen	9/2/2014	Teachers' grade books, and exit ticket results.	4/24/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.MA1	Administrators will check their assigned content area teachers' lesson plans weekly.	Church, Juanita	9/2/2014	Administrators' walk-through checklist or feedback documentation	5/29/2015 weekly
G2.B1.S4.MA1	A sign in log will be kept in the student services center and computer labs, which will be monitored by the testing coordinator.	Church, Juanita	9/2/2014	Sign-in and out logs from student services center and computer labs.	4/24/2015 monthly
G2.B1.S4.MA1	Teachers will schedule time in the student services center to give students the opportunity to conduct research or they may utilize a computer lab to research on the internet.	Durkin, Rebecca	9/15/2014	Lesson plans, and performance score on students' projects.	4/24/2015 monthly
G3.MA1	Student data from teacher created exit slips.	Durkin, Rebecca	9/2/2014	Teacher reflection in lesson plans.	5/29/2015 weekly
G3.B1.S1.MA1	Using Digits resources to DI instruction	Durkin, Rebecca	9/2/2014	Lesson Plans	5/29/2015 daily
G3.B1.S1.MA1	Assistant Principal over the Math department will periodically check students' folders	Durkin, Rebecca	9/22/2014	Diagnostic Reports	5/29/2015 monthly
G3.B2.S1.MA1	The AP over the Math department will collaborate with the STC to keep informed as to the timeline that the computers will be delivered and installed in all Math classrooms.	Durkin, Rebecca	10/13/2014	Online learning stations in each Math classroom, along with a printout of documentation on each student's learning path.	11/28/2014 daily
G3.B2.S1.MA1	The Assistant Principal in charge of Math will continually check on the utilization of online learning stations during her weekly walk through.	Durkin, Rebecca	10/13/2014	Student notebooks, journals, or online learning path	5/29/2015 weekly
G3.B1.S2.MA1	Checking for students automaticity.	Durkin, Rebecca	9/2/2014	Digits Math Reports and Carnegie Resources	5/29/2015 weekly
G3.B1.S2.MA1	Monitor Digits on-line usage	Durkin, Rebecca	9/22/2014	Digits reports	5/29/2015 weekly
G3.B1.S3.MA1	Teacher created exit slips.	Durkin, Rebecca	9/8/2014	Student data from exit slips.	4/24/2015 daily
G3.B1.S3.MA1	Observation feedback on lesson plans.	Durkin, Rebecca	9/8/2014	Lesson Plans	5/29/2015 weekly
G4.MA1	Assess student needs of reading application based on data, documentation, observations, and conferencing. Help teachers write lessons for differentiation, utilizing computer stations in content classrooms. Model lessons. Provide professional development. Support facilitation provides small group learning. Strategy 2 Use CGA data to identify weakest standards in the category of reading application. CGA Baseline and quarterly assessments Class/student reports Data Chats with students, reading coach, dept. chairs principal Class/ dept. reports Data Chats with Teacher/Principal/district specialist/dept. chairs School-wide reports Data chats with teacher, coach, and principals Increase instructional time on main idea through inferring, paraphrasing, and summarizing. Fiction and nonfiction texts Short stories, informational texts, poems, plays, and novels	Gates, Cathleen	9/2/2014	Data notebook Documentation Conference Log Lesson plans	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Increased Student Choice	Mowbray, Teresa	9/2/2014	Observations of Student Engagement Lesson Plans Student Work Observations	3/27/2015 weekly
G4.B1.S1.MA1	Look for Evidence of Differentiated Instruction Through Student Choice	Church, Juanita	9/2/2014	Lesson plans Student work Observations	5/29/2015 weekly
G4.B6.S1.MA1	Administrators will check for the use of technology tools in lesson plans every week.	Mowbray, Teresa	8/25/2014	Assessment reports from technology in teachers' journals and/or student notebooks	5/29/2015 weekly
G4.B6.S1.MA1	Students will keep a copy of their assessment reports in their notebooks from Achieve 300, Holt Fusion assessments, and or Explore learning reports.	Durkin, Rebecca	8/25/2014	Student notebooks or journals	5/29/2015 weekly
G4.B1.S4.MA1	Student Use of Quote Analysis in Class as a Response to Fiction and Nonfiction Texts	Gates, Cathleen	9/2/2014	Student Work Assessments	4/30/2015 weekly
G4.B1.S4.MA1	Ensure Use of Quote Analysis Template and Other Higher-Level Author's Perspective/ Purpose Activities	Gates, Cathleen	9/2/2014	Student work	4/17/2015 weekly
G4.B1.S5.MA1	Completed Graphic Organizers that Compare and Contrast Elements in Multiple Texts	Gates, Cathleen	9/2/2014	Student Work Assessments Observation Forms	3/27/2015 weekly
G4.B1.S5.MA1	Look for Evidence of Comparing and Contrasting Multiple Texts in all Classrooms	Church, Juanita	9/22/2014	Student work Lesson plans Assessments Observation forms	5/29/2015 weekly
G4.B1.S6.MA1	Demonstrated Student Understanding of Text Structures	Gates, Cathleen	9/2/2014	Exit Slips Quizzes Assessments	5/8/2015 daily
G4.B1.S6.MA1	Look for Use of Interactive Games to Teach Text Structure using computers.		9/2/2014	Lesson Plans	5/1/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G2. 2.** Increase all students' literacy skills by effectively utilizing data to improve instruction and delivery of appropriately rigorous content in Language Arts, Science, and Social Studies classes; and improve reading skills by increased instructional focus on informational text and the research process.

**G2.B1** 1. Inadequate instructional time on informative text and research process. 2. Lack of access to on-line text books for lessons 3. Not using designated department literacy strategies 4. Lack of collaboration on lesson plans during common planning 5. Lack of materials needed for research and reading informational texts

**G2.B1.S1** Training with literacy coach for specific techniques to develop skills needed for FSA testing strand of informational text/research.

### PD Opportunity 1

Set up training to discuss strategies that can help students better utilize the text to analyze specific information.

#### Facilitator

Literacy coach

#### Participants

Social Studies teachers

#### Schedule

Weekly, from 9/8/2014 to 5/29/2015

**G2.B1.S2** Locate and analyze text features/use graphic organizers; Explain how text features improve the reader's understanding.

### PD Opportunity 1

Meet together on grade level to make specific plans to incorporate strategies into content-based lessons

#### Facilitator

Literacy Coach

#### Participants

All content area teachers.

#### Schedule

Weekly, from 9/1/2014 to 5/29/2015



**G2.B1.S3** Collect, evaluate, and summarize information using a variety of techniques from multiple sources (synthesize information).

**PD Opportunity 1**

Teachers will meet weekly with their professional learning community to plan specific lessons that require students to synthesize information.

**Facilitator**

Literacy Coach, Assistant Principal

**Participants**

All content area teachers.

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

**G3.** Improve mathematical proficiency rate among the bottom quartile.

**G3.B1** Lack of student engagement

**G3.B1.S1** Students will place a copy of the Mathematics Standards Checklist in their interactive journal or student companion book and update it after each unit assessment to determine mastery of specific standards.

**PD Opportunity 1**

Students will place a copy of the Mathematics Standards Checklist in their interactive journal or student companion book and update it after each unit assessment to determine mastery of specific standards.

**Facilitator**

District Math Coach

**Participants**

Math Teachers

**Schedule**

Weekly, from 9/22/2014 to 5/29/2015

**G3.B1.S2** Implement strategies through Digits on-line resources.

**PD Opportunity 1**

Utilize Carnegie Learning and Intervention Lessons through digits to differentiate each individual student's learning path

**Facilitator**

Michelle Lavelle

**Participants**

Math Department

**Schedule**

Daily, from 9/2/2014 to 5/1/2015

**G4. 3.** Effectively utilize technology to reach struggling learners by differentiating instruction (as evidenced in lesson plans) and frequently monitoring their progress (using data) to support the instructional focus on computer applications.

**G4.B1** Inadequate instructional focus on utilizing technology.

**G4.B1.S1** Differentiate instruction by providing more student choice to meet needs of students in content focus of reading application utilizing technology.

**PD Opportunity 1**

Provide more reading and writing choices to students in effort to accommodate different learning styles, interests, and ability levels, and encourage students to use their own technology devices, due to computer shortage.

**Facilitator**

Literacy Coach

**Participants**

All content area teachers

**Schedule**

Weekly, from 9/2/2014 to 4/30/2015

## PD Opportunity 2

Help teachers write lessons for differentiation. Model lessons. Provide professional development

### Facilitator

Administrators, Literacy Coach and District Coaches

### Participants

All content Area Teachers

### Schedule

On 12/12/2014

**G4.B1.S4** Deepen students' understanding of author's perspective and purpose, going beyond P-I-E, by introducing Quote Analysis Sentence Starters.

## PD Opportunity 1

Model to students how to analyze key quotes in nonfiction and fiction to reveal author's perspective.

### Facilitator

Literacy Coach, and District Coaches

### Participants

ELA, Enrichment Reading, and ESE Teachers

### Schedule

On 11/21/2014

**G4.B1.S5** Introduce new graphic organizers (such as Triple Triangle) to compare and contrast elements in multiple texts.

## PD Opportunity 1

Train teachers on common core strategy of triple triangles—a graphic organizer to compare and contrast multiple texts, and utilize instructional software to support student skill acquisition.

### Facilitator

ELA Department Chairs

### Participants

ELA, Reading, and ESE Teachers

### Schedule

On 10/31/2014

**G4.B1.S6** Use interactive games to teach text structures.

**PD Opportunity 1**

Provide materials and training to teachers to make learning text structures more engaging and interactive, such as text structure game (Davis) and text structure mix and match game (Bowler) using technology.

**Facilitator**

ELA Department Chair

**Participants**

Reading, ESE, SS, SCI and ELA Teachers

**Schedule**

Weekly, from 9/2/2014 to 5/1/2015

**G4.B6** Learn to access from Performance Matters new assessments

**G4.B6.S1** Use Achieve 3000 and virtual labs (Gizmos, Holt Fusion, Brain Pop) to reach struggling learners by differentiating instruction.

**PD Opportunity 1**

Teachers will effectively using technology to reach struggling learners.

**Facilitator**

Professional Development Action Team

**Participants**

Teachers who sign-up for additional technology training.

**Schedule**

Daily, from 8/25/2014 to 5/29/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 2:</b> 2. Increase all students' literacy skills by effectively utilizing data to improve instruction and delivery of appropriately rigorous content in Language Arts, Science, and Social Studies classes; and improve reading skills by increased instructional focus on informational text and the research process.	400
<b>Grand Total</b>	<b>400</b>

**Goal 2: 2. Increase all students' literacy skills by effectively utilizing data to improve instruction and delivery of appropriately rigorous content in Language Arts, Science, and Social Studies classes; and improve reading skills by increased instructional focus on informational text and the research process.**

Description	Source	Total
<b>B1.S3.A1</b> - Additional Novels for ELA classes	General Fund	400
<b>B1.S4.A1</b>		0
<b>Total Goal 2</b>		<b>400</b>