

Glenridge Middle

2900 UPPER PARK RD, Orlando, FL 32814

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

47%

Alternative/ESE Center

No

Charter School

No

Minority

50%

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	Ella Thompson
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

Glenridge Middle School is an IB MYP school. Every day the teachers and students dedicate 9 minutes to learn about and appreciate the cultural diversity and wide-variety of backgrounds among the school population. The morning news program called "Lion's Pride" is the vehicle to bring teachers and students together and to enhance to school climate as it relates to strong relationships. It is a daily event that builds pride and understanding to ALL.

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

Structuring the educational environment to create an atmosphere that is safe, fair and respectful of students is the beginning of an effective program for all students, including those identified as having a serious emotional disability. Students must feel safe both physically and psychologically. The educational setting should be attractive, comfortable and well kept so that the students will feel that the classroom is a place worth being and they are worth the effort. The room should be arranged so that the teacher can monitor all students at the same time. Any type of verbal abuse, put downs, threatening behaviors or violence must not be allowed. Components that help to develop a safe and positive educational environment include at GMS include:

- positive teacher student relationships,
- a nurturing atmosphere,
- clear and consistent expectations for behavior,
- routines and rituals
- appropriate amounts of structure for specific situations/needs
- proactive intervention of problems.

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

GMS will be implementing the FOCUS program:
FOCUS is an acronym for Focusing on Control and Understanding Self. It is a comprehensive, social-emotional skills development program for students. The program teaches the life skills of self-esteem, tolerance, coping, self-discipline, collaboration, communication, responsibility, and conflict resolution. The skills are delivered to students using hands-on materials, games, activities, role plays,

and problem solving. The program assists students in learning about behavior, self-control, and 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

Social and emotional learning means the processes by which children acquire the knowledge, attitudes and skills necessary to:

- recognize and manage their emotions,
- demonstrate caring and concern for others,
- establish positive relationships,
- make responsible decisions, and
- constructively handle challenging social situations.

The GMS SAFE coordinator, CHILL counselor and guidance counselors provide students with daily services. The SAFE team also meets weekly to ensure ALL students' social-emotional needs are met.

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

GMS has a child study team (part of SAFE) that monitors attendance and meets with parents. Social worker referrals are completed, and home visits are completed when necessary.

Students who received more than one suspension are placed on a behavior plan created by our Deans, AP's and even the behavior specialists. These students are discussed during SAFE meetings and administrators conference with parents. Daily progress reports are also implemented to modify behavior. Positive referrals are also given to highlight acceptable behavior.

If a student falls a semester of LA or math they are placed in a course recovery lab with a dedicated teacher who can provide assistance and motivation during the school day. PEER mediators are also used as tutors and positive role models.

If a student receives a level one in LA or math they receive a block or more of intensive instruction. They are progress monitored monthly and their data is tracked and discussed regularly.

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	50	48	58	156
One or more suspensions	47	54	67	168
Course failure in ELA or Math	6	6	7	19
Level 1 on statewide assessment	113	86	85	284

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	45	36	49	130

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

Students that exhibit 2 or more early warning signs are discussed weekly at the SAFE meeting. An action plan is created and the students status are updated the following week. Grade level administrators meet with parents, teachers offer tutoring during lunch, home visits can be an option. Some students may receive assistance from a guidance counselor and if appropriate they are referred to CHILL. Members of the admin team provide mentorship. Boys are enrolled in the "Boys to Men" program and often times a parent volunteer works with the student during the day.

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

Ous school strives to increase parental involvement in daily school functions to create a family-friendly environment

Our staff and parents promote volunteerism to meet the goals of the Golden School Award: 2 hours volunteerism per every student in school,

Continually we reach out to our community to increase partnerships with business.

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

We have an extensive list of Partners in Education from our surrounding businesses, who continue to partner with us year after year. this year we have added new businesses to our list, such as Gator's Dockside, who provided us with free kids meals for our reading teacher's initiatives. Locally-owned and operated businesses also give us incentives for our Renaissance students, such as ice cream coupons and frozen yogurt.

The GMS SAC committe is strong and meets monthly to discuss school related matters. A partnership with our local Publix continues to support the students and teachers. Our PTSA is growing and has a large number of active members (teachers and parents). We have established a Lions Pride Foundation that continually raises money for IB and technology. We also have a core group of parents that drive community involvement (spring social, fall mixer, tunes 4 tech, Harelm Wizards Basketball event and the 8th grade social committee). PTSA assists with registration and sponsor a yearly "Welcome Back" bowling event.

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
Honohan, Trevor	Principal

Duties

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

Each member of the leadership team is responsible for knowing the progress of each student receiving tier 2 or 3 intervention. We are in constant communication. The team meets frequently to review data, discuss interventions and recommend potential instructional change.

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

Glenridge Middle School will use Performance Matters to regularly analyze, plan, and solve concerns regarding academic achievement for students. Students in the intensive reading program (FCAT level 1 and 2) will be progress monitored bi-weekly based on skill analysis and student needs. The data will be reviewed by the MTSS team and the effectiveness of core instruction and resource programs will be measured. The reading coach will support the intensive reading team and manage the data driven instructional decisions. Small group instruction will take place daily and an engaging online curriculum will be used as a secondary resource to the core.

Title X Homeless: our school supports over 80 families through McKinney-Vento Homeless Education We provide school supplies, clothing, a food bank, and special occasion meals and presents for children.

SAI funds are used for tutoring, mentoring, Saturday Algebra boot camp, and Course Recovery 44% of our students receive free or reduced breakfast and lunch

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Michael Wallman	Parent
Jordan Klarfeld	Business/Community
Greg Seidel	Parent
Cindy Dybas	Parent
Ann Stevens	Parent
Diane Carter	Education Support Employee
Kenlyn Talbott-Williams	Education Support Employee
Trevor Honohan	Principal

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

Met and/or exceeded goals and expectations. Progress still needs to be made in the areas of bottom 25% in Math, and writing scores.

Development of this school improvement plan

The SAC will be reviewing data quarterly, reviewing programs and student needs, and addressing concerns.

Preparation of the school's annual budget and plan

SAC reviews current and projected budget, and makes recommendations that affect budget decisions.

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

Increased availability of technology in the classrooms, upgrading hardware and software.

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
Honohan, Trevor	Principal

Duties

Describe how the LLT promotes literacy within the school

The goal of the LLT is to increase the percentage of students reading on grade level, especially ELLs, SWDs and minority students. We meet this by a strong, academic focus on literacy: each core area will use a common writing prompt every quarter, and teachers, who will be trained on the writing process, will score according to the Rubric. Our students participate in Battle of the Books, the Oration Contest, and other extracurricular activities that promote literacy.

Our Media Center has extended hours to satisfy our students' needs to check out books.

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

The teachers begin the school year with a Welcome Back Bowling Event, and a week of common planning and luncheons. Teachers have common planning periods, monthly pot-luck dinners, unannounced breakfasts, and enjoy fellowship. Events such as the Talent Show, and Evening of Excellence bring teachers together to work and plan and execute these activities. Our teacher-mentor program also encourages positive working relationships between teachers.

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

Administration ensures that all teachers we hire are highly-qualified, certified, and effective. The demographics and long-standing excellent reputation of the school make it a very desirable place to teacher which helps with retention of only the best professionals.

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

New teachers are paired with experienced, highly-effective same subject teachers. They meet monthly with the instructional coach, as well as bimonthly with their mentors for dialogue and staff development.

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

Glenridge is an IB school and the instructional staff uses an IB unit planner daily to address the Florida Standards. The unit planner allows for teachers to document that standards are being addressed. PLC meet monthly to collaborate. Our CRT meets with teams to align the standards to lesson plans. Admin monitors lesson plan accuracy as it relates to classroom observations.

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

Math scores and data are used to differentiate instruction for 7th and 8th grade students. FCAT scores, EOC's and year end grades help determine what level of math instruction a student will receive. LY students who show grade level proficiency are removed from the program. Intensive reading students who show proficiency have the opportunity to leave the program. 6th grade math students who perform below expectation are placed in an intensive math elective.

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: Weekend Program

Minutes added to school year: 1,200

Math students attend a weekend boot camp to prepare for standardized tests and EOC's.

Strategy Rationale

It is difficult to address all of the math standards and material that appears on the state assessment during typical school hours. Extended time is needed to ensure all standards are addressed prior to the end of year assessment...which takes place in April.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

All data analyzed at weekly SAFE meetings, and data meetings held every three weeks. When the need arises based on our findings, additional enrichment is offered, such as Saturday Boot Camp, or additional sections of course recovery.

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

Orange County provides a strategic and linear curriculum across all schools which allows a smooth transition for all cohorts.

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

All students on grade level are enrolled in eight courses each year. Students are given the opportunity to explore and develop their interests in the four core plus a foreign language, art, technology and physical education. Our focus is to develop the whole child and provide them with opportunities to experience many courses. In the seventh grade Civics course, students complete a academic and career planning unit designed to assess students interests and strengths they provide them with potential college majors and careers based on their individualized assessment.

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

In our International Baccalaureate Programme, all eight subject areas are of equal importance in preparing students to be life-long learners. Within each unit, connections are made between the teaching, learning, and assessments to ensure students are engaged in learning relevant to students and the "real-world". The summative assessment tasks prepare students for college and careers within each subject area.

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

Our school is integrating the common core standards into our curriculum in all eight subject areas. These standards were developed to prepare students for postsecondary work.

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the % of students writing at a level 3.5 and above on the state writing assessment.
- G2.** Students in the Intensive Reading and Math classes will increase their lexile scores by an average of 100 points and increase the appropriate number of DSS points on the state assessment to show a learning gain.
- G3.** Our school's OSS (Out of School Suspension) is disproportionately excessive according to our school's student make up. We will reduce OSS by 25% this school year.

Strategic Goals Detail

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

G1. Increase the % of students writing at a level 3.5 and above on the state writing assessment. 1a

G039662

Targets Supported 1b

Indicator	Annual Target
	95.0

Resources Available to Support the Goal 2

- Utilizing write score to assist in the development of the writing process.

Targeted Barriers to Achieving the Goal 3

- Find time during core subjects to write across the curriculum.

Plan to Monitor Progress Toward G1. 8

Admin will review writing scores and look for evidence of extended responses.

Person Responsible

Schedule

Evidence of Completion

increased writing scores on OC writes.

G2. Students in the Intensive Reading and Math classes will increase their lexile scores by an average of 100 points and increase the appropriate number of DSS points on the state assessment to show a learning gain. 1a

G039663

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	3.0

Resources Available to Support the Goal 2

- SRI, Read 180, Achieve 3000

Targeted Barriers to Achieving the Goal 3

- Continue to find ways to increase student time on these computer based programs both in school and at home.

Plan to Monitor Progress Toward G2. 8

Students will be monitored on their performance with SRI and Achieve 3000

Person Responsible

Trevor Honohan

Schedule

On 6/5/2015

Evidence of Completion

An average of 100 point gain in lexile score on SRI.

G3. Our school's OSS (Out of School Suspension) is disproportionately excessive according to our school's student make up. We will reduce OSS by 25% this school year. 1a

G039664

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	25.0

Resources Available to Support the Goal 2

- In school suspension, detention, lunch detention, SAFE, Peer Mediation, alternatives to OSS, Positive Behavior Support system

Targeted Barriers to Achieving the Goal 3

- Chronic behaviors that are uneasily changed by current interventions, teacher lack of training, parents who are not involved

Plan to Monitor Progress Toward G3. 8

Mid point checks for behavior strategies that are leading to decreased OSS

Person Responsible

Trevor Honohan

Schedule

Semiannually, from 1/12/2015 to 6/5/2015

Evidence of Completion

Decrease in behaviors that lead to OSS

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the % of students writing at a level 3.5 and above on the state writing assessment. **1**

 G039662

G1.B1 Find time during core subjects to write across the curriculum. **2**

 B095853

G1.B1.S1 Teachers will encourage students to utilize extended responses to explain their answers. **4**

 S107025

Strategy Rationale

By explaining their response, students will deepen their knowledge of subject matter.

Action Step 1 **5**

Teacher leaders will continue to plan for extended responses in their departments and classrooms.

Person Responsible

Trevor Honohan

Schedule

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

Evidence of Completion

Increased student writing scores on OC writes and Write Score

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

Monitor lesson plans and classroom evidence of extended responses.

Person Responsible

Trevor Honohan

Schedule

On 6/5/2015

Evidence of Completion

Student extended responses and use of journals in classrooms.

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

Monitor teachers using extended response across the curriculum

Person Responsible

Trevor Honohan

Schedule

Evidence of Completion

state wide writing assessments will show an increase.

G2. Students in the Intensive Reading and Math classes will increase their lexile scores by an average of 100 points and increase the appropriate number of DSS points on the state assessment to show a learning gain.

1

 G039663

G2.B1 Continue to find ways to increase student time on these computer based programs both in school and at home. 2

 B095854

G2.B1.S1 Students will work towards establish goals (per 9 weeks) and be progress monitored bi-weekly to ensure growth. 4

 S107026

Strategy Rationale

Student buy-in with active participation with help to encourage results

Action Step 1 5

Intensive Reading students will show expected growth.

Person Responsible

Trevor Honohan

Schedule

On 6/5/2015

Evidence of Completion

AN average gain of 100 lexile points on SRI.

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

The use of SRI and Achieve3000 in the Intensive Reading classes.

Person Responsible

Trevor Honohan

Schedule

On 6/5/2015

Evidence of Completion

An average student gain of 100 lexile points on SRI.

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

Intensive Reading students using SRI and Achieve3000

Person Responsible

Trevor Honohan

Schedule

On 6/5/2015

Evidence of Completion

An average of 100 points growth on SRI lexile.

G3. Our school's OSS (Out of School Suspension) is disproportionately excessive according to our school's student make up. We will reduce OSS by 25% this school year. 1

 G039664

G3.B1 Chronic behaviors that are uneasily changed by current interventions, teacher lack of training, parents who are not involved 2

 B095855

G3.B1.S1 Implement behavioral plans with counselor, administration, behavior specialist, and other resources for students demonstrating chronic behavior 4

 S107027

Strategy Rationale

Action Step 1 5

Analyse data kept on MTSS-Behavior Sharepoint

Person Responsible

Trevor Honohan

Schedule

On 6/5/2015

Evidence of Completion

Our numbers will decrease

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

Each 9 weeks review the Student Code of Conduct and look at our ISS/OSS data

Person Responsible

Trevor Honohan

Schedule

Quarterly, from 8/18/2014 to 4/13/2015

Evidence of Completion

We will graph the numbers as collected under Behavior on SMS

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

MTSS-Behavior data and OSS data

Person Responsible

Trevor Honohan

Schedule

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

Evidence of Completion

Decrease in OSS

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	Teacher leaders will continue to plan for extended responses in their departments and classrooms.	Honohan, Trevor	9/9/2014	Increased student writing scores on OC writes and Write Score	6/5/2015 monthly
G2.B1.S1.A1	Intensive Reading students will show expected growth.	Honohan, Trevor	8/18/2014	AN average gain of 100 lexile points on SRI.	6/5/2015 one-time
G3.B1.S1.A1	Analyse data kept on MTSS-Behavior Sharepoint	Honohan, Trevor	8/18/2014	Our numbers will decrease	6/5/2015 one-time
G1.MA1	Admin will review writing scores and look fir evidence of extended responses.		increased writing scores on OC writes.	once	
G1.B1.S1.MA1	Monitor teachers using extended response across the curriculum	Honohan, Trevor	state wide writing assessments will show an increase.	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Monitor lesson plans and classroom evidence of extended responses.	Honohan, Trevor	9/9/2014	Student extended responses and use of journals in classrooms.	6/5/2015 one-time
G2.MA1	Students will be monitored on their performance with SRI and Achieve 3000	Honohan, Trevor	8/18/2014	An average of 100 point gain in lexile score on SRI.	6/5/2015 one-time
G2.B1.S1.MA1	Intensive Reading students using SRI and Achieve3000	Honohan, Trevor	8/18/2014	An average of 100 points growth on SRI lexile.	6/5/2015 one-time
G2.B1.S1.MA1	The use of SRI and Achieve3000 in the Intensive Reading classes.	Honohan, Trevor	8/18/2014	An average student gain of 100 lexile points on SRI.	6/5/2015 one-time
G3.MA1	Mid point checks for behavior strategies that are leading to decreased OSS	Honohan, Trevor	1/12/2015	Decrease in behaviors that lead to OSS	6/5/2015 semiannually
G3.B1.S1.MA1	MTSS-Behavior data and OSS data	Honohan, Trevor	8/18/2014	Decrease in OSS	6/5/2015 monthly
G3.B1.S1.MA1	Each 9 weeks review the Student Code of Conduct and look at our ISS/OSS data	Honohan, Trevor	8/18/2014	We will graph the numbers as collected under Behavior on SMS	4/13/2015 quarterly

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. Increase the % of students writing at a level 3.5 and above on the state writing assessment.

G1.B1 Find time during core subjects to write across the curriculum.

G1.B1.S1 Teachers will encourage students to utilize extended responses to explain their answers.

PD Opportunity 1

Teacher leaders will continue to plan for extended responses in their departments and classrooms.

Facilitator

CRT

Participants

ALL classroom teachers

Schedule

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

G2. Students in the Intensive Reading and Math classes will increase their lexile scores by an average of 100 points and increase the appropriate number of DSS points on the state assessment to show a learning gain.

G2.B1 Continue to find ways to increase student time on these computer based programs both in school and at home.

G2.B1.S1 Students will work towards establish goals (per 9 weeks) and be progress monitored bi-weekly to ensure growth.

PD Opportunity 1

Intensive Reading students will show expected growth.

Facilitator

Reading Coach and District Achieve 3000 trainer

Participants

Reading teachers and RTI team

Schedule

On 6/5/2015

G3. Our school's OSS (Out of School Suspension) is disproportionately excessive according to our school's student make up. We will reduce OSS by 25% this school year.

G3.B1 Chronic behaviors that are uneasily changed by current interventions, teacher lack of training, parents who are not involved

G3.B1.S1 Implement behavioral plans with counselor, administration, behavior specialist, and other resources for students demonstrating chronic behavior

PD Opportunity 1

Analyse data kept on MTSS-Behavior Sharepoint

Facilitator

Behavior Specialists Richart and Jacobs will present behavior modification training to teachers

Participants

Teachers, administration and resource teachers

Schedule

On 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0