

# Forest Grove Middle School



# **2014-15 School Improvement Plan**

## Forest Grove Middle School

3201 S 25TH ST, Fort Pierce, FL 34981

<http://www.stlucie.k12.fl.us/fgm/>

### School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	89%
Alternative/ESE Center	Charter School	Minority
No	No	75%

### School Grades History

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

### School Board Approval

This plan is pending approval by the St. Lucie County School Board.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

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





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Forest Grove Middle School is to ensure that all students master instructional standards in a safe learning environment, and are prepared for high school and beyond.

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

Forest Grove Middle School, in partnership with parents and community, will become a school where all students will experience success. No exceptions!

#### School Environment

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

Forest Grove Middle School services students from grades 6-8. Students are assigned to FGMS through student assignment. We receive elementary students from primarily North area of St. Lucie County. However, we have a MOA program (Marine Oceanographic Academic) which entails 50-60 students and is available to any incoming 6th grader regardless of school zone. Students and parents are able to attend Back to School Night which allows teachers and students to build positive relations of support. During that time students and parents are given information about student safety, behavior and expectations of our Bulldog Culture. All students are placed on their perspective grade teams by Guidance Counselors which enables them to receive a reading course at their level.

6th graders were invited back on a Saturday for a half day orientation. During this time they were provided one on one support from adults. Students were able to familiarize themselves with the campus, by charting their transitional routes during class change. Students experienced team building activities in the gym.

Cumulative folders, attendance history, behavioral history and academic history are a part of a team review. Student interviews are conducted to determine their goals for education. A calendar has been established to include bi-weekly progress monitor reports, monthly parent nights, and events to encourage family participation throughout the school year.

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

We are a Positive Behavior Intervention and Support school and a Kids at Hope site. 100% of our staff are trained in these strategies including food service and site maintenance. We hold trainings for our bus drivers also.

Our induction process with our families builds mutual trust and that trust is built upon throughout the school year through monthly parent nights. Our families have access to see their students progress in behavior, attendance and academic performance through Skyward. There are computers available on site for families also. Parents are encouraged to also download SLPS Application

**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**

Forest Grove Middle School is a Positive Behavioral Intervention Support school. Students are encouraged to display appropriate behaviors by earning Bulldog Bucks for following the school-wide expectations. These bucks can then be exchanged for an array of items at our Bulldog Pit or Bulldog Chances. Bulldog Bucks can also be used to attend PBIS BARK Events such as Dodge Ball and Bulldog Socials.

Forest Grove Middle School also has School-wide Expectations for the campus, cafeteria, classroom, and hallway/transitions.

Our school also has a FAST Code system which is used to call for assistance based on the level of behavior being exhibited by the student at the time. Code 1: elopement of student, Code 2: high-magnitude behaviors, Code 3: major disruption on campus/fight, Code Blue: medical needs. Code Red: Immediate Campus Lockdown

Teachers are required to complete a Behavioral Incident Report for minor teacher managed behaviors and a Referral for office managed behaviors or as directed by a Dean or Administrator. Teachers are encouraged to try up to three interventions with data collection prior to referring the student to the Problem Solving Team.

Referrals are processed by using the St. Lucie County Code of Conduct.

All of our staff members are trained in PBIS and the FAST Code protocol.

Also within our PBIS plan is a flowchart protocol for teachers to follow in regards to Classroom Managed behaviors versus Office Managed behaviors. The plan also includes a hierarchy of interventions for teachers to try prior to having the student removed from class or receiving a referral. Forest Grove Middle School is also a CHAMPS school. CHAMPS is a classroom management system by which students are taught classroom rules/procedures for voice levels, test taking, direct teacher instruction, collaborative groups, etc. At the start of the school year, each teacher takes a chunk of time to teach the CHAMPS of their classroom. This is done daily for the first week of school in each class and can be taught up to 21 days scaling back on the amount of time dedicated to teaching the procedures with the intent that the CHAMPS will only need to be referenced when a student needs a reminder.

We celebrate success as our children attend Student of the Month Ceremonies. Gold, Silver, and Red cards for rewards academic and behavior support.

**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**

We have several agencies that have partnered with our school to provide an array of services, two full time guidance counselors, a part-time graduation coach, a part-time school psychologist and social worker. We also have two student conduct counselors/deans and a school resource deputies. These counselors and supports work with individual students, small groups and whole classrooms depending on needs.

We have a tiered system of supports for academic and behavioral needs. Our universal school-wide behavioral system is PBIS and Kids at Hope. We also use CHAMPS within each classroom. Tier II and III supports would include a Check in/out with a mentor and a Check and Connect program.

**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**

**Attendance:**

Teachers take period-by-period attendance. Each team of teachers that reviews data on attendance. Our Attendance Committee meets monthly to review every students attendance data. Parents have a bi-weekly progress report which includes attendance data. The Attendance Committee has a data chat with administration to update monthly schoolwide attendance. We utilize our social worker for home visits as children start a pattern of non-attendance at school. We expect 95% attendance for students. Students being monitored by Attendance Committee will also monitor and chart their own attendance as part of their data chats weekly.

**Suspensions:**

Our goal is to provide alternatives to In School and Out of School suspensions by utilizing behavioral interventions to include counseling, teacher's classroom behavior model (CHAMPS), behavior technicians and paraprofessionals are assigned to classrooms with students who have a pattern of disruptive behavior as support. We have a Behavior Intervention Classroom that is utilized to redirect students as quickly as possible back to their classrooms to minimize a loss of instruction.

**Level I Math/ELA:**

All students who scored Level 1 in either math or ELA are scheduled into an additional Intervention course to receive remediation specific to their data. Students may be receiving both ELA and math as needed.

**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	8	8	10	26
One or more suspensions	158	239	128	525
Course failure in ELA or Math	62	49	88	199
Level 1 on statewide assessment	101	130	102	333

***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	81	89	74	244

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

**Attendance:** Forest grove Middle School has an attendance committee that reviews attendance of students. The social worker will then contact the families of students that are of concern to investigate what may be at the root of the attendance issue. Also, teachers are expected to contact families after students have missed 3 consecutive days of school. Teams review attendance with the students and speak to them about the importance of being in school.

**Suspensions:** Forest Grove Middle School offers different options in lieu of suspension. One option may be Behavior Intervention Classroom(BIC), Lunch Detention, Saturday School. When in BIC the students complete lessons based on the behavior that was exhibited. They also complete course work for the classes they miss on E2020, a computer-based program. Behavior Intervention Class is regular school hours. Saturday School is 8:30 to 12:00 with the same expectations.

**Course Failure:** For students who have failed courses we offer them an after-school program Monday thru Thursday from 4:00pm to 6:00pm. Transportation is provided. During this time students work with

certified teachers to complete the semesters of work that they have failed. Students may also attend the after-school program for tutoring in hopes of passing the exams or courses.

Forest Grove Middle School also has scheduled Intensive Courses for every student on campus who is in need of math or reading remediation based on their level of achievement on state assessments. All level 1s and 2s are required to have this remediation time in their schedule daily. Students in have a minimum of 5 hours a week that includes reading and math.

## Family and Community Involvement

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

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

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

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

Yes

#### **PIP Link**

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

#### **Description**

N/A

**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 the following partnerships established within our school:

DATA's Intervention

Health Department

HMH

PBiS donations

The St. Lucie County Education Foundation has "adopt a class" and our classrooms have been adopted each year.

Our School Advisory Committee has members from different agencies from the community on it.

## 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
Davis, Terrance	Principal
Davis, Keith	Other
Wilkins, Bryan	Assistant Principal
Brinn, Melissa	Instructional Coach
Eshleman, Suzan	Instructional Coach
Rogers, April	Dean

## Duties

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

There are three administrators at our school: Terry Davis is the Principal. Keith Davis is the Interim Principal. Bryan Wilkins is the Assistant Principal. We use a Tiered system for Leadership as follows:

Tier I - Administrative Leadership

Administrators, Deans, Guidance, Instructional Coach, Graduation Coach, and ESE Chair.

This team meets each Wednesday to discuss issues and form action plans as needed. They are the board for all FGMS Data Chats on attendance, behavior, and academic performance.

Tier II Teacher Leaders - Small Learning Communities

6th Grade Team Leader Jaguars - Sue Campbell

6th Grade Team Leader Panthers - Mary McKelvin

7th Grade Team Leader All Stars - Ken Farrell

7th Grade Team Leader Top Dogs - Kay Hall

8th Grade Team Leader Chargers - Katina Barriner

8th Grade Team Leader Voyagers - John Albritton

Reading - Suzan Eshleman

Math - Melissa Brinn

ESE - James Walukiewicz

This team meets weekly with their team of core content teachers and ESE support teachers to review individual student academic and behavioral data. The teachers meet with their MTSS Check in/out groups to create graphs and goals.

Tier III Instructional Teacher Leaders

ELA - Katina Barriner

Math - Melissa Brinn

Science - Colleen Wilson

Social Studies - Terrence Barriner

These leaders support our Professional growth within their content and collaboratively plan units of instruction.

***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***

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Jeffrey Kohuth	Business/Community
Terrence Davis	Principal
Keith Davis	Principal
Bryan Wilkins	Principal
Colleen Wilson	Teacher
	Student

## Duties

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

*Evaluation of last year's school improvement plan*

SAC approved the School Improvement Plan and budget. SAC monitored the impact of School Improvement Plan strategies on student performance data at every meeting when the data is available, and made recommendations through adjustments as appropriate and as suggested by the data. All changes were recommended to the School Improvement Plan, the SAC approved them by vote before implementation.

*Development of this school improvement plan*

SAC: Assists in the preparation and evaluation of the School Improvement Plan. (SIP). The plan is designed to achieve the state education goals and student performance standards. The plan must also address issues relative to budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by school board policy. The School Advisory Council (SAC) assisted in the preparation of the elements/data contained within the plan. The school advisory council annually approves and monthly reviews the SIP.

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

SAC: Assists the principal in the school's annual budget...."With technical assistance from the Department of Education, each school advisory council shall assist in the preparation of the school's annual budget and plan as required by s. 1008.385(1). A portion of funds provided in the annual General Appropriations Act for use by school advisory councils must be used for implementing the school improvement plan.

SAC: Approves of the expenditure of school improvement funds.

Our SAC reviews funding allocations and assists in the utilization of Title I and SAC funding sources for the direct benefit of students and parents.

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

The schools were not allocated new School Improvement funds last year. We were frugal and saved our funds to utilize for student and staff incentives as part of our PBIS plan.

We utilized funding as follows:

Students

Staff

***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
Eshleman, Suzan	Instructional Coach
Barriner, Katina	Teacher, K-12
Barriner, Terrance	Teacher, K-12
Rogers, April	Dean
Brinn, Melissa	Instructional Coach
Davis, Terrance	Principal
Davis, Keith	Principal
Wilkins, Bryan	Assistant Principal

### Duties

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

The LLT is comprised of the Instructional Coach, all ELA teachers, and administration. The LLT meets weekly to discuss literacy strategies and best practices for improving student achievement in Reading and Language Arts. where they are working on collaborating and designing Unit Plans within the St. Lucie County and ELA Framework.

The team will support increased performance in other tested subjects in the following manner: In 8th grade, Reading teachers will use Science informational text in alignment with the district's Science Scope and Sequence. Students who need support for reading in science will be identified for pull-out, small-group instruction in vocabulary and text structures that will provide opportunities for success in both the reading of informational text and science content addressed by the NGSSS Science test. In 7th

grade, the same process will be used for Civics to prepare students for the Civics EOC exam.

Focus on supporting core curriculum instruction by aligning content in these areas with informational text

as identified in the Scope and Sequence. Identify students in the lowest 25% for specific, direct instruction in a small pull-out structure throughout the year

## 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**

Our teachers have a common planning time from 8:35 - 9:20 and teachers also received a 45 minute daily. Teachers work collaboratively to plan lessons and review student data. Title I allows the teachers additional time to collaboratively work on lesson development after school hours. We also have Professional Development opportunities on Tuesdays for all teachers and allocations for substitutes for teachers to observe quality instruction taking place with their peers.

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

Attend Great Florida Teach-In, Post Vacancies on the district web site; District staff post vacancies on the Teachers-Teachers web site. Principal is responsible for recruitment and retention. Retention practices include the district and school induction systems

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

Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher.

- Attend 3 District Cohort meetings to obtain needed professional development.
- Utilize release time for teacher observations.
- One-on-one support and coaching provided by mentor and district liaison.
- Complete Pinpoint Content to deepen knowledge on district initiatives.
- Observe a highly effective teacher.
- Complete and document target skills/activities on log.

Meet weekly with mentor at the school to obtain support based on a directed schedule of activities, and to request any additional support needed to be successful in the first year of teaching.

Pairings: New Teachers will be paired with a mentor who has a strong record of student performance in the tested subject. Rationale: Improve student performance.

## 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***

FGMS aligns instructional programs with the District vetted curriculum resources.

#### 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***

FGMS uses data in the school wide planning of goals and resource allocation for the academic year. Multiple sources of data are gathered: FCAT 2.0 scores for reading, math, science, and writing; EOC scores for Algebra I and Geometry; Comprehensive 1 and 2 benchmark scores; Easy CBM progress monitoring scores; and Classworks Mini-Bat data. This data is shared school-wide during weekly collaborative planning sessions. FGMS follows district initiatives which include the use of Classworks to collect formative assessment data aligned to the standards. This data will allow teachers to tailor their instruction for use in differentiating with small groups of students.

Instruction is modified or supplemented to assist all levels of students by offering Tier I and Tier II courses. Examples include 90 minute intensive classes for students scoring level 1 or 2 on FCAT 2.0 in reading and math. Advanced reading and math (Algebra I and Geometry) are offered for the most proficiently scoring students. Students scoring at the proficient levels in math and reading are placed in courses to further develop and challenge their achievement.

Students who are not making adequate progress in tier one instruction are provided differentiated instruction in a smaller group setting in all classrooms. FGMS implements the MTSS model; sites have a core, group and individual Problem-Solving Teams comprised of coaches, teachers, school leaders and district support personnel. These teams evaluate instruction and intervention at all tiers and make adjustments to the instruction and intervention based on data.

**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:** 18,000

**Strategy Rationale**

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Davis, Keith, keith.davis@stlucieschools.org

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

**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**

N/A

**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**

N/A

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

N/A

**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

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

## Strategic Goals Summary

- G1.** Standards-Based Instruction in all classrooms.

## 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. Standards-Based Instruction in all classrooms.** 1a

 G040086

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	59.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	60.0
FSA - English Language Arts - Proficiency Rate	58.0
Math Gains	75.0

**Resources Available to Support the Goal** 2

- Coaches sharing district updates from District Curriculum Department
- 

**Targeted Barriers to Achieving the Goal** 3

- Lack of Resources for Standards-Based Instruction

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

Comprehensives

**Person Responsible**

Keith Davis

**Schedule**

Semiannually, from 9/22/2014 to 4/1/2015

**Evidence of Completion**

Lesson Plans, CBC's, three week summary of 9-week

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

## 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.** Standards-Based Instruction in all classrooms. **1**

 **G040086**

**G1.B1** Lack of Resources for Standards-Based Instruction **2**

 **B096861**

**G1.B1.S1** Provide Ongoing Professional Development in Standards Based Instruction Provide Structured Collaborative Planning with continuous support and monitoring Identify teachers who would benefit from coaching and implement coaching **4**

 **S108106**

#### Strategy Rationale

Lesson Plans, CBC's, Three-week summaries

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

Collaborative Planning

#### Person Responsible

Terrance Davis

#### Schedule

Weekly, from 9/2/2014 to 5/26/2015

#### Evidence of Completion

CBC's completed for 9 weeks 9 week exam

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

Classrooms Observations, progress monitoring of student assessments

### Person Responsible

Keith Davis

### Schedule

Weekly, from 9/2/2014 to 5/26/2015

### Evidence of Completion

CBC's completed for 9 weeks 9 week exam

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

Collaborative Facilitation through District PD  
Mark R training for teacher leaders and Videos

### Person Responsible

Keith Davis

### Schedule

Monthly, from 9/2/2014 to 5/26/2015

### Evidence of Completion

Data from collaboration planning will improve on weekly unit results

## 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	Collaborative Planning	Davis, Terrance	9/2/2014	CBC's completed for 9 weeks 9 week exam	5/26/2015 weekly
G1.MA1	Comprehensives	Davis, Keith	9/22/2014	Lesson Plans, CBC's, three week summary of 9-week	4/1/2015 semiannually
G1.MA2	[no content entered]			one-time	
G1.B1.S1.MA1	Collaborative Facilitation through District PD Mark R training for teacher leaders and Videos	Davis, Keith	9/2/2014	Data from collaboration planning will improve on weekly unit results	5/26/2015 monthly
G1.B1.S1.MA1	Classrooms Observations, progress monitoring of student assessments	Davis, Keith	9/2/2014	CBC's completed for 9 weeks 9 week exam	5/26/2015 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.*

### G1. Standards-Based Instruction in all classrooms.

#### G1.B1 Lack of Resources for Standards-Based Instruction

**G1.B1.S1** Provide Ongoing Professional Development in Standards Based Instruction Provide Structured Collaborative Planning with continuous support and monitoring Identify teachers who would benefit from coaching and implement coaching

##### **PD Opportunity 1**

Collaborative Planning

##### **Facilitator**

Administration/Instructional Coaches

##### **Participants**

FGMS Instructional Staff

##### **Schedule**

Weekly, from 9/2/2014 to 5/26/2015

## 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