

Mclaughlin Middle School And Fine Arts Academy



2014-15 School Improvement Plan

Mclaughlin Middle School And Fine Arts Academy

800 4TH ST S, Lake Wales, FL 33853

<http://schools.polk-fl.net/mclaughlin>.

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

83%

Alternative/ESE Center

No

Charter School

No

Minority

61%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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
Focus	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

Our Mission is to educate and inspire all students through the arts

Provide the school's vision statement

The vision of McLaughlin Middle School and Fine Arts Academy is to provide our students with the skills to be successful in high school, in higher education, and in life.

School Environment

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

1. Parent Resource Room--To provide support, training, and tutoring for parents along with online resources available before and after school.
2. Parent Workshops--iMoms and All Pro Dad meetings before and after school that includes parents, student, teachers, support staff, and administrators.
3. Academic Workshops--Content area meetings before and after school for parents that allow interaction between teachers, parents, and students.
4. Open House, Fine Arts Celebrations, and Performances --Celebration of our students that is open to parents, community, and business partners.

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

1. Before school--Students are housed by grade level where they are supervised by school personnel.
2. Positive Behavior Systems--School-wide expectations clearly defined and posted throughout the building along with the information within their Student Handbook.
3. School-wide PBS celebrations throughout the school year to celebrate those students who meet the School-wide expectations.
4. Academic tutoring before and after school to enhance and support student learning.
5. High Academic expectations within all areas

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

McLaughlin Middle School's four expectations are

1. Be Responsible
2. Be Respectful
3. Be Prepared
4. Be Safe

McLaughlin's School Wide Classroom Rule: RISE

R--Responsible Student

I--Inspire Self and others

S--Show Respect

E--Engaged at all Times

The expectations are taught, modeled, and practiced. Reinforcement strategies will provide rewards

at different intervals for meeting the targeted behavior. Parent, community, and business partners are key to the success of PBS at McLaughlin.

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

1. School Counselors are available throughout the school day. Each grade level is assigned to a specific counselor, and the counselor loops with their grade level, which allows the counselor to have a more individualized knowledge of each child.
2. Student-Parent Outreach Social Worker is available throughout the school day.
3. Mentoring program is set up to mentor students. We have several business partners and local churches who volunteer to mentor several students at McLaughlin.
4. Other ESE and support services are provided throughout the school year from various district resources.
5. Our Resource Officer provides SAVE classes along with positive interaction and support to all students throughout the school year.

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

Early Warning System:

1. GPA--Below a 2.0
2. Academic Credit--English, Math, Science, and Social Studies
3. Attendance--10 days or more
4. Attendance--20 days or more
5. Tardy--Greater than 20%
6. School Suspension--3 days or more
7. Assessment/Data--Progress Monitor student achievement 3 times a year to monitor success along with areas of need.

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	42	64	63	169
One or more suspensions	19	48	35	102
Course failure in ELA or Math	3	18	1	22
Level 1 on statewide assessment	135	182	129	446
Level 1 Math	75	102	70	247
Level 1 Read	60	80	59	199

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	38	72	35	145

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

1. Counselors meet with students on a regular basis to keep them informed of their progress.
2. Parent conferences throughout the year to keep them informed of student progress.
3. Social Worker meets with each student on a weekly or bi-weekly basis along with making regular contact with family.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/194931>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

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
Chipman, Sharon	Principal
Fisher, Julianna	Assistant Principal
Floyd, Rufus	Assistant Principal
Cruz, Nidia	Instructional Coach
Flores, Meghan	Teacher, K-12

Duties

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

Various members of the Leadership team also serve on the SIP writing team. The SIP team in turn shares SIP with staff and SAC and assists in monitoring implementation of plan.

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 Leadership Team will hold focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

*Monthly data chats will be held.

*The Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

*Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

* Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

*Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

*Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Title I, Part A, funds school-wide services to McLaughlin Middle School & Fine Arts Academy. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in McLaughlin Middle School & Fine Arts Academy will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs

McLaughlin Middle School & Fine Arts Academy provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school is a location for a summer feeding program for the community during our designated summer school dates.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate

Head Start

Head Start is located on McLaughlin's School grounds. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Career and Technical Education

Students in the 8th grade at McLaughlin Middle School & Fine Arts Academy have the opportunity to participate in a year long Leadership or Foundation of Agriculture course.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sharon Chipman	Principal
Helen Peterson	Business/Community
Cheryl Malczyk	Education Support Employee
Lakisha Scott	Education Support Employee
Mr. Meeks	Parent
Joni Waters	Parent
Ray Fitzgerald	Parent
Keila Rodriguez	Teacher
Molly Southamavong	Parent
Bobby Sturks	Business/Community

Duties

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

Evaluation of last year's school improvement plan

Throughout the school year, the SAC committee reviewed the School Improvement Plan and provided feedback based on administrative walk-through data and survey information. During the first

SAC meeting, the SIP will be reviewed and discussed along with any other changes or information updates within the SIP.

Development of this school improvement plan

The School Advisory Council provided ongoing feedback throughout the school year, and the SAC members will approve the advisory membership and this School Improvement Plan.

Preparation of the school's annual budget and plan

The proposed budget is brought before the SAC Committee and decisions are made based on input from all SAC members.

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

School Improvement funds will be used to purchase materials and supplies to be used in the classroom to increase student achievement.

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
Chipman, Sharon	Principal
Fisher, Julianna	Assistant Principal
Floyd, Rufus	Assistant Principal
Flores, Meghan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The team will provide support to various content/elective teachers as we continuously analyze our reading data throughout the year and make various data driven decisions to meet the needs of our students. The instructional coach and intervention teachers will provide support to content and elective teachers with CIS and other reading strategies. Various team members on the LLT will be part of the PSRTI team.

This year the team will implement a school-wide Extreme McReader's initiative that will get the students and parents involved as we promote a love for reading. We are working with our business partners to donate monies, so we can purchase incentives for our students who meet targeted reading expectations.

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

1. Each Tuesday morning--8:15-8:50 will be Professional Learning Communities (PLC)
2. Each Tuesday and Thursday during planning--Common Planning within departments
3. Monthly Committee Meetings

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

1. Pair new teachers with veteran staff in their discipline. APC will be responsible.
2. All staff participate in Professional Learning Communities by grade level & discipline
Instructional Coaches to monitor
3. Follow District hiring practices Principal is responsible

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

- *Bi-monthly meeting with new teachers to discuss issues and concerns along with answering any questions.
(conducted by Principal or AP)
- *New teachers partnered with seasoned teacher within same content area.
- *Instructional Coaches to provide curricular support and coaching.

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

- *New curricular materials based on Florida's new standards were researched and purchased through the Polk County School Board.
- *New materials based on Florida Standards have been arriving at McLaughlin since July (we are still receiving items that have been on back order)
- *Computer Based Programs that support the curriculum and Florida Standards are beginning to arrive, also.
- *Instructional learning maps were created based on the new Florida Standards during the summer months, and those learning maps are available to all teachers through Moodle.

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

Progress Monitoring data is completed at least 3 times a year. The data from the Lang. Arts, Math, and Science assessments are used within our Focus Calendar for remediation along with enrichment. Example: Questions or content is added within the bell work/bell ringer portion of the lesson for remediation

Example: Questions, content, or skill that needs remediation is incorporated into a learning station/ small group instruction.

Students are grouped for small group instruction based on data provided through progress monitoring and mini assessments. Instruction is based on the needs of the small group.

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: Before School Program

Minutes added to school year: 4,500

Before school tutoring to target math and reading using data to drive the instruction

Strategy Rationale

Based on progress monitoring data, students are grouped for before school tutoring to increase student achievement within that area of need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Chipman, Sharon, sharon.chipman@polk-fl.net

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

Progress monitoring and mini assessment data will be collected and analyzed to determine effectiveness of the instruction

Strategy: After School Program

Minutes added to school year: 4,500

After school tutoring to target math and reading using data to drive instruction.

Strategy Rationale

Based on progress monitoring data, students are grouped for tutoring to increase student achievement within that area of need.

Strategy Purpose(s)

- Core Academic Instruction

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

Progress Monitoring and mini assessment data will be collected and analyzed to determine effectiveness of the instruction.

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

1. Tour of school for incoming 5th grade students along with meeting with groups to discuss core and elective courses
2. Parent Night for incoming 5th grade students

3. 8th grade students visit local high schools before end of year
4. High school counselors visit and discuss the options available at the local high schools

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

1. Business partners as members of our various school committees---SAC Members
2. Business partners speak within various classrooms during the Great American Teach In
3. College representatives speak with our 8th grade students.
4. 8th grade field trips at the end of the year to local college and university campuses.
5. Accelerated learning for students: Algebra, Geometry, Earth/Space Science, Foundation of Agriculture, and Leadership.

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

Students are offered the opportunity to select Agriculture, Leadership, and Fine Arts for their elective courses. These courses can continue throughout High School and into their career or profession. Students are also members of (FFA-Future Farmers of America) that promote career planning.

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

1. Foundations of Agriculture (HS course)
2. Leadership (HS Course)

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

1. Algebra Honors (HS Credit)
2. Geometry (HS Credit)
3. Earth/Space Science (HS Credit)

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.** Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using research-based instructional delivery techniques.

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. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using research-based instructional delivery techniques. 1a

G040260

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	54.0
AMO Reading - All Students	59.0
FCAT 2.0 Science Proficiency	57.0
Middle School Performance in EOC and Industry Certifications	98.0
CELLA Writing Proficiency	37.0
FAA Writing Proficiency	
Attendance rate	95.0
Attendance Below 90%	17.0
Attendance Below 90% Grade 06	12.0
Attendance Below 90% Grade 07	19.0
Attendance Below 90% Grade 08	22.0
One or More Suspensions	10.0
1+ Suspensions Grade 06	7.0
1+ Suspensions Grade 07	15.0
1+ Suspensions Grade 08	12.0
Students exhibiting two or more EWS indicators (Total)	15.0
Students in sixth grade exhibiting two or more EWS indicators	11.0
Students in seventh grade exhibiting two or more EWS indicators	22.0
Students in eighth grade exhibiting two or more EWS indicators	12.0
2+ Course Failures - Middle Grades	2.0
Course Failures ELA	2.0
Level 1 - All Grades	53.0
Level 1 - Grade 06	44.0
Level 1 - Grade 07	67.0
Level 1 - Grade 08	51.0
Course Failures Mathematics	0.3
Teachers with advanced degrees	30.0
Certified in Field	100.0
ESOL Endorsed	45.0
Highly Qualified Teachers	100.0
Reading Endorsed	16.0

Resources Available to Support the Goal 2

- Title I
- Untapped Resources within school
- Common Planning
- District and Department personnel
- Item Specs for Science

- Cpalms and web based resources
- Data Available
- Feedback for teachers through Journeys & Google Apps
- iReady Reports
- Achieve 3000
- Voyager

Targeted Barriers to Achieving the Goal 3

- No system in place that clearly delineates roles and responsibilities of administrative staff and instructional coaches along with communication of expectations and nonnegotiables to all stakeholders.
- Lack of knowledge of new Florida Standards which affects the planning and delivery of rigorous tasks that are aligned to standards.

Plan to Monitor Progress Toward G1. 8

CWT data analyzed to determine implementation of standards and instructional delivery techniques.
Improvement within student achievement data

Person Responsible

Sharon Chipman

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

CWT data and student achievement data

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using research-based instructional delivery techniques. **1**

 G040260

G1.B1 No system in place that clearly delineates roles and responsibilities of administrative staff and instructional coaches along with communication of expectations and nonnegotiables to all stakeholders. **2**

 B097385

G1.B1.S1 Clearly defined roles and responsibilities for administrative team and instructional coaches and articulate the goal and nonnegotiables through PLCs, faculty meetings, and Common Planning **4**

 S108613

Strategy Rationale

Maintain accountability with clearly defined roles and responsibilities

Action Step 1 **5**

Administration will define the roles and responsibilities for administrative team and instructional coaches.

Person Responsible

Sharon Chipman

Schedule

On 6/4/2015

Evidence of Completion

Documentation defining the roles and responsibilities

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

Roles and responsibilities being handled by appropriate administrative team and instructional staff

Person Responsible

Sharon Chipman

Schedule

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

Evidence of Completion

Sign-in Sheets, minutes, and agendas from the meetings with staff.

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

Administrative team and instructional coaches will meet to discuss effectiveness of the various roles and responsibilities; they can provide feedback on CWT and Coaching cycles.

Person Responsible

Sharon Chipman


Schedule

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

Evidence of Completion

CWT data on implementation of nonnegotiables.

G1.B1.S2 PLCs/Common Planning agendas with specific expectations will be completed for all PLC/
Common Planning sessions. 4

 S108614

Strategy Rationale

Maintain accountability with proper documentation

Action Step 1 5

Written PLC/Common Planning agendas with specific expectations created and disseminated to Admin Team and faculty.

Person Responsible

Julianna Fisher

Schedule

On 8/25/2014

Evidence of Completion

Agendas

Action Step 2 5

Minutes for PLC/Common Planning will be submitted within 48 hours after meeting has taken place.

Person Responsible

Schedule

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

Evidence of Completion

Minutes

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

Agendas will be sent to Administrative Team prior to the meeting.

Person Responsible

Julianna Fisher

Schedule

Weekly, from 9/12/2014 to 6/4/2015

Evidence of Completion

Collection of the agendas and minutes of the meetings showing dissemination of the information/expectations.

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

Administrative Team walk-through to monitor PLC/Common Planning meetings.

Person Responsible

Rufus Floyd


Schedule

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

Evidence of Completion

CWT to determine implementation of planned activities.

G1.B1.S3 Leadership Team will communicate with District, Regional, DA Team and Support Staff about school-based expectations and instruction. 4

 S108615

Strategy Rationale

Maintain fidelity of expectations with all stakeholders

Action Step 1 5

Calendar and expectations will be made available by Administrative Team.

Person Responsible

Sharon Chipman

Schedule

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

Evidence of Completion

Calendar of visits

Action Step 2 5

Consistent feedback provided to Administrative Team after each visit from District/Regional and DA Teams.

Person Responsible

Sharon Chipman

Schedule

Monthly, from 8/28/2014 to 5/29/2015

Evidence of Completion

Feedback, minutes, and summary provided by the District/Regional, and DA Teams.

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

Communication via e-mail and calendar of visits along with expectation of visits. Before each visit, support personnel will meet with an administrator to discuss targeted support and expectation for the day. Before leaving the campus, the support personnel will debrief with administrative team to inform about next steps.

Person Responsible

Sharon Chipman

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Calendar and emails to document visits/or those who cancel their visits Summary/feedback report about debrief sessions.

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

CWT with a focus on support provided by various District, Regional, and DA Teams.

Person Responsible

Sharon Chipman


Schedule

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


Evidence of Completion

CWT data, student data, and feedback from debrief sessions.

G1.B2 Lack of knowledge of new Florida Standards which affects the planning and delivery of rigorous tasks that are aligned to standards. **2**

 B097386

G1.B2.S1 Professional Development to build teacher capacity to engage students in rigorous tasks aligned to the standards. **4**

 S108616

Strategy Rationale

Build school-wide capacity around new Florida Standards

Action Step 1 **5**

Professional Development will be provided to the teachers on the following: Data Analysis, Florida Standards, HOT Questions, Rigor, Student Engagement, Cooperative Learning, and Varying Modalities.

Person Responsible

Sharon Chipman

Schedule

Monthly, from 9/22/2014 to 12/15/2014

Evidence of Completion

Agenda, minutes, and sign-in sheets

Action Step 2 **5**

Implementation of the Professional Development (PD to Practice)

Person Responsible

Julianna Fisher

Schedule

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

Evidence of Completion

CWT data/observations

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

CWT data to determine implementation of targeted PD
Administration will setup the expectation for implementation of the PD.

Person Responsible

Sharon Chipman

Schedule

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

Evidence of Completion

Lesson plans, CWT data, and Student data Communication of expectation for implementation of PD

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

Leadership Team will analyze/evaluate CWT data and student performance data on a monthly basis
CWT to determine implementation and provide tier support for those who need additional support.

Person Responsible

Sharon Chipman


Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Student performance data and CWT data

G1.B2.S2 Common Planning will be used to build lessons aligned to the Florida Standards. 4

 S108617

Strategy Rationale

Continuity within departments along with delivery of rigorous instruction founded on Florida Standards

Action Step 1 5

Common planning will be facilitated by School-Based, District, or Regional Coaches.
(Nonnegotiables, unpacking Florida Standards, Resources)

Person Responsible

Sharon Chipman

Schedule

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

Evidence of Completion

Lesson plans that align to Florida Standards

Action Step 2 5

Lesson plans will be completed and submitted ahead of time for administrative feedback.

Person Responsible

Rufus Floyd

Schedule

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

Evidence of Completion

Lesson plans aligned to Florida Standards

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

Conduct CWTs and review lesson plans

Person Responsible

Julianna Fisher

Schedule

Weekly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Lesson plans, feedback, and Administrative checklist

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

CWT and monitor lesson plans(lesson plan binder)

Person Responsible

Sharon Chipman

Schedule

Weekly, from 9/30/2014 to 5/29/2015

Evidence of Completion

CWT data and student data

G1.B2.S3 Delivery of standards-based instruction 4

 S108618

Strategy Rationale

Prepare students for college and career readiness

Action Step 1 5

Deliver of standards based instruction

Person Responsible

Sharon Chipman

Schedule

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

Evidence of Completion

CWT and student data

Action Step 2 5

Use of the coaching cycle to provide tiered support

Person Responsible

Nidia Cruz

Schedule

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

Evidence of Completion

Coaching Cycle Support Log

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

Coaching Cycle feedback (preconference/observation(must take place within 24 hours/Post Conference/reflective questions-Aha! Moments) and CWT data

Person Responsible

Nidia Cruz

Schedule

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

Evidence of Completion

Coaching Cycle Feedback forms submitted to Administrative Team once the cycle is completed and CWT data to look for evidence of the coaching cycle

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

CWT data to determine effectiveness of Coaching cycle

Person Responsible

Sharon Chipman

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Student performance and CWT data

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	Administration will define the roles and responsibilities for administrative team and instructional coaches.	Chipman, Sharon	8/25/2014	Documentation defining the roles and responsibilities	6/4/2015 one-time
G1.B1.S2.A1	Written PLC/Common Planning agendas with specific expectations created and disseminated to Admin Team and faculty.	Fisher, Julianna	8/25/2014	Agendas	8/25/2014 one-time
G1.B1.S3.A1	Calendar and expectations will be made available by Administrative Team.	Chipman, Sharon	8/25/2014	Calendar of visits	5/29/2015 monthly
G1.B2.S1.A1	Professional Development will be provided to the teachers on the following: Data Analysis, Florida Standards, HOT Questions, Rigor,	Chipman, Sharon	9/22/2014	Agenda, minutes, and sign-in sheets	12/15/2014 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Student Engagement, Cooperative Learning, and Varying Modalities.				
G1.B2.S2.A1	Common planning will be facilitated by School-Based, District, or Regional Coaches. (Nonnegotiables, unpacking Florida Standards, Resources)	Chipman, Sharon	9/22/2014	Lesson plans that align to Florida Standards	5/29/2015 weekly
G1.B2.S3.A1	Deliver of standards based instruction	Chipman, Sharon	9/22/2014	CWT and student data	5/29/2015 weekly
G1.B1.S2.A2	Minutes for PLC/Common Planning will be submitted within 48 hours after meeting has taken place.		8/25/2014	Minutes	5/29/2015 weekly
G1.B1.S3.A2	Consistent feedback provided to Administrative Team after each visit from District/Regional and DA Teams.	Chipman, Sharon	8/28/2014	Feedback, minutes, and summary provided by the District/Regional, and DA Teams.	5/29/2015 monthly
G1.B2.S1.A2	Implementation of the Professional Development (PD to Practice)	Fisher, Julianna	9/29/2014	CWT data/observations	5/29/2015 weekly
G1.B2.S2.A2	Lesson plans will be completed and submitted ahead of time for administrative feedback.	Floyd, Rufus	9/5/2014	Lesson plans aligned to Florida Standards	5/29/2015 weekly
G1.B2.S3.A2	Use of the coaching cycle to provide tiered support	Cruz, Nidia	9/8/2014	Coaching Cycle Support Log	5/29/2015 weekly
G1.MA1	CWT data analyzed to determine implementation of standards and instructional delivery techniques. Improvement within student achievement data	Chipman, Sharon	9/30/2014	CWT data and student achievement data	5/29/2015 monthly
G1.B1.S1.MA1	Administrative team and instructional coaches will meet to discuss effectiveness of the various roles and responsibilities; they can provide feedback on CWT and Coaching cycles.	Chipman, Sharon	9/22/2014	CWT data on implementation of nonnegotiables.	5/29/2015 weekly
G1.B1.S1.MA1	Roles and responsibilities being handled by appropriate administrative team and instructional staff	Chipman, Sharon	9/22/2014	Sign-in Sheets, minutes, and agendas from the meetings with staff.	5/29/2015 weekly
G1.B2.S1.MA1	Leadership Team will analyze/evaluate CWT data and student performance data on a monthly basis CWT to determine implementation and provide tier support for those who need additional support.	Chipman, Sharon	9/30/2014	Student performance data and CWT data	5/29/2015 monthly
G1.B2.S1.MA1	CWT data to determine implementation of targeted PD Administration will setup the expectation for implementation of the PD.	Chipman, Sharon	9/22/2014	Lesson plans, CWT data, and Student data Communication of expectation for implementation of PD	5/29/2015 monthly
G1.B1.S2.MA1	Administrative Team walk-through to monitor PLC/Common Planning meetings.	Floyd, Rufus	9/8/2014	CWT to determine implementation of planned activities.	5/29/2015 weekly
G1.B1.S2.MA1	Agendas will be sent to Administrative Team prior to the meeting.	Fisher, Julianna	9/12/2014	Collection of the agendas and minutes of the meetings showing dissemination of the information/expectations.	6/4/2015 weekly
G1.B2.S2.MA1	CWT and monitor lesson plans(lesson plan binder)	Chipman, Sharon	9/30/2014	CWT data and student data	5/29/2015 weekly
G1.B2.S2.MA1	Conduct CWTs and review lesson plans	Fisher, Julianna	9/12/2014	Lesson plans, feedback, and Administrative checklist	5/29/2015 weekly
G1.B1.S3.MA1	CWT with a focus on support provided by various District, Regional, and DA Teams.	Chipman, Sharon	9/8/2014	CWT data, student data, and feedback from debrief sessions.	5/29/2015 weekly
G1.B1.S3.MA1	Communication via e-mail and calendar of visits along with expectation of visits. Before each visit, support personnel will	Chipman, Sharon	9/26/2014	Calendar and emails to document visits/ or those who cancel their visits	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	meet with an administrator to discuss targeted support and expectation for the day. Before leaving the campus, the support personnel will debrief with administrative team to inform about next steps.			Summary/feedback report about debrief sessions.	
G1.B2.S3.MA1	CWT data to determine effectiveness of Coaching cycle	Chipman, Sharon	9/30/2014	Student performance and CWT data	5/29/2015 monthly
G1.B2.S3.MA1	Coaching Cycle feedback (preconference/observation(must take place within 24 hours/Post Conference/ reflective questions-Aha! Moments) and CWT data	Cruz, Nidia	9/8/2014	Coaching Cycle Feedback forms submitted to Administrative Team once the cycle is completed and CWT data to look for evidence of the coaching cycle	5/29/2015 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. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using research-based instructional delivery techniques.

G1.B2 Lack of knowledge of new Florida Standards which affects the planning and delivery of rigorous tasks that are aligned to standards.

G1.B2.S1 Professional Development to build teacher capacity to engage students in rigorous tasks aligned to the standards.

PD Opportunity 1

Professional Development will be provided to the teachers on the following: Data Analysis, Florida Standards, HOT Questions, Rigor, Student Engagement, Cooperative Learning, and Varying Modalities.

Facilitator

Leadership Team: Administration, Reading/Math Coaches, and Reading/Math Interventionists

Participants

Content and Elective Teachers

Schedule

Monthly, from 9/22/2014 to 12/15/2014

Technical Assistance Items

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

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standard in all content areas using research-based instructional delivery techniques.

G1.B1 No system in place that clearly delineates roles and responsibilities of administrative staff and instructional coaches along with communication of expectations and nonnegotiables to all stakeholders.

G1.B1.S1 Clearly defined roles and responsibilities for administrative team and instructional coaches and articulate the goal and nonnegotiables through PLCs, faculty meetings, and Common Planning

PD Opportunity 1

Administration will define the roles and responsibilities for administrative team and instructional coaches.

Facilitator

Sharon Chipman, Principal

Participants

Administrative Team and Instructional Coaches

Schedule

On 6/4/2015

G1.B1.S2 PLCs/Common Planning agendas with specific expectations will be completed for all PLC/Common Planning sessions.

PD Opportunity 1

Written PLC/Common Planning agendas with specific expectations created and disseminated to Admin Team and faculty.

Facilitator

Administrative Team

Participants

Department Heads

Schedule

On 8/25/2014

Budget Rollup

Summary

Description	Total
Grand Total	0