Madison Middle School

2014-15 School Improvement Plan

Madison Middle School

4444 W BAY VISTA AVE, Tampa, FL 33611

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	83%

Alternative/ESE Center	Charter School	Minority
No	No	74%

School Grades History

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

School Board Approval

This plan is pending approval by the Hillsborough 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.

Table of Contents

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	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Madison Community (students, staff and parents) will respect ourselves and others in how we speak, interact, and study. We will accept responsibility for our actions – what we do and how we do it.

Provide the school's vision statement

The Madison Community will guide students to become better intellectually, physically, and socially.

School Environment

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

Our school is set up into teams composed of four core teachers and the students they share in common. Students complete a student survey which is shared by the four teachers. The survey helps teachers know about student interests, hobbies, etc.

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

During the first three days of school, there is a power point presentation for each period of the day dealing with different topics. One day is dedicated to study habits and skills. One day is dedicated to behavior. Two periods are dedicated to the topic of bullying, in all forms, and how to act when one sees or experiences bullying.
In addition, our school participates in the Olweus Bullying Prevention Program and our classes paricipate in class discussions.

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

For the past three years we have used a conduct cut system that all students and teachers were trained in at the start of school. Students conduct grades are based on the conduct cut system. Also, students' participation in various incentives relied on the conduct cut system.
This year we were also more explicit with teachers regarding the writing of referrals for misbehavior. There are some behaviors that teachers themselves need to address. We establish a protocol for teachers to follow prior to writing referrals. This procotol calls for conferencing with the student, parent, and holding a team-based student conference.
All these protocols were addressed during the pre-planning days with teachers.

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

Madison Middle School has two full-time school counselors, a student success specialist, a half time school psychologist and a half time social worker. This student services staff regularly meets to discuss students, monitors programs, counsels as needed, and holds group sessions on a variety of

topics. The student success specialist has establish a vibrant mentoring program over the past three years, with over thirty mentors working with students.

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

The Problem Solving Leadership Team (PSLT) meets weekly to review data on students. Two meetings a month are dedicated to a review of discipline, looking at office discipline referrals as the key measure. The other two meetings a month are dedicated to academics in which we review students scores on formative assessments, grades in class, and names submitted to the PSLT by the grade level team. Different reasons for referrals could be multiple failing grades, lack of effort, and/or lack of success.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

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

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Brown, Joseph	Principal
Colf, Jeffery	Assistant Principal
Hall-Clark, Twanya	Assistant Principal
Mathis, Reginald	Assistant Principal

Duties

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

Middle/High PSLT Members
The leadership team includes:
• Principal
• Assistant Principal for Curriculum
• Assistant Principal for Administration
• Guidance Counselor
• School Psychologist
• School Social Worker
• Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
• ESE teacher
• Subject Area Leaders (Middle)
• Team Leaders (Middle)
• Department Heads (High)
• SAC Chair
• ELP Coordinator
• ELL Representative
• Attendance Committee Representative
• Behavior Team Representative or Behavior Specialist/Coach
(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)
Elementary/Middle/High
The examples below demonstrate the shared roles and responsibilities for members of the PSLT:
PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)
PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to

establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.

PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.

PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.

PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.

PSLT Recorder—Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan

The Leadership Team/PSLT communicates with and supports the PLCs in implementing strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

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

• In an effort to engage in a systematic date-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:
o Analyze student outcomes and make data-driven decisions:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
o Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).
o Develop and target interventions based on confirmed hypotheses.

o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).
o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
o Assess the implementation of the strategies on the SIP using the following questions:
1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?
At the end and beginning of each year, schools take an inventory of resource materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.
To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):
1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Support the implementation of high quality instructional practices during core and intervention blocks.
3. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
The PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.
To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the PSLT:
• Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.
• Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
• Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.
• Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.
• Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
• Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
• Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)

• Strengthen Tier 1 core instruction by:
o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
o Supporting PLCs with planning and delivering rigorous core instruction.
o Ensuring opportunities for common assessments are provided across each grade level.
o Reviewing common assessment data to monitor students Response to Core Instruction.
o Monitoring the fidelity of instructional practices.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Lynn Lavallee	Teacher
Joseph Brown	Principal
Wancarlie Garnier	Teacher
Maria Martinez	Parent
Maria Aguayo	Teacher
Kelly Green	Business/Community
Amber Johansen	Business/Community
Barbara McDowell	Parent
	Student
Reginald Mathis	Teacher

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

Our SAC Team is very involved with the review, implementation, and approval of our annual SIP. Our SAC voting of our SIP was positive and all members voted for approval of our SIP.

Development of this school improvement plan

Our SAC Team gives regular input on the topics of our SIP and PIP, including our Parent Student Compact.

Preparation of the school's annual budget and plan

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

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

Duties

Describe how the LLT promotes literacy within the school

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

Madison Middle School participates in both vertical and horizontal planning. Professional Learning Communities are developed at grade level teams and department. Specia PLCs are held for book studies and special topics.
The faculty also engages in team building activities both during school and after school hours.

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

When vacancies arise and are advertised, teachers are asked to refer people they may know. Also, the District has an on-line database for applicants. The principal reviews the applicants in the database and will contact them them for an interview.
One a teacher is hired, they are assigned either a mentor or a peer by the district, based on their previous experience. The school also identifies a buddy teacher.
We hold inservices each month dedicated to various topics that support our SIP.

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

There are two levels of mentoring programs.
If there is a new teacher with no previous experience, the district will assign a mentor who was a classroom teacher and has been designated as a mentor of new teachers. This mentor will meet with new teachers at least once per week. The mentor conducts many classroom observations in order to support the new teacher.
A second level of mentor is a buddy system we set up at the school. This buddy system is not so much focused on academic strategies, but it could be based on the conversations and discussions.
At times throughout the year, a teacher may be advised to observe another teachers lesson or to confer with the teacher about different processes.

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

Hillsborough County deleivers a District driven curriculum, meaning all middle schools use the same instructional materials. The materials are screened at the district level and approved for use.

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

Hillsborough County Public Schools are fortunate that the district has invested in several pieces of software that ease the access of data. Some of these titles are: Achievement Series, Instructional Planning Tool and these pieces of software flow into the dashboard via Education Connection. Classroom teachers can get an in-time snapshot of the performance of his/her class. Administrators can get a school-wide snapshot and can dig to the classroom level.
This data is used to group students during pull-outs, special time, extended learning programs, etc. This data is also reviewed at the department PLCs and response to that data is formulated.

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: Extended School Day

Minutes added to school year: 80

The extended school day program, called ELP, is designed to support two levels of students. First, are those students who have failed a class in a nine week period. The second level are those students who are below proficiency level.

Strategy Rationale

The reason ELP exists is to provide students support during the school year, as opposed to waiting until summer. The idea is that if students recevied support during the year then they can be more successful in their classes and not need the ELP anymore.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Colf, Jeffery, jeffery.colf@sdhc.k12.fl.us

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

Data colelcted looks at the pure numbers of students needing ELP, those attending ELP and the recividism rate. We look at the grades and marks in their courses as the term progresses.

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

Teachers and administrators visit the feedeer elementary schools during the spring of their fifth grade year. Orientation meeting are held for parents and students in the Spring as well. Prior to the start of the school year, a open house is held for all families and a specific assembly is held to acquaint families with Madison, its programs, operations, expectations, etc.

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

The District curriclum for Language Arts and Mathematics is SpringBoard, which is developed bythe Collge Board. The emphasis has been on preparing students to be college and career ready. Some students are identified to take part in the AVID program, which offers supports and lessons for students to be successful through college. These students, many times, will be first int heir families to attend college. As part of the AVID program, students are put into more rigorous classes than they are used to, but received tutorial help twice a week.

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

Madison Middle School currently offer two programs for career techincal education. Family Consumer Science in which the focus is on culinary arts. And Aerospace Technology, in which 8th grade students can earn high school credits.
There are no inductry certification programs avaialble for our students.

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

The Family Consumer Science is a stand alone elective open to all students.
The aerospace technology is part of our STEM academy, which is a CHOICE program in our district. The teachers in the STEM academic have developed integrated lessons around the areospace theme.

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

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. We will increase the amount and level of student engagement by implementing a cooperative learning structure of the month, and text marking forcusing on cognitive engagement.

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. We will increase the amount and level of student engagement by implementing a cooperative learning structure of the month, and text marking forcusing on cognitive engagement. 1a

🔍 G041051

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Reading - African American	51.0
AMO Math - All Students	61.0
Math Gains	75.0
ELA/Reading Gains	75.0
Math Lowest 25% Gains	75.0
ELA/Reading Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Academic Coaches are on site to model lessons, assist in lesson planning and conduct training as needed

Targeted Barriers to Achieving the Goal 3

- Many of the barriers for this goal center on the teachers: effectiveness, buy-in, fidelity to structure, consistency with use.

Plan to Monitor Progress Toward G1. 8

As described in step 7, we will conduct weekly walk throughs and tally if cooperative learning structures are being used. We will also compare formative assessment data to prior year's data

Person Responsible
Joseph Brown

Schedule
Weekly, from 9/15/2014 to 4/24/2015

Evidence of Completion
Formative assessment data; weekly check list

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. We will increase the amount and level of student engagement by implementing a cooperative learning structure of the month, and text marking forcusing on cognitive engagement. 1

🔧 G041051

G1.B1 Many of the barriers for this goal center on the teachers: effectiveness, buy-in, fidelity to structure, consistency with use. 2

🔧 B101519

G1.B1.S1 We will use one Monday afternoon (early release time) to introduce a new structure and help teachers develop plans to use the structure. 4

🔧 S112717

Strategy Rationale

The use of cooperative elarnign structures is dependent on teachers' knowledge of structures and in what different lessons they can be used. This strategy will allow teachers to experience the structure, debrief the structure and make plans on how to use it in an upcoming lesson. After several months, the plan is that teachers will have a variety of structures to use throughout the lessons.

Action Step 1 5

We will use one Monday a month for teaching a new cooperative learning structure.

Person Responsible

Joseph Brown

Schedule

Monthly, from 9/15/2014 to 5/18/2015

Evidence of Completion

School Calendar; Walk trhrough Data

Action Step 2 `5`

We will use one Monday a month for teaching a new cooperative learning structure.

Person Responsible

Joseph Brown

Schedule

Monthly, from 9/15/2014 to 5/18/2015

Evidence of Completion

School Calendar; Walk trhrough Data

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

Weekly walkthrough

Person Responsible

Joseph Brown

Schedule

Weekly, from 9/16/2014 to 5/22/2015

Evidence of Completion

Data charts; frequency tables

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

Improved scores on various assessment measures

Person Responsible

Joseph Brown

Schedule

Every 6 Weeks, from 9/22/2014 to 4/24/2015

Evidence of Completion

Using data from 2013-2014 as a baseline, we can compare data from formative assessments this year to determine the improvement of scores.

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	We will use one Monday a month for teaching a new cooperative learning structure.	Brown, Joseph	9/15/2014	School Calendar; Walk trhrough Data	5/18/2015 monthly
G1.B1.S1.A2	We will use one Monday a month for teaching a new cooperative learning structure.	Brown, Joseph	9/15/2014	School Calendar; Walk trhrough Data	5/18/2015 monthly
G1.MA1	As described in step 7, we will conduct weekly walk throughs and tally if cooperative learning structures are being used. We will also compare formative assessment data to prior year's data	Brown, Joseph	9/15/2014	Formative assessment data; weekly check list	4/24/2015 weekly
G1.B1.S1.MA1	Improved scores on various assessment measures	Brown, Joseph	9/22/2014	Using data from 2013-2014 as a baseline, we can compare data from formative assessments this year to determine the improvement of scores.	4/24/2015 every-6-weeks
G1.B1.S1.MA1	Weekly walkthrough	Brown, Joseph	9/16/2014	Data charts; frequency tables	5/22/2015 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 Opportuntities

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

G1. We will increase the amount and level of student engagement by implementing a cooperative learning structure of the month, and text marking forcusing on cognitive engagement.

G1.B1 Many of the barriers for this goal center on the teachers: effectiveness, buy-in, fidelity to structure, consistency with use.

G1.B1.S1 We will use one Monday afternoon (early release time) to introduce a new structure and help teachers develop plans to use the structure.

PD Opportunity 1

We will use one Monday a month for teaching a new cooperative learning structure.

Facilitator

Trista Snook

Participants

All teachers

Schedule

Monthly, from 9/15/2014 to 5/18/2015

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**