

Lauderdale Lakes Middle School



2014-15 School Improvement Plan

Lauderdale Lakes Middle School

3911 NW 30TH AVE, Lauderdale Lakes, FL 33309

[no web address on file]

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

93%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

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

School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

SIP Authority and Template

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

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

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

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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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lauderdale Lakes Middle is committed to educating all students to reach their highest potential.

Provide the school's vision statement

Educating today's students to succeed in tomorrow's world.

School Environment

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

To create an equitable, risk-free environment, which facilitates the development of students' individuality and self-confidence in order to increase student achievement.

- We will provide all students with literacy and problem-solving skills to increase student achievement in all content areas.
- We believe that all students can achieve in a culturally diverse, student-centered learning environment that incorporates a quality, real-world, technologically- advanced experience, in a safe and civil setting.
- We believe that the development of communication skills is a central part of all disciplines.
- We believe that a holistic education that addresses all areas of a student's development leads to student success.
- We believe that curriculum that allows students to explore topics of intercultural awareness permits students to become true global citizens.
- We believe an ongoing partnership between the home and community is vital to student achievement.

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

Before School

Lauderdale Lakes offers a free breakfast program to all students regardless of their socio-economic status. Each morning all students are filtered through the cafeteria for breakfast starting at 6:50 AM. Administration, security, and support staff are posted throughout the campus to ensure a safe environment before school starts.

During School

Lauderdale Lakes has a partnership with Girl Scouts, Success Highways and the Urban League of Broward County. Girl Scouts through a state funded grant mentor girls in grades 6 through 8. All girls are eligible to join the girls schools. Mentors meet with girls by grade level each week to offer support with behavior, academics, and attendance. Success Highways is a program for 6th grade students to teach resiliency and goal setting. Student learn through 13 different modules life skills, which help keep them engaged and focused on finishing school. The Urban League works with grades 7 and 8 in our leadership class to address drug abuse awareness, healthy living, sex education, and conative skill building.

After School

We have formed partnerships with Handy, Inc. This youth program hires certified teachers and social workers to teach and enrich students in reading, science and math. Families also receive at-home

counseling services to strengthen the school-to-home relationship. Monday through Thursday, 3:00-6:00pm. All students are eligible to participate and attend.

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

The RtI Leadership Team will collaborate with the School Advisory Council on the implementation of the Florida Continuous Improvement Model and will assist in monitoring its effectiveness. The RtI Leadership Team will also collaborate with the Literacy Leadership Team to assist in problem-solving and to help strengthen Tier 1 instruction and differentiation, identify students in need of Tier 2 supplemental intervention, and Tier 3 intensive intervention.

The team will discuss the following areas to determine progress and needed interventions:

- Data collection and analysis
- Problem identification based on disaggregation of data
- Development and implementation of effective intervention strategies
- Means of mobilizing staff toward consistent implementation of intervention strategies
- Allocation of instructional/supplemental resources needed to support problem-solving efforts
- Monitor effectiveness of academic and behavioral interventions
- Generate desired replacement behaviors for interventions that have been deemed ineffective

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

Lauderdale Lakes has 3 full time guidance counselors, an ESE Specialist, a social worker, and school psychologist who work in together to provide comprehensive services to students and their families. Students who have been retained two years or more are enrolled in critical thinking class taught by a guidance counselor. Students who need additional services are provided with providers who are contracted by BCPS such as Henderson for out-patient care.

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

Reading, Mathematics, Science, and Writing:

- * Baseline data: Progress Monitoring and Reporting Network (PMRN)
- * Weekly PLCs using C.A.R.E. cycle
- * Data Chats: Twice a month for data analysis with Leadership Team, Departments, and Instructional Teams
- * Broward's Assessment of Florida Standards Tests: BAFS 1 & 2 for reading, math, writing and science
- * Student Data Chats: after BAFS I and after BAFS II * FAIR Assessments (3 times per year)
- * Progress Monitoring: PMRN, Mini Assessments, and FSA Simulation
- * Mid-year: Diagnostic Assessment for Reading (DAR Word List and Fluency)
- * Ongoing professional development through Departmental Professional Learning Communities in data analysis and management. Mathematics: Differentiated Instruction

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	6	8	18	32
One or more suspensions	7	7	8	22
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	14	12	8	34

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

All intervention strategies employed by the school are guided by the Rtl process and CPST. Tier 1 - Daily Intervention OI - Core instruction targets on-level students. Comprehensive instructional materials help personalize instruction for every student: Diagnostic Teaching, Options for Differentiated Instruction, Data-Driven Decision Making BL - At every step, resources and assignments are available for advanced learners: Options for Differentiated Instruction, Higher-Order Thinking Questions, Enrichment Masters, Extension Ideas for Careers, Projects Tier 2 - Strategic Intervention AL - Teachers can choose from a myriad of intervention tips and ancillary materials to support struggling learners: Options for Differentiated Instruction, Alternate Teaching Strategies, Hands-on Activity Tools and Resources, Online animations and personal tutors Tier 3 - Intensive Intervention AL - Access Point Activities support special education students. Behavior: * School-wide discipline plan * Guidance referrals * Child Study * Internal Suspension & monitoring of referrals

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The parental involvement target will focus on providing school-to-home resources through monthly school events. The monthly events will involve common core resources for Reading, Math, Science, and Language Arts, family counseling services, acceleration and high school preparedness seminars, along with multi-cultural celebrations.

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 formed partnerships with Handy, Girl Scouts and the Urban League for during and after-school programs. These programs have hired certified teachers, counselors, mentors, and social workers to teach and enrich students in reading, science and math. The programs are Monday through Thursday, 3:00-6:00pm. All students are eligible to participate and attend.

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
Griffin, James	Principal
Adderley, Cassandra	Assistant Principal
Clark, Debra	Assistant Principal
Rivera, Robert	Assistant Principal
Azua, Javeshnev	Instructional Coach
Rolle, rosheika	Teacher, K-12
harmon, corey	Teacher, K-12

Duties

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

James F. Griffin, Principal
 Cassandra Adderley, Assistant Principal
 Debra Clark, Assistant Principal
 Robert Rivera, Assistant Principal
 Arianna Lester, Reading Coach
 Javeshnev Azua, Science Coach
 Deshanna Brown, Science Coach
 Beatrice Baptiste, Math Coach
 Rosheika Rolle, Social Studies Teacher
 Wilma Justilien, ESE Specialist
 Regina Durand, School Social Worker
 Carol Lopez, Guidance Director
 Michele Chen Simmons, Guidance Counselor
 Marsha Monroe, Guidance Counselor

The Leadership Team will meet monthly. These meetings will assist in satisfying the requirements of ongoing accountability by team members who will be expected to report on assigned cases.

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 RtI Leadership Team will collaborate with the School Advisory Council on the implementation of the Florida Continuous Improvement Model and will assist in monitoring its effectiveness. The RtI Leadership Team will also collaborate with the Literacy Leadership Team to assist in problem-solving and to help strengthen Tier 1 instruction and differentiation, identify students in need of Tier 2 supplemental intervention, and Tier 3 intensive intervention.

The team will discuss the following areas to determine progress and needed interventions:

- Data collection and analysis
- Problem identification based on disaggregation of data
- Development and implementation of effective intervention strategies
- Means of mobilizing staff toward consistent implementation of intervention strategies
- Allocation of instructional/supplemental resources needed to support problem-solving efforts
- Monitor effectiveness of academic and behavioral interventions
- Generate desired replacement behaviors for interventions that have been deemed ineffective

The Lauderdale Lakes Middle School community is 97% minority, with about 29% graduating high school, and 12% with bachelor degrees. Approximately 14% of the residents live below the poverty line, and about 52% are minority. All schools in the community (elementary, middle, and high) are Title 1 and have an average of 85% of the students receiving free/reduced lunch. Single parent households comprise 55% of all households.

Over the past 6 years, reading and math scores have remained constant or increased slightly at Lauderdale Lakes. Reading scores range between 42-56% and math scores range between 44-56%. The school has an attendance rate of 97%, an external suspension rate of 18%, and an internal suspension rate of 55%.

Based on discussions with students, parents, staff, and other community members, one of the biggest challenges faced at Lauderdale Lakes is students' lack of background knowledge and life experiences. Additional time during and outside the regular school day will afford students the opportunity to participate in more hands-on activities, more vocabulary building, more mathematical modeling, and more real-life experiences. Students who need additional assistance will receive one-on-one tutoring at scheduled times.

The focus of the academic program will be to increase reading, math, science, and writing. Students will first research, interpret, and analyze text. They will then apply what they learn with hands-on activities, lab experiments, and real-world applications.

Parents will also be an integral part of our program through monthly events. Each event will have a different focus and will include topics such as: assisting your child with homework; discipline at home; parent teacher conferences; educational and career planning; learning science together; interpreting your child's report card, transcript, and test scores; and reading with your child.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Bentley William, SAC Chair	Teacher
Arianna Lester, SAC Secretary	Teacher
Leroy Smith, BTU Steward	Teacher
Bennett Wyche	Parent
Adrianna Laplanche	Student
James F. Griffin	Principal
Cynthia Gillmore, Handy Inc.	Business/Community
Rachel Dixson	Education Support Employee

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 made the following recommendations on May 11, 2014 for 2014-2015 as a result of their evaluation of the 2013-2014 school improvement plan: 1) additional professional learning to implement department PLCs and 2) additional input from all stakeholders on the SIP for the upcoming school year. Overall, parents were satisfied with the implementation of the 2013-2014.

Development of this school improvement plan

On August 26, 2014, the leadership team including the SAC chair meet with the SIP technical team and the District 6 cohort to work on the 8-Step planning and problem solving implementation. Our SAC had input on the goals, objectives, barriers, and solutions. During the first SAC meeting on August 28, 2014, members reviewed the school's academic and behavioral data, the new SIP template and the new SIP goal to then helped determine the priorities for the plan.

Preparation of the school's annual budget and plan

Preparation of the school's annual budget and plan was prepared by the Principal and the business center representatives. The principal presented the budget to faculty and staff during a faculty meeting in May of 2014.

School Improvement funds for this year are allocated to fund the following projects:

- 1) Summer Leadership Academy for Algebra 1 and Geometry Retake EOC Preparation
- 2) After School Tutoring for Spanish 2 & 3 Biology, Algebra 1, Geometry, and World History EOC Preparation
- 3) Professional Learning for teachers after school and on Saturdays
- 4) Professional Learning for PLC implementation

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

The use of school improvement funds allocated last year were used for:

- 1) Summer Leadership Academy - Algebra 1 and Geometry Retake EOC preparation
- 2) After School Tutoring for Biology, Algebra 1 and Geometry EOC preparation
- 3) Push-in and Pull-out Support for Mathematics
- 4) Push-in Support for Writing (8th grade)
- 5) Pull-out Support for Science

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
Griffin, James	Principal
Adderley, Cassandra	Assistant Principal
Clark, Debra	Assistant Principal
Rivera, Robert	Assistant Principal
Azua, Javeshnev	Instructional Coach
harmon, corey	Teacher, K-12
Rollle, rosheika	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major theme of the Literacy Leadership Team will be to support reading, writing and critical thinking across the curriculum. To accomplish these goals, the team will support:

- 1) Effectively use common planning whereby teachers will create lesson plans implementing strategies learned during professional development.
- 2) horizontal alignment to ensure that reading and writing strategies and activities are consistently incorporated across grade levels and subjects.
- 3) vertical alignment to provide a smooth transition and transference of skills from grade level to grade level across the disciplines.
- 4) increase student progress by providing each student a prescriptive individualized instructional plan.
- 5) data analysis to determine effectiveness of literacy program and to make the necessary instructional adjustments.
- 7) weekly department PLCs by sharing school-wide literacy initiatives and to support reading through content.
- 8) providing teachers the tools to meet AYP by decreasing a major subgroup non-proficiency by 10%.

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

All teachers are members of a PLC. The configuration of the PLCs are by grade level and by department. Therefore, teachers meet a minimum of two times a week in their PLC. One day is structured around student learning under the District's initiative called C.A.R.E.. The second day is structured around adult learning, which is also aligned to the C.A.R.E and B.E.S.T. initiatives. Teachers collaboratively plan and focus on increasing student achievement in mathematics, ELA, science, and social studies. Instruction coaches and district instructional specialist provide additional support for each PLC to individualize specific content area needs.

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

We will continue to hire only highly qualified teachers through advertising, attending the recruitment fair, and personal recommendations from other schools. We will ensure all reading teachers have the reading endorsement and all teachers with ELL students obtain the ESOL endorsement.

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

We have 5 first year teachers and one 2nd year teacher who will be participating in the i3 Induction program and 4 teachers who be participating in the NESS program. They have been assigned coaches who will model lessons, shadow teaching, plan lessons with them, and ensure their instructional strategies align with district guidelines. These teachers and their coaches will meet monthly to discuss their school-wide questions. The teachers are coaches are:

- Shannon Pillow - Her coach is Lori Turner
- Erica Polovina - Her coach is Nicole Kasuboske
- Amy Bolling - Her coach is Nicole Kasuboske
- Michael Goldfarb - Her coach is Nicole Kasuboske

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

All core instructional programs utilize the Focus Units of Study, which aligns resources and materials with the Florida standards. In addition, teachers have access to resources on BEEP, which provide guided lessons, interventions for remediation and enrichment, to address students individual learning goals. All core instructional programs administer common formative assessment that are aligned to the Florida standards by grade level and content area every three to four weeks to monitor student mastery.

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

Lauderdale Lakes Middle has implemented a daily instructional cycle and C.A.R.E process, which consist of the following:

Step 1: Teachers identify the specific Florida standard as the learning goal.

Step 2: The Learning goal is aligned to a performance scale, which measures mastery;

Step 3: The teacher administers a common formative assessment to measure mastery of the learning goal known as the Ticket-Out-The-Door;

Step 4: The results of the common formative assessment is then used to construct centers and small group activities aligned to reteach or to enrich student's mastery of the standard. In addition, the level at which the student is demonstrating mastery according to the performance scale will also determine Do Now activities and DOK question stems.

Step 5: The teacher will use the data from step 4 to provide individualized learning plans to continuously improve concept mastery and increase student achievement.

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: 25,920

We have formed partnerships with Handy, Girl Scouts and the Urban League programs. These programs have hired certified teachers to teach and counselors who remediate and enrich students in reading, science and math. The programs are Monday through Thursday, 3:00-6:00pm. All students are eligible to attend.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rivera, Robert, robert.rivera@browardschools.com

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

We will analyze grades and test data for the participants and non-participants.

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

All students in grade 6 participate in the Success Highways career planning program. Our students also take the Read-Step test to assist them in career exploration. In addition, academic and career planning are part of our monthly parent events to ensure parents are informed and can assist their children in secondary and post-secondary planning. Students' course of study is determined by their grades, test scores, and interests.

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

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

We have structured our elective courses to prepare students for high school and college. Electives include the following high school courses:

World History, Biology, Spanish 1 & 2, Algebra 1, Geometry, HOPE, Music Appreciation, and Research

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

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. All teachers will increase student comprehension through aligned standards-based instruction.

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. All teachers will increase student comprehension through aligned standards-based instruction. **1a**

🔑 G040456

Targets Supported **1b**

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal **2**

- College Career Readiness Lexile Assessments In Classroom Libraries by Lexile Title 1 Funds ELO Funds Partners in Education Energized Teachers Common planning Instructional coaches, Department chairs, Support facilitator ESOL Para, Administrative Support, External Support (District/State), Technology Specialist, Smartrooms/Technology, Expressions, USATestPrep Software Gizmos, Common Science labs, and PMRN

Targeted Barriers to Achieving the Goal **3**

- A need for more strategic professional development.

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

Collect and analyze various performance data from teachers and students.

Person Responsible

James Griffin

Schedule

Monthly, from 9/4/2014 to 6/4/2015

Evidence of Completion

Instructional practice scores (teachers), student achievement scores (FSA, BAFS, EOCs), and acceleration 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. All teachers will increase student comprehension through aligned standards-based instruction. **1**

 G040456

G1.B1 A need for more strategic professional development. **2**

 B097844

G1.B1.S1 College and Career Readiness Consultant will facilitate professional development during common planning. **4**

 S109178

Strategy Rationale

Action Step 1 **5**

Teachers will receive professional support based on walk-throughs, teacher data chats, and an individualized instructional plan.

Person Responsible

Cassandra Adderley

Schedule

Weekly, from 9/4/2014 to 1/30/2015

Evidence of Completion

Teacher generated lesson plans, common assessments, performance tasks (formative and summative)

Action Step 2 5

Facilitate professional developments.

Person Responsible

Schedule

Evidence of Completion

Schedule and professional development follow-ups.

Action Step 3 5

Create a professional development action plan that includes a schedule and content based on the needs assessment survey.

Person Responsible

Schedule

Evidence of Completion

Action Plan

Action Step 4 5

Conduct a teacher needs assessment.

Person Responsible

Schedule

Evidence of Completion

Data collected from needs assessment survey.

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

Peer observations, snapshots, informal observations, and formal observations.

Person Responsible

Debra Clark

Schedule

Weekly, from 9/4/2014 to 1/30/2015

Evidence of Completion

Lesson plans, student work, classroom observations

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

Collect and analyze various formative and summative assessments

Person Responsible

Robert Rivera

Schedule

Biweekly, from 9/4/2014 to 6/2/2015

Evidence of Completion

Student 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	Teachers will receive professional support based on walk-throughs, teacher data chats, and an individualized instructional plan.	Adderley, Cassandra	9/4/2014	Teacher generated lesson plans, common assessments, performance tasks (formative and summative)	1/30/2015 weekly
G1.B1.S1.A2	Facilitate professional developments.		Schedule and professional development follow-ups.	one-time	
G1.B1.S1.A3	Create a professional development action plan that includes a schedule and content based on the needs assessment survey.		Action Plan	one-time	
G1.B1.S1.A4	Conduct a teacher needs assessment.		Data collected from needs	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			assessment survey.		
G1.MA1	Collect and analyze various performance data from teachers and students.	Griffin, James	9/4/2014	Instructional practice scores (teachers), student achievement scores (FSA, BAFS, EOCs), and acceleration data.	6/4/2015 monthly
G1.B1.S1.MA1	Collect and analyze various formative and summative assessments	Rivera, Robert	9/4/2014	Student data	6/2/2015 biweekly
G1.B1.S1.MA1	Peer observations, snapshots, informal observations, and formal observations.	Clark, Debra	9/4/2014	Lesson plans, student work, classroom observations	1/30/2015 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. All teachers will increase student comprehension through aligned standards-based instruction.

G1.B1 A need for more strategic professional development.

G1.B1.S1 College and Career Readiness Consultant will facilitate professional development during common planning.

PD Opportunity 1

Teachers will receive professional support based on walk-throughs, teacher data chats, and an individualized instructional plan.

Facilitator

External Support (Consultants)

Participants

Teachers

Schedule

Weekly, from 9/4/2014 to 1/30/2015

PD Opportunity 2

Facilitate professional developments.

Facilitator

Instructional Coaches, Department Chairs, and External Support

Participants

Teachers

Schedule

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: All teachers will increase student comprehension through aligned standards-based instruction.	0
Grand Total	0

Goal 1: All teachers will increase student comprehension through aligned standards-based instruction.		
Description	Source	Total
B1.S1.A1	Title I Part D (N&D)	0
Total Goal 1		0