

[illegible]

2014-15 School Improvement Plan

Lake Gibson Middle School

6901 SOCRUM LOOP RD N, Lakeland, FL 33809

<http://www.lakegibsonmiddle.com/>**School Demographics****School Type**

Middle

Title I

Yes

Free/Reduced Price Lunch

72%

Alternative/ESE Center

No

Charter School

No

Minority

48%

School Grades History**Year****2013-14****2012-13****2011-12****2010-11****Grade**

D

C

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

Lake Gibson Middle School's mission is to grow great kids through successful college and career pathways.

Provide the school's vision statement

We believe that:

Success - All students can and will learn, no matter what!

Honesty - Honesty is the best policy.

Achievement - Students will achieve by participating in hands on, interactive learning experiences.

Respect - Everyone will treat each other with respect.

Knowledge - Students will gain knowledge through partnerships with school, families and community.

Safety - Our school environment will be safe.

School Environment

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

During the first week of school, each subject area shows a power point presentation that teaches students the expectations for behavior through activities that build relationships between students and each other and students and their teachers.

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

Before school - students have "waiting areas" for specific grade levels. Sixth graders wait in the auditorium, seventh graders wait in the cafeteria and eighth graders wait on the black top. Key adults (such as the grade level deans) are present in each of these areas so that students are able to talk with them if a problem arises.

During school - Key adults (teachers are at doors, deans, administration) are around campus during class changes, guidance counselors meet with each student individually throughout the year to ensure that each student is doing well through their middle school experience.

After school - adults are stationed around campus to ensure that students are leaving campus safely.

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

Lake Gibson Middle School is a Positive Behavior Support School. As a part of PBS, school wide expectations are in place for all students and staff. These school wide expectations are taught to all students through out the first week of the school year and through out the year. In addition, students are rewarded for following the school wide expectations by receiving "Shark Bite tickets".

Consequences for not following the school wide expectations follows a specific path. Minor infractions follow a warning, phone call home, conference, discipline referral and other consequences depending on the infraction. Major infractions follow the Code of Conduct.

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

Lake Gibson Middle School has a "Tier 2" intervention team that meets once per week to discuss the needs of individual students who are having difficulty with behavior and academics. During this meeting, interventions are put in place to meet the needs of these individual students. Interventions may include an adult mentor assigned to individual students, counseling sessions with a guidance counselor, group counseling or check in/check out.

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 MTSS team meets weekly to review early warning system data. This data includes attendance data (students with 10 or more absences), students with 4 or more discipline referrals, students who are failing academics and students who are in level 1 academic classes.

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	20	29	37	86
One or more suspensions	17	23	25	65
Course failure in ELA or Math	22	16	22	60
Level 1 on statewide assessment	84	96	119	299

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	20	38	34	92

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

Students who scored a level 1 on FCAT in reading and/or math are scheduled in a double block intensive reading and/or math class.

Students who continue to struggle in academics receive academic interventions provided by our ESE teacher outside of their regular reading or math instruction.

Students are also provided other interventions as needed as follows:

Check in / check out

Provided with an adult mentor

Placed in a guidance group according to need

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/51845>.

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

Lake Gibson Middle School has a variety of business partners which are utilized to support the school's Positive Behavior Support program and PTO. These business partners also provide incentives for student academics for honor roll and awards ceremonies at the end of the school year. In return, the school provides free advertising for the businesses.

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
Conely, Kathy	Principal
Routenberg, Samara	Assistant Principal
Harris, Becky	Teacher, K-12
Hutchinson, Robin	Instructional Coach
Lafountain, Penny	Teacher, K-12
Leslie, Gloria	Teacher, ESE
Pages, Neysa	Teacher, K-12
Pedigo, Jackie	Guidance Counselor
Peterson, Jessie	Instructional Coach
Sullivan, Dena	Teacher, K-12
Jones, Damien	Assistant Principal

Duties

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

Members of the MTSS Leadership Team will meet with members of the School Advisory Council (SAC) and principal to help develop the SIP and revise the SIP throughout the year as needed. The

team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching – Learning Focused Solutions (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

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

The MTSS Leadership Team will meet at least once per week to engage in the following activities:

- o 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 monthly.
 - o 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.
 - o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
 - o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
 - o 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.
- A sub group of the MTSS Leadership Team will meet at least monthly to specifically review and discuss discipline data, discuss the implementation of Positive Behavior Support (PBS), utilize the problem solving model for students or classes needing Tier 2 or 3 interventions, and discuss staff professional development needs.

Title I, Part A, funds school-wide services to Lake Gibson Middle School. 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.

Migrant students enrolled in Lake Gibson Middle School 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.

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 provides supplemental resources for English Language Learners (ELL) and their teachers in

Title I schools, as well as professional learning opportunities for school staff.

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.

Lake Gibson Middle School 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.

This school is a location for a summer feeding program for the community.

Students with housing needs are referred to the Homeless Student Advocate.

Head Start is not located on our campus. 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.

Students are provided with information related to adult education options upon request.

Students at Lake Gibson Middle School have the option to participate in a variety of pre-academies including Culinary, Business, Power, Biotech, Criminal Justice, Media Design, and Fine Arts.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jessie Peterson	Teacher
Robin Hutchinson	Teacher
Ellen Huey	Teacher
Damien Jones	Principal
Samara Routenberg	Principal
Neysa Pages	Parent
Jeannette Chandler	Parent
Jackie Pedigo	Education Support Employee
Stefani Helms	Parent
Kristina Bond	Parent
Joan Lester	Parent
Alicia Cunningham	Parent
Vincent McMichael	Parent
Maurica Carter	Parent
Tammy May	Teacher
Patricia Jones	Parent
Anita Heerapersaud	Parent
Leonard Bell	Parent
	Student

Duties

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

The School Advisory Council meets monthly. At its monthly meetings, it reviews different parts of the School Improvement Plan, reviews data, implementation of the strategies, and makes suggested revisions accordingly.

Development of this school improvement plan

The SAC committee reviewed progress monitoring data at the end of the 2013-14 school year and brainstormed strategies for school improvement. These strategies were used by the Leadership Team in writing the 2014-15 School Improvement Plan.

Preparation of the school's annual budget and plan

The SAC committee reviewed the School Improvement Plan strategies and proposed a budget to implement the strategies. Specifically, the SAC and Leadership Team discussed the Title I budget and how to best spend the Title I dollars in order to increase student achievement.

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

During the 2013-14 school year, school improvement funds were used for after school tutoring. Approximately 150 students participated in tutoring in the areas of reading and math on Tuesday and Thursday afternoons from 4:00-5:00 during the months of November through March. Identified students worked in small groups and received tutoring on specific benchmarks in both reading and math.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The SAC will be meeting monthly to ensure that these activities are met.

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Conely, Kathy	Principal
Routenberg, Samara	Assistant Principal
Peterson, Jessie	Instructional Coach
Huey, Ellen	Instructional Media

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

Differentiated instruction in the reading and language arts classrooms:
The Literacy Leadership Team provides materials and ideas for all teachers (content area and literacy teachers) for differentiated instruction. A professional library has been created with videos and books on differentiated instruction in all content areas.

Getting more books into students hands (making the media center a "happy" place):
 The Literacy Leadership Team has ordered more books for classroom libraries and the media center. They have also weeded out many of the books in the Media Center in order to keep the Media Center up to date. The team gave suggestions to the Media Specialist on ways to create a more friendly environment in the Media Center so students would enjoy visiting the Media Center.

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

Students are scheduled in teams according to level.

Team A are the students who are in inclusion classes and receive inclusion support from a co-teacher or paraprofessional.

Team B are the students who are in regular classes.

Team C are the students who are in Advanced classes.

Team D are the students who are on the STEAM team (high school classes).

Teachers will work collaboratively to integrate instruction throughout these teams. They will also have "kid conversations" since they will have students in common.

Schedules are made so that teachers within a subject area department have a common planning time.

Therefore, teachers will plan curriculum together in subject alike groups.

PLCs will occur on a monthly basis during collaborative planning time. Topics will include new Florida Standards and effective teaching strategies.

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

Teachers new to school will receive a school orientation that will include a tour of the school and school procedures. Person responsible: Syrakis, Lafountain, Conely

Professional development will occur for all staff on a bi-weekly basis. Person responsible: Conely, Peterson

All teachers will be provided consistent feedback regarding teaching strategies. Person responsible: Conely, Routenberg, Jones

All staff will receive positive reinforcement from other staff and from students on a regular basis. Person responsible: Conely, Jones, PBS Team

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

15 of our teachers are new to our school, but not new to teaching. Therefore, they will need assistance with policies and procedures for our school. A school orientation was provided for them on August 8 from 9:00-12:00 which included a review of our staff handbook, a question and answer session, school tour and ended with a gift of supplies.

Each of these 15 teachers has been assigned a mentor as follows:

K. Miller, Burris, Hastings - Hutchinson and Brooks

VanMeter, Thomas - Lafountain

Kirby, Uzar, Gray, Gavin - Peterson

S. Peterson, Huston - Pages

Majors, Balach - Leslie

Toney - Harris

Reagan - Thompson

In addition, these teachers will be involved in monthly professional development which will include such

topics as Pinnacle, School Discipline plan, Lesson planning, Parent communication, Effective teaching strategies, teacher evaluation system.

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

Professional Development from the Dana Center will be used in PLCs to ensure that teachers understand the basis for the Florida Standards.

Teachers will use the curriculum maps to plan instruction during collaborative planning.

The district has provided instructional materials that are aligned with the Florida Standards for use in the classrooms. These materials will be used when planning instruction.

CPALMS will be used when planning instruction and in professional development.

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

During the 2013-14 school year, teachers participated in professional development in strategies for differentiated instruction. During the 2014-15 school year, the discussions and implementation of differentiated instruction will continue.

Teachers will know the students through assessment and data collection.

Teachers will use stations as one strategy for differentiating instruction while pulling small groups according to need.

We will continue the use of model classrooms so that teachers can see other teachers differentiate instruction and gain ideas for effective teaching strategies.

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: 2,160

Students will be identified by FCAT scores, benchmark assessments and FAIR testing. They will be offered tutoring on Tuesday and Thursday afternoons for one hour in the subject areas of reading and math. This instruction will focus on specific skills using small group instruction.

Strategy Rationale

This strategy will provide additional time and practice on specific skills identified on benchmark assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Conely, Kathy, kathy.conely@polk-fl.net

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

Students will be given a pre-test and a post-test. We will also analyze their benchmark assessments and FAIR test scores.

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

We provide supports for incoming 6th graders through the following:

Open house for 5th graders

Parent night for 5th graders (Principal going to the elementary schools)

Guidance Counselor made available for the students

All 6th graders together in the mornings

We provide support to the 8th graders going to the high school at the end of the year through the following:

Tour of the high school

High school counselor coming to LGMS to speak with the students

Open house night at the high school

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 guidance counselors will meet with each student individually to discuss their individual grades and interests. Career pre-academies will be discussed. Schedule requests will be entered before the end of the 2014-15 school year.

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

Lake Gibson Middle School has a large variety of pre-academies. These include culinary, business, biotechnology, agriscience, power, media design, criminal justice and fine arts. In these pre-academies, students are able to apply academics to real world. Students also apply academics to the real world during instruction in the core subject areas of reading, math, language arts, science and social studies.

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

Lake Gibson Middle School has a large variety of pre-academies. These include culinary, business, biotechnology, agriscience, power, media design, criminal justice and fine arts. In these pre-academies, students are able to apply academics to real world. Students also apply academics to the real world during instruction in the core subject areas of reading, math, language arts, science and social studies.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase quality of instruction in all classrooms to ensure that the needs of all students are met in all subject areas based on classroom walk throughs and progress monitoring data.

Strategic Goals Detail

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

G1. Increase quality of instruction in all classrooms to ensure that the needs of all students are met in all subject areas based on classroom walk throughs and progress monitoring data. 1a

G040778

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	61.0
FCAT 2.0 Science Proficiency	42.0
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	68.0
Algebra I EOC Pass Rate	100.0
Math Gains	60.0
ELA/Reading Gains	65.0

Resources Available to Support the Goal 2

- Coaches
- Professional Development sessions
- Instructional Materials
- Books for book studies
- District feedback and PD/expertise
- Technology
- Complex text
- Curriculum Maps
- Florida Inclusion Network
- SPDG Grant
- Achieve 3000
- Cpalms
- Positive Behavior Support
- Collaborative Planning Time
- Social Skills Training
- All students scheduled in Reading classes
- Remind 101
- Guidance Lessons

Targeted Barriers to Achieving the Goal 3

- Lack of differentiation of instruction
- School climate
- Lack of engaging instruction

Plan to Monitor Progress Toward G1. 8

Common Formative Test Data

Person Responsible

Kathy Conely

Schedule

Monthly, from 9/3/2014 to 5/29/2015

Evidence of Completion

FAIR, District IMPROVE Testing, Standards based End of Module Assessments, Extended Reading Passages, End of Course Prep exams (Civics, Algebra 1, Geometry)

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase quality of instruction in all classrooms to ensure that the needs of all students are met in all subject areas based on classroom walk throughs and progress monitoring data. **1**

 G040778

G1.B8 Lack of differentiation of instruction **2**

 B098751

G1.B8.S1 Ensure that all staff use data to drive instruction. **4**

 S110116

Strategy Rationale

Teachers are teaching to "one size fits all". They are not looking at the data and meeting the needs of individual students in the classroom.

Action Step 1 **5**

Provide professional development in data analysis, differentiated instruction and standards based teaching.

Person Responsible

Kathy Conely

Schedule

Monthly, from 9/22/2014 to 12/16/2014

Evidence of Completion

Classroom walkthroughs and progress monitoring data

Action Step 2 5

Reading coach provide coaching, feedback and support to teachers on research based effective teaching strategies and student engagement.

Person Responsible

Jessie Peterson

Schedule

Weekly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Classroom walkthroughs and progress monitoring data

Action Step 3 5

Professional learning community conversations and collaborative planning will center around research based (standards based) effective teaching strategies and student engagement.

Person Responsible

Kathy Conely

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom walkthroughs and progress monitoring data

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Use of differentiation of instruction in the classroom

Person Responsible

Kathy Conely

Schedule

On 6/4/2015

Evidence of Completion

Formative and summative assessment data

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

classroom walk throughs, progress monitoring data

Person Responsible

Kathy Conely

Schedule

Daily, from 8/18/2014 to 6/4/2015


Evidence of Completion

FCAT, FAIR

G1.B13 School climate 2

 B098756

G1.B13.S1 Focus on Positive Behavior Support for staff and students. 4

 S110117

Strategy Rationale

Staff morale needs a boost.
Students need positive reinforcement.

Action Step 1 5

Provide incentives for staff and students, focus on strengthening rewards and expectations.

Person Responsible

Damien Jones

Schedule

Biweekly, from 9/3/2014 to 6/4/2015

Evidence of Completion

PBS Team, data collection through surveys

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

PBS Team will meet monthly to discuss results of data collection

Person Responsible

Damien Jones

Schedule

Monthly, from 8/18/2014 to 5/13/2015

Evidence of Completion

Observation of staff morale

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

Data and strategies for improvement will be discussed

Person Responsible

Damien Jones


Schedule

Monthly, from 8/18/2014 to 5/13/2015

Evidence of Completion

surveys, PBS student data

G1.B13.S2 Focus on staff relationships and team building. 4

 S110118

Strategy Rationale

Staff needs stress reducing activities and positive influences.

Action Step 1 5

Schedule monthly staff activities for team building purposes.

Person Responsible

Damien Jones

Schedule

Monthly, from 9/16/2014 to 5/12/2015

Evidence of Completion

quarterly surveys

Plan to Monitor Fidelity of Implementation of G1.B13.S2 6

PBS Team will discuss feedback from staff

Person Responsible

Damien Jones

Schedule

Monthly, from 9/16/2014 to 5/12/2015

Evidence of Completion

surveys, staff feedback

Plan to Monitor Effectiveness of Implementation of G1.B13.S2 7

Is staff attendance improving? Are teachers happier? These questions will be discussed during PBS Team meetings.

Person Responsible

Damien Jones


Schedule

Monthly, from 9/16/2014 to 5/12/2015

Evidence of Completion

Staff Attendance

G1.B13.S3 Create a community of communication. 4

 S110119

Strategy Rationale

Everyone needs to know what is happening at the school in the direction of what is best for students.

Action Step 1 5

Staff will communicate with parents via Remind 101 and email.

Person Responsible

Kathy Conely

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

texts and email communication logs

Action Step 2 5

Administration will communicate with staff via weekly newsletter. Leadership Team will meet monthly.

Person Responsible

Kathy Conely

Schedule

On 6/4/2015

Evidence of Completion

newsletter, meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B13.S3 6

Administration will collect parent contact logs

Person Responsible

Kathy Conely

Schedule

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

Evidence of Completion

Parent contact logs must have a minimum of 5 parent contacts on it per month

Plan to Monitor Effectiveness of Implementation of G1.B13.S3 7

Discussion of parent contacts and effectiveness will occur during PLCs

Person Responsible

Kathy Conely


Schedule

Monthly, from 10/24/2014 to 5/22/2015

Evidence of Completion


PLC minutes

G1.B15 Lack of engaging instruction **2**

 B098758

G1.B15.S1 Teachers will plan collaboratively on a weekly basis focusing on the new Florida Standards.

4

 S110120

Strategy Rationale

Instruction does not show evidence of quality planning.

Action Step 1 **5**

Departments will meet weekly to plan lessons collaboratively focusing on the new Florida Standards

Person Responsible

Samara Routenberg

Schedule

Weekly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B15.S1 **6**

Reading Coach and administration will provide a lesson plan template to ensure planning will occur regularly

Person Responsible

Kathy Conely

Schedule

On 8/18/2014

Evidence of Completion

Lesson plans, PLC meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B15.S1 7

Administration will check lesson plans and conduct classroom walk throughs to ensure quality instruction

Person Responsible

Kathy Conely


Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Walk through data, lesson plans

G1.B15.S2 Provide Model Classroom visits with group discussion. 4

 S110121

Strategy Rationale

School has pockets of great instruction. Teachers who don't have the effective strategies need to see those who are doing an exceptional job.

Action Step 1 5

Classroom teachers will visit model classrooms that have engaging instruction followed by group discussion facilitated by administration.

Person Responsible

Kathy Conely

Schedule

Quarterly, from 10/13/2014 to 3/17/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B15.S2 6

Principal will ensure that the model classrooms are chosen and discussion is focused on student engagement.

Person Responsible

Kathy Conely

Schedule

Quarterly, from 10/13/2014 to 3/17/2015

Evidence of Completion

Discussion notes

Plan to Monitor Effectiveness of Implementation of G1.B15.S2 7

Administration will conduct classroom walk throughs

Person Responsible

Kathy Conely


Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom walk through data

G1.B15.S3 Higher order thinking will be a regular part of all classroom instruction. 4

 S110122

Strategy Rationale

New Florida Standards include high level of thinking/rigor.

Action Step 1 5

All classrooms will have a bulletin board with high order questions written on it in order to refer to it during instruction

Person Responsible

Kathy Conely

Schedule

On 8/18/2014

Evidence of Completion

Bulletin Board

Action Step 2 5

Teachers will plan out their high order thinking questions while collaboratively writing lesson plans based on the Florida standards.

Person Responsible

Samara Routenberg

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Administration

Plan to Monitor Fidelity of Implementation of G1.B15.S3 6

Administration will walk through all classrooms during the first two weeks of the school year to make sure all classrooms have a bulletin board with the HOT questions and teachers are utilizing these questions in an effective manner during instruction.

Person Responsible

Kathy Conely

Schedule

Daily, from 8/18/2014 to 8/29/2014

Evidence of Completion

Checklist of classrooms with bulletin boards, use of questioning

Plan to Monitor Fidelity of Implementation of G1.B15.S3 6

Teachers who are struggling with the strategy will receive support from the Reading Coach through the Coaching cycle

Person Responsible

Jessie Peterson

Schedule

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

Evidence of Completion

Classroom walk through evidence of use of hot questions during lessons

Plan to Monitor Effectiveness of Implementation of G1.B15.S3 7

Administration will do classroom walk throughs, specifically targeting high order thinking questions.

Person Responsible

Kathy Conely


Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom walk through documentation

G1.B15.S4 Writing will occur in all classrooms every class period. 4

 S110123

Strategy Rationale

New Florida Standards include integration of writing in all content.

Action Step 1 5

Writing will occur in ALL classrooms every class period (including electives, math, etc.).

Person Responsible

Kathy Conely

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B15.S4 6

Administration will check lesson plans and observe writing in classrooms during classroom walk throughs

Person Responsible

Kathy Conely

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, classroom walk through data, student writing samples

Plan to Monitor Fidelity of Implementation of G1.B15.S4 6

Teachers who are struggling with the strategy will receive support from the Reading Coach through the Coaching cycle

Person Responsible

Jessie Peterson

Schedule

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

Evidence of Completion

Walk through data, student writing samples

Plan to Monitor Effectiveness of Implementation of G1.B15.S4 7

Classroom walk throughs will be done to ensure writing is being done by all students in all classrooms

Person Responsible

Kathy Conely

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom walk through 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.B8.S1.A1	Provide professional development in data analysis, differentiated instruction and standards based teaching.	Conely, Kathy	9/22/2014	Classroom walkthroughs and progress monitoring data	12/16/2014 monthly
G1.B13.S1.A1	Provide incentives for staff and students, focus on strengthening rewards and expectations.	Jones, Damien	9/3/2014	PBS Team, data collection through surveys	6/4/2015 biweekly
G1.B13.S2.A1	Schedule monthly staff activities for team building purposes.	Jones, Damien	9/16/2014	quarterly surveys	5/12/2015 monthly
G1.B13.S3.A1	Staff will communicate with parents via Remind 101 and email.	Conely, Kathy	8/18/2014	texts and email communication logs	6/4/2015 daily
G1.B15.S1.A1	Departments will meet weekly to plan lessons collaboratively focusing on the new Florida Standards	Routenberg, Samara	9/3/2014	Lesson plans	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
G1.B15.S2.A1	Classroom teachers will visit model classrooms that have engaging instruction followed by group discussion facilitated by administration.	Conely, Kathy	10/13/2014		3/17/2015 quarterly
G1.B15.S3.A1	All classrooms will have a bulletin board with high order questions written on it in order to refer to it during instruction	Conely, Kathy	8/18/2014	Bulletin Board	8/18/2014 one-time
G1.B15.S4.A1	Writing will occur in ALL classrooms every class period (including electives, math, etc.).	Conely, Kathy	8/18/2014	Lesson Plans	6/4/2015 daily
G1.B8.S1.A2	Reading coach provide coaching, feedback and support to teachers on research based effective teaching strategies and student engagement.	Peterson, Jessie	9/3/2014	Classroom walkthroughs and progress monitoring data	5/29/2015 weekly
G1.B13.S3.A2	Administration will communicate with staff via weekly newsletter. Leadership Team will meet monthly.	Conely, Kathy	8/22/2014	newsletter, meeting minutes	6/4/2015 one-time
G1.B15.S3.A2	Teachers will plan out their high order thinking questions while collaboratively writing lesson plans based on the Florida standards.	Routenberg, Samara	8/18/2014	Administration	6/4/2015 weekly
G1.B8.S1.A3	Professional learning community conversations and collaborative planning will center around research based (standards based) effective teaching strategies and student engagement.	Conely, Kathy	8/18/2014	Classroom walkthroughs and progress monitoring data	6/4/2015 daily
G1.MA1	Common Formative Test Data	Conely, Kathy	9/3/2014	FAIR, District IMPROVE Testing, Standards based End of Module Assessments, Extended Reading Passages, End of Course Prep exams (Civics, Algebra 1, Geometry)	5/29/2015 monthly
G1.B8.S1.MA1	classroom walk throughs, progress monitoring data	Conely, Kathy	8/18/2014	FCAT, FAIR	6/4/2015 daily
G1.B8.S1.MA1	Use of differentiation of instruction in the classroom	Conely, Kathy	9/3/2014	Formative and summative assessment data	6/4/2015 one-time
G1.B13.S1.MA1	Data and strategies for improvement will be discussed	Jones, Damien	8/18/2014	surveys, PBS student data	5/13/2015 monthly
G1.B13.S1.MA1	PBS Team will meet monthly to discuss results of data collection	Jones, Damien	8/18/2014	Observation of staff morale	5/13/2015 monthly
G1.B15.S1.MA1	Administration will check lesson plans and conduct classroom walk throughs to ensure quality instruction	Conely, Kathy	8/18/2014	Walk through data, lesson plans	6/4/2015 daily
G1.B15.S1.MA1	Reading Coach and administration will provide a lesson plan template to ensure planning will occur regularly	Conely, Kathy	8/11/2014	Lesson plans, PLC meeting minutes	8/18/2014 one-time
G1.B13.S2.MA1	Is staff attendance improving? Are teachers happier? These questions will be discussed during PBS Team meetings.	Jones, Damien	9/16/2014	Staff Attendance	5/12/2015 monthly
G1.B13.S2.MA1	PBS Team will discuss feedback from staff	Jones, Damien	9/16/2014	surveys, staff feedback	5/12/2015 monthly
G1.B15.S2.MA1	Administration will conduct classroom walk throughs	Conely, Kathy	8/18/2014	Classroom walk through data	6/4/2015 daily
G1.B15.S2.MA1	Principal will ensure that the model classrooms are chosen and discussion is focused on student engagement.	Conely, Kathy	10/13/2014	Discussion notes	3/17/2015 quarterly
G1.B13.S3.MA1	Discussion of parent contacts and effectiveness will occur during PLCs	Conely, Kathy	10/24/2014	PLC minutes	5/22/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B13.S3.MA1	Administration will collect parent contact logs	Conely, Kathy	9/30/2014	Parent contact logs must have a minimum of 5 parent contacts on it per month	5/29/2015 monthly
G1.B15.S3.MA1	Administration will do classroom walk throughs, specifically targeting high order thinking questions.	Conely, Kathy	8/18/2014	Classroom walk through documentation	6/4/2015 daily
G1.B15.S3.MA1	Administration will walk through all classrooms during the first two weeks of the school year to make sure all classrooms have a bulletin board with the HOT questions and teachers are utilizing these questions in an effective manner during instruction.	Conely, Kathy	8/18/2014	Checklist of classrooms with bulletin boards, use of questioning	8/29/2014 daily
G1.B15.S3.MA3	Teachers who are struggling with the strategy will receive support from the Reading Coach through the Coaching cycle	Peterson, Jessie	9/8/2014	Classroom walk through evidence of use of hot questions during lessons	5/29/2015 weekly
G1.B15.S4.MA1	Classroom walk throughs will be done to ensure writing is being done by all students in all classrooms	Conely, Kathy	8/18/2014	Classroom walk through data	6/4/2015 daily
G1.B15.S4.MA1	Administration will check lesson plans and observe writing in classrooms during classroom walk throughs	Conely, Kathy	8/18/2014	Lesson Plans, classroom walk through data, student writing samples	6/4/2015 daily
G1.B15.S4.MA3	Teachers who are struggling with the strategy will receive support from the Reading Coach through the Coaching cycle	Peterson, Jessie	9/8/2014	Walk through data, student writing samples	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. Increase quality of instruction in all classrooms to ensure that the needs of all students are met in all subject areas based on classroom walk throughs and progress monitoring data.

G1.B8 Lack of differentiation of instruction

G1.B8.S1 Ensure that all staff use data to drive instruction.

PD Opportunity 1

Provide professional development in data analysis, differentiated instruction and standards based teaching.

Facilitator

Principal, Coaches

Participants

All classroom teachers

Schedule

Monthly, from 9/22/2014 to 12/16/2014

G1.B15 Lack of engaging instruction

G1.B15.S1 Teachers will plan collaboratively on a weekly basis focusing on the new Florida Standards.

PD Opportunity 1

Departments will meet weekly to plan lessons collaboratively focusing on the new Florida Standards

Facilitator

Department heads, Reading Coach, Title I Interventionist

Participants

Classroom Teachers

Schedule

Weekly, from 9/3/2014 to 5/29/2015

G1.B15.S2 Provide Model Classroom visits with group discussion.

PD Opportunity 1

Classroom teachers will visit model classrooms that have engaging instruction followed by group discussion facilitated by administration.

Facilitator

Administration

Participants

Classroom Teachers

Schedule

Quarterly, from 10/13/2014 to 3/17/2015

G1.B15.S3 Higher order thinking will be a regular part of all classroom instruction.

PD Opportunity 1

All classrooms will have a bulletin board with high order questions written on it in order to refer to it during instruction

Facilitator

Administration

Participants

Classroom Teachers

Schedule

On 8/18/2014

PD Opportunity 2

Teachers will plan out their high order thinking questions while collaboratively writing lesson plans based on the Florida standards.

Facilitator

Administration, Reading Coach

Participants

Classroom Teachers

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G1.B15.S4 Writing will occur in all classrooms every class period.

PD Opportunity 1

Writing will occur in ALL classrooms every class period (including electives, math, etc.).

Facilitator

Administration, Literacy Coach

Participants

Classroom Teacher

Schedule

Daily, from 8/18/2014 to 6/4/2015

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