

Hill Gustat Middle School



2014-15 School Improvement Plan

Hill Gustat Middle School

4700 SCHUMACHER RD, Sebring, FL 33872

<http://www.highlands.k12.fl.us/~hgm>

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

71%

Alternative/ESE Center

No

Charter School

No

Minority

51%

School Grades History

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

School Board Approval

This plan is pending approval by the Highlands County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	42
Appendix 2: Professional Development and Technical Assistance Outlines	44
Professional Development Opportunities	45
Technical Assistance Items	48
Appendix 3: Budget to Support Goals	49

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

“Leading Together To Achieve Excellence”

Motto Hill-Gustat Middle School demonstrates the Gold Standard -
Growing Outstanding Leaders Daily

Provide the school's vision statement

“By uniting stakeholders, we will prepare our students to be college and career ready, empower our students to achieve personal excellence, and foster responsible citizens.”

School Environment

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

Through guidance and data analysis teachers learn about their students. Teachers have an understanding of the student's home life and learning gaps when differentiating instruction.

Families are also invited to parent nights and conferences times throughout the year.

Families and students are given survey opportunities during the year as well and the staff reflects on needs.

Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings; Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);

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

There is a zero bullying policy at Hill Gustat Middle School. Students are closely monitored in common areas on campus as well as their classrooms. Respect for others is promoted in all classrooms by every teacher. A vigilant dean and school resource officer are also implemented.

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;

HGMS also has a Bully reporting box in a central location where they can report any bullying incidents and they are investigated to ensure the safety of all students.

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

We utilize the PBS system and reward students quarterly with a no-referral celebration. Each classroom should have the Eagle Expectations posted and followed up with used of the Golden Eagle tickets which also have the Eagle Expectations listed on them. Those tickets are drawn from on Fridays to receive popcorn or outside time. The Renaissance also ties in as students are allowed to participate if they have a 3.0 or higher GPA and no referrals including warning referrals.

The classroom teacher will inform every student of the Classroom Behavior Plan to be used. The plan will be compatible with the School Plan and the Code of Student

Conduct.

The Classroom Behavior Plan will include a series of steps with consequences increasing if the problem persists. The teacher will provide instruction in proper conduct and explain the consequences for misconduct. The instruction will stress RESPECT. Interventions must include an attempt to contact the parent and may include withholding a privilege, isolation, counseling, detention, extra work, task assignment, or parent conference.

If the classroom problem persists or the misconduct has become a major disruption, the teacher or staff member will complete the upper section of the "HIGHLANDS COUNTY SCHOOLS STUDENT DISCIPLINE REFERRAL FORM" and refer the student to the Dean of Students, who will determine and administer the consequences.

Our students know and follow the rules specified by the teacher for appropriate behavior in each classroom. A typical Classroom Behavior Plan may look like:

A Hill-Gustat Middle School Eagle is:

- Eager to learn
- Acting appropriately at all times
- Getting to class on time and is prepared
- Listening attentively and following directions
- Expecting and giving respect

Consequences

- Verbal warning
- Parent contact (phone, note or note in agenda)
- AM detention (7:10am to 7:50am)
- Referral

Rewards

- Praise
- Eagle Tickets
- Enrichment activities
- Special privileges
- Attendance at "No Referral Celebrations"

Any student who receives a referral during denoted periods established by the administration and/or has a grade of an "F" in a core academic subject can be excluded from Extra-curricular and Co-curricular events.

Co-curricular means during school. Examples: renaissance celebrations, pep rallies, chorus audience, band audience, field day, and awards assemblies.

Extra-curricular means after school. Examples: socials, games, field trips, and 8th grade dance.

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

Counseling: Individual and group (as needed) counseling services are provided to any student in need. Referrals may come from parents, teachers, or students themselves. Specialized counseling services are provided by Tri County (New Horizons Program) for at-risk students and grief counseling is provided by Good Shepherd Hospice.

Bottom achieving quartile is identified and targeted as well as MTSS is in place to monitor students that will need interventions. An intensive curriculum is set in place for bottom quartile as well.

Mentoring: HGMS is currently working on a mentoring plan with AVID students. Staff members are also working towards targeting low-performing students to mentor throughout the year.

Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	10	12	13	35
One or more suspensions	147	192	154	493
Course failure in ELA or Math	33	25	22	80
Level 1 on statewide assessment	51	48	60	159
	0	0	0	
	0	0	0	
	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	15	20	12	47

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

Read 180
SRI
MTSS
Intensive Writing & Intensive Math
Planned Discussions/Goal Setting for identified student;
Notification procedures for parents, agency and community outreach; SARC
Evidence-based targeted interventions to close student need gaps related to early warning system.
Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

During the 2014-2015 school year, 76% of parents or guardians will attend at least one scheduled event which impacts student achievement. Parent Report Card Conferences, AVID parent night, Science fair night
 Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
 During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
 Communicate classroom and school news to parents;
 Positive notes, letters, phone calls home;

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

HGMS continues to foster community partnerships with the local community through established relationships with United Way, YMCA, Churches, Take Stock, Tri-County, Youth for Christ, and AVID. Through the AVID program students are offered tutors utilizing students from South Florida State College.
 Take-Stock: Mentoring program
 Tri-county: Counseling services
 Youth for Christ: Student partnership

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
Allen, Jackie	Principal
Vermilye, Cheryl	Assistant Principal
Bressette, Tracey	Teacher, K-12
Douberley, Kim	Instructional Technology
Hayes, Rachel	Teacher, K-12
Hinson, Stacey	Instructional Coach
Johnson, Jeffery	Dean
Johnson, Lisa	Teacher, K-12
Long, Rachel	Teacher, K-12
Smehyl, Stacy	Teacher, K-12
Smith, Andrea	Instructional Coach
Terreros, Angela	Guidance Counselor

Duties

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

Angela Terreros: Guidance - schedule meetings, screenings, data collection, and progress monitoring. Weekly, monthly plotting of points, and graphing

Heather Simmons - director of support system. Provides district support and guidance for procedures

Andrea Smith: Literacy Curriculum Resource Teacher - data collection and progress monitoring

Cheryl Vermilye - administrative and human resource decisions and support

Jackie Allen - administrative and human resource decisions and support

Classroom teachers - implementing prescribed Tier 1, 2, and 3 strategies/interventions. Daily and weekly recorded keeping.

The team met to help develop the SIP by providing data and information of Tier 1, 2, and 3 targets; determining academic and social/emotional areas that needed to be addressed; helped to set clear expectations for rigor, relevance, and relationships at the building and classroom levels.

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

HGMS has implemented a multi-tiered system of support. The MTSS team will focus meetings around one central question: How do we develop and maintain a problem-solving system that promotes student growth and achievement?

The team meets to review screening data linked with instructional decisions and review progress monitoring data at grade and class levels which identifies students who are meeting/exceeding benchmarks, those who are at moderate risk, and those who are at high-risk. Based on the data, professional development will be designed to meet the needs of staff and students.

The team will collaborate regularly, troubleshoot, share effective practices and strategies, review the process and make decisions. The team will also facilitate the process of building consensus, increase the capacity to affect the decisions made through infrastructure, and make decisions about how to implement best practices for student success.

Title I, Part C - Migrant: Provides services to migrant students (Pre-K through 12th grade) and their families. The primary goal of the Migrant Program is to improve academic performance of migrant students, and provide health and guidance services to them. Parent involvement and education is an integral part of the Migrant Program.

Title I, Part D - Provides services to children who are delinquent or neglected

Title II, Part A - Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title II Part D - Enhancing Education Through Technology (EETT) supports technology professional development

Title III - Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies and parent involvement/education.

Title X - Homeless - Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social service referrals) for students identified as homeless, under the McKinney-Vento Act, which eliminates barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) - SAI finds will provide summer school for level one readers

Violence Prevention Programs - The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling. Provides prevention services to students at the district alternative school. Also provides learning opportunities for school guidance counselors to acquire training to assist students with drug-free and violence-free lifestyles.

Nutrition Programs - HGMS participates in the federal free/reduced lunch program and the Free

Breakfast for All program.

Career and Technical Education - Proposals are submitted annually to enhance selected vocational programs for regular, disadvantaged, and disabled students in grades 7-12. Title VI provides funding for the district Career Academy, professional development for teachers, and activities to increase student achievement.

Job Training - A partnership with Junior Achievement will provide students with a job-skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Title IV - provides prevention services to students at the district alternative school. Also provides learning opportunities for school guidance counselors to acquire training to assist students with drug-free and violence-free lifestyles.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jackie Allen	Principal
Casey Downing	Teacher
Rachel Long	Teacher
Kim Douberley	Teacher
Stacey Hinson	Teacher
Andrea Smith	Teacher
Cheryl Vermilye - Assistant Principal	Principal
Rachel Hayes	Teacher
Stacy Smehyl	Teacher
Jeff Johnson	Teacher
Lisa Johnson	Teacher
	Student
Tracey Bressette	Teacher
Angela Terreros	Teacher
	Student
Michelle Lewis	Parent
Cassandra Moses	Teacher
	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC committee will review the 2013-2014 plan at the first meeting of the year to discuss academic, behavioral and assessment goals to be noted in the SIP. Data and other factors will be discussed with the SAC and decisions made with their input.

Development of this school improvement plan

Our first 2014-2015 SAC meeting did not take place prior to the required completion date for the SIP.

Preparation of the school's annual budget and plan

The SAC committee will review the 2013-2014 plan at the first meeting of the year to discuss academic, behavioral and assessment goals to be noted in the SIP. Data and other factors will be discussed with the SAC and decisions made with their input.

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

\$0.00

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
Allen, Jackie	Principal
Vermilye, Cheryl	Assistant Principal
Smith, Andrea	Instructional Coach
Johnson, Lisa	Teacher, K-12
Terreros, Angela	Guidance Counselor
Hinson, Stacey	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Major initiatives include the continued school-wide implementations of the following strategies:

Writing Across Content

Cornell Notes

Text Evidence

Spring Board Curriculum

UNRAVEL

Question Answer Relationship (QAR)

Question Heard Teach (QHT)

Text marking and annotation

HGMS has also implemented a tech & writing tasks calendars that are done 3 times per month. All faculty has a role in each unit and must follow through with specific responsibilities.

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

Weekly PLC & Content Meetings
School Wide Read Aloud - across content curriculum
Common Grading across contents
School wide writing rubric
ECET professional development events - collaboration
Relationships professional development
School wide AVID binders

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

HGMS has made an effort to recruit and retain highly qualified, certified-in-field, effective teachers through several strategies. There is an open-door policy for any teacher who is interested in becoming a faculty member. This year, Principal Jackie Allen attending a state-level hiring fair and was able to invite multiple teachers into the district. It is the belief of administration that teachers that feel supported by the faculty and administration are happy teachers and that teachers happy in their position are loyal employees who remain on staff for long periods of time. HGMS provides regular, targeted professional development to strengthen areas of struggle and to enhance curriculum and instruction. Finally, there is open communication between the faculty and staff so that everyone feels able to approach the appropriate person to resolve curricular and personal issues.

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

Hill-Gustat follows district guidelines for pairing mentors and mentees. Each first year teacher has been assigned to a mentor teacher with at least 5 years of teaching experience, has completed Clinical Education training, and is currently teaching the same grade level and content area that the mentee is currently assigned to. These pairs create a schedule for meeting to discuss issues such as grading, pacing, classroom management, policies, procedures, etc. All teachers are required to attend Common Morning Planning in order to work on common pacing, concerns, and grade-level assessments. Each new teacher also has an "unofficial" staff buddy, whose classroom is geographically near, to answer procedural or policy questions that may arise and require quick action.

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

HGMS creates ongoing opportunities for teachers to unpack the Florida Standards, plan and discuss reading and writing curriculum that aligns to the Florida standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Lesson plans encompass Florida Standards as well as learning targets/objectives and essential questions.

HGMS also works closely with on-campus instructional coaches in Reading, Writing, Science, and Math in addition to working with district content specialists throughout the year.

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

HGMS uses data to drive daily instruction. This includes the use of intensive reading, intensive math, and targeted small group instruction.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school.
- Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Providing instruction aligned with the Language Arts and Math Florida Standards for grade level
- Providing resources to support instruction
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students receiving push-in/pull out services for ESE/ELL

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 720

Teachers collaborate each week for 20 minutes with content/grade level teams.

Strategy Rationale

Teachers work in PLC with data to determine and drive instructional needs.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Allen, Jackie, allenj@highlands.k12.fl.us

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

FAIR

Unit measures

Performance Matters

Student performance on assessments

FCAT from previous years

Strategy: Before School Program

Minutes added to school year: 1,440

Teacher before school tutoring twice per week in Math, Science and Reading. Students will come as needed throughout the year.

Strategy Rationale

Students will be supported in core curricular areas to enhance learning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hinson, Stacey, hinsons@highlands.k12.fl.us

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

FAIR
Unit measures
Performance Matters
Student performance on assessments
FCAT from previous years

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

HGMS teachers work collaboratively across grade levels to support instruction and curriculum from one year to the next. Staff members meet in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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 AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies.
The use of the SpringBoard® curriculum to increase rigor in English Language Arts and Mathematics classes in middle and high schools.

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

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

AVID

Adding a strategies class

School based team review and provide assistance to specific students as needed

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 students will use organizational binders.
- G2.** School wide writing rubric implemented across contents.
- G3.** All staff will incorporate Cornell notes into their curriculum.
- G4.** On the 2015 Science FCAT 2.0 assessment, 20% of students will score at achievement level four or above.
- G5.** During the 2014-2015 school year, 75% of parents or guardians will attend at least one scheduled event which impacts student achievement.
- G6.** Average attendance for the 2014-2015 school year will be 94%.

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 students will use organizational binders. 1a

G042453

Targets Supported 1b

Indicator	Annual Target
2+ Course Failures - Middle Grades	65.0

Resources Available to Support the Goal 2

- AVID Strategies
- Three inch binders
- AVID Coach

Targeted Barriers to Achieving the Goal 3

- Not enough supplies for students.
- Teacher knowledge/buy-in

Plan to Monitor Progress Toward G1. 8

Binder checks and progress monitor assessments cross referenced.

Person Responsible

Cheryl Vermilye

Schedule

Quarterly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Assessment scores

G2. School wide writing rubric implemented across contents. 1a

G042447

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- School Wide Writing Rubric
- Professional Development on Writing
- Writing Calendar

Targeted Barriers to Achieving the Goal 3

- Time in non-language arts classes
- Teacher knowledge

Plan to Monitor Progress Toward G2. 8

Progress monitoring assessments

Person Responsible

Cheryl Vermilye

Schedule

On 6/4/2015

Evidence of Completion

PLC/Common Assessments, Assessment scores

G3. All staff will incorporate Cornell notes into their curriculum. 1a

G042441

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	61.0

Resources Available to Support the Goal 2

- AVIDTraining
- Training from LCRT including templates and examples

Targeted Barriers to Achieving the Goal 3

- student absences

Plan to Monitor Progress Toward G3. 8

Increased Student performance on assessments
Teacher lesson plans

Person Responsible

Jackie Allen

Schedule

Every 2 Months, from 9/8/2014 to 6/2/2015

Evidence of Completion

Student performance on assessments Teacher lesson plans

G4. On the 2015 Science FCAT 2.0 assessment, 20% of students will score at achievement level four or above. 1a

G040936

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- Interactive science text, online resources, manipulatives, additional teacher-created resources.

Targeted Barriers to Achieving the Goal 3

- Students lack the motivation to perform above proficient level.
- Students do not have a working knowledge of the Scientific Method and its application.
- Students have not developed skills that address the level of rigor required for reading complex science texts.

Plan to Monitor Progress Toward G4. 8

Progress monitoring assessments for science; summative assessment (science FCAT 2.0)

Person Responsible

Cheryl Vermilye

Schedule

On 6/2/2015

Evidence of Completion

Increase in student achievement in science per FCAT 2.0 assessment results.

G5. During the 2014-2015 school year, 75% of parents or guardians will attend at least one scheduled event which impacts student achievement. 1a

G040940

Targets Supported 1b

Indicator	Annual Target
Attendance rate	75.0

Resources Available to Support the Goal 2

- Pre-planned events including SAC, PTO, and Science Fair that are scheduled to take place during the 2013-2014 school year.
- School webpage that provides parents with school-related information.
- Pre-planned events including SAC, PTO, and Science Fair that are scheduled to take place during the 2013-2014 school year.
- School webpage that provides parents with school-related information.

Targeted Barriers to Achieving the Goal 3

- Due to the economy and job obligations, many parents are unable to receive information of the credit requirements of middle school.

Plan to Monitor Progress Toward G5. 8

Review sign-in sheets for attendance and monitor progress toward goals

Person Responsible

Schedule

Evidence of Completion

75% parental attendance goal is met

G6. Average attendance for the 2014-2015 school year will be 94%. 1a

G040941

Targets Supported 1b

Indicator	Annual Target
Attendance rate	94.0

Resources Available to Support the Goal 2

- Connect Ed calling system to notify parents of absent children; Pinnacle attendance viewer, SARC

Targeted Barriers to Achieving the Goal 3

- Parents are unaware of the detrimental effects of excessive absences.
- Increase in absences due to over-utilization of the district's pre-arranged absence policy.

Plan to Monitor Progress Toward G6. 8

Quarterly decrease in absences for students who have missed an excessive amount of school

Person Responsible

Adam Smehyl

Schedule

Monthly, from 8/20/2014 to 6/2/2015

Evidence of Completion

Overall increase in student attendance

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 students will use organizational binders. **1**

 G042453

G1.B1 Not enough supplies for students. **2**

 B103578

G1.B1.S1 Using WICOR strategies to promote organization. **4**

 S114720

Strategy Rationale

Organized students achieve higher learning gains.

Action Step 1 **5**

All teachers require their students to keep a tab in the binder for their content.

Person Responsible

Cheryl Vermilye

Schedule

On 6/4/2015

Evidence of Completion

Binder checks

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

Binder checks cross referenced with assessment scores

Person Responsible

Cheryl Vermilye

Schedule

Quarterly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Assessment scores showing a decrease in learning gaps

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

Decrease in learning gaps

Person Responsible

Cheryl Vermilye


Schedule

Quarterly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Assessment scores

G1.B1.S2 Professional Development for staff 4

 S117684

Strategy Rationale

Building teacher knowledge will promote understanding, use and buy-in

Action Step 1 5

Monitor binder use

Person Responsible

Stacey Hinson

Schedule

Monthly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Binder rubric checklists

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

Monthly Binder Checks

Person Responsible

Stacey Hinson

Schedule

Monthly, from 8/20/2014 to 6/4/2015


Evidence of Completion

Binder rubric/check list to determine use


G2. School wide writing rubric implemented across contents. 1

 G042447

G2.B1 Time in non-language arts classes 2

 B103567

G2.B1.S1 Implementing non language arts lessons that incorporate writing. 4

 S114706

Strategy Rationale

Writing across content increases writing scores.

Action Step 1 5

More resources available for teachers.

Person Responsible

Andrea Smith

Schedule

On 6/4/2015

Evidence of Completion

Teachers will keep resources in their staff binders.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Writing will be shown in lesson plans and on writing calendars.

Person Responsible

Cheryl Vermilye

Schedule

On 6/4/2015

Evidence of Completion

Lesson plans in staff binders.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Statewide writing assessment scores

Person Responsible

Jackie Allen


Schedule

On 6/4/2015


Evidence of Completion

Assessment scores

G2.B2 Teacher knowledge 2

 B103568

G2.B2.S1 School Wide Writing Rubric 4

 S117690

Strategy Rationale

Common Language to support students and staff

Action Step 1 5

Common Writing Rubric

Person Responsible

Andrea Smith

Schedule

Monthly, from 8/20/2014 to 6/1/2015

Evidence of Completion

Writing rubrics and tech task calendars

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

School Wide Writing Rubric Use

Person Responsible

Andrea Smith

Schedule

Monthly, from 8/20/2014 to 6/1/2015

Evidence of Completion

Student binder checks for rubrics Teacher submitted student evidence

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

School Wide writing rubrics and performance on writing tasks

Person Responsible

Andrea Smith

Schedule

Every 2 Months, from 9/7/2014 to 6/1/2015

Evidence of Completion

Student work samples

G3. All staff will incorporate Cornell notes into their curriculum. 1

G042441

G3.B1 student absences 2

B103542

G3.B1.S1 Teacher Modeling Cornell note taking 4

S114669

Strategy Rationale

Retention of lesson and materials

Action Step 1 5

Student Absences

Person Responsible

Jackie Allen

Schedule

On 6/4/2015

Evidence of Completion

School will implement school wide tardy and absence policy.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lesson plans identify Cornell Notes

Person Responsible

Cheryl Vermilye

Schedule

On 6/2/2015

Evidence of Completion

Assistant principal checks lesson plans weekly.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom walk throughs done by administration and instructional coaches

Person Responsible

Cheryl Vermilye


Schedule

On 6/4/2015


Evidence of Completion

Administration and coaches witness lessons and best practices.


G4. On the 2015 Science FCAT 2.0 assessment, 20% of students will score at achievement level four or above. 1

 G040936

G4.B1 Students lack the motivation to perform above proficient level. 2

 B099272

G4.B1.S1 Increase the amount of high-interest, advanced level, and enrichment activities designed to promote high-order thinking. 4

 S110588

Strategy Rationale

Promoting student engagement will enhance student participation

Action Step 1 5

Students and teachers bring in content specific high-interest, high-quality, advanced-level, and enrichment activities when providing instruction.

Person Responsible

Rachel Long

Schedule

Weekly, from 9/8/2014 to 6/2/2015

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Lesson plans; classroom observations

Person Responsible

Cheryl Vermilye

Schedule

Weekly, from 9/2/2014 to 6/2/2015

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data

Person Responsible

Rachel Long


Schedule

Monthly, from 9/8/2014 to 6/2/2015


Evidence of Completion

Student improvement on formative and summative science assessments

G4.B2 Students do not have a working knowledge of the Scientific Method and its application. 2

 B099273

G4.B2.S1 Common morning planning will allow teachers collaborate and create curriculum maps that include common pacing, common assessments, common grading policies that are aligned to both NGSSS and CCSS. 4

 S110589

Strategy Rationale

We will know where gaps are and how to target instruction

Action Step 1 5

Teachers will collaborate to create multiple opportunities for instruction on and practice of the steps of the Scientific Method and its application.

Person Responsible

Rachel Long

Schedule

Weekly, from 9/2/2014 to 6/2/2015

Evidence of Completion

Lesson plans; classroom observations

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Lesson plans; classroom observations

Person Responsible

Cheryl Vermilye

Schedule

Weekly, from 9/2/2014 to 6/2/2015

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data

Person Responsible

Rachel Long


Schedule

Every 2 Months, from 9/8/2014 to 6/2/2015


Evidence of Completion

Student improvement on formative and summative science assessments

G4.B3 Students have not developed skills that address the level of rigor required for reading complex science texts. 2

 B099274

G4.B3.S1 Provide frequent opportunities for students to engage in monitored and unmonitored independent reading practice. 4

 S110590

Strategy Rationale

Students must have multiple opportunities to interact with science text and vocabulary

Action Step 1 5

Plan for students to have uninterrupted monitored and unmonitored reading opportunities with teacher-created and self-created learning goals attached.

Person Responsible

Rachel Long

Schedule

Weekly, from 9/2/2014 to 6/2/2015

Evidence of Completion

Lesson plans, classroom observations.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Lesson plans; classroom observations

Person Responsible

Cheryl Vermilye

Schedule

Weekly, from 9/2/2014 to 6/2/2015

Evidence of Completion

Lesson plans completion. Instruction that matches plans.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data

Person Responsible

Cheryl Vermilye

Schedule

Every 6 Weeks, from 9/2/2014 to 6/2/2015

Evidence of Completion

Student improvement on formative and summative science assessments

G5. During the 2014-2015 school year, 75% of parents or guardians will attend at least one scheduled event which impacts student achievement. 1

G040940

G5.B1 Due to the economy and job obligations, many parents are unable to receive information of the credit requirements of middle school. 2

B099279

G5.B1.S1 Schedule events throughout the year for parents to attend that provide information about their child's academic requirements. 4

S110595

Strategy Rationale

Increased student attendance and parent involvement

Action Step 1 5

Schedule events including orientation, Title 1 meetings, Advanced Academic meetings, high school scheduling, 6th grade orientation in the spring.

Person Responsible

Angela Terreros

Schedule

Quarterly, from 8/14/2014 to 6/2/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Meeting attendance and support

Person Responsible

Jackie Allen

Schedule

Monthly, from 8/20/2014 to 6/2/2015

Evidence of Completion

Observation, attendance, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Parental Feedback

Person Responsible

Angela Terreros


Schedule

Quarterly, from 8/20/2014 to 6/2/2015


Evidence of Completion

E-mails, conversations, written documentation


G6. Average attendance for the 2014-2015 school year will be 94%. 1

 G040941

G6.B1 Parents are unaware of the detrimental effects of excessive absences. 2

 B099281

G6.B1.S1 Contact parents of students who have excessive absences. 4

 S110596

Strategy Rationale

Contacting families of absences will increase awareness

Action Step 1 5

Contact parents of students with an excessive amount of absences to inform them of policy for student absences.

Person Responsible

Jeffery Johnson

Schedule

Weekly, from 8/20/2014 to 6/2/2015

Evidence of Completion

Attendance and parent communication records

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Review attendance records and parent communication logs

Person Responsible

Becky Doty

Schedule

Weekly, from 8/20/2014 to 6/2/2015

Evidence of Completion

Discussion of progress with Guidance

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Review and track attendance of excessively absent students

Person Responsible

Adam Smehyl


Schedule

Weekly, from 8/20/2014 to 6/2/2015


Evidence of Completion

Students required to attend SARC meetings

G6.B2 Increase in absences due to over-utilization of the district's pre-arranged absence policy. 2

 B099282

G6.B2.S1 Guidance counselor will discuss the urgency of individual absences with the student. 4

 S110597

Strategy Rationale

Increased awareness will promote attendance

Action Step 1 5

Guidance counselor will make parent contact regarding frequent or excessively long pre-arranged absences.

Person Responsible

Adam Smehyl

Schedule

Weekly, from 8/20/2014 to 6/2/2015

Evidence of Completion

Pre-arranged absence forms; parent contact log

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Contact parents of students with an excessive amount or lengthy pre-arranged absences to inform them of policy for student absences.

Person Responsible

Adam Smehyl

Schedule

Weekly, from 8/20/2014 to 6/2/2015

Evidence of Completion

Attendance and parent communication records

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Review and track attendance of students who have requested a pre-arranged absence

Person Responsible

Becky Doty

Schedule

Weekly, from 8/20/2014 to 6/2/2015

Evidence of Completion

Attendance records

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
G4.B1.S1.A1	Students and teachers bring in content specific high-interest, high-quality, advanced-level, and enrichment activities when providing instruction.	Long, Rachel	9/8/2014	Lesson plans, classroom observations	6/2/2015 weekly
G4.B2.S1.A1	Teachers will collaborate to create multiple opportunities for instruction on and practice of the steps of the Scientific Method and its application.	Long, Rachel	9/2/2014	Lesson plans; classroom observations	6/2/2015 weekly
G4.B3.S1.A1	Plan for students to have uninterrupted monitored and unmonitored reading opportunities with teacher-created and self-created learning goals attached.	Long, Rachel	9/2/2014	Lesson plans, classroom observations.	6/2/2015 weekly
G5.B1.S1.A1	Schedule events including orientation, Title 1 meetings, Advanced Academic meetings, high school scheduling, 6th grade orientation in the spring.	Terreros, Angela	8/14/2014	Sign-in sheets	6/2/2015 quarterly
G6.B1.S1.A1	Contact parents of students with an excessive amount of absences to inform them of policy for student absences.	Johnson, Jeffery	8/20/2014	Attendance and parent communication records	6/2/2015 weekly
G6.B2.S1.A1	Guidance counselor will make parent contact regarding frequent or excessively long pre-arranged absences.	Smehyl, Adam	8/20/2014	Pre-arranged absence forms; parent contact log	6/2/2015 weekly
G3.B1.S1.A1	Student Absences	Allen, Jackie	8/20/2014	School will implement school wide tardy and absence policy.	6/4/2015 one-time
G2.B1.S1.A1	More resources available for teachers.	Smith, Andrea	8/20/2014	Teachers will keep resources in their staff binders.	6/4/2015 one-time
G1.B1.S1.A1	All teachers require their students to keep a tab in the binder for their content.	Vermilye, Cheryl	8/20/2014	Binder checks	6/4/2015 one-time
G1.B1.S2.A1	Monitor binder use	Hinson, Stacey	8/20/2014	Binder rubric checklists	6/4/2015 monthly
G2.B2.S1.A1	Common Writing Rubric	Smith, Andrea	8/20/2014	Writing rubrics and tech task calendars	6/1/2015 monthly

Highlands - 0091 - Hill Gustat Middle School - 2014-15 SIP

Hill Gustat Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Binder checks and progress monitor assessments cross referenced.	Vermilye, Cheryl	8/20/2014	Assessment scores	6/4/2015 quarterly
G1.B1.S1.MA1	Decrease in learning gaps	Vermilye, Cheryl	8/20/2014	Assessment scores	6/4/2015 quarterly
G1.B1.S1.MA1	Binder checks cross referenced with assessment scores	Vermilye, Cheryl	8/20/2014	Assessment scores showing a decrease in learning gaps	6/4/2015 quarterly
G1.B1.S2.MA1	Monthly Binder Checks	Hinson, Stacey	8/20/2014	Binder rubric/check list to determine use	6/4/2015 monthly
G2.MA1	Progress monitoring assessments	Vermilye, Cheryl	8/20/2014	PLC/Common Assessments, Assessment scores	6/4/2015 one-time
G2.B1.S1.MA1	Statewide writing assessment scores	Allen, Jackie	8/20/2014	Assessment scores	6/4/2015 one-time
G2.B1.S1.MA1	Writing will be shown in lesson plans and on writing calendars.	Vermilye, Cheryl	8/20/2014	Lesson plans in staff binders.	6/4/2015 one-time
G2.B2.S1.MA1	School Wide writing rubrics and performance on writing tasks	Smith, Andrea	9/7/2014	Student work samples	6/1/2015 every-2-months
G2.B2.S1.MA1	School Wide Writing Rubric Use	Smith, Andrea	8/20/2014	Student binder checks for rubrics Teacher submitted student evidence	6/1/2015 monthly
G3.MA1	Increased Student performance on assessments Teacher lesson plans	Allen, Jackie	9/8/2014	Student performance on assessments Teacher lesson plans	6/2/2015 every-2-months
G3.B1.S1.MA1	Classroom walk throughs done by administration and instructional coaches	Vermilye, Cheryl	8/20/2014	Administration and coaches witness lessons and best practices.	6/4/2015 one-time
G3.B1.S1.MA1	Lesson plans identify Cornell Notes	Vermilye, Cheryl	9/2/2014	Assistant principal checks lesson plans weekly.	6/2/2015 one-time
G4.MA1	Progress monitoring assessments for science; summative assessment (science FCAT 2.0)	Vermilye, Cheryl	9/8/2014	Increase in student achievement in science per FCAT 2.0 assessment results.	6/2/2015 one-time
G4.B1.S1.MA1	Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data	Long, Rachel	9/8/2014	Student improvement on formative and summative science assessments	6/2/2015 monthly
G4.B1.S1.MA1	Lesson plans; classroom observations	Vermilye, Cheryl	9/2/2014	Lesson plans completion. Instruction that matches plans.	6/2/2015 weekly
G4.B2.S1.MA1	Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data	Long, Rachel	9/8/2014	Student improvement on formative and summative science assessments	6/2/2015 every-2-months
G4.B2.S1.MA1	Lesson plans; classroom observations	Vermilye, Cheryl	9/2/2014	Lesson plans completion. Instruction that matches plans.	6/2/2015 weekly
G4.B3.S1.MA1	Classroom assessments, unit tests, Performance Matters science progress monitoring assessment data	Vermilye, Cheryl	9/2/2014	Student improvement on formative and summative science assessments	6/2/2015 every-6-weeks
G4.B3.S1.MA1	Lesson plans; classroom observations	Vermilye, Cheryl	9/2/2014	Lesson plans completion. Instruction that matches plans.	6/2/2015 weekly
G5.MA1	Review sign-in sheets for attendance and monitor progress toward goals		75% parental attendance goal is met	once	
G5.B1.S1.MA1	Parental Feedback	Terreros, Angela	8/20/2014	E-mails, conversations, written documentation	6/2/2015 quarterly
G5.B1.S1.MA1	Meeting attendance and support	Allen, Jackie	8/20/2014	Observation, attendance, sign-in sheets	6/2/2015 monthly
G6.MA1	Quarterly decrease in absences for students who have missed an excessive amount of school	Smehyl, Adam	8/20/2014	Overall increase in student attendance	6/2/2015 monthly
G6.B1.S1.MA1	Review and track attendance of excessively absent students	Smehyl, Adam	8/20/2014	Students required to attend SARC meetings	6/2/2015 weekly
G6.B1.S1.MA1	Review attendance records and parent communication logs	Doty, Becky	8/20/2014	Discussion of progress with Guidance	6/2/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B2.S1.MA1	Review and track attendance of students who have requested a pre-arranged absence	Doty, Becky	8/20/2014	Attendance records	6/2/2015 weekly
G6.B2.S1.MA1	Contact parents of students with an excessive amount or lengthy pre-arranged absences to inform them of policy for student absences.	Smehyl, Adam	8/20/2014	Attendance and parent communication records	6/2/2015 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 students will use organizational binders.

G1.B1 Not enough supplies for students.

G1.B1.S1 Using WICOR strategies to promote organization.

PD Opportunity 1

All teachers require their students to keep a tab in the binder for their content.

Facilitator

Stacy Hinson- AVID Coordinator

Participants

All teachers

Schedule

On 6/4/2015

G2. School wide writing rubric implemented across contents.

G2.B1 Time in non-language arts classes

G2.B1.S1 Implementing non language arts lessons that incorporate writing.

PD Opportunity 1

More resources available for teachers.

Facilitator

Andrea Smith LCRT

Participants

All contents

Schedule

On 6/4/2015

G2.B2 Teacher knowledge

G2.B2.S1 School Wide Writing Rubric

PD Opportunity 1

Common Writing Rubric

Facilitator

Andrea Smith

Participants

All teachers

Schedule

Monthly, from 8/20/2014 to 6/1/2015

G4. On the 2015 Science FCAT 2.0 assessment, 20% of students will score at achievement level four or above.

G4.B1 Students lack the motivation to perform above proficient level.

G4.B1.S1 Increase the amount of high-interest, advanced level, and enrichment activities designed to promote high-order thinking.

PD Opportunity 1

Students and teachers bring in content specific high-interest, high-quality, advanced-level, and enrichment activities when providing instruction.

Facilitator

Rachel Long

Participants

Science Teachers

Schedule

Weekly, from 9/8/2014 to 6/2/2015

G4.B2 Students do not have a working knowledge of the Scientific Method and its application.

G4.B2.S1 Common morning planning will allow teachers collaborate and create curriculum maps that include common pacing, common assessments, common grading policies that are aligned to both NGSSS and CCSS.

PD Opportunity 1

Teachers will collaborate to create multiple opportunities for instruction on and practice of the steps of the Scientific Method and its application.

Facilitator

Cathy Hardesty - district science specialist

Participants

Science Teachers

Schedule

Weekly, from 9/2/2014 to 6/2/2015

G4.B3 Students have not developed skills that address the level of rigor required for reading complex science texts.

G4.B3.S1 Provide frequent opportunities for students to engage in monitored and unmonitored independent reading practice.

PD Opportunity 1

Plan for students to have uninterrupted monitored and unmonitored reading opportunities with teacher-created and self-created learning goals attached.

Facilitator

Rachel Long - Andrea Smith

Participants

All teachers

Schedule

Weekly, from 9/2/2014 to 6/2/2015

Technical Assistance Items

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

G1. All students will use organizational binders.

G1.B1 Not enough supplies for students.

G1.B1.S2 Professional Development for staff

PD Opportunity 1

Monitor binder use

Facilitator

Stacey Hinson

Participants

All teachers

Schedule

Monthly, from 8/20/2014 to 6/4/2015

Budget Rollup

Summary

Description	Total
Goal 1: All students will use organizational binders.	100
Grand Total	100

Goal 1: All students will use organizational binders.

Description	Source	Total
B1.S1.A1 - AVID training and supplies	General Fund	100
Total Goal 1		100