

R. Frank Nims Middle School



2014-15 School Improvement Plan

R. Frank Nims Middle School

723 W ORANGE AVE, Tallahassee, FL 32310

[no web address on file]

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

73%

Alternative/ESE Center

No

Charter School

No

Minority

92%

School Grades History

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

School Board Approval

This plan was approved by the Leon County School Board on 11/18/2014.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of R. Frank Nims Middle School is to support an academically engaging and safe school environment which allows students to become responsible leaders and self-supporting members of our school, community, and society.

Provide the school's vision statement

R. Frank Nims Middle School will be an engaging and safe learning environment which produces high achievers who appreciate diversity and become conscientious contributors to society.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:

Attend District provided Professional Development on multicultural offerings;

- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Provide professional development to staff on increasing positive interactions with students; Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- 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;

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

- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resource.
- 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;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

- Make references to behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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

- Operational school based teams meet at least bi-weekly to discuss students with barriers to academic and social success;
- Connect students to agencies, through Communities In Schools, who have Cooperative Agreements or are on campus (CCYS, Turn About, etc);
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

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

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to school based or district based teams.
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

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	34	37	17	88
One or more suspensions	141	137	81	359
Course failure in ELA or Math	35	25	5	65
Level 1 on statewide assessment	57	71	63	191

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	35	38	5	78

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Corrective Reading, SM7, Achieve 3000, Accelerated Reader
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/179733>.

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

The school must first understand the needs of the learning community. An internal needs assessment will occur with site stakeholders. Open communication through phone calls, letters, list serve announcements, back pack communication, newsletters, and community meetings are the next steps to securing the support needed to enhance student achievement.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Cole, Desmond	Principal
Knight, April	Assistant Principal
Whitfield, Danny	Assistant Principal
Brantley, Robert	Instructional Coach
Moore, daniel	Instructional Coach

Duties

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

The role of the leadership team is to review data and provide guidance in developing strategies and interventions essential to the success of our learning community. The team will meet bi-weekly to address safety, curriculum, discipline, attendance, and assessment. Specifically, instructional leaders will support teaching and learning through small group instruction as well as content specific professional development.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The leadership team meets as needed to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within the multi-tiered system of student supports (MTSS). These students are often not meeting proficiency as measured through progress monitoring or previous FCAT scores. Once specific strategies are determined and identified to be effective, the departments will use these strategies to meet the goals of the School Improvement Plan (SIP).

Funds will be used to support our school wide academic goals and objectives. Title I be used to add additional instructional support in an effort to reduce class size, fund instructional technology, increase parent involvement, and also increase additional teacher contact hours within the school day. Saturday school and summer school are offered to extend the learning experience. Additionally, funding will be used to facilitate professional development. Materials to support and supplement college readiness and remediation are purchased using this funding source. Student centered field-experiences in math and science are integral to student growth and enrichment.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lamonica Butler	Teacher
Rashida Snow	Parent
Desmond Cole	Principal
Breanna Currie	Teacher
Travis Roberts	Business/Community
Adaora Ezeanya	Education Support Employee
Janice Johnson	Teacher
	Student
Thomeca Glover	Teacher
Alicia Anderson	Parent
LaTasha Graham	Parent
Shakeita Cruse	Parent
Jaquan Graham	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 (SAC) reviews and approves the School Improvement Plan. SAC reviewed student performance data to identify interventions that were not effective. Suggestions were provided to assist in making the necessary adjustments so that R. Frank Nims is meeting the needs of all students. During each SAC meeting, updates will be given on progress related to the implementation of the strategies as well as data from student assessments.

Development of this school improvement plan

The School Advisory Council will review relevant data, identify problem areas, and develop improvement strategies. The Council will also assist in monitoring implementation as well as evaluating progress. The SIP was reviewed and approved by the SAC Committee.

Preparation of the school's annual budget and plan

Financial expectations are presented to SAC. The committee provides feedback.

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

There were no SIP funds distributed by the State for the 2013 – 2014 school year. Florida Statute 24.121(5) (c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

_____ School is in compliance with Section 1001.452, F.S., regarding the establishment requirements and duties of the SAC...

Literacy Leadership Team (LLT)**Membership**

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

Name	Title
Brantley, Robert	Instructional Coach
Butler, Lamonica	Teacher, K-12
Knight, April	Assistant Principal
Cooper, Genise	Teacher, K-12

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

The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through the 2014 – 2015 Superintendent’s Million Book Challenge, literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

The team will:

1. Evaluate needs based on Accelerated Readers, Achieve 3000, and other standardized reading data.
2. Support faculty staff in developing a print-rich environment.
3. Support the implementation of school-wide reading strategies and tools such as classroom libraries, novel studies and AVID WICOR Strategies.
4. Work with community partners to provide incentives for successful reading experiences as monitored through Accelerated Reader and Achieve 3000.
5. Work with community partners such as Target Stores to increase the number novels available for selection.
6. Parent Night/Workshop- Provide information to help students effectively read and comprehend at home.

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. Teams meet once per week. The duty schedule has been designed to provide consistent time for teachers to meet by common content before school. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

The administrative team at Nims Middle School provides continuous support and incentives. On site professional development opportunities are provided monthly. Each beginning teacher is paired with an experienced mentor teacher. All beginning teachers are supported through the Nims Beginning Teacher (to include teachers with less than three years of experience) Cohort or discussion group, which meets monthly.

The school also engages in the following:

- Utilizes the District's Human Resource Department to provide advice on all hiring and placement procedures
- Participates in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitments of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitors and assists all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establishes and maintains relationships with colleges and officials in the field of education to promote the District

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

The administrative team at Nims Middle School provides continuous support for beginning teachers. Each beginning teacher is paired with an experienced mentor teacher, typically within their content area. Teachers are paired based on experience, content, and compatibility. The Leon County School District provides additional support through content area developers (for core areas) who provide variety in supporting teaching and learning .

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

Nims Middle School students are instructed through instructional programs and materials that are adopted and supported by the District. All programs (HMH- Language Arts, Go Math- Math) are aligned to the Florida Standards. Nims Middle School also implements three major supplemental programs: Achieve 3000, Accelerated Reader, Gizmo and Success Maker 7. Achieve 3000 and Accelerated Reader supports reading comprehension . Gizmo supports science and math curriculums. Success Maker 7 further supports math standards for students who have scored below proficiency as measured by the previous year's standardized test scores.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the 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.

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

Nims provides remediation and additional support through reading and intensive math classes, after school tutoring, as well as small group tutoring/instruction during the school day. Students failing one or more classes is provided remediation through credit retrieval. This course is also offered during the school day. All core courses implement pacing guides designed to unpack Florida Standards.

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 based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group 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 and remediation
- Providing LLI (Leveled Literacy Intervention) instruction

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: After School Program

Minutes added to school year: 13,000

Sixth grade students are provided additional instruction time after school . Teachers are assigned duty once every four (4) weeks. As a result, common plan time is provided before school (40 minutes) Monday- Friday.

Strategy Rationale

Our sixth grade population has the greatest number of lower performing students in language arts and math as measured by previous FCAT scores.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Knight, April, knighta@leonschools.net

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

Data is collected and analyzed using various progress monitoring tools (Achieve 3000-reading, Success Maker-7, Accelerated Reader, Data Director- science, math, social studies). Progress Reports and Report Card data will also be collected quarterly to monitor student progress. With the assistance of our lab manager and academic coaches, teachers are able to analyze data and use it develop instructional plans.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate 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. Nims implements a Bridge Program through for sixth (6th) grade students through AVID. Students are acclimated to the physical layout of the school, teachers, administrators, and academic expectations. Nims has also implemented a shadow day for transitioning sixth (6th) grade students.

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

Nims offers several advanced and high school credit courses (Earth Space Science, Biology, Algebra I, Geometry, Spanish I, Spanish II, Leadership). Each student completes a course request form at the end of each year. Students are advised throughout the year regarding promotion requirements. All eighth (8th) grade students are afforded the opportunity to take a Leadership course through Leon

County Virtual School. This course meets at Nims. Nims works with GEAR-UP to provide college and career awareness to students school-wide. Advancement Via Individual Determination (AVID) is implemented in grades 6-8. Students must apply and be approved for this program.

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

Nims offers several advanced and high school credit courses :Earth Space Science, Biology, Algebra I, Geometry, Spanish I, Spanish II and Leadership.

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

Nims offers several advanced and high school credit courses :Earth Space Science, Biology, Algebra I, Geometry, Spanish I, Spanish II and Leadership. Students are encourage to participate in school and community based service projects. Students failing any class with a grade of D or F are required or encouraged to retake the named course through our onsite Credit Retrieval Program. .

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

Nims has increased the number and variety of high school credit classes offered:

Science- Earth Space Science and Biology

Math- Algebra I and Geometry

Foreign Language- Spanish I and Spanish II

Elective- Leadership

Grades 6-8

- 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 HMH Collections® curriculum to increase rigor in English Language Arts classes in middle and high schools
- The Talent Search Program which provides First Generation Mentors who are themselves first generation college goers to work with high school students who are potential first generation college goers using the Believing the College Dream (middle school) and Realizing the College Dream (high school) curricula, providing strategies to help them achieve their postsecondary goals
- Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
- Grant assistance is provided to obtain funding for many of these programs and initiatives

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.** Decrease suspension and referral rate by 10% as measured by the 2013-2014 school year data.
- G2.** As we begin a more complex state measure of math, our school goal for the 2015 Algebra I & Geometry EOC exam results is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 EOC scores.
- G3.** As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 38% of our students proficient in this area on the 2015 FSA.
- G4.** As we begin a more complex state measure of Math, our school goal is to have at least 45% of our students proficient in this area on the 2015 FSA

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. Decrease suspension and referral rate by 10% as measured by the 2013-2014 school year data. 1a

G041259

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	300.0

Resources Available to Support the Goal 2

- FOCUSS - Fostering Outstanding Choices Using Systematic Strategies (Out of School Suspension program housed on site).
- Mentorship- Provided through Communities In Schools
- Increased mediation- provided through guidance, student affairs, coaches, and administrative team.

Targeted Barriers to Achieving the Goal 3

- Number of new teachers with 1-3 years of experience.

Plan to Monitor Progress Toward G1. 8

Beginning Teacher Mentoring

Person Responsible

Desmond Cole

Schedule

On 5/29/2015

Evidence of Completion

Collegial Conversation, Observations

G2. As we begin a more complex state measure of math, our school goal for the 2015 Algebra I & Geometry EOC exam results is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 EOC scores. 1a

G041260

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	48.0

Resources Available to Support the Goal 2

- Certified instructors: Algebra I, Geometry, Biology

Targeted Barriers to Achieving the Goal 3

- Keeping students motivated and enrolled in courses.

Plan to Monitor Progress Toward G2. 8

Go Math & SM7 Goals

Person Responsible

April Knight

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data Director- Progress Monitoring Success Maker (SM7) Lab Manager- Andreka Rittman will assist.

G3. As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 38% of our students proficient in this area on the 2015 FSA. 1a

G041264

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

Resources Available to Support the Goal 2

- Strategic curriculum, Junior Great Books- supports critical thinking. Reading Coach Achieve 3000- Progress Monitoring Tools Accelerated Reader- Program supports reading comprehension Rewards- reading program for all level 1 readers HMH Collection- ELA curriculum aligned to Florida Standards

Targeted Barriers to Achieving the Goal 3

- Implementing a new program
- At least 60 percent of the population performed below proficiency on the 2014 FCAT.
- Teacher Experience

Plan to Monitor Progress Toward G3. 8

Increased reading proficiency and learning gains.

Person Responsible

Schedule

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

Evidence of Completion

Achieve 3000- biweekly data review AR data- biweekly data review Collegial conversations to include peer and administrative discussions with teachers.

G4. As we begin a more complex state measure of Math, our school goal is to have at least 45% of our students proficient in this area on the 2015 FSA **1a**

 G041265

Targets Supported **1b**

Indicator	Annual Target
Math Gains	70.0

Resources Available to Support the Goal **2**

- Success Maker 7
- Go Math

Targeted Barriers to Achieving the Goal **3**

- Teachers lack a clear understanding of new curriculum- Go Math.

Plan to Monitor Progress Toward G4. **8**

Increase math proficiency and learning gains.

Person Responsible

Schedule

Evidence of Completion

Success Maker (SM7) data Data Director- district progress monitoring tool

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

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G1. Decrease suspension and referral rate by 10% as measured by the 2013-2014 school year data. 1

G041259

G1.B1 Number of new teachers with 1-3 years of experience. 2

B099984

G1.B1.S2 Develop and implement an onsite beginning teacher mentor program for teachers of 1-3 years. 4

S111255

Strategy Rationale

Action Step 1 5

Beginning Teacher Cohort

Person Responsible

Desmond Cole

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Discussion, instructional practices, classroom management

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

Beginning Teacher Mentoring

Person Responsible

Desmond Cole

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Deliberate Practice Plan Goals, Instructional Practices, Classroom Management

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

Begininning Teacher Mentoring

Person Responsible

Desmond Cole

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Teacher retention, student performance, teacher implementation of classroom management and instructional practices.

G2. As we begin a more complex state measure of math, our school goal for the 2015 Algebra I & Geometry EOC exam results is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 EOC scores. 1

 G041260

G2.B1 Keeping students motivated and enrolled in courses. 2

 B099985

G2.B1.S1 Support students through individual and one-on-one tutor support during class. 4

 S111256

Strategy Rationale

Action Step 1 5

Professional Development

Person Responsible

April Knight

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Teacher attendance, instructional practices

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

Go Math Implementaiton- Professional Development

Person Responsible

April Knight

Schedule

On 5/29/2015

Evidence of Completion

Observations, Collegial Conversation, Lesson Plans

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

Curriculum Implementation Effectiveness

Person Responsible

April Knight

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student Performance, Teacher Feedback, Math Coach-Feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G3. As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 38% of our students proficient in this area on the 2015 FSA. 1

 G041264

G3.B1 Implementing a new program 2

 B099995

G3.B1.S1 Continuous Professional Development 4

 S135364

Strategy Rationale

New Program Implementation- Teachers need continuous support

Action Step 1 5

HMH Training

Person Responsible

April Knight

Schedule

Monthly, from 7/7/2014 to 5/29/2015

Evidence of Completion

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

Reading Incentives

Person Responsible

Robert Brantley

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Increased reading proficiency. Number of books read (school-wide) measured by the school district's million book challenge.

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

Reading Proficiency

Person Responsible

April Knight

Schedule

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

Evidence of Completion

Increased reading proficiency measured by AR and Achieve 3000.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 7

Person Responsible

Schedule

Evidence of Completion

G4. As we begin a more complex state measure of Math, our school goal is to have at least 45% of our students proficient in this area on the 2015 FSA **1**

 G041265

G4.B1 Teachers lack a clear understanding of new curriculum- Go Math. **2**

 B099999

G4.B1.S1 Provide professional development specific to Go Math. **4**

 S111271

Strategy Rationale

Action Step 1 **5**

Go Math Professional Development

Person Responsible

April Knight

Schedule

On 4/30/2015

Evidence of Completion

Unit Assessments District Progress Monitoring Assessments Success Maker (SM7)

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

Go Math Implementation

Person Responsible

April Knight

Schedule

On 6/4/2015

Evidence of Completion

Lesson Plans Standardized Progress Monitoring

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

New Program-Lack of Understanding

Person Responsible

April Knight

Schedule

On 5/29/2015

Evidence of Completion

Math Coach- feedback, observations, lesson study, collegial dialogue professional development

G4.B1.S2 Math Coach will support teachers through classroom observations, planning, and collegial dialogue and lesson studies. 4

 S111272

Strategy Rationale

Action Step 1 5

Observing other teachers

Person Responsible

Schedule

Evidence of Completion

Math Unit Assessments District Progress Monitoring

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G4.B1.S3 Conduct on-going, in-depth data reviews of students' work to monitor the progress of students being taught using Go Math. 4

 S111273

Strategy Rationale

Action Step 1 5

Data Reviews

Person Responsible

Schedule

Evidence of Completion

Data Notebook Math Unit Assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

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	Go Math Professional Development	Knight, April	7/7/2014	Unit Assessments District Progress Monitoring Assessments Success Maker (SM7)	4/30/2015 one-time
G4.B1.S2.A1	Observing other teachers		Math Unit Assessments District Progress Monitoring	once	
G4.B1.S3.A1	Data Reviews		Data Notebook Math Unit Assessments	one-time	
G3.B1.S1.A1	HMH Training	Knight, April	7/7/2014		5/29/2015 monthly
G1.B1.S2.A1	Beginning Teacher Cohort	Cole, Desmond	8/11/2014	Discussion, instructional practices, classroom management	5/29/2015 monthly
G2.B1.S1.A1	Professional Development	Knight, April	8/11/2014	Teacher attendance, instructional practices	5/29/2015 monthly
G1.MA1	Beginning Teacher Mentoring	Cole, Desmond	8/11/2014	Collegial Conversation, Observations	5/29/2015 one-time
G1.B1.S1.MA1	[no content entered]			once	
G1.B1.S1.MA1	[no content entered]			once	
G1.B1.S2.MA1	Begininning Teacher Mentoring	Cole, Desmond	8/11/2014	Teacher retention, student performance, teacher implementation of classroom management and instructional practices.	5/29/2015 monthly
G1.B1.S2.MA1	Beginning Teacher Mentoring	Cole, Desmond	8/11/2014	Deliberate Practice Plan Goals, Instructional Practices, Classroom Management	5/29/2015 monthly
G2.MA1	Go Math & SM7 Goals	Knight, April	8/18/2014	Data Director- Progress Monitoring Success Maker (SM7) Lab Mananger- Andreka Rittman will assist.	5/29/2015 biweekly
G2.B1.S1.MA1	Curriculum Implementation Effectiveness	Knight, April	8/18/2014	Student Performance, Teacher Feedback, Math Coach-Feedback	5/29/2015 monthly
G2.B1.S1.MA1	Go Math Implementaiton- Professional Development	Knight, April	7/7/2014	Observations, Collegial Conversation, Lesson Plans	5/29/2015 one-time
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S2.MA1	[no content entered]			once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Increased reading proficiency and learning gains.		8/25/2014	Achieve 3000- biweekly data review AR data- biweekly data review Collegial conversations to include peer and administrative discussions with teachers.	5/25/2015 monthly
G3.B4.S1.MA1	[no content entered]			once	
G3.B4.S1.MA1	[no content entered]			once	
G3.B1.S1.MA1	Reading Proficiency	Knight, April	8/25/2014	Increased reading proficiency measured by AR and Achieve 3000.	5/29/2015 monthly
G3.B1.S1.MA1	Reading Incentives	Brantley, Robert	8/18/2014	Increased reading proficiency. Number of books read (school-wide) measured by the school district's million book challenge.	5/29/2015 weekly
G3.B4.S2.MA1	[no content entered]			once	
G3.B4.S2.MA1	[no content entered]			once	
G4.MA1	Increase math proficiency and learning gains.		Success Maker (SM7) data Data Director-district progress monitoring tool	one-time	
G4.B1.S1.MA1	New Program-Lack of Understanding	Knight, April	7/4/2014	Math Coach- feedback, observations, lesson study, collegial dialogue professional development	5/29/2015 one-time
G4.B1.S1.MA1	Go Math Implementation	Knight, April	8/18/2014	Lesson Plans Standardized Progress Monitoring	6/4/2015 one-time
G4.B1.S2.MA1	[no content entered]			once	
G4.B1.S2.MA1	[no content entered]			once	
G4.B1.S3.MA1	[no content entered]			once	
G4.B1.S3.MA1	[no content entered]			once	

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.

G4. As we begin a more complex state measure of Math, our school goal is to have at least 45% of our students proficient in this area on the 2015 FSA

G4.B1 Teachers lack a clear understanding of new curriculum- Go Math.

G4.B1.S1 Provide professional development specific to Go Math.

PD Opportunity 1

Go Math Professional Development

Facilitator

Go Math

Participants

All Math Teachers

Schedule

On 4/30/2015

G4.B1.S2 Math Coach will support teachers through classroom observations, planning, and collegial dialogue and lesson studies.

PD Opportunity 1

Observing other teachers

Facilitator

Ms. Bankston, Carnegie Math Coach

Participants

All math teachers

Schedule

G4.B1.S3 Conduct on-going, in-depth data reviews of students' work to monitor the progress of students being taught using Go Math.

PD Opportunity 1

Data Reviews

Facilitator

Thomeca Glover, Math Department Chair/Daniel Moore, Instructional Coach

Participants

All math teachers

Schedule

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Decrease suspension and referral rate by 10% as measured by the 2013-2014 school year data.	500
Goal 3: As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 38% of our students proficient in this area on the 2015 FSA.	5,000
Goal 4: As we begin a more complex state measure of Math, our school goal is to have at least 45% of our students proficient in this area on the 2015 FSA	4,500
Grand Total	10,000

Goal 1: Decrease suspension and referral rate by 10% as measured by the 2013-2014 school year data.

Description	Source	Total
B1.S2.A1 - Professional Development/Instructional Resources	Other	500
Total Goal 1		500

Goal 3: As we begin a more complex state measure of English/Language Arts, our school goal is to have at least 38% of our students proficient in this area on the 2015 FSA.

Description	Source	Total
B1.S1.A1 - Substitutes	Other	4,000
B1.S1.A1 - Instructional Materials	School Improvement Funds	1,000
Total Goal 3		5,000

Goal 4: As we begin a more complex state measure of Math, our school goal is to have at least 45% of our students proficient in this area on the 2015 FSA

Description	Source	Total
B1.S1.A1 - Success Maker 7 Headphones	SIG 1003(a)	2,000
B1.S1.A1 - Professional Development- Substitutes	Other	2,500
Total Goal 4		4,500