

Clermont Middle School



2014-15 School Improvement Plan

Clermont Middle School

301 EAST AVE, Clermont, FL 34711

<http://lake.k12.fl.us/clm>

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

58%

Alternative/ESE Center

No

Charter School

No

Minority

46%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

CLMS Mission: In the pursuit of excellence in education, it is the mission of Clermont Middle School to provide all students with a safe environment that provides the academic, social, and physical skills to be successful in middle school while preparing the student for their secondary education.

Provide the school's vision statement

LCS Vision: A dynamic, progressive, and collaborative learning community embracing change and diversity where every student will graduate with the skills needed to succeed in post-secondary education and the work place.

School Environment

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

Teachers are encouraged to share their "Teacher Story" with students during the first week of school to build relationships and help students know why their teachers do what they do each day. Many teachers engage students in a similar activity, to help the teachers know about students' cultures, interests, etc.

Each month, our school focuses on a specific character trait to emphasize (August - Respect, September - Responsibility), and teachers/students discuss and share experiences using Thinking Maps.

Several teachers use "Social Contracts" or enlist students in helping design the norms and rules for their classroom learning community.

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

School wide monthly emphasis on a specific character trait.

Implementation of the school Bully-Proofing curriculum, taught explicitly and consistently throughout the school year (awareness, strategies, culture, reporting steps, etc.)

Monthly Safety Committee meetings, followed by specific action steps for improvement.

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

Discipline Ladder consistently enforced by administration, and shared with teachers.

Classroom discipline policy (contained within the Discipline Ladder), with at least three teacher interventions required before submitting a discipline referral for Level 1 behaviors.

Positive Behavior Support (PBS) strategies, incentives, rewards, and areas of focus through use of "Falcon Dollars" for good citizenship or improved behavior.

Trainings for staff were conducted during Pre-Planning week and are reviewed periodically.

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

Open and accessible relationships with district and contracted support staff members.
 Training for counselors to look for warning signs and provide support to students demonstrating social-emotional needs.
 Inclusion of counselors in monthly RTI, grade level, and faculty meetings to listen to teachers and determine students in need of additional support.

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 - Weekly excessive absence reports are compiled and distributed by the data clerk to administrators and guidance counselors, for use in parent contact, conferences with students, etc. Decision Ed. reports are accessed weekly by the principal, to monitor the school-wide attendance rate and trends. District-provided Early Warning Systems data reports are accessed by the administration to include student attendance data, and shared at monthly grade level team meetings.

One or more suspensions - District-provided Early Warning Systems data reports are accessed by the administration to include suspension data, and shared at monthly grade level team meetings. The Positive Behavior Support (PBS) Coordinator and assistant principal compile monthly discipline data to share at faculty meetings. The principal holds follow-up meetings with any suspended student upon their return to school, before they are granted admission to resume attending classes.

Course failure in English Language Arts or mathematics - Beginning with the first 9 weeks grade reports, a list of all students failing ELA and/or mathematics courses will be compiled via Skyward for use in scheduling parent conferences, determining interventions, and monitoring.

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics - The 2014 FCAT Score reports have been reviewed to determine appropriate course placements and as sources of EWS data to assist in monitoring/reviewing MTSS for students, providing targets for before/after school tutoring, and as information for collaboration within academic departments and grade levels.

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	17	23	0	40
One or more suspensions	18	26	0	44
Course failure in ELA or Math	26	7	5	38
Level 1 on statewide assessment	75	81	61	217

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	29	29	29	87

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

Parent Conferences
 Before/After School Tutoring
 MTSS/RTI
 Appropriate course placement
 Staff Mentoring

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

To increase the percentage of parents participating/volunteering in school activities by:

- Establish a quarterly newsletter to involve parents regarding middle school information, issues, and topics.
- Develop a better volunteer tracking system/check-in process to determine the level of volunteer participation.
- Develop an inventory of teacher needs to utilize volunteers, via a survey.
- Develop a School Improvement Plan brochure and distribute to the parents of every student

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

Utilize the "Fuel my School" website, to aid in making the community aware of specific areas of need (resources).

Continue to build upon the relationships and partnerships through the parents and community members of the SAC and PTO.

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
Benson, Steve	Principal
Driggers, Erica	Assistant Principal
Williams, Charles	Assistant Principal
Calton, Lora	Instructional Coach

Duties

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

Steven W. Benson II, Principal
 Erica Driggers, Assistant Principal
 Charles Williams, Assistant Principal
 Lora Calton, Literacy Coach
 Yolanda Lopez, ESE School Specialist
 Joyce Whicker, Guidance Counselor
 Anaceli Rodriguez, Guidance Counselor
 Sonia Cintron, 6th Grade Chair
 Jason Kovacsev, 7th Grade Chair
 Jodi Hoadley, 8th Grade Chair
 Debra Moyer, LA Dept. Chair
 Janie Cates, Math Dept. Chair
 Ivette Ciccio, Science Dept. Chair
 Howard Gowan, Social Studies Dept. Chair
 Nethia McConnell, Reading Dept. Chair
 Joe Dotson, Enrichment Dept. Chair

The Leadership Team members participate in monthly collaborative sharing/problem solving meetings. Each is assigned the role of mentor for a new teacher/staff member. They serve as model instructional leaders in weekly PLC collaborative activities, sharing their Teacher Story with the faculty, allowing their classrooms to be sites for instructional gallery walks by other faculty, host classroom observations by colleagues and new teachers, bringing back skills learned and expertise gained from C2 Collaborative Cohort trainings, and leading in unit planning.

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 team meets monthly or as needed, to engage in the following activities:

- Review universal screening data and link to instructional decisions
 - Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
 - Review progress monitoring data to review behavioral deficiencies and identify effective interventions.
 - Upon identifying at-risk students, the team will identify professional development and resources to meet the needs of the individual at-risk students.
 - The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills to meet the needs of the individual at-risk students.
 - The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation of best practices to better meet the needs of at-risk students.
- Teachers will meet monthly during grade level meetings to formally support MTSS for students. Student names that are being considered for RTI will be submitted, indicating if the student is being recommended for academics, behavioral, or attendance. Short discussions of interventions attempted will take place to examine effectiveness of the interventions. Teachers that do not have the student being discussed in their classroom are to provide intervention ideas to others. Early Warning Signs data is utilized during these meetings.

If the grade level team has attempted several interventions (including a parent conference) and the student is still not successful, an Anecdotal Form will be completed which provides a snapshot of the problem. Also, an RTI Student/Teacher Interaction Sheet will be completed for any students being

recommended for Tier 2.

As a non-Title I school, we will utilize Title I funding available for homeless students in our school to provide tutoring. Through our Supplemental Academic Instruction (SAI) funds, we will provide tutoring to all other students, to include economically disadvantaged and lower quartile students in Reading in Math. SAI funds will also be used to provide academic grade recovery to underperforming students. School discretionary funds will be utilized to support all students, to include underperforming subgroups, to enhance instructional technology equipment, classroom resources and materials, and programs that support the goals of the School Improvement Plan. IDEA funds will be utilized to provide student technology equipment and resources, as well as resources and materials that support specific deficiencies in the underperforming Students With Disabilities subgroup.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Steven Benson	Principal
Maria Miller	Teacher
Shyam Raghunauth	Teacher
Edward Murtha	Teacher
Carol Lilley	Parent
Curlene Neverez	Education Support Employee
Judy DiBattisto	Parent
Kathrine Orr	Parent
Jane Watts	Parent
Nathalie Visscher	Parent
Kim Coogan	Parent
Kimberly Smith	Parent
Camryn Russo	Student
Shania Basdeo	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

Review of the previous year's SIP will serve as the launching point for developing the current year's plan. The previous SIP will be emailed to SAC members with a designated period of time for feedback.

Development of this school improvement plan

The SAC will convene to review the SIP, provide input, and recommend changes, additions, and/or deletions prior to submission of the final draft to the Florida Department of Education.

Preparation of the school's annual budget and plan

The school's Discretionary, SAI, IDEA, and Collaborative budgets will be shared with SAC members, with time allotted for input and comment.

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

Classroom and instructional supplies and technology.

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
Benson, Steve	Principal
Calton, Lora	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

- Increased participation by students in the Superintendent's Reading Challenge program
- Providing incentives for struggling readers who participate in the Superintendent's Reading Challenge program
- Launch a school-based Reading Challenge, utilizing the top 15 books as selected nationally by Students' Choice Voting. Purchase those books as a part of our Media Center collection.
- Planning Literacy Week activities
- Increased content area literacy activities in content area classes
- Increased family literacy support at home
- School-wide (single school culture) expectations that students will have reading materials with them at all times, in all classes
- Provide school-wide professional development in AVID instructional strategies
- Create a required summer reading selection for each grade level.

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

Core academic department teachers have a common planning period within the master schedule. Every Tuesday, academic teachers meet in Professional Learning Communities to collaborate and plan. The 2nd Wednesday of each month is designated as PLC Collaboration time, if there are no required district trainings scheduled. Extra collaborative opportunities have been scheduled for all core academic departments beyond the school day, at least once per 9 weeks. The principal and Florida Standards teacher have modeled effective PLC collaboration and routinely monitor and support.

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

1. Advertise position openings online. (Steven Benson - Principal, June/July 2014 and ongoing)
2. Hold a New Teacher Orientation at the school site and hold a meeting during the first weeks of school to disseminate information to new teachers and allow for collaboration/support. (Conducted by Steven Benson - Principal, September 2014)
3. Encourage collaboration among teachers through common planning periods. (Administration, August 2014 and ongoing).
4. Teacher Quality Retention designee to monitor new teacher support, assign mentors and buddies, etc. (Erica Driggers - Assistant Principal, September 2014 and ongoing)
5. New Teacher coach to work one-on-one to support and coach new teachers. (Lora Calton - Literacy Coach, September 2014 and ongoing)

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

Assigned "mentors" to new teachers to our school that are new to the education profession. Assigned "buddies" to new teachers to our school that are experienced educators in Lake County. New teachers will be assigned buddies/mentors within their own academic department that are experienced and considered to be "capacity builders" at our school.

New Teachers to the education profession:

Cecilia Weaver (mentor - Ivette Ciccio)

Chelsea Seabrook (mentor - Sonia Cintron)

New Teacher to Lake County Schools:

Jarona Leopold (Debra Moyer)

Sherry Livingston (Debra Moyer)

New Teachers to Clermont Middle School:

Melissa Allred (Nethia McConnell)

Gina Marie Vuini (Lora Calton)

Will Lewis (Nelson Adams)

Tammy Martin (Yolanda Lopez)

All mentors are members of the school's site based leadership team, and are instructional leaders in the school.

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

Training for teachers in relation to the FL Standards (Scope & Sequence, Curriculum Blueprints, Test Item Specs., etc.), Webb's Depth of Knowledge, and WICOR strategies to enhance their understanding and improve their instruction.

Collaborative lesson planning (common planning periods, weekly PLCs, unit learning goal and daily objective focus).

Consistent classroom walkthroughs with timely feedback, focused on complex talk, complex text, and complex tasks as they relate to the FL Standards and DOK levels.

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

Academic data is provided from the state and is disaggregated by use of FCAT Star. Behavioral data is provided by Skyward and Decision Ed. These sources of data are reviewed monthly in leadership, administrative, faculty, and grade level meetings to inform practice in helping teachers design instructional strategies to meet the needs of each student. Teachers review specific data for the students in their classes, organize the data in a Professional Instructional Binder, and utilize the data to design effective classroom strategies and reference during parent conferences, RTI meetings, etc. Monitoring of sources of data assists the teachers in providing enriching activities for proficient students, and remediation lessons/activities for students having difficulty achieving proficiency. Sources of data include:

Baseline & Midyear data: FAIR, To Be Determined Benchmark Assessment
Classroom summative and formative assessments

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

Strategy: Extended School Day

Minutes added to school year: 5,265

Academic tutoring sessions will be offered before school (three days per week) and after school (two days per week) to provide support and assistance to our lowest quartile reading and math students, as well as students that were retained. Tutoring in core academic subjects for targeted students will be offered before school on Mondays, Wednesdays, and Fridays, and after school on Tuesdays and Thursdays for 45 minute sessions. Qualified teachers will serve in the tutoring sessions on a rotating basis, with only one teacher per daily session. PENDA learning opportunities in Science and Math are available during this time utilizing the computer lab.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Benson, Steve, bensons@lake.k12.fl.us

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

This will be measured throughout the year with analysis of Baseline and midyear data for Reading, Math, Writing, & Science. Results will also be measured by comparing the retention rate with that of the previous school year. Attendance logs are kept by the teachers serving as tutors, to track the frequency of students utilizing the learning opportunities, and for which subjects/skills they are seeking assistance with. PENDA learning usage reports will be analyzed.

Strategy: Extended School Day

Minutes added to school year: 10,000

Collaborative Planning Time for Teachers above and beyond the regular school day

Strategy Rationale

To provide chunks of time to collaborate and plan lessons, assessments, and activities that meet the DOK level required for the FL Standards.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Benson, Steve, bensons@lake.k12.fl.us

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

Student Performance on the FSA. Observation of teacher practices and analysis of lesson plans.

Strategy: Summer Program

Minutes added to school year: 5,280

Summer school grade recovery services will be offered through the E2020 curriculum from June 10-30 and July 1-3, for eight hours per day. Summer school recovery services will require staffing by two qualified teachers, trained in E2020.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected through the E2020 software to track student completion percentage, progress, etc. At the end of the Summer school recovery period, data is analyzed to determine the impact on the retention rate, number of students promoted, etc.

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

- Principal and guidance counselor visit elementary schools and speak with incoming 6th grade students
- 6th grade orientation night to further acclimate students to the middle school life
- Advise on course selections through Spring student schedule selection forms with course

descriptions

- Support 8th grade students by advising on 9th grade course selections, promoting high school orientation
- AVID College Visits

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

- Utilization of EPEPs for each student to assist with career planning
- Advise on course selections through Spring student schedule selection forms with course descriptions
- Support 8th grade students by advising on 9th grade course selections, promoting high school orientation
- Assist with Lake Sumter State College Talent Search
- Assist with Duke Talent Search
- AVID College Visits
- Readistep Testing (7th/8th gr.) for student readiness for HS AP classes through the FL Partnership

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

- AVID & CTE CAP Academy
- Computer usage in all academic classes
- Career planning in Social Studies classes through a S.S. career lesson/activity

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

District staff from the Career & Technical Education department visit each Spring to speak with 8th graders about high course selection

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.** ELA Goal - The percentage of students achieving proficiency on the new Florida Standards Language Arts/Writing assessments will increase when compared to the 2014 FCAT Reading & Writing Assessments, with all students and subgroups demonstrating adequate growth and learning gains.
- G2.** Math Goal - Increase the percentage of students scoring at proficiency on the Florida Standardized Test for Mathematics by 3%, and on the Algebra I EOC by 2%, when compared to the 2014 FCAT Math and Algebra Assessments.
- G3.** Civics Goal - Increase the percentage of students scoring 3 or higher, from 44% to 50% on the Civics EOC.
- G4.** Science Goal - Increase the percentage of students scoring at proficiency on FCAT 2.0 Science by 5%.
- G5.** AVID/WICOR Goal: To train and support 100% of teachers and students in implementing the use of organizational binders, focused notetaking, and marking/charting text in all classes as school wide teaching and learning strategies.
- G6.** Thinking Maps Goal - All teachers will incorporate Thinking Maps in their regular instructional practices in every grade and content area, utilize multiple maps in combination to deepen knowledge and understanding, and to generate academic discussion.
- G7.** Technology Goal - To equip 100% of teachers with technology resources to provide 21st Century Teaching and Learning experiences, and to upgrade computer labs with functioning hardware to meet testing requirements.
- G8.** School Safety Goal - Reduce the number of student/staff accident reports by 10%.
- G9.** Bullying Goal - Reduce the number of bullying incidents.

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. ELA Goal - The percentage of students achieving proficiency on the new Florida Standards Language Arts/Writing assessments will increase when compared to the 2014 FCAT Reading & Writing Assessments, with all students and subgroups demonstrating adequate growth and learning gains. 1a

 G041794

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	48.0
ELA/Reading Gains	66.0
ELA/Reading Lowest 25% Gains	66.0

Resources Available to Support the Goal 2

- -Thinking Maps
- Lake County ELA Blueprints
- Before and After School Tutoring
- AVID Strategies
- Weekly Professional Learning Communities
- Florida Standards Assessment Personnel
- C2 Collaborative Cohort Trainings
- ELA County Inservices
- Peer Coaches for New Teachers
- ACHIEVES 3000 for Level 1 & 2 Students
- Common Planning Time for most ELA teachers
- Highly Qualified Personnel
- ACHIEVES 3000 Tutoring Before and After school
- STAR & Read 180 SRI

Targeted Barriers to Achieving the Goal 3

- Hands-on computer access and availability for practicing new ELA Standards
- Inconsistent monitoring of lower quartile reading students (attendance, grades, classroom assessments, discipline, etc.)
- Teacher and student familiarity to the new ELA specifications

Plan to Monitor Progress Toward G1. 8

FAIR Assessments, READISTEP data, classroom walkthroughs, student observation, Skyward grades, classroom assessments, TEAM Assessments

Person Responsible

Steve Benson

Schedule

Evidence of Completion

Results and analysis of FAIR Assessments, READISTEP data, TEAM Assessments, student observation, ELA FS Assessment data

G2. Math Goal - Increase the percentage of students scoring at proficiency on the Florida Standardized Test for Mathematics by 3%, and on the Algebra I EOC by 2%, when compared to the 2014 FCAT Math and Algebra Assessments. 1a

G041795

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
Algebra I EOC Pass Rate	98.0

Resources Available to Support the Goal 2

- - Thinking Maps
- - Common Planning Time
- - Scope & Sequence and Curriculum Blueprints
- - FCIM Focus Calendars
- - PENDA Learning
- - BrainPop Subscription
- - Interactive Math Notebooks in All Math Classes
- - Springboard Curriculum in Algebra 1 Classes
- - Before & After School Tutoring
- - AVID
- - Performance Tasks in All Mathematics Classes

Targeted Barriers to Achieving the Goal 3

- - Additional training needed to ensure alignment of standards and curriculum in the teaching and learning process

Plan to Monitor Progress Toward G2. 8

Monitor progress toward increasing math proficiency

Person Responsible

Schedule

Evidence of Completion

Benchmark data and observation

G3. Civics Goal - Increase the percentage of students scoring 3 or higher, from 44% to 50% on the Civics EOC. 1a

G041796

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	50.0

Resources Available to Support the Goal 2

- - Civics Curriculum Blueprints
- - C2 Collaborative Cohort Sessions
- - DBQs in Social Studies
- - Cross curricular writing applications
- - CivicsTask Cards
- - AVID
- - CPALMS: M/J Civics

Targeted Barriers to Achieving the Goal 3

- - Lack of planned daily writing opportunities in all content areas
- - Limited time to complete the curriculum

Plan to Monitor Progress Toward G3. 8

Measure progress toward the goal of increasing Civics proficiency

Person Responsible

Schedule

Evidence of Completion

CWT observation, analysis of Civics DBQ, review of student output

G4. Science Goal - Increase the percentage of students scoring at proficiency on FCAT 2.0 Science by 5%.

1a

G041798

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	59.0

Resources Available to Support the Goal 2

- - Scope and Sequence and Curriculum Blueprints
- - Interactive Science Notebooks
- - Weekly Hands-On Science Lab Experiments
- - PENDA Learning for Science enrichment/remediation
- - Virtual Labs
- - Safari Montage resources
- - Science Fair
- - Common Planning period for all Science teachers
- - PLCs
- - Writing: critical analysis of data from experiments, writing activities in interactive journals
- - BrainPop subscription
- - Sharing of learning goals, rubrics, and scales
- - AVID strategies
- - Thinking Maps
- - Common Assessments

Targeted Barriers to Achieving the Goal 3

- - Limited preparation and training for increased rigor needed for the Florida Standards (Recursive Standards)
- -Lack of technology

Plan to Monitor Progress Toward G4. 8

Collaborative analysis of the SIP Science Goal

Person Responsible

Erica Driggers

Schedule

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

Evidence of Completion

Not yet determined

G5. AVID/WICOR Goal: To train and support 100% of teachers and students in implementing the use of organizational binders, focused notetaking, and marking/charting text in all classes as school wide teaching and learning strategies. 1a

G044199

Targets Supported 1b

Indicator	Annual Target
	100.0

Resources Available to Support the Goal 2

- Faculty and Professional Learning Trainings
- AVID WICOR Strategies
- Trained Site Team Members
- Training Handouts modeled for Teachers
- My AVID website and materials
- Professional Instructional Binders for Teachers
- AVID Students
- Advisory Period

Targeted Barriers to Achieving the Goal 3

- Students without Binders
- Faculty Buy-In
- Cost for copies of text (marking text)

Plan to Monitor Progress Toward G5. 8

Person Responsible

Schedule

Evidence of Completion

G6. Thinking Maps Goal - All teachers will incorporate Thinking Maps in their regular instructional practices in every grade and content area, utilize multiple maps in combination to deepen knowledge and understanding, and to generate academic discussion. 1a

G041797

Targets Supported 1b

Indicator	Annual Target
	100.0

Resources Available to Support the Goal 2

- - Thinking Maps Binder
- - Initial Thinking Maps Training for New Hires
- - Refresher Thinking Maps Training for Returning Teachers
- - Turnover in personnel; several new hires already have experience with Thinking Maps
- - Common Planning Periods
- - Follow up Thinking Maps training for Leadership Team (May 2013)

Targeted Barriers to Achieving the Goal 3

- - If Leaders do not provide modeling, follow-up, and feedback
- - Attitude of "another thing to do"

Plan to Monitor Progress Toward G6. 8

Meet with administrative team to determine progress toward meeting the goal

Person Responsible

Schedule

Evidence of Completion

Teachers have moved from the sense of "another thing to do", to demonstrating use of the Thinking Maps in instructional strategies and applications across all content areas, with evidence posted and updated frequently in classrooms. Use of the cognitive processes and key words used in discussions, as the common language takes hold. Frame of reference evident on maps. Questions generated by students and teachers by using Thinking maps.

G7. Technology Goal - To equip 100% of teachers with technology resources to provide 21st Century Teaching and Learning experiences, and to upgrade computer labs with functioning hardware to meet testing requirements. 1a

 G044202

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- PTO Funding
- SAI Funding
- School Discretionary Funding
- IDEA Funding
- Grant Opportunities

Targeted Barriers to Achieving the Goal 3

- No District Technology Funding at School Sites
- Testing Demands/Requirements

G8. School Safety Goal - Reduce the number of student/staff accident reports by 10%. 1a

 G044201

Targets Supported 1b

Indicator	Annual Target
	10.0

Resources Available to Support the Goal 2

- Risk Management Monthly Newsletters
- Safety Committee Recommendations
- Student Behavior Expectations
- Annual Custodian In-Service for Recertification

Targeted Barriers to Achieving the Goal 3

G9. Bullying Goal - Reduce the number of bullying incidents. 1a

G044200

Targets Supported 1b

Indicator	Annual Target
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Discipline incidents

Resources Available to Support the Goal 2

- Bully-Proofing Curriculum
- Character Education - School wide emphasis
- Student accessibility to bullying reporting forms
- Safe Schools Bullying Investigation Protocols

Targeted Barriers to Achieving the Goal 3

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. ELA Goal - The percentage of students achieving proficiency on the new Florida Standards Language Arts/Writing assessments will increase when compared to the 2014 FCAT Reading & Writing Assessments, with all students and subgroups demonstrating adequate growth and learning gains. **1**

 G041794

G1.B1 Hands-on computer access and availability for practicing new ELA Standards **2**

 B101552

G1.B1.S1 Purchase or acquire additional computers and upgrade existing computers to perform required tasks for new ELA standards. **4**

 S120741

Strategy Rationale

Additional computer access and availability is needed to meet the new ELA standards.

Action Step 1 **5**

Monies will be requested from PTO, SAC and internal accounts for additional computers.

Person Responsible

Steve Benson

Schedule

Evidence of Completion

Computers and upgrades will be evidence of completion.

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

The tech con will monitor and support the fidelity of implementation by meeting monthly with Mr. Benson

Person Responsible

Lora Calton

Schedule

Evidence of Completion

Documentation and staff updates will be made in regards to computer numbers and updates.

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

The tech con will monitor and support the fidelity of implementation by meeting monthly with Mr. Benson

Person Responsible


Steve Benson

Schedule


Evidence of Completion

Documentation and staff updates will be made in regards to computer numbers and updates. Data from ELA FS Assessment results.

G1.B2 Inconsistent monitoring of lower quartile reading students (attendance, grades, classroom assessments, discipline, etc.) **2**

 B110039

G1.B2.S1 Assign teacher/administrator mentors to the lower 2% of struggling students. This includes attendance, grades, assessments, and behavior. **4**

 S121631

Strategy Rationale

Struggling students will be provided an emotional and academic support system that will enhance their learning environment; as well as, their emotional stability.

Action Step 1 **5**

Mentors will be assigned to at risk students.

Person Responsible

Steve Benson

Schedule

Evidence of Completion

Documented data/behavior chats with students.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Documentation of weekly data chats will be submitted to principal.

Person Responsible

Steve Benson

Schedule

Evidence of Completion

Documentation of weekly data/behavior chats.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Constant feedback and analysis of classroom behavior, grades, attendance, assessments will need to be monitored and records maintained to show any beneficial gains.

Person Responsible


Steve Benson

Schedule

Evidence of Completion

Documentation of feedback, analysis and student data/behavior chats.

G1.B3 Teacher and student familiarity to the new ELA specifications 2

 B110123

G1.B3.S1 Weekly ELA Professional Learning Communities, county ELA workshops, C2 Collaborative Cohorts, and our new FS Assessment personnel will aide in teacher familiarity of the new ELA specifications. 4

 S121654

Strategy Rationale

The new ELA FS Assessment requires a different thought process. Student and teacher familiarity is imperative to successfully demonstrating adequate growth and proficiency.

Action Step 1 5

Ongoing education for both teachers and students will aide in familiarity of new ELA standards.

Person Responsible

Steve Benson

Schedule

Evidence of Completion

Minutes from weekly PLC's, minutes from grade level meetings, lesson plans, classroom walk-throughs, observation of students, classroom assessments, ELA FS Assessment results

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Documentation of weekly PLC meetings, minutes from grade level meetings, lesson plans, classroom walk-throughs, observation of students, classroom assessments, ELA FS Assessment results

Person Responsible

Schedule

Evidence of Completion

Minutes from meetings, lesson plans, classroom walk-throughs, student observation, classroom assessments and classwork

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Documentation of weekly PLC meetings, minutes from grade level meetings, lesson plans, classroom walk-throughs, observation of students, classroom assessments, ELA FS Assessment results

Person Responsible

Schedule

Evidence of Completion

Minutes from meetings, lesson plans, classroom walk-throughs, student observation, classroom assessments and classwork

G2. Math Goal - Increase the percentage of students scoring at proficiency on the Florida Standardized Test for Mathematics by 3%, and on the Algebra I EOC by 2%, when compared to the 2014 FCAT Math and Algebra Assessments. 1

G041795

G2.B1 - Additional training needed to ensure alignment of standards and curriculum in the teaching and learning process 2

B101556

G2.B1.S1 - Identify capacity builders in the Math Department and send them to the C2 Collaborative Cohort Sessions 4

S112752

Strategy Rationale

To build capacity for further professional development and collaboration at the school level, to bring back strategies learned.

Action Step 1 5

Identify Capacity Builders and determine appropriate training sessions

Person Responsible

Steve Benson

Schedule

Monthly, from 9/10/2014 to 6/5/2015

Evidence of Completion

TNL registration, sharing of strategies with principal, transfer of knowledge to instructional practices

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

Monitoring

Person Responsible

Schedule

Evidence of Completion

Minutes from department/PLC meetings to demonstrate collaboration and sharing of strategies, Observation and analysis of lesson plans to demonstrate transfer of knowledge to instructional practices "doing".

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

Review benchmark data and conduct observations to monitor effectiveness


Person Responsible

Schedule

Evidence of Completion

Benchmark data, teacher lesson plans, CWTs, and student output

G2.B1.S2 - Determine which teachers should attend the Math Content Workshops offered through Academic Services 4

 S112753

Strategy Rationale

To improve the expertise of individual teachers to align their instructional practices to the rigor and DOK level required by the FL Standards.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

G2.B1.S3 - Analysis of lesson plans and consistent classroom walkthroughs 4

 S112754

Strategy Rationale

To monitor the level of complex talk, complex tasks, and complex text taking place, while providing feedback.

Action Step 1 5

Increase the amount of classroom walkthroughs, and the level of feedback provided.

Person Responsible

Charles Williams

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Green Classroom Walkthrough Checklists, examples of feedback to teachers, log of CWTs

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Share insights/trends from walkthroughs, and pair up on CWTs.

Person Responsible

Steve Benson

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Discussion, collaboration, reviewing green sheets, CWT logs, etc.


Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Person Responsible

Schedule

Evidence of Completion


G3. Civics Goal - Increase the percentage of students scoring 3 or higher, from 44% to 50% on the Civics EOC. 1

 G041796

G3.B1 - Lack of planned daily writing opportunities in all content areas 2

 B101560

G3.B1.S1 All students will participate in authentic writing activities for every class, every day. 4

 S112756

Strategy Rationale

Action Step 1 5

Underperforming sub group students and lower level writers will work with mainstream and gifted/ advanced writers to complete one or two essays in 8th grade as a group assignment.

Person Responsible

Schedule

Evidence of Completion

Student Output. Student growth on Lake Writes writing assessments

Action Step 2 5

Increased focus on student SS DBQs - one will be graded by both Social Studies and LA teachers. LA teachers will grade for conventions, support, and focus; SS teachers will grade for content, support, and focus.

Person Responsible

Schedule

Evidence of Completion

Student output - DBQs, with teacher feedback/scoring

Action Step 3 5

Social Studies Department will participate in LA Department meeting, regarding areas of focus from FCAT Writes from last year.

Person Responsible

Schedule

Evidence of Completion

Department meeting minutes

Action Step 4 5

Schedule one day per week for the LA department to participate in a writing activity that includes the three parts to the writing process (Brainstorming, Writing, Editing/Revising) for 10-15 minutes. Quick Write, Journaling, Free Writing, etc.

Person Responsible

Schedule

Evidence of Completion

PLC minutes

Action Step 5 5

Plan cross-curricular writing activities, with Language Arts and Social Studies teachers sharing strategies and collaborating with other content areas.

Person Responsible

Schedule

Evidence of Completion

School-based writing plan, to include

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

Ensure that all teachers are "doing" the writing plan, not just in name only.

Person Responsible

Schedule

Evidence of Completion

Evidence of authentic writing in student output, examples of student writing posted in classrooms, writing activities in teacher lesson plans

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

Monitor effectiveness of the school-based writing plan

Person Responsible

Schedule

Evidence of Completion

Analysis of Lake Writes data, review of teacher lesson plans, and inspection of student writing samples with feedback.

G4. Science Goal - Increase the percentage of students scoring at proficiency on FCAT 2.0 Science by 5%. 1

G041798

G4.B1 - Limited preparation and training for increased rigor needed for the Florida Standards (Recursive Standards) 2

B101565

G4.B1.S2 - Capacity builder training through C2 Collaborative Cohort Sessions 4

S112762

Strategy Rationale

Action Step 1 5

Identify capacity builders in the Science department

Person Responsible

Schedule

Evidence of Completion

- TNL registration - Follow-up with the principal - Minutes from department meetings/PLCs demonstrating sharing of strategies

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

Observation and examining the evidence of completion

Person Responsible

Schedule

Evidence of Completion

Department/PLC meeting agendas, evidence of collaboration and training, classroom walkthroughs, writing activities in Science, evidence of increased complex texts

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

Professional development schedules, student growth from Baseline to Mid-Year Benchmark Testing

Person Responsible

Schedule

Evidence of Completion

Transfer of knowledge from PD into the classroom teaching and learning process,
Benchmark Testing Data

G4.B1.S3 - Collaboration through common planning and PLCs 4

 S112763

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

G4.B3 -Lack of technology 2

 B102764

G4.B3.S1 Seek the status of Lake County's Technology Plan, Apply for grants, ask PTO for money, fundraise, solicit the Education Foundation 4

 S113889

Strategy Rationale

CLMS lost more than half of our computers do to the Windows XP conversion and nothing has been replaced.

Action Step 1 5

Research how many student desktop computers we need so that there are three(3) in each science classroom.

Person Responsible

Erica Driggers

Schedule

On 9/30/2014

Evidence of Completion

The evidence will be the total number of student desktop computers needed so that there are three(3) in each science classroom.

Action Step 2 5

Once cost is determined, we can seek funding.

Person Responsible

Steve Benson

Schedule

On 6/4/2015

Evidence of Completion

We will have 3 student desktop computers so that there are three(3) in each science classroom.

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

Determine how many student desktop computers are needed for there to be three(3) in each classroom.

Person Responsible

Erica Driggers

Schedule

On 9/30/2014

Evidence of Completion

Numbers will be determined.

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

Ease of instruction with additional technology in the classroom

Person Responsible

Erica Driggers

Schedule

On 6/4/2015


Evidence of Completion

Increase in Science FCAT scores.

G5. AVID/WICOR Goal: To train and support 100% of teachers and students in implementing the use of organizational binders, focused notetaking, and marking/charting text in all classes as school wide teaching and learning strategies. 1

 G044199

G5.B1 Students without Binders 2

 B108632

G5.B1.S2 Solicit alternative funding sources (PTO, Discretionary Budget) 4

 S121538

Strategy Rationale

School wide initiative

Action Step 1 5

Solicit the PTO

Person Responsible


Steve Benson

Schedule

On 9/30/2014

Evidence of Completion

G5.B2 Faculty Buy-In 2

 B110053

G5.B2.S1 Consistent follow up, with monitoring and examining evidence at faculty meetings. 4

 S121542

Strategy Rationale

Show them what is important to us as a school.

Action Step 1 5

Person Responsible

Schedule

Biweekly, from 8/13/2014 to 6/5/2015

Evidence of Completion

G5.B3 Cost for copies of text (marking text) 2

 B110055

G5.B3.S1 Pilot the copy initiative with Office Depot. 4

 S121546

Strategy Rationale

Cheaper cost, quicker turnaround time, etc.

Action Step 1 5

Pilot the copy initiative with Office Depot

Person Responsible

Steve Benson

Schedule

On 6/5/2015

Evidence of Completion

Review of purchasing logs, survey of staff on efficiency and turnaround time

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

G6. Thinking Maps Goal - All teachers will incorporate Thinking Maps in their regular instructional practices in every grade and content area, utilize multiple maps in combination to deepen knowledge and understanding, and to generate academic discussion. 1

G041797

G6.B1 - If Leaders do not provide modeling, follow-up, and feedback 2

B101563

G6.B1.S1 Leaders will model Thinking Maps during Leadership Team meetings, faculty meetings, and in administrative problem solving. Leaders will provide follow-up and feedback as a part of the classroom walkthrough and observation process. 4

S112759

Strategy Rationale

Action Step 1 5

Leaders provide modeling of Thinking Maps, and detailed instructions for teaching the Maps to students during the advisory period.

Person Responsible

Steve Benson

Schedule

Monthly, from 9/11/2014 to 6/5/2015

Evidence of Completion

Evidence of accurate and completed maps, aligned to the cognitive process/skill required, in meeting presentations, professional development, etc.

Action Step 2 5

Train all new teachers in Thinking Maps

Person Responsible

Steve Benson

Schedule

On 9/30/2014

Evidence of Completion

Evidence of Thinking Maps created in classes taught by the new teachers.

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

Monthly analysis/evaluation of leaders' modeling of maps. Review of classroom walkthrough feedback.

Person Responsible

Schedule

Evidence of Completion

Classroom walkthrough feedback on TNL, examples of maps shared by leaders in meetings.

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

Survey leadership team to collect feedback on the effectiveness of leaders' modeling of the maps


Person Responsible

Schedule

Evidence of Completion

Leadership team surveys

G6.B2 - Attitude of "another thing to do" 2

 B101564

G6.B2.S1 Create an awareness of a common visual language, while ensuring that teachers lead the students through the thought process when creating the maps. 4

 S112760

Strategy Rationale

Action Step 1 5

Content area PLCs

Person Responsible

Schedule

Evidence of Completion

PLC minutes, observation, student output

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

Monitoring use of Thinking Maps in classroom instruction, while determining if the common visual language of the maps is taking hold

Person Responsible

Schedule

Evidence of Completion

Classroom walkthrough evidence on TNL, Review of DA Checklists used during walkthroughs

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

Monitoring fidelity of classroom walkthroughs and aligned teacher lesson plans

Person Responsible

Schedule

Evidence of Completion

CWTs demonstrate monitoring and feedback of Thinking Maps implementation, Teacher lesson plans demonstrate use of C2 Connection cards and Task cards in developing rigorous tasks and deeper cognitive processes that require use of the maps. Evidence of student Thinking Maps output in classrooms, specifically in the writing process.

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
G2.B1.S1.A1	Identify Capacity Builders and determine appropriate training sessions	Benson, Steve	9/10/2014	TNL registration, sharing of strategies with principal, transfer of knowledge to instructional practices	6/5/2015 monthly
G2.B1.S2.A1	[no content entered]			once	
G2.B1.S3.A1	Increase the amount of classroom walkthroughs, and the level of feedback provided.	Williams, Charles	9/8/2014	Green Classroom Walkthrough Checklists, examples of feedback to teachers, log of CWTs	6/5/2015 weekly
G3.B1.S1.A1	Underperforming sub group students and lower level writers will work with mainstream and gifted/advanced writers to complete one or two essays in 8th grade as a group assignment.		Student Output. Student growth on Lake Writes writing assessments	one-time	
G6.B1.S1.A1	Leaders provide modeling of Thinking Maps, and detailed instructions for teaching the Maps to students during the advisory period.	Benson, Steve	9/11/2014	Evidence of accurate and completed maps, aligned to the cognitive process/skill required, in meeting presentations, professional development, etc.	6/5/2015 monthly
G6.B2.S1.A1	Content area PLCs		PLC minutes, observation, student output	once	
G4.B1.S2.A1	Identify capacity builders in the Science department		- TNL registration - Follow-up with the principal - Minutes from department meetings/PLCs demonstrating sharing of strategies	once	
G4.B3.S1.A1	Research how many student desktop computers we need so that there are three(3) in each science classroom.	Driggers, Erica	9/3/2014	The evidence will be the total number of student desktop computers needed so that there are three(3) in each science classroom.	9/30/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Monies will be requested from PTO, SAC and internal accounts for additional computers.	Benson, Steve	Computers and upgrades will be evidence of completion.	one-time	
G5.B1.S2.A1	Solicit the PTO	Benson, Steve	9/30/2014		9/30/2014 one-time
G1.B2.S1.A1	Mentors will be assigned to at risk students.	Benson, Steve	Documented data/behavior chats with students.	one-time	
G1.B3.S1.A1	Ongoing education for both teachers and students will aide in familiarity of new ELA standards.	Benson, Steve	Minutes from weekly PLC's, minutes from grade level meetings, lesson plans, classroom walk-throughs, observation of students, classroom assessments, ELA FS Assessment results	weekly	
G4.B1.S3.A1	[no content entered]			one-time	
G5.B3.S1.A1	Pilot the copy initiative with Office Depot	Benson, Steve	9/25/2014	Review of purchasing logs, survey of staff on efficiency and turnaround time	6/5/2015 one-time
G5.B2.S1.A1	[no content entered]		8/13/2014		6/5/2015 biweekly
G3.B1.S1.A2	Increased focus on student SS DBQs - one will be graded by both Social Studies and LA teachers. LA teachers will grade for conventions, support, and focus; SS teachers will grade for content, support, and focus.		Student output - DBQs, with teacher feedback/ scoring	one-time	
G4.B3.S1.A2	Once cost is determined, we can seek funding.	Benson, Steve	9/3/2014	We will have 3 student desktop computers so that there are three(3) in each science classroom.	6/4/2015 one-time
G6.B1.S1.A2	Train all new teachers in Thinking Maps	Benson, Steve	9/29/2014	Evidence of Thinking Maps created in classes taught by the new teachers.	9/30/2014 one-time
G3.B1.S1.A3	Social Studies Department will participate in LA Department meeting, regarding areas of focus from FCAT Writes from last year.		Department meeting minutes	one-time	
G3.B1.S1.A4	Schedule one day per week for the LA department to participate in a writing activity that includes the three parts to the writing process (Brainstorming, Writing, Editing/Revising) for 10-15 minutes. Quick Write, Journaling, Free Writing, etc.		PLC minutes	one-time	
G3.B1.S1.A5	Plan cross-curricular writing activities, with Language Arts and Social Studies teachers sharing strategies and collaborating with other content areas.		School-based writing plan, to include	one-time	
G1.MA1	FAIR Assessments, READISTEP data, classroom walkthroughs, student observation, Skyward grades, classroom assessments, TEAM Assessments	Benson, Steve	Results and analysis of FAIR Assesments, READISTEP data, TEAM	monthly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Assessments, student observation, ELA FS Assessment data		
G1.B1.S1.MA1	The tech con will monitor and support the fidelity of implementation by meeting monthly with Mr. Benson	Benson, Steve	Documentation and staff updates will be made in regards to computer numbers and updates. Data from ELA FS Assessment results.	one-time	
G1.B1.S1.MA1	The tech con will monitor and support the fidelity of implementation by meeting monthly with Mr. Benson	Calton, Lora	Documentation and staff updates will be made in regards to computer numbers and updates.	one-time	
G1.B2.S1.MA1	Constant feedback and analysis of classroom behavior, grades, attendance, assessments will need to be monitored and records maintained to show any beneficial gains.	Benson, Steve	Documentation of feedback, analysis and student data/ behavior chats.	one-time	
G1.B2.S1.MA1	Documentation of weekly data chats will be submitted to principal.	Benson, Steve	Documentation of weekly data/ behavior chats.	one-time	
G1.B3.S1.MA1	Documentation of weekly PLC meetings, minutes from grade level meetings, lesson plans, classroom walk-throughs, observation of students, classroom assessments, ELA FS Assessment results		Minutes from meetings, lesson plans, classroom walk-throughs, student observation, classroom assessments and classwork	one-time	
G1.B3.S1.MA1	Documentation of weekly PLC meetings, minutes from grade level meetings, lesson plans, classroom walk-throughs, observation of students, classroom assessments, ELA FS Assessment results		Minutes from meetings, lesson plans, classroom walk-throughs, student observation, classroom assessments and classwork	one-time	
G2.MA1	Monitor progress toward increasing math proficiency		Benchmark data and observation	one-time	
G2.B1.S1.MA1	Review benchmark data and conduct observations to monitor effectiveness		Benchmark data, teacher lesson plans, CWTs, and student output	once	
G2.B1.S1.MA1	Monitoring		Minutes from department/ PLC meetings	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			to demonstrate collaboration and sharing of strategies, Observation and analysis of lesson plans to demonstrate transfer of knowledge to instructional practices "doing".		
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S3.MA1	[no content entered]			one-time	
G2.B1.S3.MA1	Share insights/trends from walkthroughs, and pair up on CWTs.	Benson, Steve	9/8/2014	Discussion, collaboration, reviewing green sheets, CWT logs, etc.	6/5/2015 weekly
G3.MA1	Measure progress toward the goal of increasing Civics proficiency		CWT observation, analysis of Civics DBQ, review of student output	one-time	
G3.B1.S1.MA1	Monitor effectiveness of the school-based writing plan		Analysis of Lake Writes data, review of teacher lesson plans, and inspection of student writing samples with feedback.	once	
G3.B1.S1.MA1	Ensure that all teachers are "doing" the writing plan, not just in name only.		Evidence of authentic writing in student output, examples of student writing posted in classrooms, writing activities in teacher lesson plans	once	
G4.MA1	Collaborative analysis of the SIP Science Goal	Driggers, Erica	9/3/2014	Not yet determined	6/4/2015 quarterly
G4.B3.S1.MA1	Ease of instruction with additional technology in the classroom	Driggers, Erica	9/3/2014	Increase in Science FCAT scores.	6/4/2015 one-time
G4.B3.S1.MA1	Determine how many student desktop computers are needed for there to be three(3) in each classroom.	Driggers, Erica	9/3/2014	Numbers will be determined.	9/30/2014 one-time
G4.B1.S2.MA1	Professional development schedules, student growth from Baseline to Mid-Year Benchmark Testing		Transfer of knowledge from PD into the classroom teaching and learning process, Benchmark Testing Data	once	
G4.B1.S2.MA1	Observation and examining the evidence of completion		Department/ PLC meeting agendas,	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			evidence of collaboration and training, classroom walkthroughs, writing activities in Science, evidence of increased complex texts		
G4.B1.S3.MA1	[no content entered]			once	
G4.B1.S3.MA1	[no content entered]			once	
G5.MA1	[no content entered]			one-time	
G5.B3.S1.MA1	[no content entered]			one-time	
G5.B3.S1.MA1	[no content entered]			one-time	
G6.MA1	Meet with administrative team to determine progress toward meeting the goal		Teachers have moved from the sense of "another thing to do", to demonstrating use of the Thinking Maps in instructional strategies and applications across all content areas, with evidence posted and updated frequently in classrooms. Use of the cognitive processes and key words used in discussions, as the common language takes hold. Frame of reference evident on maps. Questions generated by students and teachers by using Thinking maps.	once	
G6.B1.S1.MA1	Survey leadership team to collect feedback on the effectiveness of leaders' modeling of the maps		Leadership team surveys	once	
G6.B1.S1.MA1	Monthly analysis/evaluation of leaders' modeling of maps. Review of classroom walkthrough feedback.		Classroom walkthrough feedback on TNL, examples of maps shared by leaders in meetings.	once	
G6.B2.S1.MA1	Monitoring fidelity of classroom walkthroughs and aligned teacher lesson plans		CWTs demonstrate monitoring and feedback of	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Thinking Maps implementation, Teacher lesson plans demonstrate use of C2 Connection cards and Task cards in developing rigorous tasks and deeper cognitive processes that require use of the maps. Evidence of student Thinking Maps output in classrooms, specifically in the writing process.		
G6.B2.S1.MA1	Monitoring use of Thinking Maps in classroom instruction, while determining if the common visual language of the maps is taking hold		Classroom walkthrough evidence on TNL, Review of DA Checklists used during walkthroughs	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.

G2. Math Goal - Increase the percentage of students scoring at proficiency on the Florida Standardized Test for Mathematics by 3%, and on the Algebra I EOC by 2%, when compared to the 2014 FCAT Math and Algebra Assessments.

G2.B1 - Additional training needed to ensure alignment of standards and curriculum in the teaching and learning process

G2.B1.S1 - Identify capacity builders in the Math Department and send them to the C2 Collaborative Cohort Sessions

PD Opportunity 1

Identify Capacity Builders and determine appropriate training sessions

Facilitator

District staff

Participants

Janie Cates and Sonia Cintron

Schedule

Monthly, from 9/10/2014 to 6/5/2015

G3. Civics Goal - Increase the percentage of students scoring 3 or higher, from 44% to 50% on the Civics EOC.

G3.B1 - Lack of planned daily writing opportunities in all content areas

G3.B1.S1 All students will participate in authentic writing activities for every class, every day.

PD Opportunity 1

Plan cross-curricular writing activities, with Language Arts and Social Studies teachers sharing strategies and collaborating with other content areas.

Facilitator

Participants

Schedule

G4. Science Goal - Increase the percentage of students scoring at proficiency on FCAT 2.0 Science by 5%.

G4.B1 - Limited preparation and training for increased rigor needed for the Florida Standards (Recursive Standards)

G4.B1.S2 - Capacity builder training through C2 Collaborative Cohort Sessions

PD Opportunity 1

Identify capacity builders in the Science department

Facilitator

District Academic Services Unit Staff

Participants

Ivette Ciccio and Betsy Bains

Schedule

G5. AVID/WICOR Goal: To train and support 100% of teachers and students in implementing the use of organizational binders, focused notetaking, and marking/charting text in all classes as school wide teaching and learning strategies.

G5.B2 Faculty Buy-In

G5.B2.S1 Consistent follow up, with monitoring and examining evidence at faculty meetings.

PD Opportunity 1

Facilitator

Steven Benson & AVID Site Team

Participants

All instructional and administrative staff

Schedule

Biweekly, from 8/13/2014 to 6/5/2015

G6. Thinking Maps Goal - All teachers will incorporate Thinking Maps in their regular instructional practices in every grade and content area, utilize multiple maps in combination to deepen knowledge and understanding, and to generate academic discussion.

G6.B1 - If Leaders do not provide modeling, follow-up, and feedback

G6.B1.S1 Leaders will model Thinking Maps during Leadership Team meetings, faculty meetings, and in administrative problem solving. Leaders will provide follow-up and feedback as a part of the classroom walkthrough and observation process.

PD Opportunity 1

Leaders provide modeling of Thinking Maps, and detailed instructions for teaching the Maps to students during the advisory period.

Facilitator

Steven Benson

Participants

All teachers

Schedule

Monthly, from 9/11/2014 to 6/5/2015

PD Opportunity 2

Train all new teachers in Thinking Maps

Facilitator

District Staff

Participants

All New Hires

Schedule

On 9/30/2014

Budget Rollup

Summary	
Description	Total
Grand Total	0