

Jim C. Bailey Middle School



2014-15 School Improvement Plan

Jim C. Bailey Middle School

4110 BAUER RD, Pensacola, FL 32506

www.escambia.k12.fl.us

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

62%

Alternative/ESE Center

No

Charter School

No

Minority

46%

School Grades History

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

School Board Approval

This plan was approved by the Escambia 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

Jim C. Bailey Middle School prepares students with the academic skills, social skills, and character traits necessary to perform on or above grade level in middle school and to succeed in rigorous high school courses.

Provide the school's vision statement

Jim C. Bailey Middle School envisions a safe and effective learning environment that promotes student achievement through effective cooperation and communication with families, teachers, and administrators. Through academics, strength in athletics and creativity in the arts, students will learn to develop skills that will allow them to be contributing members of society.

School Environment

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

We use the the following data to learn about the demographics and culture background of our students:

TERMS-back-up data source for FOCUS; FOCUS Gradebook provides information that covers "ALL" of the school years a student has attended school in or out of county. FOCUS, also, provide such information as, demographics, attendance, free or reduce lunch, academic data, discipline referrals, the exceptionality of the student. Cumulatives folders are reviewed often, which will offer some of the same information that is in FOCUS.

However, the cumulative folders also, provides speech information, IEP data, FCAT scores, writing test scores, actual written comments on report cards from previous teachers and parental (divorce custody) information to name a few.

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

Bailey Middle implement safety drills, three times a year and bus drills two times a year, to practice "Best Practice" evacuations for the students, faculty and staff. These practices consists of, tornado and fire drills, and Intruder drills. The students are taught to know his/her place in the classroom, the correct behavior that should be displayed, at that time, and what the "red/green" sided covering that's hanging on the window of the doors in each classroom. It is the duties of the teachers, each day, to have duty stations in the halls and outside areas during each class change. Our students are provide bus drills which alerts them on how and where to exit the bus during an emergency. The SRO (Security Resource Officer) is present on campus daily and assist with safety issues, as well. Students are greeted by the teachers in the halls, front office, and cafeteria. The faculty knows each student by name which creates a personal communication between the student and teacher. Teachers show respect to the students by saying thank you and please. Good manners are practiced daily.

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

This year 2014-2015 SY, Bailey Middle school has incorporated the PBS (Positive Behavior Support) model as the schoolwide behavioral plan. This entails, a new way of redirecting student's negative behaviors, in a positive way, while keeping students in school to promote "pupil progression". The PBS team provided posters that are hung in every hallway, classrooms, cafeteria, gym and the restrooms. These posters are reminders of the disciplinary incident expectations for our students. Such as, Show Tolerance, Manage Behavior, Act Safely, Respect Others, & Take Responsibility. When a student is seen performing any of these acts, he or she is given a "Bailey buck" by a faculty or staff member. These bucks are incentives that will promote positive behaviors and provide the student with rewards. The PBS team was established during the end of the 2013-2014 SY. The team is made up of teachers, a counselor, a behavior coach and administrators. The PBS team was trained this summer at a 4 day workshop.

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

Bailey has a 6, 7, and 8th grade counselor that accommodate students on each grade level. The counselors provide classroom teachers with passes for students to come and see them when the need arise. The visit may be related to course offerings, scheduling, and grades. There is one, behavior coach, who also, provide assistants to the general educated and ESE students. Her duties, along with the counselors, may consist of observing students who may need behavioral strategies or interventions to help improve their academic ability. Bailey has been given the opportunity of having a military counselor housed at the school for 2 years. Military students can receive additional assistants through this program.

Early Warning Systems

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

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

The Bailey Middle School Early Warning System includes Teacher Teams and the MTSS Team. The Teachers review data to identify at-risk students in team meetings. Students who need Tiered Interventions are identified and referred to the school psychologist during monthly MTSS meetings for more in-depth interventions and data collection. Team members use data to identify students who are struggling to meet academic goals or who are at-risk for dropping out of school. The early warning indicators are related to attendance, course failures, and behavior. The data is reviewed on a regular basis. When a child exhibits two or more early warning indicators, the team meets to determine the appropriate interventions. If the team determines that the child should go through the MTSS process, parents are invited to attend and participate in meetings, with at least 10 days' written notice of this meeting.

The Early Warning Indicators are:

Attendance- Student has missed 10% or more of instructional time

Referrals and Suspensions- Two or more behavior referrals AND/OR one or more referrals with suspension

Course Failures - Failed a Math or Language Arts class

Assessment Scores - Level 1 in Reading or Math FCAT

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	50	44	58	152
One or more suspensions	32	41	46	119
Course failure in ELA or Math	24	32	45	101
Level 1 on statewide assessment	98	132	137	367

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	50	48	70	168

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

Tier 1:

Daily Instruction

Homework

Regular Home/School Communication

Tier 2:

Intensive Reading

Online Practice Materials/Drills

After School Tutoring

Behavior Coach Interventions

Support Teacher/Teacher Assistant Small Group Remediation

Tier 3:

Parent Conference

Small Group Remediation

DE Resources

Peer Tutoring

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

Bailey Middle School will focus our parental involvement and engagement on increasing parents' knowledge of school initiatives such as close reading, critical thinking skills, understanding Discovery Education and its reporting features, science experiments, and mathematical problem solving. We will also continue to encourage parents to use FOCUS and communicate the features of the program.

Each department will host a Family Fun Night in which teachers will plan, design, and implement activities for student and parent engagement.

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

Partnerships are established every year. Teachers are the sponsors for the school clubs. Many of the community partnerships are members of the school advisory board. They are apart of the monthly meetings.

The School Leadership Team at Bailey determines how a partnership could enhance the school and student experience. The team identifies unmet/underfunded needs of students and schools and identifies potential partners. Research local businesses or schools; look for a good fit. Bailey reaches out to parents and community members for ideas and connections.

The leadership team contacts and discusses the values, goals, and needs.

They develop an understanding of each partner’s desired level of involvement and collaborate with partner to identify partnership activities. They align all activities with education goals of school/district. All activities are integrated into the school and business culture and provide opportunities for students, teachers, and business employees to interact with each other and the community. Training is provided for all involved parties when necessary. Partners are publicly and privately recognized each year through a luncheon provided by the school and the school district. Regular monitoring and evaluations are conducted to ensure success.

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
Pippen, Judy	Principal
Sanders, Elizabeth (Regina)	Assistant Principal
Palasciano, Tara	Assistant Principal
James, Gary	Dean
Tedder, Anna	Instructional Coach
Long, David (Rocky)	Teacher, K-12
Fulton, Dawn	Teacher, K-12
Butler, Cheryl	Teacher, K-12
Moore, Michelle	Teacher, K-12
Page, Teresita	Teacher, K-12
Harris, Jamie	Teacher, K-12

Duties

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

The school-based leadership team members communicate the shared vision, ensure implementation of the behavior plans, and provide ongoing feedback and communication for all stakeholders. The

team consists of administrators, behavior coach, ISS/ILR teacher, and teachers from various content areas.

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

The MTSS/Rtl Team meets once a month or as often as needed to review screening data and determine instructional needs of individual students. The team also reviews progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and at-risk students. Teachers monitor and track student progress either weekly or bi-weekly depending on the needs of the student. After reviewing progress monitoring data, the team identifies additional instructional resources, additional progress monitoring tools, if needed, and develops a plan of action. The team works with district employees, such as the School Social Workers, School Psychologists, and the Exceptional Student Education departments, to identify and implement individualized programs to meet academic, social, and psychological needs of the individual students. Title I funding will be utilized to ensure parental involvement and engagement. Departments will host monthly meetings and activities centered around specific content needs to engage and promote parental involvement. Title I funds have also been allocated for teacher professional learning opportunities.

Title II funding will be used to specifically train teachers in school and district initiatives. Funding will be used to pay for substitutes to attend training in the area of content needs as well as student engagement.

Title III funding is allocated for an Itinerant ESOL teacher as well as resources needed for ELL students.

Bailey Middle School incorporates a non-violence and anti-drug program for students. We host counseling and classroom discussions centered around these issues. Red Ribbon Week is held in October with school-wide activities and guest speakers. The Behavior Management Team trains teachers and students on issues such as bullying, harassment, and reporting behavioral incidents. Bailey Middle is a Positive Behavior School (PBS). The team plans incentives and activities for students to earn from behaving responsibly and positively.

Bailey Middle School is a Healthier Generation Alliance School; therefore, we offer nutritional choices which includes salads, ala carte items, and self-serve options.

Career and Technical Education programs include Business Keyboarding, Computer Applications for Business I and II, Personal Development, and Exploration of Production Technology.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Judy Pippen	Principal
Lisa Torres	Parent
Richard Whatley	Parent
Kristin Haynes-Dupree	Parent
Stephanie Kozain	Parent
Judy Merritt	Parent
Amy Whitwell	Parent
Matthew Hicks	Parent
Carol Woods	Education Support Employee
Parker Addy	Business/Community
Roberta Wetzel	Teacher

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

Last year's SIP goals were to improve student engagement implement and analyze DE data to drive student achievement. We made learning gains in Reading and Math, and our lowest quartile made a gain of 16 points in Reading and 4 points in Math. Our Writing proficiency went up 14 percentage points to 56% proficient. The only area we did not make gains was in Science, where we went down 6 percentage points. Overall, the SAC committee would like to see an improvement in Science proficiency.

Development of this school improvement plan

The SAC Committee took part in the discussion and implementation of the School-Parent Compact Letter. The SAC also participated in a discussion relating to the Title 1 Parental Involvement Plan. The School Improvement Goals and Budget were shared with the SAC.

Preparation of the school's annual budget and plan

Administration explained the projected use of school funds. The SAC committee offered suggestions, based on student achievement and funds allocated on professional development from the previous year. Parents expressed concerns over the need for additional technology for student use.

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

The SAC funds will be used to support;
 Parental involvement activities such as "Be Your Student for an Evening."
 Student Agendas

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
Pippen, Judy	Principal
Harris, Jamie	Teacher, K-12
Butler, Cheryl	Teacher, K-12
Fulton, Dawn	Teacher, K-12
Moore, Michelle	Teacher, K-12
James, Gary	Dean
Burnett, Tracey	Teacher, K-12
Kidder, Cindy	Teacher, K-12
Carbone, Colleen	Teacher, K-12
Laliberte, Sally	Teacher, K-12
Ashmore, Suzanne	Teacher, K-12
Lockman, Annie	Teacher, K-12
Unruh, Erin	Teacher, K-12
McCraw, Ann	Teacher, K-12
Mutter, Ellen	Teacher, K-12
Reavis, Denise	Teacher, K-12
Gaines, Ayhana	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team this year is to ensure that students make learning gains in reading and also increase the level of proficient readers in the school. Close reading along with critical thinking skills implementation is another school-wide focus. We will also review Discovery Education data to determine reading needs across content areas.

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

Bailey Middle school teachers are provided professional development workshops, such as, Kagan workshops. Bailey engages the full faculty in activities and discussions related to the school's mission, vision, and core values. The Danielson teacher leaders train the faculty in strategies that will lead more student engagement in the classroom. Also, teachers will volunteer to participate in a peer-observation model to ensure implementation of student engagement activities. Classrooms are visited periodically, by administration. Teachers, are encouraged to inquire about his/her performance. Feedback, of the walk-through, helps to improve and prepare teachers for the observation days. During the faculty meetings the principals and or, asst. principals provided need information to the faculty such as, best practices and any needed updates that are critical to the faculty. The PBS program allows for teachers to

participate by keeping Bailey Bucks in the hands of the students by doing that teachers then, received Bailey "faculty bucks" which rewards their behaviors as well.

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

To retain highly qualified teachers we will have regular meetings for new teachers with administrators. New teachers will also be assigned to veteran teachers for guidance and help. The district also supports new teachers by having the START program which consists of every new teacher assigned to a Consulting Teacher.

We will also access Winocular to seek qualified candidates for interviews, hire in-field teachers to teach core subjects, and work with the school district to assign consulting teachers for first year teachers. We will also assign veteran teachers to experienced teachers as a buddy. The principal/assistant principals will share the responsibility. Also, veteran teachers/experienced teachers will be paired with new teachers at the work site to create a buddy system. The Danielson Framework, PD360, and E3 training/ refresher will be conducted by the administration. Discovery Education assessments and data analysis will be continued by all teachers during the 2014-2015 school year.

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

The district has established the START mentoring program which the school work in conjunction. The mentor and the first year teacher meet monthly in a professional learning community to discuss evidence-based strategies and assist with school procedures as well as district expectations. The mentor will conduct classroom walkthroughs. Each Mentor pairs with the new teacher to meet weekly to discuss issues as they arise. Mentors log hours in the truethologic system to document meeting dates and times.

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

Each teacher is given a pacing guide to follow for each core subject. The pacing guide is a step-by-step lesson plan. The district's appointees visit with the schools in each department to assist with questions and concerns. Workshops and training are provided throughout the year. Teachers who attend the training are required to share the information with the other staff members.

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

We use the following data sources to monitor and analyze student data: TERMS-back-up data source for FOCUS; FOCUS-attendance, behavioral, and academic data; PMPs-progress monitoring plans, PEER-IEP data; Discovery Education-reading, mathematics, and science benchmark data; FCAT Star-standardized student data.

TERMS and FOCUS are used for attendance, referrals and demographics. PMPs, PEER & FCAT Star help to provide testing scores and academic levels of students. IEPs provide strategies and implementations for teachers to help the teachers generate an academic plan for certain students.

Students are placed in advanced, regular, or remedial classes at the beginning of the school year based on test performance from the previous year. We give the Discovery Education test in September, November, and February in the areas of Reading/Language Arts, Math, and Science. Each time the test is given, teachers analyze the test data to pinpoint the areas of strength and weakness with every student. Instruction is scaffolded and differentiated based on the data reported.

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: 90

On Friday mornings before school, we will have mathematics tutoring for all students struggling in math. On Tuesdays and Thursdays after school, we will have tutoring for students struggling in core areas.

Strategy Rationale

The intention of the Extended School Day is to provide extra academic help in the core subjects to the low performing students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pippen, Judy, jpippen@escambia.k12.fl.us

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

We will review benchmark data, Discovery Education data, report card grades, and other formative assessments to determine effectiveness.

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

Orientation for incoming 6th graders and all new students is held on the Thursday morning or pre-school each year. Open House is held before the end of September. Parents and students follow student's schedule to meet teachers and develop an understanding of the courses. A speaker provided by the district speaks to 8th grade students about academies during the day.

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

Students are afforded the opportunity to meet with counselors to explore course offerings and scheduling. Students' grades, interests, and prior performances are also discussed when making

scheduling decisions. These conferences are held with students before, during, and after the academic school year.

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

Career and technical programs are offered for regular, disadvantaged, and handicapped students in grades 7-12. These programs include computer keyboarding, business applications, personal development, and technology education. Performing arts courses are also offered such as band, chorus, and strings so that students may explore fine arts offerings.

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

Students are encouraged to enroll in Business Keyboarding as sixth graders, Computer Applications for Business I and II as seventh graders, and Personal Development, and ITT MOS (Microsoft Office Suite).

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

n/a

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.** Teachers will increase student engagement in classrooms.
- G2.** Teachers will implement and analyze Discovery Education data.

Strategic Goals Detail

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

G1. Teachers will increase student engagement in classrooms. 1a

G041961

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
Discipline incidents	-15.0

Resources Available to Support the Goal 2

- Professional Learning Department Teacher-Leader Training Materials
- District Subject Area Specialist

Targeted Barriers to Achieving the Goal 3

- Teachers who are uncomfortable with transitioning to new teaching strategies to promote student engagement due to their personal teaching styles (traditional instruction).

Plan to Monitor Progress Toward G1. 8

Administrators will review data to check for trends to identify those in need of additional training.

Person Responsible

Judy Phippen

Schedule

Quarterly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Student performance data and classroom walkthroughs

G2. Teachers will implement and analyze Discovery Education data. 1a

G041963

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	72.0
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- Teacher will use the Discovery Education platform to administer and analyze data as well as use as an instructional tool.

Targeted Barriers to Achieving the Goal 3

- Time is needed to train new teachers and provide a refresher to those teachers that used Discover Education last year.
- Additional time is needed to analyze student data, group students, and create mini lessons focused on the weak areas reported by the assessment.

Plan to Monitor Progress Toward G2. 8

The administration team will monitor Discovery Education reports as well as professional learning community meetings.

Person Responsible

Judy Pippen

Schedule

On 5/29/2015

Evidence of Completion

Student achievement data & professional learning calendars & agendas

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. Teachers will increase student engagement in classrooms. **1**

 G041961

G1.B3 Teachers who are uncomfortable with transitioning to new teaching strategies to promote student engagement due to their personal teaching styles (traditional instruction). **2**

 B102089

G1.B3.S1 The faculty will have a refresher in student engagement strategies that will lead to more student engagement in the classroom. Also, teachers will be encouraged to visit classrooms of other teachers that exhibit strong student engagement. **4**

 S113267

Strategy Rationale

Providing a refresher, delivered by a faculty member, will remind teachers of the strategies from the previous year and will encourage peer support and learning among the faculty.

Action Step 1 **5**

Teacher Leaders will design and deliver PD during faculty/ plan days on student engagement strategies.

Person Responsible

Judy Pippen

Schedule

On 10/13/2014

Evidence of Completion

PD agenda

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

Teachers will receive feed back on classroom instruction as it relates to student engagement. Administrators will conduct walk-throughs with follow-up feedback on student engagement activities.

Person Responsible

Judy Pippen

Schedule

Quarterly, from 10/20/2014 to 5/29/2015

Evidence of Completion

E3 and observation notes

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

Administrators will provide feedback on effective student engagement techniques.

Person Responsible

Judy Pippen

Schedule

Quarterly, from 10/20/2014 to 5/29/2015

Evidence of Completion

E3/observation notes

G2. Teachers will implement and analyze Discovery Education data. 1

G041963

G2.B2 Time is needed to train new teachers and provide a refresher to those teachers that used Discover Education last year. 2

B109885

G2.B2.S1 Teacher Plan Days will be utilized to provide the needed training and refreshers. 4

S121457

Strategy Rationale

Action Step 1 5

Leaders will be selected and asked to create and deliver the professional development.

Person Responsible

Judy Pippen

Schedule

On 10/13/2014

Evidence of Completion

Training Agenda and Materials.

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

Administrator attendance at Professional Learning Community meetings, along with classroom observation, will serve to monitor the program.

Person Responsible

Judy Pippen

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Professional learning Community notes, Administrator observation notes, and notes from Admin/Teacher conferences will provide evidence for implementation.

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

Administration will provide the needed time for training.

Person Responsible

Judy Pippen


Schedule

On 10/13/2014


Evidence of Completion

Agenda, Meeting Notes and Materials

G2.B3 Additional time is needed to analyze student data, group students, and create mini lessons focused on the weak areas reported by the assessment. 2

 B109886

G2.B3.S1 Bi-Monthly Professional Learning Community meetings, by subject area, will be used to address data and mini lessons. 4

 S121462

Strategy Rationale

Meeting and learning with colleagues will generate new ideas and promote ownership of the student data and performance.

Action Step 1 5

A schedule of Professional Learning Meetings will be created, with specific agenda items related to data and mini-lessons.

Person Responsible

Judy Pippen

Schedule

On 5/29/2015

Evidence of Completion

Professional Learning Community notes, Agenda

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration will attend PLC meetings and will conduct classroom walkthroughs.

Person Responsible

Judy Pippen

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Evidence of Completion

PLC meeting notes/agenda, E3, Classroom walkthrough notes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administration will look for evidence of implementation of DE data in lessons and/or groupings. DE data will be analyzed after each assessment period to look for student growth.

Person Responsible

Judy Pippen

Schedule

On 5/29/2015

Evidence of Completion

PLC notes, Classroom walkthrough notes, DE data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Teacher Leaders will design and deliver PD during faculty/ plan days on student engagement strategies.	Pippen, Judy	10/13/2014	PD agenda	10/13/2014 one-time
G2.B2.S1.A1	Leaders will be selected and asked to create and deliver the professional development.	Pippen, Judy	10/13/2014	Training Agenda and Materials.	10/13/2014 one-time
G2.B3.S1.A1	A schedule of Professional Learning Meetings will be created, with specific agenda items related to data and mini-lessons.	Pippen, Judy	10/13/2014	Professional Learning Community notes, Agenda	5/29/2015 one-time
G1.MA1	Administrators will review data to check for trends to identify those in need of additional training.	Pippen, Judy	10/20/2014	Student performance data and classroom walkthroughs	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Administrators will provide feedback on effective student engagement techniques.	Pippen, Judy	10/20/2014	E3/observation notes	5/29/2015 quarterly
G1.B3.S1.MA1	Teachers will receive feed back on classroom instruction as it relates to student engagement. Administrators will conduct walk-throughs with follow-up feedback on student engagement activities.	Pippen, Judy	10/20/2014	E3 and observation notes	5/29/2015 quarterly
G2.MA1	The administration team will monitor Discovery Education reports as well as professional learning community meetings.	Pippen, Judy	10/1/2014	Student achievement data & professional learning calendars & agendas	5/29/2015 one-time
G2.B2.S1.MA1	Administration will provide the needed time for training.	Pippen, Judy	10/13/2014	Agenda, Meeting Notes and Materials	10/13/2014 one-time
G2.B2.S1.MA1	Administrator attendance at Professional Learning Community meetings, along with classroom observation, will serve to monitor the program.	Pippen, Judy	10/20/2014	Professional learning Community notes, Administrator observation notes, and notes from Admin/Teacher conferences will provide evidence for implementation.	5/29/2015 monthly
G2.B3.S1.MA1	Administration will look for evidence of implementation of DE data in lessons and/or groupings. DE data will be analyzed after each assessment period to look for student growth.	Pippen, Judy	10/1/2014	PLC notes, Classroom walkthrough notes, DE data	5/29/2015 one-time
G2.B3.S1.MA1	Administration will attend PLC meetings and will conduct classroom walkthroughs.	Pippen, Judy	10/20/2014	PLC meeting notes/agenda, E3, Classroom walkthrough notes	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will increase student engagement in classrooms.

G1.B3 Teachers who are uncomfortable with transitioning to new teaching strategies to promote student engagement due to their personal teaching styles (traditional instruction).

G1.B3.S1 The faculty will have a refresher in student engagement strategies that will lead to more student engagement in the classroom. Also, teachers will be encouraged to visit classrooms of other teachers that exhibit strong student engagement.

PD Opportunity 1

Teacher Leaders will design and deliver PD during faculty/ plan days on student engagement strategies.

Facilitator

Erin Unruh and Chuck Gardner

Participants

Teacher leaders, faculty members, administration

Schedule

On 10/13/2014

G2. Teachers will implement and analyze Discovery Education data.

G2.B2 Time is needed to train new teachers and provide a refresher to those teachers that used Discover Education last year.

G2.B2.S1 Teacher Plan Days will be utilized to provide the needed training and refreshers.

PD Opportunity 1

Leaders will be selected and asked to create and deliver the professional development.

Facilitator

Roberta Wetzel

Participants

Faculty and Administration

Schedule

On 10/13/2014

G2.B3 Additional time is needed to analyze student data, group students, and create mini lessons focused on the weak areas reported by the assessment.

G2.B3.S1 Bi-Monthly Professional Learning Community meetings, by subject area, will be used to address data and mini lessons.

PD Opportunity 1

A schedule of Professional Learning Meetings will be created, with specific agenda items related to data and mini-lessons.

Facilitator

Department Chair/Administration

Participants

Faculty and Administration

Schedule

On 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0