

Callahan Middle School



2014-15 School Improvement Plan

Callahan Middle School

450121 OLD DIXIE HWY, Callahan, FL 32011

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

48%

Alternative/ESE Center

No

Charter School

No

Minority

10%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	28
Appendix 1: Implementation Timeline	46
Appendix 2: Professional Development and Technical Assistance Outlines	49
Professional Development Opportunities	50
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	56

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Nassau County's mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society. At Callahan Middle School our mission is to educate the students in a nurturing, stimulating environment while maintaining academic and behavioral expectations that exceed state standards. We will instill positive attitudes, strong character traits, the virtues of acceptance and tolerance, and respect for the diversity of others, making our students productive global citizens and life-long learners. Furthermore, we will ensure our students' successes through consistent and effective communication with their parents, partnerships with the business community and compassionate rapport with the students.

Provide the school's vision statement

A caring faculty and staff at Callahan Middle School is committed to the facilitation of authentic student achievement through academic, social-emotional, and physical/ developmental growth.

School Environment

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

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

- The history and content of the Declaration of Independence
- The history, meaning, significance, and effect of the provisions of the Constitution of the United States.
- Flag education
- The elements of civil government
- The history of the United States
- The history of the Holocaust
- The history of African Americans
- The history of the state
- The conservation of natural resources
- Comprehensive health education
- The study of Hispanic contributions to the United States
- The study of women's contributions to the United States
- Character development programs
- Sacrifices of veterans

We will ensure that relationship-building is a clear priority and that students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

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

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

---Involve all staff in the process of modeling and teaching interpersonal expectations in academic and non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

---Develop methods of effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

---Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. CMS achieves this by implementing CHAMPs throughout the campus and in classrooms to establish clear expectations, rituals and routines for students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Ensure teachers are trained in Classroom management strategies...CHAMPs.

Instructional team reviews classroom data to ensure students are engaged while in class.

Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.

Class meetings will occur on a frequent basis to include student feedback.

School-wide recognition systems are in place.

Offer school counseling services with dedicated time for core classroom guidance that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

School based teams meet to discuss students with barriers to academic and social success.

Mentors are assigned to students identified with concerns.

Offer instruction and various campus activities that address social/emotional needs of students.

Connect students to agencies who have Cooperative Agreements or are on campus.

School counseling program with dedicated time to: 1. Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), 2. Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and 3. Evaluate your intervention (Evaluation)

Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Support is provided through two guidance counselors, an on-site counseling service through Starting Point, and Communities in Schools provides academic, as well as social and emotional support to students.

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

Student attendance is monitored closely by the school administration and guidance counselors.

Conferences with students and parents are conducted on a regular basis to address attendance concerns. In cases of excessive absences the Attendance Intervention Team Intervenes to address the concerns at the district level. In the most severe cases the State's Attorney's Office becomes involved. Discipline is handled in compliance with the Nassau County Student Progression Plan.

Conferencing, parent contact, in school suspension, out of school suspension and alternative placement are all actions considered on a case by case basis. Students with failing grades are

monitored on a bi weekly basis through the guidance department, planners, progress reports, parent conferences and focus. Students who are level 1 on testing are targeted for intensive classes to assist them in attaining grade level scores. Tutoring is also available for these students.

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	40	105	110	255
One or more suspensions	19	53	72	144
Course failure in ELA or Math	4	2	3	9
Level 1 on statewide assessment	14	22	30	66

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	11	31	48	90

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

1. Provision of a 90 minute block of reading instruction to all students scoring level 1 on the FCAT Reading Assessment.
2. All students scoring level 1 on the FCAT mathematics assessment receive remediation in their areas of deficiency during their mathematics course Math 180.
3. Students who accumulate five absences in a month or 10 absences during a 90 day period will be referred to the Child Study Team who will develop, implement, and monitor interventions designed to improve the student's school attendance.
4. Teachers and administrators use a variety of informal disciplinary and/or guidance steps, prior to, during, and after formal disciplinary actions. These methods may include: monitoring student behavior through short-term progress reports and other strategies, conferences and contracts between administrators, parents/guardians, teachers, and students, referrals to Child Study Team, or Student Services (i.e. group or individual counseling with a guidance counselor, psychological evaluation, and direction to appropriate agencies for specific problems).

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

School staff, faculty, and administrators strive to strengthen family involvement and family empowerment in the school. The school will coordinate and integrate parental involvement strategies with School Improvement, Strategic Planning, Title I, Title II, Title IV, Title VI, Community Involvement Programs, Business Partnerships, and other community involvement activities.

The school will provide the coordination, technical assistance, and other support necessary to assist in planning and implementing effective and comprehensive parent involvement programs, based on the National Standards for Parent/Family Involvement Programs, which include:

A. Communication between home and school is regular, two-way, and meaningful.

B. Responsible parenting is promoted and supported.

C. Parents play an integral role in assisting student learning. The School will help parents understand the state's academic standards, student progression requirements, and how to monitor their children's progress.

D. Parents are welcome in school, treated with courtesy and respect, and their support and assistance are sought.

E. Parents are full partners in the decisions that affect children and families.

F. Community resources are utilized to strengthen school programs, family practices, and student learning.

The school will communicate parental choices and responsibilities to parents. Emphasis will be placed on active parent involvement at each school. The following are examples of family and community involvement communication:

- Open House and Family Nights throughout the year
- School Edline web page
- Focus
- Newsletters communicating classroom and school news to parents
- Parent phone calls, School Reach, and face-to face meetings
- College and Career Fairs
- School Matters Publication

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school and district build and sustain partnerships with our local community. These groups meet regularly to review data, have discussions about progress, and make decisions about implementation plans and strategies ensuring a common vision among all partners. Our school partnerships support our efforts to increase student achievement by:

- Establishing structured opportunities to engage all stakeholders
- Encouraging open dialogue about challenges and solutions
- Engaging stakeholders in the use of data
- Leveraging community resources and funding sources

Volunteer and Community Involvement programs develop community resources in response to the differing needs of classrooms. By accessing the many diverse resources found in communities, these programs enrich and enhance school curriculum. A wide array of community partners enables these programs to maximize their impact. Volunteers may tutor, mentor, assist in the classroom, help with fundraising, participate in developing school plans, as well as many other opportunities. Recognition awards promote community involvement as well as highlight outstanding volunteer practices and showcase exemplary projects which are then shared district-wide. We also offer AVID and Take Stock in Children to offer our students a chance to broaden their plans for the future through post secondary education.

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CMS also has an active Parent Teacher Organization and active volunteers. Training for approved volunteers is conducted annually.

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
Harrison, Kimberly	Principal
Thompson, Paula	Instructional Coach
Bryan, Caleb	Teacher, K-12
Giles, Sandra	Guidance Counselor
Ginder, Michele	Teacher, K-12
Kempka-Leon, Joyce	Guidance Counselor
Underhill, Brad	Assistant Principal
Duncan, Ruth	Teacher, K-12
Spivey, Denise	Teacher, K-12
McCosh, Marci	Teacher, K-12
Stephenson, Laurel	Teacher, K-12
Lewis, Renae	SAC Member
Jadoo, Melissa	Teacher, ESE

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 is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to

address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrators, school counselors, literacy coach, department heads, and lead teachers. The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

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 school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

The Problem Solving Process

The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

Title I

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities.

The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies;

assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Learning Community (PLC) development and facilitation

Title III

The District provides supplemental academic instruction and services to students who are ELL. The district employees an ELL instructional coach.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

Supplemental Academic Instruction (SAI)

These funds are utilized to provide supplemental academic coaches.

Violence Prevention Programs:

The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided to staff and students.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education is taught through many programs and courses
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start

The Nassau Schools that contain primary grades work in concert with Episcopal Childrens Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

Adult Education

Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.

Career and Technical Education

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards post-secondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Marci McCosh	Teacher
Kimberly Harrison	Principal
Jessica Grice	Student
Sharon Grice	Parent
Elaine Libby	Parent
Luke Libby	Student
Renae Lewin	Business/Community
Cynthia Meyer	Teacher
Madison Roth	Student
Tonya Roth	Education Support Employee
Pam Smith	Teacher
Brad Underhill	Principal
Allison Way	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The school improvement plan was presented to last year's CMAC for approval.

Development of this school improvement plan

The SAC assists in the preparation and evaluation of the school improvement plan through reviewing the plan, analyzing data and providing input, and voting for approval. Members assist in allocation of funds by a vote of approval. These funds are used for implementing school improvement initiatives.

Preparation of the school's annual budget and plan

The SAC has made plans and provision to assist with funding to support classroom instruction. Monies are available for for request from teachers and administration.

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

No school improvement funds were spent during the 2013-2014 school year. 2012-2013...Monies were spent on science

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
Harrison, Kimberly	Principal
Thompson, Paula	Instructional Coach
Giles, Sandra	Guidance Counselor
Kempka-Leon, Joyce	Guidance Counselor
Ginder, Michele	Teacher, K-12
Spivey, Denise	Teacher, K-12
Bryan, Caleb	Teacher, K-12
Duncan, Ruth	Teacher, K-12
Lewis, Renae	SAC Member
Jadoo, Melissa	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT will support instructional strategies to improve reading comprehension and the Common Core State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities.

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

Opportunities for encouraging positive working relationships between teachers include participation in Leadership Meetings, Faculty Meetings, Team Meetings and professional development sessions. In these meetings the focus is on students' academic and social needs. Teachers regularly engage in professional dialogue with colleagues; share ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom instruction. Teachers work together to develop shared knowledge and discover common solutions to challenging problems.

The master schedule was revamped to give students early release time every Wednesday in order for teachers to have additional collaborative instructional planning time.

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

1. Provision of mentoring, training and coaching for:

a) first and second-year new teachers, including those in Alternative Certification (ACP) or Educator Preparation Institute (EPI) programs; and

b) ESOL and Reading teachers in the process of earning an Endorsement.

These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.

2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is

Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.

3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become in-field in all courses taught.

4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.

5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

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

A. First year teachers participate in the following district professional development and mentoring activities:

1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
2. Professional Development in the district's Marzano Evaluation Framework.
3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
4. Florida State Standards and Lesson Planning
5. The Florida Educator Code of Ethics
6. Conducting Effective Parent Conferences
7. District E-mail Protocol and technology-based curriculum programs
8. Professional Education Competencies, as applicable
9. Classroom and Behavior Management
10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.

B. Observation and Coaching/Mentoring Components:

1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.
5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.

C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:
The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.

The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom

visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

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

Core instructional materials and programs are selected from the list of state approved adoptions. It is also the intent of the Nassau County School District that textbooks be selected for district-wide use by course/grade/level to assure continuity and economy throughout the district. Media materials should be selected to provide enrichment and curriculum support taking into consideration the varied needs, interests, and abilities of the school population. School Textbook Selection Committees include representatives of faculty, parents and community members.

District Adoption Process:

1. Sample materials of all state adopted texts will be obtained by the appropriate director and evaluated by the school committee using appropriate forms and criteria.
2. Each school will select its choice for the district adoption in each area under consideration. Each school's selection will be submitted to the appropriate instructional director.
3. School selections will be tallied. The title receiving the most votes will be designated as the district adoption for each course or subject area.

Resources used to evaluate instructional materials include: Florida State Standards and Next Generation Sunshine State Standards, grade level expectations, curriculum frameworks or course descriptions, and FLDOE instructional materials specifications.

CPALMs is also utilized by teachers to conduct curriculum mapping and lesson studies.

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

Data analysis is at the center of all instructional decisions. The master schedule contains blocks of time for instruction based on the diverse needs of students. Remediation and enrichment in the classroom is based on progress monitoring data collected in core classes such as reading and math. This data is reviewed in team meetings and data chats are conducted with students.

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficiency. The team is charged with identifying problems within the general population of students and within subgroups of students, analyzing why the problems are occurring, formulating an intervention plan and then measuring the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficiency becomes their MTSS (multi-tiered system of supports) and forms the basis for the school improvement plan.

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

Strategy: Before School Program

Minutes added to school year: 9,000

Communities in schools provides tutoring and book club sessions from 7-8:00 A.M. Every Monday through Friday.

Strategy Rationale

Identified students will receive additional support for core academics and enrichment through participation.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lewis, Renae, renae@cisnassau.org

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

Data collected quarterly and at the end of the school year is analyzed to adjust implementation practices and as to the effectiveness of the interventions provided by comparing students who attended the tutoring and those who did not.

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

The following activities are implemented to assist students with transitioning from elementary school to middle school: teacher collaboration, orientations, parent teacher Family Nights, scheduling sessions, IEP transition meetings

The following activities are implemented to assist students with transitioning from middle school to high school:

Parent/ Student Orientation
Communication of Student Progression Plan
Spring Scheduling
AVID Parent Nights (incoming and out going)

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

Efforts to support the development of students' academic and career plans include large group presentations, classroom presentations, parent workshops and individual conferences with students throughout their secondary school careers. Resources include student handbooks, the Student Progression Plan, Registration Guides, College and Career Fairs, and Financial Aid Workshops. Family involvement in the planning process includes notification of activities through School Reach, school websites, and school newsletters.

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

Our school encourages every course to incorporate levels of relevant real-world learning experiences; each content area course uses strategies and activities that can apply across disciplines and apply to real-world situations. Relevant learning is interdisciplinary and contextual. It requires students to apply core knowledge, concepts or skills to solve real-world problems.

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

Schools recognize students who meet Florida's college and career readiness criteria. Student data is at the forefront of all we do to assure students' academic success. In order to meet this goal based on analysis of assessment data, students may be provided with additional support through courses such as Intensive Reading, Math for College Readiness, Math for College Success, and English 4 Florida College Prep, and the addition of the AVID program.

At the High School level...Career Education programs offer certification opportunities for students in Food Service Management (Serve Safe), Certified Nursing Assistant, Certified Medical Administrative Assistant, EMT, ADOBE Dreamweaver, ADOBE Flash, ADOBE Photoshop, Autodesk – AutoCAD Certified User, National Center for Construction Education and Research: Level 1 Electrical and HVAC Level 1 and 2, Carpentry Level 1 and 2, and Masonry Level 1 and 2, Microsoft Office Specialist, QuickBooks, and FAA Ground School. Dual Enrollment and Advanced Placement courses provide opportunities for students to engage in college-level course work while enrolled in high school.

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.** To close the achievement gap by preparing all students for college readiness.
- G2.** Increase positive parent communication and involvement.
- G3.** Increase the percentage of students scoring at or above the proficiency level on the Civics EOC.
- G4.** Increase the percentage of students scoring at or above grade level on the New Florida Standards Math Assessments (FSA) and at or above the proficiency level on the Algebra 1 EOC.
- G5.** Increase the percentage of students scoring at or above the proficiency level on the FCAT Science Assessment.
- G6.** Increase the percentage of students scoring at or above grade level on the New ELA Florida Standards Assessments (FSA).

Strategic Goals Detail

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

G1. To close the achievement gap by preparing all students for college readiness. 1a

G050846

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- AVID, professional development and resource materials.

Targeted Barriers to Achieving the Goal 3

- Exposing all students to success and to the option of college or career.

Plan to Monitor Progress Toward G1. 8

Track progress of all AVID Elective students and progress of each grade level with the implementation of the AVID site plan.

Person Responsible

Kimberly Harrison

Schedule

Monthly, from 8/10/2014 to 5/22/2015

Evidence of Completion

AVID Site Plan and data on AVID elective students is tracked and monitored at each AVID meeting.

G2. Increase positive parent communication and involvement. 1a

G050639

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal 2

- Faculty and staff, community resources, AVID, boosters, CMAC, PTO Organization, Family Night Activities

Targeted Barriers to Achieving the Goal 3

- Opportunities for parental involvement at the middle school level can be limited.

Plan to Monitor Progress Toward G2. 8

Parent and community involvement and communication is fostered.

Person Responsible

Kimberly Harrison

Schedule

Quarterly, from 10/8/2014 to 5/22/2015

Evidence of Completion

School climate survey reflects positively in regards to parent communication and community involvement.

G3. Increase the percentage of students scoring at or above the proficiency level on the Civics EOC. 1a

G050318

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal 2

- CPALMs, Curriculum Maps, Current Events, Primary vs. Secondary Sources

Targeted Barriers to Achieving the Goal 3

- Time constraints with the current 5 period schedule limit the time available to cover social studies curriculum.

Plan to Monitor Progress Toward G3. 8

Social Studies benchmark data

Person Responsible

Kimberly Harrison

Schedule

Quarterly, from 9/17/2014 to 5/22/2015

Evidence of Completion

Scores on the civics EOC given in December and May.

G4. Increase the percentage of students scoring at or above grade level on the New Florida Standards Math Assessments (FSA) and at or above the proficiency level on the Algebra 1 EOC. **1a**

G050313

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	73.0
Algebra I EOC Pass Rate	75.0

Resources Available to Support the Goal **2**

- Math 180, www.illustrativemathematics.org/, FSA online portal, Marzano's Arts and Science of Teaching framework, Discovery ed
- Classroom Observations and PLC development with Callahan Intermediate Teachers

Targeted Barriers to Achieving the Goal **3**

- Students may fail to see the connection between classroom activities and real-world applications.
- Students may lack experience with the New Florida Standards Assessment question types (Equation response - Graphic response - Multiple-choice response - Multi-select response - Selecting responses - Simulation response)
- Sixth grade math assessment scores decline in the transition from Callahan Intermediate School to Callahan Middle School.

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

Assessment data

Person Responsible

Kimberly Harrison

Schedule

Quarterly, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment data

G5. Increase the percentage of students scoring at or above the proficiency level on the FCAT Science Assessment. 1a

G050312

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	63.0

Resources Available to Support the Goal 2

- Marzano's Art and Science of Teacher Framework, Science Labs, District Curriculum Resource Teacher, IQWST, CPALMS, Science Fair

Targeted Barriers to Achieving the Goal 3

- Higher levels of thinking and problem solving may be difficult for students.

Plan to Monitor Progress Toward G5. 8

Science Benchmark Data

Person Responsible

Kimberly Harrison

Schedule

Quarterly, from 9/17/2014 to 5/22/2015

Evidence of Completion

Beginning, Mid-Year, and End of Year Pearson Science Benchmark Data Assessment

G6. Increase the percentage of students scoring at or above grade level on the New ELA Florida Standards Assessments (FSA). 1a

G042271

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal 2

- READ 180, Achieve 3000, FAIR, FSA online assessment portal, HMH curriculum, CPALMS, Florida's writing rubrics, student writing exemplars.

Targeted Barriers to Achieving the Goal 3

- Students lack experience with text-based writing prompts.
- Students lack experience with the New ELA Florida Standards Assessment question types (open response, multiple choice, two part questions, selective response, highlighting text)

Plan to Monitor Progress Toward G6. 8

Formative and Summative assessments

Person Responsible

Kimberly Harrison

Schedule

Quarterly, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment Data

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. To close the achievement gap by preparing all students for college readiness. **1**

 G050846

G1.B1 Exposing all students to success and to the option of college or career. **2**

 B127498

G1.B1.S1 The school will develop a Professional Learning Community (PLC) comprised of teachers, counselors, and administrators to plan rigorous instructional and academic support activities, and monitor the implementation of the activities **4**

 S139610

Strategy Rationale

Rigor is a research based program proven to increase student achievement and assist students with being career and college ready.

Action Step 1 **5**

Implement AVID strategies in the classroom

Person Responsible

Kimberly Harrison

Schedule

Daily, from 8/8/2014 to 5/22/2015

Evidence of Completion

Classroom observations, AVID meeting minutes of findings, Binder checks for 8th graders, Documentation on goal setting and student achievement for AVID elective students.

Action Step 2 5

Conduct AVID team meetings

Person Responsible

Kimberly Harrison

Schedule

Monthly, from 8/8/2014 to 5/22/2015

Evidence of Completion

AVID meeting notes and planning for PD sessions

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

Classroom observations and monitoring implementation of the AVID site plan and Individual Site Plans

Person Responsible

Kimberly Harrison

Schedule

Monthly, from 8/8/2014 to 5/22/2015

Evidence of Completion

AVID Meeting Notes, Classroom Observation Data, Documentation from PD sessions, Student Achievement Data on the AVID elective students, Monitoring of the AVID Site Plan and Individual Team Member Plans

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

Classroom Observations and Lesson Plan Development

Person Responsible

Kimberly Harrison

Schedule

Weekly, from 8/8/2014 to 5/22/2015

Evidence of Completion

Implementation of AVID strategies and practices in lesson plans and during instructional delivery.

G1.B1.S2 The school will provide teachers and staff with professional development to prepare them to integrate college readiness strategies into their instruction and to help them create, a strong college-going culture within the school. 4

S141994

Strategy Rationale

The integration of college readiness strategies is research based and proven to foster college/career readiness goals.

Action Step 1 5

Teachers will implement college readiness strategies in the classroom.

Person Responsible

Kimberly Harrison

Schedule

Biweekly, from 8/8/2014 to 5/22/2015

Evidence of Completion

Classroom observations, AVID minutes, documentation on goal setting

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

Classroom observation and monitoring implementation of college readiness strategies.

Person Responsible

Kimberly Harrison

Schedule

Evidence of Completion

Classroom observation data, documentations from PD sessions, student achievement data, and student interviews

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

Classroom observations and lesson plan development

Person Responsible

Kimberly Harrison


Schedule

Monthly, from 8/8/2014 to 5/22/2015

Evidence of Completion

Implementation of college readiness strategies in classroom instruction.

G1.B1.S3 The school will offer an elective class that focus on the following skills needed for success in college: writing, critical thinking, collaboration, organization and academic reading. 4

 S141998

Strategy Rationale

When given the necessary support and instruction in college readiness skills, student success and vision improves.

Action Step 1 5

An AVID elective class will be added to the curriculum.

Person Responsible

Kimberly Harrison

Schedule

Monthly, from 8/8/2014 to 5/22/2015

Evidence of Completion

AVID binders, student goal monitoring, classroom observation

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Monthly AVID team meetings and fidelity checks.

Person Responsible

Kimberly Harrison

Schedule

Monthly, from 8/8/2014 to 5/22/2015

Evidence of Completion

Increased reliance on AVID strategies within the student and the teacher.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Continued AVID meetings and self evaluation, school and individual action plans

Person Responsible

Kimberly Harrison

Schedule

Monthly, from 10/20/2014 to 10/20/2014

Evidence of Completion

Presentation of AVID binder and compliance to the AVID site plan.

G2. Increase positive parent communication and involvement. 1

G050639

G2.B1 Opportunities for parental involvement at the middle school level can be limited. 2

B126852

G2.B1.S1 Open House, Literacy Night, Math Night, Test Readiness Preparation, Family Fitness Night and Science Night will be scheduled during the school year to provide parents and community members the opportunity to engage in authentic learning activities and allow for collaboration. 4

S138810

Strategy Rationale

Parent and teacher communication is fostered through the mutual exchange of information and student achievement.

Action Step 1 5

Literacy Night, Math Night, Test Readiness Night, and Family Fitness Night are on the school calendar for parents, students, community leaders, faculty and administration to attend.

Person Responsible

Sandra Giles

Schedule

Every 6 Weeks, from 10/8/2014 to 5/22/2015

Evidence of Completion

Events schedule and promoted

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

Parent communication increases.

Person Responsible

Kimberly Harrison

Schedule

Quarterly, from 10/8/2014 to 5/22/2015

Evidence of Completion

Communication with parents will include monthly calendars, School Reach Messages, and flyers to promote activities. Seventy-five or more families will attend each scheduled event. Sign i sheets and surveys will serve as documentation.

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

Parental involvement and communication improves.

Person Responsible

Kimberly Harrison

Schedule

Quarterly, from 10/8/2014 to 5/22/2015


Evidence of Completion

Positive school image and parent involvement will increase through volunteer activities.


G3. Increase the percentage of students scoring at or above the proficiency level on the Civics EOC. 1

 G050318

G3.B1 Time constraints with the current 5 period schedule limit the time available to cover social studies curriculum. 2

 B126038

G3.B1.S1 Teachers will work within the schools district and school to design a curriculum and pacing guide to adequately cover all social studies standards and support instruction in reading and writing. 4

 S137939

Strategy Rationale

Students need additional practice and experiences in locating and writing to defend primary and secondary sources.

Action Step 1 5

Lesson plan development, Classroom observations, Assessment data, and curriculum maps

Person Responsible

Caleb Bryan

Schedule

Weekly, from 8/6/2014 to 5/22/2015

Evidence of Completion

Student data and observations.

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

Review Lesson Plans, Review data from classroom observations, Review student assessment data, analyze effectiveness of curriculum maps

Person Responsible

Kimberly Harrison

Schedule

Weekly, from 8/6/2014 to 5/22/2015

Evidence of Completion

Lesson Plans, Data Sets for Social Studies, Curriculum Maps

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

Review lesson plans, Conduct and gather data from classroom observations, Analyze effectiveness of curriculum mapping,

Person Responsible

Kimberly Harrison

Schedule

Quarterly, from 8/6/2014 to 5/22/2015

Evidence of Completion

Benchmark Assessments for Social Studies

G4. Increase the percentage of students scoring at or above grade level on the New Florida Standards Math Assessments (FSA) and at or above the proficiency level on the Algebra 1 EOC. **1**

G050313

G4.B1 Students may fail to see the connection between classroom activities and real-world applications. **2**

B126019

G4.B1.S1 Teachers will apply concepts to problems arising in everyday life, society, and the workplace so that students will see the relevance and connection. **4**

S137927

Strategy Rationale

Students will see the connection between real world problems and problem solving in the classroom.

Action Step 1 **5**

Review Assessment Data, Classroom lesson plans, and conduct classroom observations

Person Responsible

Denise Spivey

Schedule

Daily, from 8/5/2014 to 5/22/2015

Evidence of Completion

Assessment data, Lesson Plans, deliberate practice, student work samples

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

Assessment Data, Classroom lesson plans, and classroom walk-throughs

Person Responsible

Kimberly Harrison

Schedule

Weekly, from 8/6/2014 to 5/22/2015

Evidence of Completion

Assessment data, Lesson plans, deliberate practice, student work samples, observations

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

assessment data, classroom lesson plans, classroom observations, student work samples

Person Responsible

Kimberly Harrison


Schedule

Quarterly, from 8/6/2014 to 5/22/2015


Evidence of Completion

Assessment data

G4.B2 Students may lack experience with the New Florida Standards Assessment question types (Equation response - Graphic response - Multiple-choice response - Multi-select response - Selecting responses - Simulation response) 2

 B126028

G4.B2.S1 Teachers will provide opportunities for practice with all types of questions on the New Florida Standards Assessment (equation response, Graphic response, multiple-choice response, multi-select response, and simulation responses) 4

 S137935

Strategy Rationale

Students will gain familiarity with the new assessment question types

Action Step 1 5

All teachers will provide opportunities for practice with the New Math Florida Standards Assessment question types

Person Responsible

Denise Spivey

Schedule

Daily, from 10/6/2014 to 5/22/2015

Evidence of Completion

Marzano's Framework, observations data, sample student work

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

Review of lesson plans, classroom walk throughs, student work samples

Person Responsible

Kimberly Harrison

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

lesson plans, sample student work, weekly lesson plans

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

Review classroom activities, classroom observations

Person Responsible

Kimberly Harrison


Schedule

Daily, from 10/6/2014 to 5/22/2015

Evidence of Completion


weekly lesson plans, student work samples, assessments

G4.B3 Sixth grade math assessment scores decline in the transition from Callahan Intermediate School to Callahan Middle School. **2**

 B127477

G4.B3.S1 Design a professional learning community and partnership with Callahan Intermediate to investigate the causes of math scores declining from 5th to 6th grade. Improving consistency of content delivery and sharing of strategies and instructional delivery models will increase student achievement.

4

 S139594

Strategy Rationale

Math scores in 6th grade need to improve.

Action Step 1 **5**

Release time for classroom observations

Person Responsible

Kimberly Harrison

Schedule

Weekly, from 8/8/2014 to 5/22/2015

Evidence of Completion

Math Benchmark Assessments and Unit Assessment Data

Action Step 2 **5**

Release time for classroom observations

Person Responsible

Kimberly Harrison

Schedule

Weekly, from 8/8/2014 to 5/22/2015

Evidence of Completion

Math Benchmark Assessments and Unit Assessment Data

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

Teachers will observe instruction, plan lessons, and collect data on student achievement and progress.

Person Responsible

Kimberly Harrison

Schedule

Monthly, from 8/8/2014 to 5/22/2015

Evidence of Completion

Classroom observation data will be collected and analyzed using Marzano's Framework to analyze the use of effect strategy implementation.

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

Classroom observations and analyzing student data sets

Person Responsible

Kimberly Harrison

Schedule

Biweekly, from 8/8/2014 to 5/22/2015

Evidence of Completion

Student data and classroom observation data.

G5. Increase the percentage of students scoring at or above the proficiency level on the FCAT Science Assessment. 1

G050312

G5.B1 Higher levels of thinking and problem solving may be difficult for students. 2

B126025

G5.B1.S1 Increasing opportunities for science teachers to collaborate through lesson planning, analyzing assessment data, adapting instructional practices to expand critical thinking and problem solving, and observing classroom instruction will provide support in instructional delivery and improve student achievement. 4

S137910

Strategy Rationale

Collaboration, analysis of student data, and implementation of high yield instructional strategies will improve student achievement.

Action Step 1 5

Review lesson plans, assessment data, and conduct classroom observations and focus walks

Person Responsible

Ruth Duncan

Schedule

Monthly, from 8/6/2014 to 5/22/2015

Evidence of Completion

Science Department Meeting Minutes, Professional Development Sessions for Science Meeting Minutes, Classroom Walk-through Data, Assessment Data, Science Projects

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

Monitor Lesson Plans, Assessment Data Results, Classroom Walkthrough Results

Person Responsible

Kimberly Harrison

Schedule

Weekly, from 8/6/2014 to 5/22/2015

Evidence of Completion

Weekly Lesson Plan Submissions, Science Projects, Student Data Sets, Classroom walk-through and observation data

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

Analyze data sets and teaching practices to determine effectiveness and make adjustments in instructional practice, as needed.

Person Responsible

Kimberly Harrison

Schedule

Weekly, from 8/6/2014 to 5/22/2015


Evidence of Completion

Science Benchmark Data Review, Lesson Plan Review, Science Project Submissions and Process Review, Classroom Walk-through Data Review


G6. Increase the percentage of students scoring at or above grade level on the New ELA Florida Standards Assessments (FSA). 1

 G042271

G6.B1 Students lack experience with text-based writing prompts. 2

 B103071

G6.B1.S1 All teachers will use text-based writing across the curriculum with common writing rubrics. 4

 S137891

Strategy Rationale

All teachers will collaborate to expand the writing curriculum to include text-based writing.

Action Step 1 5

All teachers will collaborate to expand the writing curriculum to include text-based writing.

Person Responsible

Paula Thompson

Schedule

Weekly, from 8/6/2014 to 5/22/2015

Evidence of Completion

student work samples, formative and summative assessments

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

Review classroom activities, lesson plans, classroom observations

Person Responsible

Kimberly Harrison

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

lesson plans, student work samples formative and summative assessments.,

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

Review classroom activities, lesson plans, classroom observations

Person Responsible

Kimberly Harrison

Schedule

Daily, from 8/6/2014 to 5/22/2015

Evidence of Completion

weekly lesson plans, student work samples, assessments

G6.B1.S2 Improve the quality of text-based writing for the ELA Writing Component 4

S142007

Strategy Rationale

Students must be competent in text-based writing to be successful on the ELA Writing Assessment.

Action Step 1 5

Teachers will use text-based writing strategies in the classroom.

Person Responsible

Kimberly Harrison

Schedule

Monthly, from 8/8/2014 to 5/22/2015

Evidence of Completion

lesson plans and teacher observation

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

classroom observations and lesson plans

Person Responsible

Kimberly Harrison

Schedule

Monthly, from 8/8/2014 to 5/22/2015

Evidence of Completion

classroom observations and lesson plans

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

classroom observations and lesson plans

Person Responsible

Kimberly Harrison


Schedule

Monthly, from 8/8/2015 to 8/8/2015


Evidence of Completion

Improved scores on the ELA Writing Assessment

G6.B2 Students lack experience with the New ELA Florida Standards Assessment question types (open response, multiple choice, two part questions, selective response, highlighting text) 2

 B103072

G6.B2.S1 Teachers will use research-based instructional strategies and utilize programs that provide differentiated instruction for all students. 4

 S114190

Strategy Rationale

All students need instruction formulated to their learning needs.

Action Step 1 5

Increase reading deficits for below grade level students due to attendance, parental involvement or discipline history

Person Responsible

Paula Thompson

Schedule

Weekly, from 10/7/2014 to 5/22/2015

Evidence of Completion

Improved reading scores

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

Research based strategies will be used for differentiated instruction

Person Responsible

Kimberly Harrison

Schedule

Weekly, from 10/7/2014 to 5/22/2015

Evidence of Completion

lesson plans, student work samples

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

Research based reading strategies used to differentiate instruction

Person Responsible

Kimberly Harrison

Schedule

Quarterly, from 10/7/2014 to 5/22/2015

Evidence of Completion

Improved reading scores, FAIR testing

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
G6.B2.S1.A1	Increase reading deficits for below grade level students due to attendance, parental involvement or discipline history	Thompson, Paula	10/7/2014	Improved reading scores	5/22/2015 weekly
G6.B1.S1.A1	All teachers will collaborate to expand the writing curriculum to include text-based writing.	Thompson, Paula	8/6/2014	student work samples, formative and summative assessments	5/22/2015 weekly
G5.B1.S1.A1	Review lesson plans, assessment data, and conduct classroom observations and focus walks	Duncan, Ruth	8/6/2014	Science Department Meeting Minutes, Professional Development Sessions for Science Meeting Minutes, Classroom Walk-through Data, Assessment Data, Science Projects	5/22/2015 monthly
G4.B1.S1.A1	Review Assessment Data, Classroom lesson plans, and conduct classroom observations	Spivey, Denise	8/5/2014	Assessment data, Lesson Plans, deliberate practice, student work samples	5/22/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B2.S1.A1	All teachers will provide opportunities for practice with the New Math Florida Standards Assessment question types	Spivey, Denise	10/6/2014	Marzano's Framework, observations data, sample student work	5/22/2015 daily
G3.B1.S1.A1	Lesson plan development, Classroom observations, Assessment data, and curriculum maps	Bryan, Caleb	8/6/2014	Student data and observations.	5/22/2015 weekly
G2.B1.S1.A1	Literacy Night, Math Night, Test Readiness Night, and Family Fitness Night are on the school calendar for parents, students, community leaders, faculty and administration to attend.	Giles, Sandra	10/8/2014	Events schedule and promoted	5/22/2015 every-6-weeks
G4.B3.S1.A1	Release time for classroom observations	Harrison, Kimberly	8/8/2014	Math Benchmark Assessments and Unit Assessment Data	5/22/2015 weekly
G1.B1.S1.A1	Implement AVID strategies in the classroom	Harrison, Kimberly	8/8/2014	Classroom observations, AVID meeting minutes of findings, Binder checks for 8th graders, Documentation on goal setting and student achievement for AVID elective students.	5/22/2015 daily
G1.B1.S2.A1	Teachers will implement college readiness strategies in the classroom.	Harrison, Kimberly	8/8/2014	Classroom observations, AVID minutes, documentation on goal setting	5/22/2015 biweekly
G1.B1.S3.A1	An AVID elective class will be added to the curriculum.	Harrison, Kimberly	8/8/2014	AVID binders, student goal monitoring, classroom observation	5/22/2015 monthly
G6.B1.S2.A1	Teachers will used text-based writing strategies in the classroom.	Harrison, Kimberly	8/8/2014	lessons plans and teacher observation	5/22/2015 monthly
G4.B3.S1.A2	Release time for classroom observations	Harrison, Kimberly	8/8/2014	Math Benchmark Assessments and Unit Assessment Data	5/22/2015 weekly
G1.B1.S1.A2	Conduct AVID team meetings	Harrison, Kimberly	8/8/2014	AVID meeting notes and planning for PD sessions	5/22/2015 monthly
G1.MA1	Track progress of all AVID Elective students and progress of each grade level with the implementation of the AVID site plan.	Harrison, Kimberly	8/10/2014	AVID Site Plan and data on AVID elective students is tracked and monitored at each AVID meeting.	5/22/2015 monthly
G1.B1.S1.MA1	Classroom Observations and Lesson Plan Development	Harrison, Kimberly	8/8/2014	Implementation of AVID strategies and practices in lesson plans and during instructional delivery.	5/22/2015 weekly
G1.B1.S1.MA1	Classroom observations and monitoring implementation of the AVID site plan and Individual Site Plans	Harrison, Kimberly	8/8/2014	AVID Meeting Notes, Classroom Observation Data, Documentation from PD sessions, Student Achievement Data on the AVID elective students, Monitoring of the AVID Site Plan and Individual Team Member Plans	5/22/2015 monthly
G1.B1.S2.MA1	Classroom observations and lesson plan development	Harrison, Kimberly	8/8/2014	Implementation of college readiness strategies in classroom instruction.	5/22/2015 monthly
G1.B1.S2.MA1	Classroom observation and monitoring implementation of college readiness strategies.	Harrison, Kimberly	8/8/2014	Classroom observation data, documentations from PD sessions, student achievement data, and student interviews	monthly
G1.B1.S3.MA1	Continued AVID meetings and self evaluation, school and individual action plans	Harrison, Kimberly	10/20/2014	Presentation of AVID binder and compliance to the AVID site plan.	10/20/2014 monthly
G1.B1.S3.MA1	Monthly AVID team meetings and fidelity checks.	Harrison, Kimberly	8/8/2014	Increased reliance on AVID strategies within the student and the teacher.	5/22/2015 monthly
G2.MA1	Parent and community involvement and communication is fostered.	Harrison, Kimberly	10/8/2014	School climate survey reflects positively in regards to parent communication and community involvement.	5/22/2015 quarterly
G2.B1.S1.MA1	Parental involvement and communication improves.	Harrison, Kimberly	10/8/2014	Positive school image and parent involvement will increase through volunteer activities.	5/22/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Parent communication increases.	Harrison, Kimberly	10/8/2014	Communication with parents will include monthly calendars, School Reach Messages, and flyers to promote activities. Seventy-five or more families will attend each scheduled event. Sign i sheets and surveys will serve as documentation.	5/22/2015 quarterly
G3.MA1	Social Studies benchmark data	Harrison, Kimberly	9/17/2014	Scores on the civics EOC given in December and May.	5/22/2015 quarterly
G3.B1.S1.MA1	Review lesson plans, Conduct and gather data from classroom observations, Analyze effectiveness of curriculum mapping,	Harrison, Kimberly	8/6/2014	Benchmark Assessments for Social Studies	5/22/2015 quarterly
G3.B1.S1.MA1	Review Lesson Plans, Review data from classroom observations, Review student assessment data, analyze effectiveness of curriculum maps	Harrison, Kimberly	8/6/2014	Lesson Plans, Data Sets for Social Studies, Curriculum Maps	5/22/2015 weekly
G4.MA1	Assessment data	Harrison, Kimberly	8/6/2014	Assessment data	5/22/2015 quarterly
G4.B1.S1.MA1	assessment data, classroom lesson plans, classroom observations, student work samples	Harrison, Kimberly	8/6/2014	Assessment data	5/22/2015 quarterly
G4.B1.S1.MA1	Assessment Data, Classroom lesson plans, and classroom walk-throughs	Harrison, Kimberly	8/6/2014	Assessment data, Lesson plans, deliberate practice, student work samples, observations	5/22/2015 weekly
G4.B2.S1.MA1	Review classroom activities, classroom observations	Harrison, Kimberly	10/6/2014	weekly lesson plans, student work samples, assessments	5/22/2015 daily
G4.B2.S1.MA1	Review of lesson plans, classroom walk throughs, student work samples	Harrison, Kimberly	8/6/2014	lesson plans, sample student work, weekly lesson plans	5/22/2015 daily
G4.B3.S1.MA1	Classroom observations and analyzing student data sets	Harrison, Kimberly	8/8/2014	Student data and classroom observation data.	5/22/2015 biweekly
G4.B3.S1.MA1	Teachers will observe instruction, plan lessons, and collect data on student achievement and progress.	Harrison, Kimberly	8/8/2014	Classroom observation data will be collected and analyzed using Marzano's Framework to analyze the use of effect strategy implementation.	5/22/2015 monthly
G5.MA1	Science Benchmark Data	Harrison, Kimberly	9/17/2014	Beginning, Mid-Year, and End of Year Pearson Science Benchmark Data Assessment	5/22/2015 quarterly
G5.B1.S1.MA1	Analyze data sets and teaching practices to determine effectiveness and make adjustments in instructional practice, as needed.	Harrison, Kimberly	8/6/2014	Science Benchmark Data Review, Lesson Plan Review, Science Project Submissions and Process Review, Classroom Walk-through Data Review	5/22/2015 weekly
G5.B1.S1.MA1	Monitor Lesson Plans, Assessment Data Results, Classroom Walkthrough Results	Harrison, Kimberly	8/6/2014	Weekly Lesson Plan Submissions, Science Projects, Student Data Sets, Classroom walk-through and observation data	5/22/2015 weekly
G6.MA1	Formative and Summative assessments	Harrison, Kimberly	8/6/2014	Assessment Data	5/22/2015 quarterly
G6.B2.S1.MA1	Research based reading strategies used to differentiate instruction	Harrison, Kimberly	10/7/2014	Improved reading scores, FAIR testing	5/22/2015 quarterly
G6.B2.S1.MA1	Research based strategies will be used for differentiated instruction	Harrison, Kimberly	10/7/2014	lesson plans, student work samples	5/22/2015 weekly
G6.B1.S1.MA1	Review classroom activities, lesson plans, classroom observations	Harrison, Kimberly	8/6/2014	weekly lesson plans, student work samples, assessments	5/22/2015 daily
G6.B1.S1.MA1	Review classroom activities, lesson plans, classroom observations	Harrison, Kimberly	8/6/2014	lesson plans, student work samples formative and summative assessments.,	5/22/2015 daily
G6.B1.S2.MA1	classroom observations and lesson plans	Harrison, Kimberly	8/8/2015	Improved scores on the ELA Writing Assessment	8/8/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S2.MA1	classroom observations and lessons plans	Harrison, Kimberly	8/8/2014	classroom observations and lesson plans	5/22/2015 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. To close the achievement gap by preparing all students for college readiness.

G1.B1 Exposing all students to success and to the option of college or career.

G1.B1.S1 The school will develop a Professional Learning Community (PLC) comprised of teachers, counselors, and administrators to plan rigorous instructional and academic support activities, and monitor the implementation of the activities

PD Opportunity 1

Implement AVID strategies in the classroom

Facilitator

AVID Trained Teachers and Administrators

Participants

All teachers

Schedule

Daily, from 8/8/2014 to 5/22/2015

PD Opportunity 2

Conduct AVID team meetings

Facilitator

Kimberly Harrison and Lelani Fryfogle

Participants

AVID Team Members

Schedule

Monthly, from 8/8/2014 to 5/22/2015

G1.B1.S2 The school will provide teachers and staff with professional development to prepare them to integrate college readiness strategies into their instruction and to help them create, a strong college-going culture within the school.

PD Opportunity 1

Teachers will implement college readiness strategies in the classroom.

Facilitator

Joyce Menz

Participants

faculty and staff

Schedule

Biweekly, from 8/8/2014 to 5/22/2015

G2. Increase positive parent communication and involvement.

G2.B1 Opportunities for parental involvement at the middle school level can be limited.

G2.B1.S1 Open House, Literacy Night, Math Night, Test Readiness Preparation, Family Fitness Night and Science Night will be scheduled during the school year to provide parents and community members the opportunity to engage in authentic learning activities and allow for collaboration.

PD Opportunity 1

Literacy Night, Math Night, Test Readiness Night, and Family Fitness Night are on the school calendar for parents, students, community leaders, faculty and administration to attend.

Facilitator

Paula Thompson, Kim Harrison, and lead teachers

Participants

Parents and Community Members

Schedule

Every 6 Weeks, from 10/8/2014 to 5/22/2015

G3. Increase the percentage of students scoring at or above the proficiency level on the Civics EOC.

G3.B1 Time constraints with the current 5 period schedule limit the time available to cover social studies curriculum.

G3.B1.S1 Teachers will work within the schools district and school to design a curriculum and pacing guide to adequately cover all social studies standards and support instruction in reading and writing.

PD Opportunity 1

Lesson plan development, Classroom observations, Assessment data, and curriculum maps

Facilitator

Joyce Menz

Participants

All Social Studies Teachers

Schedule

Weekly, from 8/6/2014 to 5/22/2015

G4. Increase the percentage of students scoring at or above grade level on the New Florida Standards Math Assessments (FSA) and at or above the proficiency level on the Algebra 1 EOC.

G4.B1 Students may fail to see the connection between classroom activities and real-world applications.

G4.B1.S1 Teachers will apply concepts to problems arising in everyday life, society, and the workplace so that students will see the relevance and connection.

PD Opportunity 1

Review Assessment Data, Classroom lesson plans, and conduct classroom observations

Facilitator

Joyce Menz

Participants

All math teachers

Schedule

Daily, from 8/5/2014 to 5/22/2015

G4.B3 Sixth grade math assessment scores decline in the transition from Callahan Intermediate School to Callahan Middle School.

G4.B3.S1 Design a professional learning community and partnership with Callahan Intermediate to investigate the causes of math scores declining from 5th to 6th grade. Improving consistency of content delivery and sharing of strategies and instructional delivery models will increase student achievement.

PD Opportunity 1

Release time for classroom observations

Facilitator

Kimberly Harrison

Participants

All 6th grade Math and Wheel Elective Teachers

Schedule

Weekly, from 8/8/2014 to 5/22/2015

PD Opportunity 2

Release time for classroom observations

Facilitator

Kimberly Harrison

Participants

All 6th grade Math and Wheel Elective Teachers

Schedule

Weekly, from 8/8/2014 to 5/22/2015

G5. Increase the percentage of students scoring at or above the proficiency level on the FCAT Science Assessment.

G5.B1 Higher levels of thinking and problem solving may be difficult for students.

G5.B1.S1 Increasing opportunities for science teachers to collaborate through lesson planning, analyzing assessment data, adapting instructional practices to expand critical thinking and problem solving, and observing classroom instruction will provide support in instructional delivery and improve student achievement.

PD Opportunity 1

Review lesson plans, assessment data, and conduct classroom observations and focus walks

Facilitator

Ruth Duncan & Monica Wright

Participants

All Science Teachers

Schedule

Monthly, from 8/6/2014 to 5/22/2015

G6. Increase the percentage of students scoring at or above grade level on the New ELA Florida Standards Assessments (FSA).

G6.B1 Students lack experience with text-based writing prompts.

G6.B1.S1 All teachers will use text-based writing across the curriculum with common writing rubrics.

PD Opportunity 1

All teachers will collaborate to expand the writing curriculum to include text-based writing.

Facilitator

Paula Thompson, Pam Wilkerson, Joyce Menz

Participants

All ELA and Writing teachers

Schedule

Weekly, from 8/6/2014 to 5/22/2015

G6.B1.S2 Improve the quality of text-based writing for the ELA Writing Component

PD Opportunity 1

Teachers will use text-based writing strategies in the classroom.

Facilitator

Joyce Menz

Participants

faculty and staff

Schedule

Monthly, from 8/8/2014 to 5/22/2015

G6.B2 Students lack experience with the New ELA Florida Standards Assessment question types (open response, multiple choice, two part questions, selective response, highlighting text)

G6.B2.S1 Teachers will use research-based instructional strategies and utilize programs that provide differentiated instruction for all students.

PD Opportunity 1

Increase reading deficits for below grade level students due to attendance, parental involvement or discipline history

Facilitator

Paula Thompson, Pam Wilkerson, Joyce Menz

Participants

All ELA teachers and writing teachers

Schedule

Weekly, from 10/7/2014 to 5/22/2015

Budget Rollup

Summary

Description	Total
Goal 1: To close the achievement gap by preparing all students for college readiness.	1,500
Goal 2: Increase positive parent communication and involvement.	1,000
Goal 5: Increase the percentage of students scoring at or above the proficiency level on the FCAT Science Assessment.	450
Grand Total	2,950

Goal 1: To close the achievement gap by preparing all students for college readiness.

Description	Source	Total
B1.S1.A2 - Notes	General Fund	500
B1.S1.A2 - Notes	General Fund	1,000
Total Goal 1		1,500

Goal 2: Increase positive parent communication and involvement.

Description	Source	Total
B1.S1.A1	General Fund	1,000
Total Goal 2		1,000

Goal 5: Increase the percentage of students scoring at or above the proficiency level on the FCAT Science Assessment.

Description	Source	Total
B1.S1.A1 - Science Supplies and Materials for Labs and Science Fair	General Fund	450
Total Goal 5		450